

Sixth Grade	Quarter 4: EL Curriculum Map	Module 4
Introduction		
<p>In 2014, the Shelby County Schools Board of Education adopted a set of ambitious, yet attainable goals for school and student performance. The District is committed to these goals, as further described in our strategic plan, <i>Destination 2025</i>.</p> <p>By 2025,</p> <ul style="list-style-type: none"> ● 80% of our students will graduate from high school college or career ready ● 90% of students will graduate on time ● 100% of our students who graduate college or career ready will enroll in a post-secondary opportunity. <p>In order to achieve these ambitious goals, we must provide our students with high-quality, standards-aligned instruction in English Language Arts (ELA) that prepares them to be strong readers, writers, thinkers, and communicators. High-quality instruction provides quality content, effective teacher practices, and effective student practices every day for every student. In our ELA classrooms, we integrate the elements of literacy instruction and consistently provide opportunities for students to take ownership over their learning, as outlined in the SCS ELA Instructional Framework (see the full Framework on page 4).</p> <p>The curriculum maps are meant to help teachers and their support providers (e.g., coaches, leaders) to provide College and Career Ready (CCR) aligned instruction in pursuit of Destination 2025. The curriculum maps are a resource for organizing instruction to reach the <u>TN State Standards</u>, which define what to teach and what students need to learn at each grade level. The maps also support teachers in reaching the ELA Instructional Framework by providing resources and content that represent our vision for excellent ELA instruction, including <u>the instructional shifts</u>.</p>		
How to Use the Curriculum Maps		
<p>The curriculum map is meant to support effective planning and instruction; it is not meant to replace teacher planning or instructional practice. In fact, our goal is not to merely “cover the curriculum,” but rather to “uncover” it by developing students’ deep understanding of the content and mastery of the standards. While the curriculum map provides the foundation for what is taught in SCS classrooms, and that much is non-negotiable, teacher planning and decision making bring instructional materials to life in the classroom. The curriculum map should be viewed as a <i>guide</i>, not a <i>script</i>, and teachers should work to become experts in teaching and adapting the curriculum to meet the needs of their students.</p> <p>This curriculum is composed of four modules. Each module consists of three units, and each unit consists of a set of lesson plans. Each module provides eight weeks of instruction constituting three units. The unit includes a set of sequenced, coherent progressions of learning experiences that build knowledge and understanding of major concepts. The modules sequence and scaffold content aligned to CCSS for ELA & Literacy. Module 1 at each grade level establishes the foundation of instructional routines used throughout the year. Individual modules culminate in an end-of-module performance task, similar to those that students will encounter on high-stakes assessments. This assessment provides information to educators on whether students in their classrooms are achieving the standards.</p> <p>Each module is designed to be adapted to a group’s specific instructional needs. Lessons are not scripts, but are intended to illustrate how instruction might be sequenced. Lessons are adaptable and allow for teacher preference and flexibility both to meet students’ needs and to meet the requirements of the shifts and the standards. The expectation is that teachers complete all the lessons of the week within that week, but pacing may vary depending on the needs of the students. Therefore, “flex” time has been added to allow teachers to extend critical learning opportunities and to accommodate various scheduling needs.</p>		

Structure of a Module

Each module provides eight weeks of instruction, broken into three shorter units. Each module includes seven assessments:

- Six unit-level assessments that are almost always on-demand: students' independent work on a reading, writing, speaking, or listening task
- One final performance task that is a more supported project, often involving research.

Modules include: **daily lesson plans, guiding questions, recommended texts, scaffolding strategies, and other classroom resources**. Instructional resources address the needs of all learners. Ancillary resources, including graphic organizers and collaborative protocols and formative assessment practices, apply to all modules.

The Module Overview provides a road map of the entire module, and includes the module's guiding questions and big ideas, a description of the final performance task, key features of the central texts, the standards addressed and assessed in the module, and long-term "I can" statements that translate the standards into student-centered targets. The Week-at-a-Glance Calendar adds detail to the description provided in the Module Overview, including the instructional focus and a brief description of assessments. A detailed description in the Module Assessments section, including the performance task, further clarifies the trajectory of instruction and the specific skills in context that students will understand by the end of the module.

The [MS English Companion Guide](#) emphasizes that literacy instruction should *integrate* the elements of literacy instruction, so that reading, writing, speaking, listening, and language instruction work together for students to make meaning of texts and express their understanding.

Guidance for EL Units

One of the most challenging choices we make as educators is how to spend our time with students, especially when no one structure or recipe will work for all students in all contexts. But, research suggests that some elements of instruction should happen daily, while others can occur less frequently. In order for our students to meet the literacy demands of the Standards, our students should be reading and discussing text daily. Teachers are encouraged to build structures and utilize embedded protocols into instruction that support student-driven explorations of text and discussions of content. Writing should be an extension of discussion so that students may record thinking or explain thinking. This may be done formally or informally, on graphic organizers or in journals, as a quick response or an extended response. The more authentic the writing experience, the more students will build knowledge while processing the text and discussion.

Working with High Quality Texts (60 minutes daily EL lessons)- including listening to, reading, speaking, and writing about texts within the curriculum. The primary goal is to deliver EL lessons that provides strong and engaging instruction and learning experiences in each lesson, throughout each unit and module, and across all grade levels. Students develop expertise in the standards as they practice them with a variety of topics and tasks. The routines and protocols are consistent throughout the lessons, units, and modules, and across grade levels. This predictable structure provides scaffolds for students as they grow toward independence and accountability for their own learning.

Modules are arranged in units comprising one or more texts. The texts in each module share common elements in relation to genre, authors' craft, text structure, or central ideas. Each unit in a module builds on the skills and knowledge students develop in the preceding unit(s). The number of lessons in a unit varies based on the length of the text(s).

Each lesson is designed to span one class period but may extend beyond that time frame depending on student needs.

EL Curriculum is planned and developed according to the principles of Universal Design for Learning (UDL) to support

- English Language Learners (ELL)
- Accelerated learners
- Students with Disabilities (SWD)
- Students achieving and performing below grade level

Guidance on Assessments and Tasks

The EL Curriculum provides a full complement of assessments, including ongoing formative assessment practices and protocols in each lesson, unit-level assessments, and a culminating performance task at the conclusion of each module.

- Formative assessment practices and opportunities are embedded in and across lessons. Students self-assess against daily learning targets and receive frequent feedback from the teacher and peers.
- Each unit includes two formal assessments. Mid-unit assessments typically are reading assessments requiring text-based answers. End-of-unit assessments often require using multiple sources in a written essay.
- The final assessment for each module is a performance task. In these culminating projects, students synthesize and apply their learning from the module in an engaging and authentic way. Performance tasks incorporate the writing process, scaffolds for students, and peer critique and revision.
- Assessments offer curriculum-embedded opportunities to practice the types of skills needed on high-stakes assessments and include multiple-item formats:
 - Selected response (multiple-choice questions)
 - Short constructed response
 - Extended response, either on demand or supported
 - Speaking and listening (discussion or oral presentation)
 - Formal argumentative, explanatory, and narrative essays (involving planning, drafting, and revision)

The standards assessed and addressed in each module specifically support the study of the module text(s), and include standards in all four domains: reading, writing, speaking and listening, and language.

Unit-Level Assessments:

- Each unit includes two assessments, most of which are “on-demand” (that is, show what you know/can do on your own).
- Mid-Unit Assessments typically, though not always, are reading assessments: text-based answers.
- End-of-Unit Assessments typically, though not always, are writing assessments: writing from sources.
- Most assessments have a heavy emphasis on academic vocabulary, particularly on determining words in context.
- Assessments are designed to be curriculum-embedded opportunities to practice the types of skills needed on state assessments.
- The curriculum map that follows lists the title of each assessment, the standards assessed, and the assessment format, of which there are five types.
 - Selected response (multiple-choice questions)
 - Short constructed response (short-answer questions of the type that is scored using a 2-point rubric)
 - Extended response (longer writing or essays of the type that is scored using a 4-point rubric) (either on-demand or supported)
 - Speaking and listening (discussion or oral presentation)
 - Scaffolded essay (involving planning, drafting, and revision)

Final Performance Task: This is a culminating project, which takes place during Unit 3 of every module. Performance tasks are designed to help students synthesize and apply their learning from the module in an engaging and authentic way. Performance tasks are developed using the writing process, are scaffolded, and almost always include peer critique and revision. Performance tasks are not “on-demand” assessments. (Note: The End-of-Unit 3 Assessment often addresses key components of the performance task.)

Eighth Grade	Quarter 1: EL Curriculum Map	Weeks 1-9
SCS Instructional Framework		

The purpose of this Instructional Framework is to increase our capacity to improve students' literacy by outlining research-supported instructional practices and a shared language for what effective ELA instruction looks like and sounds like in Shelby County School. We believe that consistent use of these practices in every classroom could make measurable positive differences in SCS literacy achievement.

The recommended practices should occur throughout the day, including being integrated into science and social studies learning. These practices should be viewed as the minimum standard of literacy instruction for SCS, not as an exhaustive list of ELA instructional practices.

In our ELA classrooms, students will:

- **Build strong reading foundational skills, starting in the early grades.** Foundational literacy skills unlock the code of text so that students can read and write. We aim for all students to gain these critical skills in the early grades while supporting students of all ages as they strive towards reading proficiently.
- **Work with worthwhile and complex texts.** By reading, discussing and writing about rich texts students build their understanding of the world and their understanding of language. Students must experience a staircase of text complexity across their K-12 experience to prepare them for college and career.
- **Experience a volume of reading to build knowledge, vocabulary, fluency, and independence.** Reading a large volume and wide variety of texts provides students with critical practice in both skills-based and EL competencies. This practice also builds more confident readers and lifelong habits of reading.
- **Regularly discuss and write about texts, grounded in evidence.** Students read texts closely and are challenged to speak and write about what they have read using evidence to justify their positions. Practice should include a focus on the academic language of texts and using such language in discussions and writing.
- **Own the thinking of the lesson.** Students should do most of the reading, thinking, speaking and talking in our classrooms, supported by their peers and their teacher. Students engage in the work of the lesson and take ownership of their learning.

Effective ELA instruction requires research-based instructional practices which include:

- **Thoughtfully planned and executed lessons.** Teachers use a deep understanding of grade-level standards, literacy development, and the curriculum units to ensure daily lessons have clear objectives, worthwhile texts, and aligned tasks. Lesson implementation supports students in achieving the lesson goals while maintaining the rigor of tasks and requiring students to do the thinking.
- **Attention to both skills-based and EL competencies.** Proficient readers simultaneously use skills-based competencies (including decoding, word recognition, and fluency) and EL competencies (including vocabulary and knowledge) to read and make sense of texts. Our students must receive instruction and practice in both competencies to become strong readers.
- **Daily integration of reading, speaking, listening and writing to understand texts and express understanding.** Literacy skills are complex and intertwined and are best developed when practiced in combination, not in isolation. Students need daily, connected practice with the *inputs* of reading and listening and the *outputs* of speaking and writing to develop and express understanding. Strong environments also provide students with regular opportunities to write about their acquired understanding of text and topics.
- **An environment that supports text-based discourse.** Teachers create habits of culture that provide opportunities for students to engage in text-based discussions. Student discussion in ELA builds understanding of the text and topic being studied.
- **Data-informed instruction.** Teachers develop a clear vision of success and use evidence of student thinking to monitor and adjust instruction. Student mistakes are viewed as opportunities for learning and guide teachers in providing strategic scaffolding for students to access rigorous content.

Research suggests these practices can have a positive impact on students, but they do not prescribe how the practices will be used as we know there is no one set recipe for success. Our students depend on educators making deliberate, researched-informed decisions daily to best meet their students. This document is intended to assist you in making those choices.

ELA Coaching Guide

The ELA Coaching Guide is a tool to diagnose when and if classrooms are meeting the expectations of the Instructional Framework. Designed as a developmental rather than an evaluation tool, it can be used for planning, reflection, and collaboration.

The Coaching Guide is based on [the Instructional Practice Guide from Achieve the Core.](#)

Throughout this curriculum map, teachers will notice high-quality texts identified for students to engage with through reading/read alouds, discussions, and writing tasks that align to the demands of the standards. Therefore, the high-leverage resources noted below are intended to support teachers' understanding of the curriculum, the standards, and/or instructional practices specified in EL **To access the resources, click the link. If the link does not open, copy and paste the link into your search engine's browser.**

Reading Resource Tool Kit:	
The Tennessee State ELA Standards and Crosswalk	
The Tennessee ELA Standards: https://www.tn.gov/education/instruction/academic-standards/english-language-arts-standards.html	Teachers can access the Tennessee State Standards, which are featured throughout this curriculum map and represent college and career ready student learning at each respective grade level.
Crosswalk https://drive.google.com/file/d/1l iDUT0yj0LNbOX4orjUVw76PDUB07Oz/view?usp=sharing	This crosswalk provides a correlation between the Common Core ELA Standards coding and the Tennessee ELA Standards coding.
Scaffolds in the EL Curriculum	
Digging Deeper on Differentiation Strategies https://drive.google.com/file/d/1A6omzTBZGL7WL-xfR530cu0b3490RHGp/view?usp=sharing	This article contains examples of strategies that help all students make the most of challenging texts and harness them for their work and learning.
Scaffolding Options for ELA https://drive.google.com/file/d/1OcHJ8Lwxw9BH6EUCXEZIShL5hxCQ4sRP/view?usp=sharing	This table provides scaffolding options regarding the various instructional components found in EL.
Meeting Students Needs Through Scaffolding https://drive.google.com/file/d/1PU5--lz66v-NRGIZ-VJZ1hp_pz5_UbDI/view?usp=sharing	This table provides temporary instructional supports designed to help students successfully read texts that they may find challenging.
English as a Second Language (ESL)	
ESL Classroom Resources for EL Curriculum https://scsk12.sharepoint.com/:f:/s/SCSESLResources/EikF9w2zNA5BlxMMF15FtwBHtEmRFfmJ--iD6N7BNtFQ?e=2mB1g9	This resources provides scaffolding options for ESL students within EL in order to support their language needs as outlined on their Individual Learning Plans (ILPs) per Tennessee Policy 3.207.
Read-Alouds/Close Reading	
Helping Students Read Closely file:///Users/coach/Downloads/ELED-HelpingStudentsReadCloselyELACurriculumGrades3-8-0815%20(3).pdf	This article provides information regarding how close reads can support students' reading ability.

<p>Close Reading: An Instructional Strategy for Conquering Complex Text https://vimeo.com/89001348</p>	<p>In this video, students and teachers are engaged with EL Education's grades 3-8 ELA curriculum. The teacher guides students through the close reading process, checks for understanding, and leverages the power of student talk and collaboration to help them make meaning of a complex text.</p>
<p>Grappling with Complex Informational Text https://vimeo.com/54007714</p>	<p>In this video, students and teachers are engaged with EL Education's grades 3-8 ELA curriculum. Students in a fifth-grade class use close reading strategies to determine the main idea and important details from a newspaper article about the Seneca people.</p>
<p>Student Engagement: EL Protocols</p>	
<p>EL Protocols: https://drive.google.com/file/d/1tH0UAMzxCRB9Xvwjw7-5tQLYIt6yT6XY/view?usp=sharing</p>	<p>Teachers can use this resource to learn about how to sequence texts into “expert packs” to build student knowledge of the world.</p>
<p>Classroom Protocols in Action: Science Talk https://vimeo.com/169909161</p>	<p>This video is an example of an EL protocol in action. It shows how the engagement protocols engage all students in the learning.</p>
<p>Social Emotional Learning Resources</p>	
<p>EL Character Framework https://characterframework.eleducation.org/</p>	<p>Central to EL Education curriculum is a focus on “habits of character” and social-emotional learning. This website highlights what EL means by character and how EL Education’s curriculum promotes habits of character.</p>
<p>Edutopia: Social Emotional Learning https://www.edutopia.org/social-emotional-learning</p>	<p>This website has a robust library of Social Emotional Learning (SEL) resources, such as videos and articles, that teachers may access to learn more about SEL.</p>
<p>Social Emotional Learning: FAQ https://casel.org/faqs/</p>	<p>Teachers may access the CASEL website to thoroughly develop their professional understanding of Social Emotional Learning.</p>
<p>Aspen Institute: National Commission on Social, Emotional, and Academic Development https://www.aspeninstitute.org/publications/learning-happens-supporting-students-social-emotional-academic-development/</p>	<p>Teachers may use this resource to access SEL articles, videos, and other informative supports to learn more about SEL.</p>
<p>Additional Resources</p>	
<p>The moDEL Detroit Project: https://www.detroitk12.org/Page/9721</p>	<p>The moDEL Detroit Project Provides both planning and delivery resources to teachers who are implementing the EL Education Curriculum. This includes PowerPoints for every lesson in grades K-8. These resources were developed in conjunction with various literacy experts. However, SCS teachers who choose to use the presentations should review them before use to ensure the information highlights the lesson’s priorities identified for their students. Please note, once downloaded, the PowerPoints can be revised to meet your needs.</p>

ESSA

Student success is expected for all students. In order to provide students with equitable access to the ELA curriculum, scaffolded instruction is expected to support student mastery of the TN Academic Standards. It is imperative for instructional practices to provide each student with the best opportunity to meet these standards by supporting their learning needs

SL: English Language Development

To support teachers in helping to ensure success for ESL students in the general education classroom, the EL curriculum provides recommendations for scaffolds for the ELL students in the section called *Meeting Students Needs*. Model Performance Indicators (MPIs) help to make content comprehensible for all learners. The link and the MPI chart below provide instructional recommendations for scaffolds based on the student's level.

Model Performance Indicators (MPIs): Provide examples (models) of assessable language skills. Reflect the second language acquisition process. Describe how students can use the language (purpose). Relate to specific criteria and elements of academic language. Provide the anchors for curriculum, instruction, and assessment.

	Level 1 (Entering)	Level 2 (Emerging)	Level 3 (Developing)	Level 4 (Expanding)	Level 5 (Bridging)
Listening	<i>Match pictures of key details (vocabulary) from informational text to words read aloud by a teacher/partner.</i>	<i>Sort pictures of key details in informational text according to corresponding basic sentences read aloud by a partner.</i>	<i>Sequence key details that support the main topic of an informational text written in extended sentences from oral presentation with a partner.</i>	<i>Organize details that support the main idea of informational text told in expanded oral discourse with visual support.</i>	<i>Interpret key details that support the main topic in orally presented informational text using complex grade-level oral discourse with visual support.</i>
Reading	<i>Sequence a series of pictures to retell key details of informational text with a partner.</i>	<i>Locate key details within illustrated informational text with a partner.</i>	<i>Sequence key details written in simple sentences on sentence strips with a peer.</i>	<i>Organize main topics and key details from informational text in a graphic organizer with a small group.</i>	<i>Draw conclusions about key details written in complex language using a graphic organizer.</i>
Speaking	<i>Name key details (words) in familiar informational text using illustrations when repeating after a peer.</i>	<i>Describe key details of informational text using phrases and short sentences with visual support such as photos, illustrations and picture books with modeled support.</i>	<i>Retell key details and main topics of informational text using basic sentence structures with models and visual support such as photos, illustrations or picture books.</i>	<i>Explain the main topic and key details of informational text using specific and some technical content-area language in expanded sentences while working with a partner.</i>	<i>Discuss the main topic and key details of informational text using creative word choice and technical and abstract language in multiple complex sentences in a small group.</i>
Writing	<i>Draw and label (with words) illustrations that represent key details of informational text with modeled support.</i>	<i>Compose phrases or short sentences for labeled illustrations representing key details of informational text with a peer.</i>	<i>Retell (in short sentences) the main topic and details of a text supported by a labeled and illustrated flow map.</i>	<i>Summarize the main topics of an informational text and give specific key details in expanded sentences using an illustrated graphic organizer.</i>	<i>Elaborate on the main topic and key details of informational text using organized expression of complex ideas with a word bank.</i>

The WIDA English Language Development (ELD) Standards Connections are found at the following link: <https://www.wida.us/standards/eld.asp>

Social Emotional Learning (SEL) Connections

EL Education curriculum is a focus on social-emotional learning. Students work to become effective learners, developing mindsets and skills for success in college, career, and life (e.g., initiative, responsibility, perseverance, collaboration); work to become ethical people, treating others well and standing up for what is right (e.g., empathy, integrity, respect, compassion); and work to contribute to a better world, putting their learning to use to improve communities (e.g., citizenship, service).

Module 1 intentionally incorporates Social Emotional Learning content. These intentional connections are described below.

- Role of social, political, and cultural interactions in the development of identity
- Personal identity is a function of an individual's culture, time, place, geography, interactions with groups, influences from institutions and lived experiences
- Development, Movement, and Interaction of Cultures
- Role of diversity within and among cultures

For additional informational on EI and **Social Emotional Learning: *Fostering Character in a Collaborative Classroom*** Please click link below: <https://drive.google.com/file/d/1D6F8cLZ5sseD-54BW-GnvyyplAbJ-poE/view?usp=sharing>

Sixth Grade Module 4 Unit 1: Building Background Knowledge *Frightful's Mountain* and DDT



Unit 1 Overview

In this first unit, students are introduced to the central theme of this module: the delicate balance between human needs and the needs of the natural world. Students launch their reading of *Frightful's Mountain*, focusing their learning about the natural world by reading through the perspective of Frightful, a peregrine falcon. Students then begin to analyze informational texts and videos about DDT, a pesticide used widely throughout the world to fight malaria, but banned in the United States in 1972 due to its harmful environmental consequences. In these articles and videos, students learn to trace and evaluate an author's argument, claims, and evidence. In the mid-unit assessment, students read a new informational article and watch a new video, completing a graphic organizer identical to the one they have been using to trace the author's argument during lessons. In the second half of the unit, students grapple with the central question of this module: Do the benefits of DDT outweigh its harmful consequences? Students reflect on the novel, the articles they read, and the videos they watched as well as a variety of new visual information in the form of charts, graphs, and maps. For their end of unit assessment, students participate in a Fishbowl discussion in which they are expected to advocate their position in response to the central question, using their own visual aids to help them support their position. This unit uses science content to teach literacy standards, but is not intended to replace hands-on science instruction.

Mid-Unit 1 Assessment: Tracing and Evaluating an Argument: "Rachel Carson: Sounding the Alarm on Pollution" and the Video about DDT

This assessment centers on CCSS ELA RI.6.8 and SL.6.3. In this assessment, students read a new article and watch a new video about the debate over the use of DDT. For each, students trace and evaluate the argument and specific claims made by the author, or speaker, distinguishing claims that are supported by reasons and evidence, and those that are not. Students use a graphic organizer identical to the one they have been using in prior lessons to complete this assessment.

End-of-Unit 1 Assessment: Fishbowl Discussion: DDT: Do the Benefits Outweigh the Harmful Consequences?

This assessment centers on CCSS ELA SL.6.2 and SL.6.2a*. In this assessment, students use the knowledge gained through the reading of the novel *Frightful's Mountain* and multiple informational articles to inform their discussion around the question: "Do the benefits of DDT outweigh the consequences?" Students participate in a "Fishbowl" discussion, in which part of the students are active participants in the discussion, while the other half are observing and coaching a partner. Then these roles are switched. Students participating in the discussion are expected to advocate their position, ask questions of other students, and respond to questions posed to them. Students are also expected to refer to visual aids, such as charts and graphs, about the use of DDT as they persuasively advocate their position. The teacher will use an observation-based criteria checklist to assess students' performance.

Required Unit Trade Book(s): Jean Craighead George, *Frightful's Mountain*

1. Jean Craighead George, *Frightful's Mountain* (New York: Dutton Children's, 1999), ISBN: 978-0-141-31235-4.

2. "Welcome Back," in *Skipping Stones*, March–April 2010, 26.

3. "John Stossel—DDT" video, as found at <http://www.youtube.com/watch?v=kHwqandRTSQ>.

4. Kirsten Weir, "The Exterminator," in *Current Science*, Nov. 5, 2004, 4–7.

5. "DDT—Dichloro-diphenyl-trichloroethane" video, as found at <http://www.science.gc.ca/default.asp?lang=en&n=730d78b4-1> (for mid-unit assessment).

6. Robert W. Peterson, "Rachel Carson: Sounding the Alarm on Pollution," In *Boys' Life*, Aug. 1994, 38–39.

Suggested Pacing: This unit is approximately 2.5 weeks or 13 sessions of instruction.

Unit 1 Lessons	Agenda	Daily Learning	Prioritized Task
<p><u>Lesson 1</u> Launching Frightful’s Mountain: Building Background Knowledge and Establishing Reading Routines</p> <p><u>Lesson Vocabulary</u> sequel (cover), illustrated (title page); talons (5), perch (6), prey (7), jesses (9), culvert (11), predators (12), tiercel (19)</p> <p><u>Materials</u></p> <ul style="list-style-type: none"> • Document camera • Rachel Carson’s quote (one for display) • <i>Frightful’s Mountain</i> (book; one per student) • “Frightful’s Mountain by Jean Craighead George” video from YouTube • Learning from Frightful’s Perspective: Chapter 1 (one per student) • Learning from Frightful’s Perspective: Chapter 2 (one per student) 	<p>1. Opening</p> <p>A. Opening Quote: Human Needs and the Natural World (5 minutes)</p> <p>2. Work Time</p> <p>A. Launching the Novel: Read-aloud of Chapter 1 of <i>Frightful’s Mountain</i> (20 minutes)</p> <p>B. Introducing Routines for Reading the Novel: Learning from Frightful’s Perspective (5 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Exit Ticket: (5 minutes)</p> <p>4. Homework</p> <p>A. Read Chapter 2, “Frightful Goes to Falcon School.” Complete the Learning from Frightful’s Perspective Chapter 2.</p>	<ul style="list-style-type: none"> • I can cite text-based evidence to support an analysis of literary text. (RL.6.1) (6.RL.KID.1) <p><u>Ongoing Assessments</u></p> <ul style="list-style-type: none"> • Learning from Frightful’s Perspective: Chapter 1 • Notice and Wonder: Response to <i>Frightful’s Mountain</i> by Jean Craighead George Video <p><u>Protocol(s)</u> Think-Pair-Share</p>	<p><u>Work Time A and B</u></p> <p>Reason: The students need to learn the premise of the anchor text and what their daily homework will look like each day.</p>

<p><u>Lesson 2</u> Close Reading and Gathering Evidence from <i>Frightful's Mountain</i> and "Welcome Back"</p>	<p>1. Opening A. Jigsaw of "Learning from Frightful": Excerpts from Chapter 2 (15 minutes) B. Unpacking Learning Targets (2</p>	<ul style="list-style-type: none"> • I can identify the argument and specific claims in a text. (RI.6.8) (6.RI.IK1.8) • I can evaluate the argument and specific claims for sufficient evidence. (RI.6.8) (6.RI.IK1.8) 	<p><u>Work Time A and B</u></p> <p>Reason: This is an opening for the topic students will be researching throughout the</p>

<p>Lesson Vocabulary gist, annotate, pesticides, evidence; DDT, captivity, Endangered Species Act, aerie (22), nestlings (22), eyases (22), morsel (23), brooded (24), preened (27)</p> <p>Materials</p> <ul style="list-style-type: none"> • Frightful Goes to Falcon School, Peregrine Falcon Facts (one per student) • Peregrine Falcon Facts anchor chart (new; teacher-created; see Teaching Notes) • <i>Frightful's Mountain</i> (book; one per student) • "Welcome Back" article (one per student) • Document camera • Rachel Carson's quote (from Lesson 1; one to display) • Sticky notes (one per student) • Learning from Frightful's Perspective: Chapter 3 (one per student) 	<p>minutes)</p> <p>2. Work Time</p> <p>A. First Read of "Welcome Back": Read-aloud and Getting the Gist (10 minutes)</p> <p>B. Second Read of "Welcome Back": Understanding Author's Focus and Finding Text-based Evidence about Peregrine Falcons and DDT (15 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Making Connections between <i>Frightful's Mountain</i>, "Welcome Back," and Rachel Carson's Quote (3minutes)</p> <p>5. Homework</p> <p>A. Read Chapter 3, "The Eyases Get on Wing." Complete Learning from Frightful's Perspective Chapter 3.</p>	<p>Ongoing Assessment</p> <ul style="list-style-type: none"> • Learning from Frightful's Perspective • Chapter 2: Frightful • Goes to Falcon School, Peregrine Falcon Facts • Learning from Frightful's Perspective: Chapter 2 • Sticky note: Making Connections between <i>Frightful's Mountain</i> and "Welcome Back" <p>Protocol(s) Jigsaw</p>	<p>module. Students are also engaging into the reasons why using DDT is a consequence.</p>
<p>Lesson 3 Tracing a Speaker's Argument: John Stossel DDT Video</p> <p>Lesson Vocabulary:</p>	<p>1. Opening</p> <p>A. Engaging the Reader: Learning from Frightful's Perspective (10 minutes)</p> <p>B. Unpacking Learning Targets (3</p>	<ul style="list-style-type: none"> • I can outline a speaker's argument and specific claims. (SL.6.3) (6.SL.CC.3) • I can determine whether a speaker's argument is supported by reasons and 	<p>Work Time B</p> <p>Reason: Work time B is a cycle of practice and mirrors what students will be seeing on their Mid Unit assessment.</p>

<p>gist, argument, claim, evidence; DDT, malaria, typhus, leukemia, myth, residue, chemical, ban, environmentalist, insecticide, World Malaria Day (video)</p> <p>Materials</p> <ul style="list-style-type: none"> • <i>Frightful's Mountain</i> (book; one per student) • Peregrine Falcon Facts anchor chart (from Lesson 2) • Frightful's Relationships: Excerpts from Chapter 3 (one per student) • Document camera • Notice and Wonder graphic organizer (one per student) • "John Stossel—DDT" video http://www.youtube.com/watch?v=kHwqandRTSQ • Tracing an Argument graphic organizer (one per student) • Learning from Frightful's Perspective: Chapter 4 (one per student) 	<p>minutes)</p> <p>2. Work Time</p> <p>A. Notice and Wonder: First Viewing of "John Stossel – DDT" Video (10 minutes)</p> <p>B. Tracing an Argument: Second Viewing of "John Stossel – DDT" Video (15 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Exit Ticket: Independently Identifying a Claim and Evidence (7 minutes)</p> <p>4. Homework</p> <p>A. Read Chapter 4, "The Wilderness Tests the Eyases" Complete Learning from Frightful's Perspective: Chapter 4.</p>	<p>evidence or not. (SL.6.3) (6.SL.CC.3)</p> <p>Ongoing Assessment:</p> <ul style="list-style-type: none"> • Learning from Frightful's Perspective: Chapter 3 (from homework) • Frightful's Relationships: Excerpts from Chapter 3 • Tracing an Argument graphic organizer <p>Protocol(s) None</p>	
<p>Lesson 4 Citing Evidence and Building Vocabulary: "The Exterminator"</p> <p>Lesson Vocabulary:</p>	<p>1. Opening</p> <p>A. Engaging the Reader: Learning from Frightful's Perspective (10 minutes)</p> <p>B. Unpacking Learning Targets (3</p>	<ul style="list-style-type: none"> • I can cite text-based evidence to support an analysis of informational text. (RI.6.1) (6.RL.KID.1) • I can use resources to build 	<p><u>Work Time A</u></p> <p>Reason: This first read will take well over 15 minutes.</p> <p><i>Notes: Consider having</i></p>

<p>text feature; gist, scientific terminology, captions, sidebars; exterminator, pesticide, malaria, parasite, vector(s) (1); insecticide, ecologist, accumulated, resistant (3); toxic, agriculture, environment, eradicating (4)</p> <p>Materials</p> <ul style="list-style-type: none"> • <i>Frightful's Mountain</i> (book; one per student) • Dictionaries (one per triad) • Equity sticks • "The Exterminator" article (one per student) • Document camera • Scientific Word Wall (new; teacher-created on chart paper) • Sticky notes (four or five per student) • Learning from Frightful's Perspective: Chapter 5 (one per student) 	<p>minutes)</p> <p>2. Work Time</p> <p>A. Exploring the Text: Side Bars and First Read of "The Exterminator" (15 minutes)</p> <p>B. Getting the Gist: Second Read of "The Exterminator" (10 minutes)</p> <p>C. Vocabulary: Introduction to Scientific Terminology (5 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Exit Ticket: Adding Scientific Terminology to the Scientific Word Wall (3 minutes)</p> <p>4. Homework</p> <p>A. Read Chapter 5, "Frightful Peregrinates." Complete Learning from Frightful's Perspective: Chapter 5.</p>	<p>my vocabulary. (L.6.6) (6.L.VAU.6)</p> <p>Ongoing Assessment:</p> <ul style="list-style-type: none"> • Learning from Frightful's Perspective: Chapter 4 • Text Walk Scavenger Hunt recording form Scientific vocabulary identified in "The Exterminator" <p>Protocol(s) None</p>	<p><i>students jigsaw into each section of the article as it is a solid 3-4 page article. This is a pro DDT article.</i></p>
<p>Lesson 5 Annotating the Text and Identifying Argument, Claims, and Evidence: "Double Whammy" Excerpt from "The Exterminator"</p>	<p>1. Opening</p> <p>A. Studying Peregrine Falcon Migration Map (15 minutes)</p> <p>B. Unpacking Learning Targets (2 minutes)</p>	<ul style="list-style-type: none"> • I can identify the argument and specific claims in a text. (RI.6.8) (6.RI.IK1.8) • I can evaluate the argument and specific claims for sufficient evidence. (RI.6.8) 	<p><u>Work Time B</u></p> <p>Reason: Students should have the gist statements from the sidebar texts from the previous lesson 4. Work Time B will be needed for</p>

<p>Lesson Vocabulary: annotate, argument, claim, evidence; excerpt, followed suit, alternatives, banned, silo (51); pummeled, culvert (52); undulating (53); deluge (57)</p> <p>Materials</p> <ul style="list-style-type: none"> • <i>Frightful's Mountain</i> (book; one per student) • Peregrine Falcon Facts anchor chart (begun in Lesson 2) • "The Exterminator" (from Lesson 4) • Document camera • Tracing an Argument graphic organizer (one per student) • Exit Ticket: Argument, Claim, and Evidence (one per student) • Learning from Frightful's Perspective: Chapter 6 (one per student) 	<p>2. Work Time:</p> <p>A. Getting the Gist: "Double Whammy" Excerpt from "The Exterminator" (10 minutes)</p> <p>B. Identifying the Argument, Claims, and Evidence in "Double Whammy" Excerpt from "The Exterminator"(15 minutes)</p> <p>3. Closing and Assessment:</p> <p>A. Exit Ticket: Finding the Claim and Supporting Evidence in an Excerpt from "The Exterminator"(3 minutes)</p> <p>4. Homework:</p> <p>A. Read Chapter 6, "Frightful Finds the Enemy." Complete Learning from Frightful's Perspective: Chapter 6.</p>	<p>(6.RI.IK1.8)</p> <p>Ongoing Assessment:</p> <ul style="list-style-type: none"> • Learning from Frightful's Perspective: Chapter 5 (from homework) • Tracing an Argument graphic organizer • Exit Ticket: Argument, Claims, and Evidence <p>Protocol(s) Think-Pair-Share</p>	<p>their assessments and upcoming lessons in Unit 2 and 3.</p>
<p>Lesson 6 Identifying How Text Features Support Arguments: "The Exterminator"</p> <p>Lesson Vocabulary: argument, claims, evidence, sidebars;</p>	<p>1. Opening</p> <p>A. Engaging the Reader: Learning from Frightful's Perspective (8 minutes)</p> <p>B. Unpacking Learning Targets (2</p>	<ul style="list-style-type: none"> • I can cite text-based evidence to support an analysis of informational text. (RI.6.1) (6.RL.KID.1) • I can identify the argument and specific claims in a text. 	<p><u>Work Time A</u></p> <p>Reason: This work time will reflect what students will have to complete for the Mid Unit Assessment.</p>

<p>symptoms, parasite, anemia, effective, prophylactic, preventive, toxic, tolerate, vaccine, species, life cycle, researchers, biotechnology, genes, genomes, genetic, organism, immune system</p> <p>Materials</p> <ul style="list-style-type: none"> • <i>Frightful's Mountain</i> (book; one per student) • Peregrine Falcon Facts anchor chart (begun in Lesson 2) • Document camera • Map from <i>Frightful's Mountain</i> (in the book itself; one for display) • Projector • Website with Hudson River Bridges (http://en.wikipedia.org/wiki/Category:Bridges_over_the_Hudson_River) • "The Exterminator" article (from Lesson 4) • Sidebar task card (one per student) • Sidebar "Seriously Sick" Glossary (one per student using this sidebar) • Sidebar "Seriously Sick" Glossary: Word Wall placement (for teacher reference) • Sidebar "Killer Genes" Glossary (one per student using this sidebar) • Sidebar "Killer Genes" Glossary: Word Wall placement (for teacher reference) • Highlighters (one per student) • Sticky notes (two per triad) • Scientific Word Wall • Learning from <i>Frightful's</i> 	<p>minutes)</p> <p>2. Work Time:</p> <p>A. Jigsaw Groups: How Do Text Features Contribute to an Argument? (15 minutes)</p> <p>B. Vocabulary: Categorizing Words in the Text Features of "The Exterminator" (5 minutes)</p> <p>C. Triad Discussion: Presenting Jigsaw Findings (5 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Reflecting on Learning Targets: Back-to-Back, Face-to-Face (5 minutes)</p> <p>4. Homework</p> <p>A. Read Chapter 7, "Disaster Leads to Survival." Complete Learning from <i>Frightful's Perspective</i>: Chapter 7.</p>	<p>(RI.6.8) (6.RI.IK1.8)</p> <ul style="list-style-type: none"> • I can use resources to build my vocabulary. (L.6.6) (6.L.VAU.6) <p>Ongoing Assessment:</p> <ul style="list-style-type: none"> • Learning from <i>Frightful's Perspective</i>: Chapter 6 (from homework) • Sidebar "Seriously Sick" glossary • Sidebar "Killer Gene" glossary • Sidebar task card <p>Protocol(s) Back-to-Back, Face-to-Face Jigsaw</p>	
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<p>Perspective: Chapter 7 (one per student)</p>			
<p>Lesson 7 Getting the Gist and Tracing an Argument: “Public Fear” Excerpt from “The Exterminator”</p> <p>Lesson Vocabulary: argument, claims, evidence;</p>	<p>1. Opening</p> <p>A. Thinking about Big Ideas: <i>Frightful’s Mountain</i> and Rachel Carson (8 minutes)</p> <p>B. Unpacking Learning Targets (2 minutes)</p> <p>2. Work Time</p>	<ul style="list-style-type: none"> I can cite text-based evidence to support an analysis of informational text. (RI.6.1) (6.RL.KID.1) I can identify the argument 	<p><u>Work Time B</u></p> <p>Reason: By now students have already read “The Exterminator”, and they should be independently</p>

<p>opponents, double standard, international donors, reluctant, unfounded, significant effect, Plasmodium parasite, eradicating, hacking (71), mews (71)</p> <p>Materials</p> <ul style="list-style-type: none"> • <i>Frightful's Mountain</i> (book; one per student) • Rachel Carson's quote (from Lesson 1) • Peregrine Falcon Facts anchor chart (begun in Lesson 2) • Projector (optional) • "The Exterminator" (from Lesson 4) • Tracing an Argument graphic organizer (one per student) 	<p>A. Getting the Gist: "Public Fear" Excerpt from "The Exterminator" (10 minutes)</p> <p>B. Independent Reading: Identifying Argument, Claims, and Evidence: "Public Fear" Excerpt from "The Exterminator" (15 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Reread "Double Whammy" and "Public Fear" excerpts from "The Exterminator" to review your claim and evidence annotations. Then review the Tracing an Argument graphic organizers for the "Double Whammy" and "Public Fear" excerpts.</p> <p>B. Review vocabulary (academic and domain specific).</p> <p>4. Homework</p> <p>A. Reread "Double Whammy" and "Public Fear" excerpts from "The Exterminator" to review your claim and evidence annotations. Then review the Tracing an Argument graphic organizers for the "Double Whammy" and "Public Fear" excerpts.</p> <p>B. Review vocabulary (academic and domain specific).</p>	<p>and specific claims in a text. (RI.6.8) (6.RI.IK1.8)</p> <ul style="list-style-type: none"> • I can evaluate the argument and specific claims for sufficient evidence. (RI.6.8) (6.RI.IK1.8) <p>Ongoing Assessment:</p> <ul style="list-style-type: none"> • Learning from Frightful's Perspective: Chapter 7 (from homework) • Peregrine Falcon Facts anchor chart • Tracing an Argument graphic organizer • Learning Target sticky notes <p>Protocol(s) None</p>	<p>practicing how to identify arguments, claims, and evidence for the Mid Unit Assessment.</p>
<p>Lesson 8 Mid-Unit Assessment: Tracing an Argument in an Article and a Video</p> <p>Lesson Vocabulary:</p>	<p>1. Opening</p> <p>A. Unpacking Learning Targets and Assessment Prompt (5 minutes)</p> <p>2. Work Time</p> <p>A. Mid-Unit 1 Assessment:</p>	<ul style="list-style-type: none"> • I can identify the argument and specific claims in a text. (RI.6.8) (6.RI.IK1.8) • I can evaluate the argument and specific claims for sufficient evidence. (SL.6.3) 	<p><u>Work Time A and B</u></p> <p>Reason: This is the assessment.</p>

<p>argument, claims, evidence; bio-magnification, bio-accumulation (video); pollution, conservation, synthetic, aerial (article)</p> <p>Materials</p> <ul style="list-style-type: none"> • Document camera • Mid-Unit 1 Assessment: Tracing and Evaluating an Argument: Video about DDT (one per student) • Mid-Unit 1 Assessment Glossary sheet (one per student) • Video about DDT: http://www.science.gc.ca/default.asp?lang=en&n=730d78b4-1 • Mid-Unit 1 Assessment: Tracing and Evaluating an Argument: “Rachel Carson: Sounding the Alarm on Pollution” (one per student) • “Rachel Carson: Sounding the Alarm on Pollution” (assessment text; one per student) • Sticky notes (a few per student) • Scientific Word Wall (begun in Lesson 4) • Frightful’s Mountain (book; one per student) • Mid-Unit 1 Assessment: Tracing and Evaluating an Argument (answers, for teacher reference) • Learning from Frightful’s Perspective: Chapter 8 (one per student) 	<p>Tracing and Evaluating an Argument: Video about DDT (17 minutes)</p> <p>B. Mid-Unit 1 Assessment: Tracing and Evaluating an Argument: “Rachel Carson: Sounding the Alarm on Pollution” (20 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Read Chapter 8, “Hunger Is Frightful’s Teacher.” Complete Learning from Frightful’s Perspective: Chapter 8.</p> <p>4. Homework</p> <p>A. Read Chapter 8, “Hunger Is Frightful’s Teacher.” Complete Learning from Frightful’s Perspective: Chapter 8.</p>	<p>(6.SL.CC.3)</p> <p><u>Ongoing Assessment:</u></p> <ul style="list-style-type: none"> • Mid-Unit 1 Assessment: Tracing and Evaluating an Argument: Video about DDT • Mid-Unit 1 Assessment: Tracing and Evaluating an Argument: “Rachel Carson: Sounding the Alarm on Pollution” <p><u>Protocol(s)</u></p> <p>None</p>	
<p><u>Lesson 9</u> Interpreting and Connecting Information: Creating a Cascading Consequence Chart Using Frightful’s Mountain</p>	<p>1. Opening</p> <p>A. Unpacking Learning Targets (2 minutes)</p> <p>Work Time</p> <p>A. Introducing Cascading</p>	<ul style="list-style-type: none"> • I can interpret information presented in different media and formats. (SL.6.2) (6.SL.CC.2) • I can explain how new information connects to a topic, text, or issue I am 	<p><u>Work Time B</u></p> <p>Reason: Students need to learn the rules and expectations of the fishbowl.</p>

<p>Lesson Vocabulary Cascading Consequences chart, interaction, expectations, clarify; bowstring trusses (97), aerie (100), macadam (101), brooding (102), aerial (103), tandem (103), cupola (102), accumulate (106)</p> <p>Materials</p> <ul style="list-style-type: none"> • <i>Frightful's Mountain</i> (book; one per student) • Peregrine Falcon Facts anchor chart (begun in Lesson 2) • Sam Interacts with Frightful Cascading Consequences chart (one per student; distribute just to one student in each pair) • Sam Does Not Interact with Frightful Cascading Consequences chart (one per student; distribute just to one student in each pair) • Learning from Frightful's Perspective: Chapters 2, 4, 5, and 7 • Document camera • Fishbowl Video: Notice and Wonder graphic organizer (one per student) • Fishbowl Assessment (one per student) • Fishbowl Discussion Partner Scoring Log (one per student) • Exit Ticket: Cascading Consequences Chart and Fishbowl Discussion (one per student) • Learning from Frightful's Perspective: Chapter 9 (from previous lessons) • Sam Interacts with Frightful Cascading Consequences chart (for teacher reference) 	<p>Consequences Chart: Should Sam Interact with Frightful? (20 minutes)</p> <p>B. Preparing for a Fishbowl Discussion: Understanding Expectations and Practicing (12 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Exit Ticket: Reflection on Learning Targets (3 minutes)</p> <p>4. Homework</p> <p>A. Finish reading Chapter 9, "Frightful Finds Sam." Complete Learning from Frightful's Perspective: Chapter 9</p>	<p>studying. (SL.6.2) (6.SL.CC.2)</p> <ul style="list-style-type: none"> • I can use my experience and knowledge of language and logic to address problems and advocate persuasively. (SL.6.2) (6.SL.CC.2) • I can write arguments to support claims with clear reasons and relevant evidence. (W.6.1) (6.W.TTP.1) • I can use evidence from a variety of grade-appropriate texts to support analysis, reflection, and research. (RI.6.9) (6.RL.IKI.9) <p>Ongoing Assessment</p> <ul style="list-style-type: none"> • Learning from Frightful's Perspective: Chapter 8 (from homework) • Peregrine Falcon Facts anchor chart • Cascading Consequence chart for Frightful's Mountain <p>Protocol(s) Fishbowl Discussion</p>	
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<ul style="list-style-type: none"> Sam Does Not Interact with Frightful Cascading Consequences chart (for teacher reference) 			
<p><u>Lesson 10</u> Using Multiple Resources of Information: Creating a Cascading Consequences Chart about DDT and Practicing a Fishbowl Discussion</p>	<p>1. Opening</p> <p>A. Engaging the Reader: Learning From Frightful’s Perspective (8 minutes)</p> <p>B. Unpacking Learning Targets (2</p>	<ul style="list-style-type: none"> I can interpret information presented in different media and formats. (SL.6.2) (6.SL.CC.2) I can explain how new information connects to a topic, text, or issue I am 	<p><u>Work Time A</u></p> <p>Reason: Students need to spend time gathering and organizing their resources so they will be prepared for their</p>

<p>Lesson Vocabulary: resources, cascading, consequences, fishbowl, discussion</p> <p>Materials</p> <ul style="list-style-type: none"> • <i>Frightful's Mountain</i> (book; one per student) • Document camera • Map of Frightful's Mountain setting area (one for display) • Peregrine Falcon Facts anchor chart • Harmful Consequences of DDT Cascading Consequences chart (one per student) • Benefits of DDT Cascading Consequences chart (one per student) • Copies of articles: "Welcome Back," "The Exterminator," and "Rachel Carson: Sounding the Alarm on Pollution" (from previous lessons; one per student) • Tracing an Argument graphic organizers for John Stossel video (from Lesson 3; students' completed copies) • Tracing an Argument graphic organizers for "Double Whammy" from "The Exterminator" (from Lesson 5; students' completed copies) • Tracing an Argument graphic organizers for "Public Fear" from "The Exterminator" (from Lesson 7; students' completed copies) • Sidebar task cards for "Seriously Sick" from "The Exterminator" (from Lesson 6; students' completed copies) 	<p>minutes)</p> <p>2. Work Time</p> <p>A. Creating Cascading Consequences Charts: Using Multiple Resources about DDT (20 minutes)</p> <p>B. Fishbowl Discussion: Cascading Consequences Chart about DDT (10 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Exit Ticket (5 minutes)</p> <p>4. Homework</p> <p>A. Read Chapter 10: "There Are Eggs and Trouble. Complete Learning from Frightful's Perspective: Chapter 10.</p>	<p>studying. (SL.6.2) (6.SL.CC.2)</p> <ul style="list-style-type: none"> • I can use my experience knowledge of language and logic to address problems and advocate persuasively. (SL.6.2) (6.SL.CC.2) • I can write arguments to support claims with clear reasons and relevant evidence. (W.6.1) (6.W.TTP.1) • I can use evidence from a variety of grade-appropriate texts to support analysis, reflection, and research. (W.6.9) (6.W.RBPK.9) <p>Ongoing Assessment</p> <ul style="list-style-type: none"> • Learning from Frightful's Perspective: Chapter 9 (from homework) • Peregrine Falcon Facts anchor chart • Benefits of DDT and Harmful Consequences Cascading Consequences charts • Fishbowl Feedback checklist • Exit Ticket: Fishbowl Successes and Fishbowl Goals <p>Protocol(s) None</p>	<p>End-of-Unit Assessment/FishBowl discussion.</p>
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<ul style="list-style-type: none"> • Sidebar task cards for “Killer Genes” from “The Exterminator” (from Lesson 6; students’ completed copies). • Fishbowl Assessment (from Lesson 9; one per student) • Fishbowl Feedback sheets (one per student) • Exit Ticket: Fishbowl Successes and Fishbowl Goals (one per student) • Learning from Frightful’s Perspective: Chapter 10 (one per student) 			
<p><u>Lesson 11</u> Interpreting, Integrating, and Sharing Information: Using Charts and Graphs about DDT</p>	<p>1. Opening</p> <p>A. Engaging the Reader: Learning From Frightful’s Perspective (8 minutes)</p> <p>B. Unpacking Learning Targets (2</p>	<ul style="list-style-type: none"> • I can interpret information presented in different media and formats. (SL.6.2) (6.SL.CC.2) • I can explain how new information connects to a 	<p><u>Work Time A and B</u></p> <p>Reason: Teacher modeling is important to show students how to fill out the charts. Students need to obtain as</p>

<p>Lesson Vocabulary: interpret, integrate, chart, graph, diagram, table</p> <p>Materials</p> <ul style="list-style-type: none"> • <i>Frightful's Mountain</i> (book; one per student) • Peregrine Falcon Facts anchor chart • Interpreting Charts and Graphs graphic organizer (four per student) • Interpreting Charts and Graphs anchor chart (two models; teacher-created) • Increases in Malaria for Countries in South America, 1993–1995 (bar graph) (24 copies total; four copies at each of the six stations) • DDT in Human Body Fat in United States (table) (24 copies total; four copies at each of the six stations) • Document camera • Harmful Consequences of DDT Cascading Consequences chart (from Lesson 10) • Benefits of DDT Cascading Consequences chart (from Lesson 10) • DDT Bad, Malaria Much Worse (World Map) (24 copies total; four copies at each of the six stations) • Malaria Trends in South Africa (bar graph) (24 copies total; four copies at each of the six stations) • DDT and Malaria in Ceylon (graph) (24 copies total; four copies at each of the six stations) • Bio Magnification in Lake Kariba, Africa (diagram) (24 copies total; four copies at each of the six 	<p>minutes)</p> <p>2. Work Time</p> <p>A. Interpreting Charts and Graphs to Grow Understanding: Mini Lesson (10 minutes)</p> <p>B. Jigsaw: Interpreting Charts and Graphs to Grow about DDT (22 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Debrief: How Did the Graphic Organizer Help You Understand and Share the Information on the Charts, Graphs, Tables, and Maps? (3 minutes)</p> <p>4. Homework</p> <p>A. Read Chapter 11, "The Kids Are Heard." Complete Learning from <i>Frightful's Perspective</i>: Chapter 11.</p>	<p>topic, text, or issue I am studying. (SL.6.2) (6.SL.CC.2)</p> <p>Ongoing Assessment</p> <ul style="list-style-type: none"> • Learning from <i>Frightful's Perspective</i>: Chapter 10 (from homework) • Interpreting Charts and Graphs graphic organizer • Benefits of DDT Cascading Consequences chart (from Lesson 10); Harmful Consequences of DDT Cascading Consequences chart (from Lesson 10) <p>Protocol(s) None</p>	<p>much information possible from the charts to use later on in the Module for the culminating project.</p>
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<p>stations)</p> <ul style="list-style-type: none"> • Changes in the Thickness of Eggshells (graph) (24 copies total; four copies at each of the six stations) • DDT in Breast Milk (line graph) (24 copies total; four copies at each of the six stations) • Learning from Frightful's Perspective: Chapter 11 (one per student) 			
<p><u>Lesson 12</u> Interpreting, Integrating, and Sharing Information about DDT: Using Cascading Consequences and Fishbowl Protocol</p>	<p>1. Opening</p> <p>A. Engaging the Reader: Learning from Frightful's Perspective (8 minutes)</p> <p>B. Unpacking Learning Targets (2</p>	<ul style="list-style-type: none"> • I can interpret information presented in different media and formats. (SL.6.2) (6.SL.CC.2) • I can explain how new information connects to a topic, text, or issue I am 	<p><u>Work Time A and B</u></p> <p>Reason: This prepares students for the end of unit assessment.</p>

<p>Lesson Vocabulary interpret, integrate; embryos (125), protesters (132), detour (134), hatching (135)</p> <p>Materials</p> <ul style="list-style-type: none"> • <i>Frightful's Mountain</i> (book; one per student) • Equity sticks • Document camera • Links to images of bowstring bridges • Benefits of DDT Cascading Consequences chart (from previous lessons) • Harmful Effects of DDT Cascading Consequences chart (from previous lessons) • Resource Reference sheet: Benefits of DDT Cascading Consequences chart (one per student) • Resource Reference sheet: Harmful Effects of DDT Cascading Consequences chart (one per student) • Fishbowl note-catcher (one per student) • Fishbowl Assessment (one per student) • Fishbowl Discussion Partner Scoring Log (from Lesson 9; one new blank copy per student) • Fishbowl Discussion Protocol anchor chart (new; teacher-created; for teacher reference) • Articles; Tracing an Argument graphic organizers; sidebar task cards; Interpreting Charts and Graphs graphic organizer (students' copies from previous 	<p>minutes)</p> <p>2. Work Time</p> <p>A. Interpreting Cascading Consequences Charts (15 minutes)</p> <p>B. Preparing for a Fishbowl Discussion (15 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Organizing Materials (5 minutes)</p> <p>4. Homework:</p> <p>A. Review materials and prepare for tomorrow's Fishbowl discussion.</p> <p>B. Make-up opportunity: Read <i>Frightful's Mountain</i> through Chapter 11.</p>	<p>studying. (SL.6.2) (6.SL.CC.2)</p> <p>Ongoing Assessment</p> <ul style="list-style-type: none"> • Learning from Frightful's Perspective: Chapter 11 (from homework) • Interpretation of Benefits of DDT and Harmful Effects of DDT Cascading Consequences charts • Fishbowl note-catcher <p>Protocol(s) Fishbowl Discussion</p>	
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<p>lessons)</p>			
<p><u>Lesson 13</u> End of Unit Assessment: Fishbowl Discussion</p> <p><u>Lesson Vocabulary:</u> interpret, advocate, persuasively, peers, orally, visually</p>	<p>1. Opening:</p> <p>A. Unpacking Learning Targets (2 minutes)</p> <p>B. Preparing for the Assessment: Select Inner and Outer Circle Students for Round 1(2 minutes)</p>	<ul style="list-style-type: none"> I can interpret information presented in different media and formats. (SL.6.2) (6.SL.CC.2) I can explain how new information connects to a topic, text, or issue I am studying. (SL.6.2) (6.SL.CC.2) 	<p><u>Work Time A</u></p> <p>Reason: This is the assessment</p>

<p>Materials</p> <ul style="list-style-type: none"> • Document camera • <i>Frightful's Mountain</i> (book; one per student) • Resource Reference sheet (from Lesson 12) • Benefits of DDT Cascading Consequences chart and Harmful Effects of DDT Cascading Consequences chart (from previous lessons) • Articles; Tracing an Argument graphic organizers; sidebar task cards; Interpreting Charts and Graphs graphic organizer (students' copies from previous lessons) • Fishbowl Discussion Partner Scoring Log (from Lesson 9; two new blank copies per student) • End of Unit 1 Assessment—Fishbowl Discussion: DDT: Do the Benefits Outweigh the Consequences? (three copies for the teacher; one for each inner circle group) • Exit Ticket: Two Stars and One Step (one per student) • Learning from Frightful's Perspective: Chapter 12 (one per student) 	<p>2. Work Time:</p> <p>A. End of Unit 1 Assessment: Fishbowl Discussion: Do the Benefits of DDT Outweigh the Consequences? (36 minutes: 10 minutes for each inner-circle discussion, 2 minutes for each transition)</p> <p>3. Closing and Assessment:</p> <p>A. Exit Ticket: Two Stars and One Step (5 minutes)</p> <p>4. Homework:</p> <p>A. Read Chapter 12: "There are Three." Complete Learning from Frightful's Perspective: Chapter 12.</p>	<ul style="list-style-type: none"> • I can use my experience, knowledge, and understanding of culture to think analytically, address problems creatively, and advocate persuasively. (SL.6.2) (6.SL.CC.2) <p>Ongoing Assessment:</p> <ul style="list-style-type: none"> • End of Unit 1 Assessment: Fishbowl discussion: DDT: Do the Benefits Outweigh the Consequences? • Fishbowl Discussion Partner Scoring Log • Exit Ticket: Two Stars and One Step <p>Protocol(s) Fishbowl Discussion</p>	
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Sixth Grade Module 4 Unit 2: Research

Do the Benefits of DDT Outweigh Its Harmful Consequences?

Unit 2 Overview

In this unit, students grapple with the question “Do the benefits of DDT outweigh its harmful consequences?” In the first half of the unit, students use a guided researcher’s notebook, research folder, and a WebQuest to research informational texts about DDT’s benefits and harmful consequences. The researcher’s notebook requires students to cite their sources, assess the credibility of each source, paraphrase the information relevant to their research question, and decide if the evidence from their research changes the focus of their inquiry. Students also analyze an author’s presentation of information and ideas, and then compare and contrast that presentation of information and ideas with the presentation by another author. Additionally, students revisit strategies they have learned throughout the year to address new vocabulary: context clues, affixes, and resource materials such as dictionaries and thesauruses. In their mid-unit assessment, students read two unfamiliar informational articles about DDT. They complete a page identical to their researcher’s notebook for one article, as well as a graphic organizer in which they compare and contrast the presentation of ideas in these two articles. In the second half of the unit, students work toward making a claim based on the evidence of their research, a similar skill to the work of Module 2 in which students made a claim on which they built a literary argument. Students learn the important skill of sifting through all the materials they have thus far encountered, deciding what is relevant to their research question and what is not. They use a Cascading Consequences chart, visually tracking the chain reaction of a decision, and a Stakeholders chart, tracking who is affected by a decision, as integral tools in making their claim. After reviewing research, considering a particular decision’s consequences, and who it affects, students draft and revise a claim about the use of DDT. In their end of unit assessment, students are asked to orally present their final claim to an audience and include the use of multimedia components such as charts and graphs. This claim will launch students in their argument writing of Unit 3.

Mid-Unit 2 Assessment: Comparing and Contrasting Two Texts: Simulated Research

This assessment centers on CCSS ELA RI.6.9, W.6.7, W.6.8, L.6.4b, L.6.4c, and L.6.4d.

In this assessment, students read two unfamiliar articles about the use of DDT. Students collect basic bibliographic information about each article in a research notebook page (which is identical to the one they have been using in their own research), paraphrase the information and conclusions of each author, and reflect on whether these articles affect the focus of their inquiry. Students then compare and contrast the authors’ presentations of similar ideas. Finally, students identify new vocabulary presented in these articles. They use context clues, affixes, and root words to make a preliminary determination of the meanings, and then verify their definitions

using reference materials.

End-of-Unit 2 Assessment: Making a Claim: Where Do You Stand on the Use of DDT?

This assessment centers on CCSS ELA RI.6.9, W.1, W.9, SL.6.4, SL.6.5, and SL.6.6. In this assessment, students will present their claim and findings, outlining their position on the use of DDT. Using both information from their reading as well as multimedia components, such as charts and graphs, students are expected to advocate persuasively, sequence their ideas logically, and use pertinent facts and details to accentuate their main ideas.

Required Unit Trade Book(s): Jean Craighead George, *Frightful's Mountain*

Suggested Pacing: This unit is approximately 3.5 weeks or 15 sessions of instruction.

Guiding Questions:

- How do we balance the needs of people and the condition of the natural world?
- Do the benefits of DDT outweigh its harmful consequences?
- How do I integrate ideas from multiple sources to help me make a claim?
- Research includes close reading of multiple sources, evaluation of those sources, and collecting relevant information.
- Thorough research of multiple perspectives of an issue builds toward an informed decision and claim.

Unit 2 Lessons	Agenda	Daily Learning	Prioritized Task
<p>Lesson 1 Getting the Gist and Paraphrasing: “Rachel Carson: Environmentalist and Writer”</p> <p>Lesson Vocabulary</p> <p>purpose, research, paraphrase, benefit, harmful consequence; environmentalist, revolutionary</p> <p>Materials</p> <ul style="list-style-type: none"> • <i>Frightful’s Mountain</i> (book; one per student) • Peregrine Falcon Facts anchor chart (from Unit 1) • Research Folder (with articles and other materials) (one per student) • Credibility Checklist (five copies per student; for research folder) • Assessing Sources (five copies per student; for research folder) • “Sounding the Alarm on Pollution” (one per student; for research folder) • “Rachel Carson: Environmentalist and Writer” article (one per student; for research folder) • “Malaria Carrying Mosquito Crash Lands Due to His Insecticide” (one per student; for research folder) • “How DDT Harmed Hawks and Eagles” (one per 	<p>1. Opening</p> <p>A. Learning from Frightful’s Perspective: Chapter 12 (8 minutes)</p> <p>B. Unpacking Learning Targets (2 minutes)</p> <p>2. Work Time</p> <p>A. Introducing the Research Folder (10 minutes)</p> <p>B. Read-aloud and Getting the Gist of an Excerpt from “Rachel Carson: Environmentalist and Writer” article (10 minutes)</p> <p>C. Using Paraphrasing to Respond to Text-Dependent Questions about “Rachel Carson: Environmentalist and Writer” (10 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Read Chapter 13, “Sam Takes Charge” and complete Learning from Frightful’s Perspective: Chapter 13.</p> <p>4. Homework</p> <p>A. Read Chapter 13, “Sam Takes Charge” and complete Learning from Frightful’s Perspective: Chapter 13.</p>	<ul style="list-style-type: none"> • I can conduct short research projects to answer a question. (W.6.7) (6.W.RBPK.7) • I can quote or paraphrase what others say about my topic while avoiding plagiarism. (W.6.8) (6.W.RBPK.8) • I can gather relevant information from a variety of sources. (W.6.8) (6.W.RBPK.8) <p>Ongoing Assessment</p> <ul style="list-style-type: none"> • Learning from Frightful’s Perspective: Chapter 12 (from homework) • Researcher’s notebook • Exit Ticket: Paraphrasing Information from “Rachel Carson: Environmentalist and Writer” <p>Protocol(s)</p> <p>None</p>	<p><u>Work Time A, B, C</u></p> <p>Reason: This unit introduces students to the research folders to build on the background knowledge they learned about DDT in Unit One.</p>

<p>student; for research folder)</p> <ul style="list-style-type: none"> • “Biological Energy—Here, Let Me Fix It!” (one per student; for research folder) • “A New Home for DDT” excerpt (one per student; for research folder) • “DDT use should be last resort in malaria-plagued areas, scientists say” excerpts (one per student; for research folder) • Researcher’s notebook (one per student) • Document camera • Exit Ticket: “Rachel Carson: Environmentalist and Writer,” Paraphrasing an Excerpt from the Text (one per student) • Learning from Frightful’s Perspective: Chapter 13 (one per student) 			
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<p><u>Lesson 2</u> Applying Research Skills: “Rachel Carson: Environmentalist and Writer”</p> <p><u>Lesson Vocabulary</u> bibliographic, assess, credibility, analyze; poachers (153) pesticides, insecticides, biocides, herbicides</p> <p><u>Materials</u></p> <ul style="list-style-type: none"> • <i>Frightful’s Mountain</i> (book; one per student) • Peregrine Falcon Facts anchor chart (from Unit 1) • Video: “2010 time lapse feeding 4/8/10 to 5/24/10; SCPBRG Falcons” http://www.youtube.com/watch?v=6d_6Xk36Zfw • Research folder (from Lesson 1) • Researcher’s notebook (from Lesson 1; in research folder) • Credibility Checklist (from Lesson 1; in research folder) • “Rachel Carson: Environmentalist and Writer” (from Lesson 1; in research folder) • Document camera • Equity sticks • Comparing and Contrasting Authors’ Presentation graphic organizer (one per student) • Learning from Frightful’s Perspective: Chapter 14 (one per student) 	<p>1. Opening</p> <p>A. Engaging the Reader: “Learning from Frightful’s Perspective” (8 minutes)</p> <p>B. Unpacking Learning Targets (2 minutes)</p> <p>2. Work Time</p> <p>A. Citing Our Sources (20 minutes)</p> <p>B. Authors’ Presentation of Ideas and Information: “Rachel Carson: Environmentalist and Writer” (10 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Revisiting the “Big Idea” of the Module (5 minutes)</p> <p>4. Homework</p> <p>A. Read Chapter 14, “Sam Battles Bird Instincts” and complete Learning from Frightful’s Perspective: Chapter 14.</p>	<ul style="list-style-type: none"> • I can compare how different authors portray the same idea or event. (RI.6.9) (6.RL.IKI.9) • I can provide a list of sources I used to gather information in a bibliography. (W.6.8) (6.W.RBPK.8) • I can assess the credibility of each source I use. (W.6.8) (6.W.RBPK.8) <p><u>Ongoing Assessment</u></p> <ul style="list-style-type: none"> • Learning from Frightful’s Perspective: Chapter 13 (from homework) • Researcher’s notebook • Comparing and Contrasting Authors’ Presentation graphic organizer <p><u>Protocol(s)</u> None</p>	<p><u>Work Time A and B</u></p> <p>Reason: Work Time A includes important teacher modeling on what students need to cite the sources of each article.</p> <p>Work Time B will reflect the same cycle of practice students will have to use on their Mid Unit Assessment (Lesson 9).</p>
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<p><u>Lesson 3</u> Comparing an Author's Presentation of Ideas: "Rachel Carson: Sounding the Alarm on Pollution"</p> <p><u>Lesson Vocabulary</u> analyze, compare, contrast, authors' presentation of ideas; from "Rachel Carson: Sounding the Alarm": Green Giants, influential, conservation, synthetic, sound science</p> <p><u>Materials</u></p> <ul style="list-style-type: none"> • <i>Frightful's Mountain</i> (book; one per student) • Research folder (from Lesson 1) • "Rachel Carson: Sounding the Alarm on Pollution" article (one per student) (in research folder; also from Unit 1) • Comparing and Contrasting Authors' Presentation graphic organizer (from Lesson 2) • Authors' Presentation of Ideas anchor chart (new; teacher-created) • Document camera • Learning from Frightful's Perspective: Chapter 15 (one per student) 	<p>1. Opening</p> <p>A. Engaging the Reader: Learning from Frightful's Perspective (8 minutes)</p> <p>B. Unpacking Learning Targets (2 minutes)</p> <p>2. Work Time</p> <p>A. Author's Presentation of an Idea: "Sounding the Alarm on Pollution" (20 minutes)</p> <p>B. Comparing and Contrasting Authors' Presentations of an Idea: "Banning DDT" (10 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Reflecting on Learning: Group Discussion (5 minutes)</p> <p>4. Homework</p> <p>A. Read Chapter 15, "A Pal Finds a Pal" and complete Learning from Frightful's Perspective: Chapter 15.</p>	<ul style="list-style-type: none"> • I can compare how different authors portray the same idea or event. (RI.6.9) (6.RL.IKI.9) <p><u>Ongoing Assessment</u></p> <ul style="list-style-type: none"> • Learning from Frightful's Perspective: Chapter 14 (from homework) • Comparing and Contrasting Authors' Presentation graphic organizer <p><u>Protocol(s)</u> None</p>	<p><u>Work Time B</u></p> <p>Reason: Students will be assessed on this skill of comparing and contrasting articles of how authors introduce and present their ideas on the Mid Unit Assessment (Lesson 9).</p> <p>Note: They will also practice this again in Lesson 6</p>
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<p><u>Lesson 4</u> Research Tasks: New Words, Relevant Information, Revision</p> <p><u>Lesson Vocabulary</u> affixes, relevant, revise; prefixes, suffixes; ecology, environmentalist, chemist, pesticide, typhus, plague, disinfectant</p> <p><u>Materials</u></p> <ul style="list-style-type: none"> • <i>Frightful's Mountain</i> (book; one per student) • Document camera • Affixes Resource (one per student) • Research Vocabulary graphic organizer (one per student) • Research folder (from Lesson 1) • "Malaria Carrying Mosquito Crash Lands Due to His Insecticide" (from Lesson 1; in research folder) • Researcher's notebook, Source 2 (from Lesson 1; one per student; in research folder) • Learning from Frightful's Perspective: Chapter 16 (one per student) 	<p>1. Opening</p> <p>A. Engaging the Reader: Learning from Frightful's Perspective (8 minutes)</p> <p>B. Unpacking Learning Targets (2 minutes)</p> <p>2. Work Time</p> <p>A. Affixes: Using Prefixes and Suffixes to Determine Word Meaning (10 minutes)</p> <p>B. Reading Second Research Text (20 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Refocusing Our Research Question: How Might a Text Change the Direction of Our Research? (5 minutes)</p> <p>4. Homework</p> <p>A. Read Chapter 16, "Frightful and Oksi Run the Show" and complete Learning From Frightful's Perspective: Chapter 16.</p>	<ul style="list-style-type: none"> • I can use common Greek and Latin affixes (prefixes and suffixes) and roots as clues to help me determine the meaning of a word (e.g., audience, auditory, audible). (L.6.4b) (6.L.VAU.4b) • I can conduct short research projects to answer a question. (W.6.7) (6.W.RBPK.7) • I can use several sources in my research. (W.6.7) (6.W.RBPK.7) • I can refocus or refine my question when appropriate. (W.6.7) (6.W.RBPK.7) • I can gather relevant information from a variety of sources. (W.6.8) (6.W.RBPK.8) • I can assess the credibility of each source I use. (W.6.7) (6.W.RBPK.7) • I can quote or paraphrase what others say about my topic while avoiding plagiarism. (W.6.8) (6.W.RBPK.8) • I can provide a list of sources I used to gather information in a bibliography. (W.6.8) (6.W.RBPK.8) <p><u>Ongoing Assessment</u></p> <ul style="list-style-type: none"> • Learning from Frightful's Perspective: Chapter 15 (from homework) • Research vocabulary • Researcher's notebook, Source 2 <p><u>Protocol(s)</u> None</p>	<p><u>Work Time A and B</u></p> <p>Reason: The Mid Unit Assessment (Lesson 9) will require students to determine the meaning of unknown words. Work Time B serves as an additional practice to what student will be assessed over on the Mid Unit Assessment</p>
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<p><u>Lesson 5</u> Resource Materials and Gathering Information: Reading Another “Choice” Text from the Research Folder</p> <p><u>Lesson Vocabulary</u> relevant, revise, guide words, entry words, synonyms, antonyms; environment, chemist</p> <p><u>Materials</u></p> <ul style="list-style-type: none"> • <i>Frightful’s Mountain</i> (book; one per student) • Peregrine Falcon Facts anchor chart (from Unit 1) • Dictionary (one per partner group) • Thesaurus (one per partner group) • Research Vocabulary graphic organizer (one per student; from Lesson 4; in research folder) • Research folder (from Lesson 1) • Sticky note (one per partner group) • Document camera • Researcher’s notebook (from Lesson 1; in research folder) • Credibility Checklist (from Lesson 1; in research folder) • Assessing Sources (from Lesson 1; in research folder) • Learning from Frightful’s Perspective: Chapter 17 (one per student) 	<p>1. Opening</p> <p>A. Engaging the Reader: Learning from Frightful’s Perspective (8 minutes)</p> <p>B. Unpacking Learning Targets (2 minutes)</p> <p>2. Work Time</p> <p>A. Resources: Using Dictionaries and Thesauruses to Determine Word Meaning (10 minutes)</p> <p>B. Reading Third Research Text (20 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Debrief: Revising the Big Idea (5 minutes)</p> <p>4. Homework</p> <p>A. Read Chapter 17: “Frightful Feels the Call of the Sky” and complete Learning from Frightful’s Perspective: Chapter 17.</p>	<ul style="list-style-type: none"> • I can use resource material (glossaries, dictionaries, thesauruses) to help me determine or clarify the pronunciation, meaning of key words and phrases, and parts of speech. (L.6.4c) (6.L.VAU.4) • I can conduct short research projects to answer a question. (W.6.7) (6.W.RBPK.7) • I can use several sources in my research. (W.6.7) (6.W.RBPK.7) • I can refocus or refine my question when appropriate. (W.6.7) (6.W.RBPK.7) • I can gather relevant information from a variety of sources. (W.6.8) (6.W.RBPK.8) • I can assess the credibility of each source I use. (W.6.8) (6.W.RBPK.8) • I can quote or paraphrase what others say about my topic while avoiding plagiarism. (W.6.8) (6.W.RBPK.8) • I can provide a list of sources I used to gather information in a bibliography. (W.6.8) (6.W.RBPK.8) <p><u>Ongoing Assessment</u></p> <ul style="list-style-type: none"> • Learning from Frightful’s Perspective: Chapter 16 (from homework) • Researcher’s notebook <p><u>Protocol(s)</u> None</p>	<p><u>Work Time A and B</u></p> <p>Reason: In the Mid Unit Assessment (Lesson 9) students are allowed to use dictionaries as a resource to solve the unknown words. Work Time B serves as additional practice for what students will be assessed over in Lesson 9.</p>
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<p><u>Lesson 6</u> Presentation of Events: Comparing Two Authors</p> <p><u>Lesson Vocabulary</u> context, compare, contrast</p> <p><u>Materials</u></p> <ul style="list-style-type: none"> • Research folder (begun in Lesson 1) • Research Vocabulary graphic organizer (from Lesson 4; in research folder) • Context Clues resource (one per student) • Document camera • Using Context Clues practice sheet (one per student) • Comparing and Contrasting Authors' Presentations graphic organizer (one per student) • "Biological Energy—Here, Let Me Fix It!" article (one per student; in research folder) • "A New Home for DDT" article (one per student; in research folder) • Authors' Presentation of Ideas anchor chart (begun in Lesson 3) • Learning from Frightful's Perspective: Chapter 18 (one per student) 	<p>1. Opening</p> <p>A. Engaging the Reader: Learning from Frightful's Perspective (8 minutes)</p> <p>B. Unpacking Learning Targets (2 minutes)</p> <p>2. Work Time</p> <p>A. Context Clues: Reviewing Using Context Clues to Determine Word Meaning (10 minutes)</p> <p>B. Comparing Two Authors' Presentation of Events (20 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Last Words: Any New/Interesting Ideas on Benefits and/or Consequences of Using DDT (5 minutes)</p> <p>4. Homework</p> <p>A. Read Chapter 18: "The Earth Calls Frightful" and complete Learning from Frightful's Perspective: Chapter 18.</p>	<ul style="list-style-type: none"> • I can use context (e.g., the overall meaning of a sentence or paragraph: a word's position or function in a sentence) to determine meaning of a word or phrase. (L.6.4a) (6.L.VAU.4) • I can compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). (RI.6.9) (6.RL.IKI.9) <p><u>Ongoing Assessment</u></p> <ul style="list-style-type: none"> • Learning from Frightful's Perspective: Chapter 17 (from homework) • Research Vocabulary using context clues • Comparing and Contrasting Authors' Presentation <p><u>Protocol(s)</u> None</p>	<p><u>Work Time A and B</u></p> <p>Reason: Work Time A reflects the tasks students will have to complete for their Mid Unit Assessment in Lesson 9 Work Time C. Work Time B will reflect what students have to do to complete the Work Time A and B of the Mid Unit Assessment.</p>
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<p><u>Lesson 7</u> Researching Digital Sources, Part 1: Guided WebQuest</p> <p><u>Lesson Vocabulary</u> digital</p> <p><u>Materials</u></p> <ul style="list-style-type: none"> • <i>Frightful's Mountain</i> (book; one per student) • Digital Resources on DDT (one per student; one to display) • Document camera • Researcher's notebook (begun in Lesson 1) • Exit Ticket: Using Digital Resources (one per student) • Learning from Frightful's Perspective: Chapter 19 (one per student) 	<p>1. Opening</p> <p>A. Engaging the Reader: Learning from Frightful's Perspective (8 minutes)</p> <p>B. Unpacking Learning Targets (2 minutes)</p> <p>2. Work Time</p> <p>A. Researching Digital Texts: Mini Lesson (10 minutes)</p> <p>B. Researching Digital Texts: WebQuest (20 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Exit Ticket: Using Digital Resources (5 minutes)</p> <p>4. Homework</p> <p>A. Read Chapter 19, "Destiny is On Wing" and complete Learning From Frightful's Perspective: Chapter 19.</p>	<ul style="list-style-type: none"> • I can conduct short research projects to answer a question. (W.6.7) (6.W.RBPK.7) • I can use several sources in my research. (W.6.7) (6.W.RBPK.7) • I can refocus or refine my question when appropriate. (W.6.7) (6.W.RBPK.7) • I can gather relevant information from a variety of sources. (W.6.8) (6.W.RBPK.8) • I can quote or paraphrase what others say about my topic while avoiding plagiarism. (W.6.8) (6.W.RBPK.8) • I can provide a list of sources I used to gather information in a bibliography. (W.6.8) (6.W.RBPK.8) <p><u>Ongoing Assessment</u></p> <ul style="list-style-type: none"> • Learning from Frightful's Perspective: Chapter 18 (from homework) • Researcher's notebooks • Exit Ticket: Using Digital Resources <p><u>Protocol(s)</u> None</p>	<p><u>Work Time A and B</u></p> <p>Reason: First and foremost, students need modeling of how to complete a webquest. Once modeling and what mastery of the task is demonstrated, allow students to move on to Work Time B. Students will continue the Web quest in Lesson 8.</p>
<p><u>Lesson 8</u> Researching Digital Sources, Part 2: Guided WebQuest</p>	<p>1. Opening</p> <p>A. Unpacking Learning Targets (2 minutes)</p> <p>2. Work Time</p>	<ul style="list-style-type: none"> • I can conduct short research projects to answer a question. (W.6.7) (6.W.RBPK.7) 	<p><u>Work Time: A</u></p> <p>Reason: The WebQuest will take up a majority of the lesson.</p>

<p><u>Lesson Vocabulary</u> None</p> <p><u>Materials</u></p> <ul style="list-style-type: none"> • Researcher's notebook (begun in Lesson 1) • Digital Resources on DDT (from Lesson 7) 	<p>A. Researching Digital Texts: WebQuest (30 minutes)</p> <p>B. Mix and Mingle: Sharing Our Digital Learning (8 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Preparing for the Mid-Unit 2 Assessment (5 minutes)</p> <p>4. Homework</p> <p>A. Review your researcher's notebook and the Comparing and Contrasting Authors' Presentation graphic organizer to prepare for the tasks of the Mid-Unit 2 Assessment.</p>	<ul style="list-style-type: none"> • I can use several sources in my research. (W.6.7) (6.W.RBPK.7) • I can refocus or refine my question when appropriate. (W.6.7) (6.W.RBPK.7) • I can gather relevant information from a variety of sources. (W.6.8) (6.RI.IKI.8) • I can quote or paraphrase what others say about my topic while avoiding plagiarism. (W.6.8) (6.RI.IKI.8) • I can provide a list of sources I used to gather information in a bibliography. (W.6.8) (6.RI.IKI.8) <p><u>Ongoing Assessment</u></p> <ul style="list-style-type: none"> • Learning from Frightful's Perspective: Chapter 19 (from homework) • Researcher's notebook <p><u>Protocol(s)</u> None</p>	<p>Consider using other CFUs if there is not time for Mix and Mingle.</p>
<p><u>Lesson 9</u> Mid-Unit Assessment Comparing and Contrasting Two Texts: Simulated Research</p>	<p>1. Opening</p> <p>A. Unpacking Learning Targets and Assessment Prompt (5 minutes)</p> <p>2. Work Time</p>	<ul style="list-style-type: none"> • I can compare how different authors present the same idea or event. (RI.6.9) • I can conduct short research projects to answer a question. 	<p><u>Work Time A, B, and C</u></p> <p>Reason: This is the assessment.</p>

<p><u>Lesson Vocabulary</u> None</p> <p><u>Materials</u></p> <ul style="list-style-type: none"> • Mid-Unit 2 Assessment: Comparing and Contrasting Two Texts: Simulated Research (one per student and one to display) • “DDT Spray Scares Mosquitoes Away, Study Finds” (assessment text; one per student) • “You Think You Have It Tough?” (assessment text; one per student) • Mid-Unit 2 Assessment: Comparing and Contrasting Two Texts: Simulated Research graphic organizer (one per student) • Mid-Unit 2 Assessment: Comparing and Contrasting Two Texts: Simulated Research graphic organizer, sample student response (for teacher reference) • Mid-Unit 2 Assessment: Comparing and Contrasting Authors’ Presentations graphic organizer (one new blank per student) • Mid-Unit 2 Assessment: Comparing and Contrasting Authors’ Presentations graphic organizer: sample student response (for teacher reference) • Mid-Unit 2 Assessment: Research Vocabulary: 	<p>A. Mid-Unit 2 Assessment: Simulated Research Task: “DDT Spray Scares Mosquitoes Away, Study Finds” (15 minutes)</p> <p>B. Mid-Unit 2 Assessment: Comparing and Contrasting Authors’ Presentation (15 minutes)</p> <p>C. Mid-Unit 2 Assessment: Research Vocabulary (5 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Reflecting on Learning Targets (5 minutes)</p> <p>4. Homework</p> <p>A. None</p>	<p>(W.6.7) (6.W.RBPK.7)</p> <ul style="list-style-type: none"> • I can use several sources in my research. (W.6.7) (6.W.RBPK.7) • I can refocus or refine my question when appropriate. (W.6.7) • I can gather relevant information from a variety of sources. (W.6.8) (6.RI.IKI.8) • I can assess the credibility of each source I use. (W.6.8) (6.RI.IKI.8) • I can quote or paraphrase what others say about my topic while avoiding plagiarism. (W.6.8) (6.RI.IKI.8) • I can provide a list of sources I used to gather information in a bibliography. (W.6.8) (6.RI.IKI.8) • I can use a variety of strategies to determine the meaning of unknown words and phrases. (L.6.4) (6.L.VAU.4) <p><u>Ongoing Assessment</u></p> <ul style="list-style-type: none"> • Mid-Unit 2 Assessment: Comparing and Contrasting Two Texts: Simulated Research <p><u>Protocol(s)</u> None</p>	
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<p>Using Multiple Strategies to Determine the Meaning of Words graphic organizer (one new blank per student)</p> <ul style="list-style-type: none"> • Dictionaries (one per student) • Credibility Checklist (one new blank per student) 			
<p>Lesson 10 Forming a Research-Based Claim: Cascading Consequences Chart</p> <p>Lesson Vocabulary claim, evidence, analytically, analyze, relevant</p> <p>Materials</p> <ul style="list-style-type: none"> • Researcher's notebook (one per student; in research folder) • Research folder • Colored pencils (two different colors per student) • Benefits of DDT Cascading Consequences chart (from Unit 1; in research folder) • Harmful Consequences of DDT Cascading Consequences chart (from Unit 1; in research folder) • Cascading Consequences Codes for Text References (one per student) • Tape (one per partner group) • Blank sheets of paper (8½" by 11"; three sheets per 	<p>1. Opening</p> <p>A. Book Frenzy: Launching an Independent Reading Book (8 minutes)</p> <p>B. Unpacking Learning Targets (2 minutes)</p> <p>2. Work Time</p> <p>A. Reflecting on Research: Synthesizing My Learning (12 minutes)</p> <p>B. Cascading Consequences (18 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Exit Ticket: Share a Persuasive Piece of Evidence You Found (5 minutes)</p> <p>4. Homework</p> <p>A. Begin your independent reading book at home. Read for 30 minutes.</p>	<ul style="list-style-type: none"> • I can use my experience and knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively. (RI.6.9a) (6.RL.IKI.9) <p>Ongoing Assessment:</p> <ul style="list-style-type: none"> • Researcher's notebook • Harmful Consequences Cascading Consequences chart • Benefits of DDT Cascading Consequences chart • Exit Ticket: Reflecting on My Beliefs about DDT <p>Protocol(s) None</p>	<p><u>Work Time A and B</u></p> <p>Reason: Work Time A and B present the students with new information for their End of Unit Assessment in Lesson 15.</p> <p>Notes: They will code their articles by Benefits or Consequences of DDT for their claims and evidence.</p>

<p>student)</p> <ul style="list-style-type: none"> • Document camera • Harmful Consequences of DDT Cascading Consequences chart example (one for display) • Exit Ticket: Reflecting on My Beliefs about DDT (one per student) 			
<p><u>Lesson 11</u> Forming a Research-Based Claim: Creating Stakeholders Charts</p> <p><u>Lesson Vocabulary</u> criteria, stakeholder, impact, position; logical, academic vocabulary, domain-specific vocabulary, redundancy</p> <p><u>Materials</u></p> <ul style="list-style-type: none"> • Goldilocks’ Rule for Choosing Books (one per student) • Reading Tracker and Reviewer’s Notes graphic organizer (one per student and one for display) • Document camera • Research folder • Presenting a Claim and Findings Criteria graphic organizer (one per student) • Equity sticks • Who Are Stakeholders? chart (one per student) • Who Are Stakeholders? chart (for teacher reference) • Stakeholders Impacts chart 	<p>1. Opening</p> <p>A. Independent Reading (6 minutes)</p> <p>B. Unpacking Learning Targets (2 minutes)</p> <p>2. Work Time</p> <p>A. Where Are We Going? (5 minutes)</p> <p>B. Mini Lesson: Who Are Stakeholders? (10 minutes)</p> <p>C. Creating a Stakeholders Impacts Chart: Who’s Affected by DDT? (15 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Where Do You Stand? Four Corners Activity (5 minutes)</p> <p>B. Exit Ticket: Four Corners Notecard (2 minutes)</p> <p>4. Homework</p> <p>A. Read to achieve your reading goal and complete the Reading Tracker and Reviewer’s Notes.</p>	<ul style="list-style-type: none"> • I can use my experience and knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively. (RI.6.9a) (6.RL.IKI.9) • I can use evidence from a variety of grade-appropriate texts to support analysis, reflection, and research. (W.6.9) (6.W.RBPK.9) • I can present claims and findings in a logical order. (SL.6.4) (6.SL.PKI.4) • I can support my main points with description, facts, and details. (SL.6.4) (6.SL.PKI.4) <p><u>Ongoing Assessment</u></p> <ul style="list-style-type: none"> • Forming Evidence-Based Claims graphic organizer • Exit Ticket: Survive or Thrive? <p><u>Protocol(s)</u> None</p>	<p><u>Work Time B and C</u></p> <p>Reason: These tasks will prepare students for the End-of-Unit Assessment in Lesson 15.</p>

<p>(one per student)</p> <ul style="list-style-type: none"> Stakeholders Impacts Chart Assessment Rubric (teacher resource; one per student) Notecards (one per student) 			
<p><u>Lesson 12</u> Forming a Research-Based Claim: Cascading Consequences Chart</p> <p><u>Lesson Vocabulary</u> claim, research, evidence, relevant, revise</p> <p><u>Materials</u></p> <ul style="list-style-type: none"> Forming Evidence-Based Claims graphic organizer (one per student) Document camera Benefits of DDT Cascading Consequence chart (from Unit 1; in research folder) Harmful Consequences of DDT Cascading Consequence chart (from Unit 1; in research folder) Stakeholders Impacts chart (in research folder) Research folder Types of Claims and Evidence anchor chart (one per student or use as an anchor chart) Checklist for Forming an Evidence-Based Claim (one per student) 	<p>1. Opening</p> <p>A. Independent Reading (5 minutes)</p> <p>B. Unpacking Learning Targets (2 minutes)</p> <p>2. Work Time</p> <p>A. Mini Lesson: Writing a Claim and Findings (10 minutes)</p> <p>B. Drafting a Claim and Findings (20 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Sharing and Revising Your Claim (8 minutes)</p> <p>4. Homework</p> <p>A. Read your independent book for 30 minutes. Complete the Reading Tracker and Reviewer's Notes.</p>	<ul style="list-style-type: none"> I can present claims and findings in a logical order. (SL.6.4) (6.SL.PKI.4) I can support my main points with descriptions, facts, and details. (SL.6.4) (6.SL.PKI.4) <p><u>Ongoing Assessment</u></p> <ul style="list-style-type: none"> Forming Evidence-Based Claims graphic organizer <p><u>Protocol(s)</u> None</p>	<p><u>Work Time A and B</u></p> <p>Reason: Work Time A is necessary so students will have a model before they begin drafting their claim. If students do not finish Work Time B, consider assigning it for homework.</p>

<p><u>Lesson 13</u> Presenting a Research-Based Claim: Effective Speaking Techniques</p> <p><u>Lesson Vocabulary</u> visual aid, critique, academic and domain-specific vocabulary, formal English</p> <p><u>Materials</u></p> <ul style="list-style-type: none"> • Pencils (one per student) • Half- or quarter-size sheets of paper (one per student) • Image of a target (one copy, 	<p>1. Opening</p> <ul style="list-style-type: none"> A. Unpacking Learning Targets (5 minutes) B. Choosing a Visual: What Part of My Cascading Consequences Charts or Stakeholders Impacts Chart Best Represents My Claims? (10 minutes)) <p>2. Work Time</p> <ul style="list-style-type: none"> A. Revising the Claim and Findings (15 minutes) B. Effective Speaking Techniques: Video Presentation and Critique (10 minutes) 	<ul style="list-style-type: none"> • I can use effective speaking techniques (appropriate eye contact, adequate volume, and clear pronunciation). (SL.6.4) (6.SL.PKI.4) • I can present claims and findings in a logical order. (SL.6.4) (6.SL.PKI.4) • I can support my main points with description, facts, and details. (SL.6.4) (6.SL.PKI.4) • I can include multimedia components and visual displays in 	<p><u>Work Time A and B</u></p> <p>Reason: Work Time A and B provide students with opportunities to revise their work and prepare for their presentations.</p>

<p>large enough to see clearly and serve as a target to toss at)</p> <ul style="list-style-type: none"> • Benefits of DDT Cascading Consequences chart (from Unit 1; in research folder) • Harmful Consequences of DDT Cascading Consequences chart (from Unit 1; in research folder) • Stakeholders Impacts chart (from Lesson 11; in research folder) • Forming Evidence-Based Claims graphic organizer (from Lesson 12) • Self and Peer Critique graphic organizer (one per student; to place in research folder) • Checklist for Forming an Evidence-Based Claim (from Lesson 12) • Document camera • Notecards (four per student) • Video—"The Best Speech—Severn Suzuki" http://www.youtube.com/watch?v=xPx5r35Aymc • Tune in to Good Speaking: Video Critique graphic organizer (one per student and one for display; in research folder) 	<p>3. Closing and Assessment A. Exit Ticket: Share Listener Feedback Back-to-Back, Face-to-Face (5 minutes)</p> <p>4. Homework A. Read your independent book for 30 minutes. Complete the Reading Tracker and Reviewer's Notes.</p>	<p>a presentation to clarify information. (SL.6.5) (6.SL.PKI.5)</p> <p>Ongoing Assessment</p> <ul style="list-style-type: none"> • Visual Aid selected to support personal claim • Claim and Findings revision • Video Critique <p>Protocol(s) None</p>	
<p><u>Lesson 14</u> Presenting a Research-Based Claim Visual Aid and Peer Critique</p>	<p>1. Opening A. Unpacking Learning Targets (2 minutes)</p> <p>2. Work Time A. Creating a Visual (20</p>	<ul style="list-style-type: none"> • I can include multimedia components and visual displays in a presentation to clarify information. (SL.6.5) (6.SL.PKI.5) 	<p><u>Work Time A and B</u></p> <p>Reason: Work Time A will take some students longer than others to complete, consider</p>

<p>Lesson Vocabulary visual, clarify, peer critique, logical</p> <p>Materials</p> <ul style="list-style-type: none"> Stakeholders Impacts Chart (from Lesson 11; in research folder) Benefits of DDT Cascading Consequences chart (from Unit 1; in research folder) Harmful Consequences of DDT Cascading Consequences chart (from Unit 1; in research folder) Research folder • Task Card for Creating a Visual Aid (one per student) • Plain white paper (one piece per student) Document camera A Visual to Support My Claim (one per student and one to display) Black fine-tip marker (one per student) Ruler (one per student) Compass (one per student) Box of colored pencils (one per student) Criteria for the Cascading Consequences Chart Visual (one per student) Criteria for the Stakeholders Impacts Chart Visual (one per student) Notecards (four per student) Forming Evidence-Based Claims graphic organizer (from Lesson 12; in research folder) 	<p>minutes)</p> <p>B. Good Speaking Techniques: Partner Practice (20 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Exit Ticket: Preparing for My Presentation (3 minutes)</p> <p>4. Homework</p> <p>A. Prepare for the End of Unit 2 Assessment. Finish the visual and practice the presentation.</p>	<ul style="list-style-type: none"> I can use effective speaking techniques (appropriate eye contact, adequate volume, and clear pronunciation). (SL.6.4) (6.SL.PKI.4) <p>Ongoing Assessment</p> <ul style="list-style-type: none"> Visual aid for presentation Presentation notecards Presenting a Claim and Findings Peer Critique form <p>Protocol(s) None</p>	<p>having them finish for homework. Students need practice with Work Time B to master effective speaking and presenting their claim and supporting details/evidence.</p>
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<ul style="list-style-type: none"> Presenting a Claim and Findings Criteria Peer Critique (one per student) Exit Ticket: Preparing for My Presentation (one per student; one fo 			
<p><u>Lesson 15</u> End of Unit 2 Assessment: A Hosted Gallery Walk</p> <p><u>Lesson Vocabulary</u> None</p> <p><u>Materials</u></p> <ul style="list-style-type: none"> Visual aid (homework from Lesson 14) Four notecards (homework from Lesson 14) Pencil (one per student) Hard surface to write on (one per student) Document camera Presenting a Claim and Findings Criteria (one per student and one to display) Presentation Checklist for the Gallery Walk (one per student) End of Unit 2 Assessment: Presenting a Claim and Findings (one per student) 	<p>1. Opening</p> <p>A. Prepare for the Unit 2 Assessment (5 minutes)</p> <p>2. Work Time</p> <p>A. End of Unit 2 Assessment: Hosted Gallery Walk (37 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Self-Assessing Using the Criteria List (3 minutes)</p> <p>4. Homework</p> <p>A. Read your independent reading book for 30 minutes. Complete the Reading Tracker and Reviewer's Notes.</p>	<ul style="list-style-type: none"> I can use my experience and knowledge of language and logic, as well as culture, to think analytically, address problems creatively and advocate persuasively. (RI.6.9a*) (6.RL.IKI.9) I can present claims and findings in a logical order. (SL.6.4) (6.SL.PKI.4) I can support my main points with descriptions, facts, and details. (SL.6.4) (6.SL.PKI.4) I can use effective speaking techniques (appropriate eye contact, adequate volume, and clear pronunciation). (SL.6.4) (6.SL.PKI.4) I can include multimedia components and visual displays in a presentation to clarify information (SL.6.5) (6.SL.PKI.5) I can adapt my speech for a 	<p><u>Work Time A</u></p> <p>Reason: This is the assessment</p>

		<p>variety of contexts and tasks, using formal English when indicated or appropriate. (SL.6.6) (6.SL.PKI.6)</p> <p><u>Ongoing Assessment</u></p> <ul style="list-style-type: none">• Presentation Checklist for the Gallery Walk• End of Unit 2 Assessment: Presenting a Claim and Findings <p><u>Protocol(s)</u></p> <p>None</p>	
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Sixth Grade Module 4 Unit 3: Writing Position Paper about the Use of DDT Culminating Project

Unit 3 Overview

Building on the research and decision-making process that students completed in Unit 2, Unit 3 is an extended writing process during which students draft, revise, edit, and publish their research-based position papers. In the first half of the unit, students analyze a model position paper and plan their own, with several opportunities to talk through their ideas as well as get feedback to improve their plans. The mid-unit assessment is students' best draft of their position paper. In the second half of the unit, students revise their position papers based on teacher feedback. They also receive lessons on the use of grade-level-appropriate vocabulary and formal English in writing. The end of unit assessment is students' published position paper as well as a student reflection on the process of writing the paper, using evidence from the students' own work. Finally, students engage in the performance task: creating a scientific poster based on their position paper. They share this poster with their classmates in a hosted Gallery Walk.

Mid-Unit 3 Assessment: Draft of Position Paper: Do the Benefits of DDT Outweigh Its Harmful Consequences?

This assessment centers on ELA CCSS RI.6.1, W.6.1, and W.6.9. For this mid-unit assessment, students submit their best draft of their position paper. Students focus their writing on the drafting of an introduction in which they make their claim and foreshadow the organization of their paper. They support this claim with relevant evidence from their reading and research done in Units 1 and 2. Students draft a conclusion that follows logically from the claim and evidence presented in their paper.

End-of-Unit 3 Assessment: Reflection on the Writing Process: Moving from Draft to Published Position Paper

This assessment centers on ELA CCSS RI.6.1, W.6.1, and W.6.9. For this mid-unit assessment, students submit their best draft of their position paper. Students focus their writing on the drafting of an introduction in which they make their claim and foreshadow the organization of their paper. They support this claim with relevant evidence from their reading and research done in Units 1 and 2. Students draft a conclusion that follows logically from the claim and evidence presented in their paper.

Final Performance Task : Scientific Poster and Hosted Gallery Walk

This performance task gives students a chance to demonstrate the ideas and evidence from their position papers, in which they answered the question: "Do the benefits of DDT outweigh its harmful consequences?" Students will craft and share a scientific poster that serves as a visual representation of their position papers, including their claim, reasons, and evidence based on their research and the decision-making process in Unit 2. Students then participate in a hosted Gallery Walk in which they present the scientific poster

they have created. (Speaking and listening standards are not formally assessed in the performance task, as they were taught and assessed in Unit 2 of this module.) This hosted Gallery Walk is written with students' peers as their intended audience; however, other interested members of the community could be invited as an extension. **This task addresses ELA Standards RI.6.1, W.6.1, W.6.4, W.6.5, and L.6.6.**

Guided Questions and Big Ideas:

- **How do we balance the needs of people and the condition of the natural world?**
- **Do the benefits of DDT outweigh its harmful consequences?**
- **How do I integrate evidence from multiple sources to help support a claim in a position paper?**
- *Research includes the close reading of multiple sources, evaluation of those sources, and collecting of relevant information.*
- *Thorough research of multiple perspectives of an issue builds toward an informed decision and claim.*
- *Position papers are well supported by carefully chosen evidence from credible sources.*

Required Unit Trade Book(s):

Suggested Pacing: This unit is approximately 2 weeks or 10 sessions of instruction.

Lesson and CCSS/TN	Agenda	Daily Learning	Prioritized Task
<p><u>Lesson 1</u> Analyze Model Position Paper with Rubric</p> <p><u>Lesson Vocabulary</u> analyze, content, argument, rubric, expectations</p> <p><u>Materials</u></p> <ul style="list-style-type: none"> • Reading Tracker and Reviewer’s Notes (one per student and one to display) • Document camera • Model position paper: “Hydraulic Fracturing” (one per student) • Equity sticks • Author’s Presentation of Events graphic organizer (one per student and one to display) • Position Paper Argument Rubric (one per student in research folder; one to display) • Exit ticket (one per student) 	<p>1. Opening</p> <p>A. Check in on Independent Reading (8 minutes)</p> <p>B. Unpacking Learning Targets (2 minutes)</p> <p>2. Work Time</p> <p>A. Reading a Model Position Paper for Understanding (15 minutes)</p> <p>B. Understanding Expectations: Reading the Rubric (15 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Exit Ticket: What Do You Think You Will Find Most Challenging in Writing a Paper Like This? (5 minutes)</p> <p>4. Homework</p> <p>A. Read to meet the 30-minute reading goal in your independent reading book. Complete the Reading Tracker and Reviewer’s Notes.</p>	<ul style="list-style-type: none"> • I can write arguments to support claims with clear reasons and relevant evidence. (W.6.1) (6.W.TTP.1) • With support from peers and adults, I can use a writing process to produce clear and coherent writing. (W.6.5) (6.W.PDW.5) <p><u>Ongoing Assessment</u></p> <ul style="list-style-type: none"> • Author’s Presentation of Events graphic organizer • Assessing model position paper with rubric <p><u>Protocol(s)</u></p> <p>None</p>	<p><u>Work Time A and B</u></p> <p>Reason: Students need to see what mastery of the paper looks like before beginning their own and starting their research.</p>

<p><u>Lesson 2</u> Planning the Argument: Writing the Claim and Reasons</p> <p><u>Lesson Vocabulary</u> claim, evidence</p> <p><u>Materials</u></p> <ul style="list-style-type: none"> • Steps to Writing a Position Paper (blank; one to display; see Teaching Note) • Sticky notes (two per group) • Steps to Writing a Position Paper (with the tasks for each step; one per student and one to display) • Research folder (from previous lessons) • Forming Evidence-Based Claims graphic organizer (in research folder) • Four notecards from hosted Gallery Walk (in research folder) • End of Unit 2 Assessment: Presenting a Claim and Findings teacher feedback (in research folder) • Planning My Argument graphic organizer (one per student and one to display) • Document camera • Checklist for Forming an Evidence-Based Claim (one to display) • Types of Claims and Evidence anchor chart (from Unit 2, Lesson 12) 	<p>1. Opening</p> <p>A. Independent Reading Check-in (8 minutes)</p> <p>B. Unpacking Learning Targets (2 minutes)</p> <p>2. Work Time</p> <p>A. How Will We Get There? Introducing Steps to Writing a Position Paper (10 minutes)</p> <p>B. Planning Our Argument: Claim and Evidence (20 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Reflecting on the Learning Targets: Fist to Five (5 minutes)</p> <p>4. Homework</p> <p>A. Read your independent reading book for 30 minutes. Complete the Reading Tracker and Reviewer's Notes.</p>	<ul style="list-style-type: none"> • I can write arguments to support claims with clear reasons and relevant evidence. (W.6.1) (6.W.TTP.1) • I can support my claims(s) with clear reasons and relevant evidence. (W.6.1b) (6.W.TTP.1b) • I can use credible sources to support my claims(s). (W.6.1b) (6.W.TTP.1b) <p><u>Ongoing Assessment</u></p> <ul style="list-style-type: none"> • Planning My Argument graphic organizer <p><u>Protocol(s)</u> None</p>	<p><u>Work Time A and B</u></p> <p>Reason: Students need both Work Time A and B to outline their project.</p>
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<p><u>Lesson 3</u> Claim, Reasons, and Evidence: Planning the Body Paragraphs</p> <p><u>Lesson Vocabulary</u> reasons, analyze, appropriate, domain specific vocabulary</p> <p><u>Materials</u></p> <ul style="list-style-type: none"> • Research folder (from previous lessons) • Planning My Argument graphic organizer (from Lesson 2; one per student and one to display) • Document camera • Model position paper: “Hydraulic Fracturing” (from Lesson 1) • Planning My Body Paragraphs graphic organizer (one per student and one to display) • Domain-Specific Vocabulary and Transitions graphic organizer (one per student) 	<p>1. Opening A. Unpacking Learning Targets (2 minutes) B. How Are My Ideas? (8 minutes)</p> <p>2. Work Time A. Writing a Body Paragraph: Studying the Model (10 minutes) B. Planning My Body Paragraphs: Quote Sandwich (20 minutes)</p> <p>3. Closing and Assessment A. What Words Should I Be Using? (5 minutes)</p> <p>4. Homework A. Read your independent reading book for 30 minutes. Complete the Reading Tracker and Reviewer’s Notes.</p>	<ul style="list-style-type: none"> • I can write arguments to support claims with clear reasons and relevant evidence. (W.6.1) (6.W.TTP.1) • With support from peers and adults, I can use a writing process to produce clear and coherent writing. (W.6.5) (6.W.PDW.5) • I can accurately use sixth-grade academic vocabulary to express my ideas. (L.6.6) (6.L.VAU.6) <p><u>Ongoing Assessment</u></p> <ul style="list-style-type: none"> • Planning My Body Paragraphs graphic organizer <p><u>Protocol(s)</u> None</p>	<p><u>Work Time A and B</u></p> <p>Reason: Students need to look at the model in their research folder to find the author’s claim and evidence in Work Time A. After students see an example it will prepare them for writing their “quote sandwiches” or body paragraphs.</p>
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<p><u>Lesson 4</u> Actions for a Position Paper: Identify, Discuss, Write</p> <p><u>Lesson Vocabulary</u> identify, discuss, write</p> <p><u>Materials</u></p> <ul style="list-style-type: none"> • Planning My Body Paragraphs graphic organizer (from Lesson 3) • Research folder (from previous lessons) • Parts of a Position Paper anchor chart (one per student and one to display) • Document camera • Model position paper: “Hydraulic Fracturing” (from Lesson 1) • Domain-Specific Vocabulary and Transitions graphic organizer (from Lesson 3) • Different colored pens or pencils for making revisions • Lined paper • Pencils • Sticky notes (four per student) • Transitions anchor chart (new; co-created with students during Closing Part A; see Teaching Note) 	<p>1. Opening</p> <p>A. A. Unpacking Learning Targets (2 minutes)</p> <p>B. Parts of a Position Paper Anchor Chart (3 minutes)</p> <p>2. Work Time</p> <p>A. Peer Discussion: Articulating My Ideas (10 minutes)</p> <p>B. Writing: Moving from a Plan to a Draft (25 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Noticing Transition Words and Phrases (5 minutes)</p> <p>4. Homework</p> <p>A. Read to meet 30-minute reading goal in independent reading book. Complete the Reading Tracker and Reviewer’s Notes.</p>	<ul style="list-style-type: none"> • I can write arguments to support claims with clear reasons and relevant evidence. (W.6.1) (6.W.TTP.1) • I can identify the relationship between my claim(s) and reasons by using linking words, phrases, and clauses. (W.6.1c) (6.W.TTP.1c) • With support from peers and adults, I can use a writing process to produce clear and coherent writing. (W.6.5) (6.W.PDW.5) <p><u>Ongoing Assessment</u></p> <ul style="list-style-type: none"> • Planning My Body Paragraphs graphic organizer (from homework) • Written drafts of body paragraphs <p><u>Protocol(s)</u> None</p>	<p><u>Work Time B</u></p> <p>Reason: Students need the majority of this lesson to plan and draft their papers.</p>
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<p><u>Lesson 5</u> Mid-Unit Assessment: Completing My Draft Position Paper</p> <p><u>Lesson Vocabulary</u> introduction, conclusion</p> <p><u>Materials</u></p> <ul style="list-style-type: none"> • Document camera • Model position paper: “Hydraulic Fracturing” (from Lesson 1) • Equity sticks • Parts of a Position Paper anchor chart (from Lesson 4) • Mid-Unit 3 Assessment: Position Paper Prompt (one per student) • Lined paper • Writing Reflections graphic organizer (one per student) • Position Paper Argument rubric (from Lesson 1; for teacher use to score students’ draft position papers) 	<p>1. Opening A. Unpacking Learning Targets (2 minutes)</p> <p>2. Work Time A. Drafting an Introductory Paragraph (20 minutes) B. Drafting a Concluding Paragraph (18 minutes)</p> <p>3. Closing and Assessment A. Reflecting on My Writing So Far (5 minutes)</p> <p>4. Homework A. Read your independent reading book for 30 minutes. Complete the Reading Tracker and Reviewer’s Notes.</p>	<ul style="list-style-type: none"> • I can write arguments to support claims with clear reasons and relevant evidence. (W.6.1) (6.W.TTP.1) • I can create an introduction that states my main argument and foreshadows the organization of my piece. (W.6.1a) ((6.W.TTP.1a) • I can construct a concluding statement or section that reinforces my main argument. (W.6.1e) (6.W.TTP.1e) <p><u>Ongoing Assessment</u></p> <ul style="list-style-type: none"> • Mid-Unit 3 Assessment: Draft of Position Paper: “Do the Benefits of DDT Outweigh Its Harmful Consequences?” • Reflecting on My Writing So Far <p><u>Protocol(s)</u> None</p>	<p><u>Work Time A and B</u></p> <p>Reason: This is the assessment.</p>
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<p><u>Lesson 6</u> Peer Critique and Revising: Formal English</p> <p><u>Lesson Vocabulary:</u> transitions, formal English, informal English, author, editor</p> <p><u>Materials</u></p> <ul style="list-style-type: none"> • Research folder (begun in Lesson 1) • Research Vocabulary graphic organizer (from Lesson 4; in research folder) • Context Clues resource (one per student) • Document camera • Using Context Clues practice sheet (one per student) • Comparing and Contrasting Authors' Presentations graphic organizer (one per student) • "Biological Energy—Here, Let Me Fix It!" article (one per student; in research folder) • "A New Home for DDT" article (one per student; in research folder) • Authors' Presentation of Ideas anchor chart (begun in Lesson 3) • Learning from Frightful's Perspective: Chapter 18 (one per student) 	<p>1. Opening</p> <p>A. Unpacking Learning Targets (2 minutes)</p> <p>B. Connecting with Transitions (8 minutes)</p> <p>2. Work Time</p> <p>A. Mini Lesson: Recognizing Formal vs. Informal English (10 minutes)</p> <p>B. Peer Critique: Identifying and Revising for Formal vs. Informal English and Transition Words (20 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Message Translation Using Slang, Casual, and Formal Language (5 minutes)</p> <p>4. Homework</p> <p>A. Read your independent reading book for 30 minutes. Complete the Reading Tracker and Reviewer's Notes.</p>	<ul style="list-style-type: none"> • I can write arguments to support claims with clear reasons and relevant evidence. (W.6.1) (6.W.TTP.1) • I can maintain a formal style in my writing. (W.6.1d) (6.W.TTP.1d) • I can identify when standard English is and isn't used. (L.6.1e) (6.L.CSE.1e) • I can convert language into standard English. (L.6.1e) (6.L.CSE.1e) <p><u>Ongoing Assessment</u></p> <ul style="list-style-type: none"> • Identifying and revising formal English and transitions <p><u>Protocol(s)</u> None</p>	<p><u>Work Time A and B</u></p> <p>Reason: Students need teacher modeling of how to use formal standard English and grammar review in Work Time A. Students will also benefit from having a peer critique or a second set of eyes look at their work.</p>
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<p><u>Lesson 7</u> End of Unit Assessment: Revising and Publishing</p> <p><u>Lesson Vocabulary</u> revise, appropriate vocabulary, publish, grade-appropriate, stylistically sophisticated language, domain-specific vocabulary, voice</p> <p><u>Materials</u></p> <ul style="list-style-type: none"> • Entrance Ticket: Plot Development (one per student) • Equity sticks • Document camera • Position Paper Argument Rubric (from Lesson 1; two per student, one to display) • Research folder (from previous lessons) • Dictionaries (one per partner group) • Thesauruses (one per partner group) • Position Paper Vocabulary Criteria (one to display) • Vocabulary Feedback (one per student) • End of Unit 3 Assessment: Position Paper Prompt (same as for the Mid-Unit 3 Assessment in Lesson 5; one for display) • Lined paper 	<p>1. Opening</p> <p>A. Independent Reading Review (8 minutes)</p> <p>B. Unpacking Learning Targets (2 minutes)</p> <p>2. Work Time</p> <p>A. Peer Critique: Revision for Vocabulary (10 minutes)</p> <p>B. Completing Revisions and Publishing (20 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Self-Assessing against the Position Paper Argument Rubric (5 minutes)</p> <p>4. Homework</p> <p>A. Read in your independent book for 30 minutes. Complete the Reading Tracker and Reviewer’s Notes.</p>	<ul style="list-style-type: none"> • With support from peers and adults, I can use a writing process to produce clear and coherent writing. (W.6.5) (6.W.PDW.5) • I can accurately use sixth-grade academic vocabulary to express my ideas. (L.6.6) (6.L.VAU.6) • I can use resources to build my vocabulary. (L.6.6) (6.L.VAU.6) <p><u>Ongoing Assessment</u></p> <ul style="list-style-type: none"> • End of Unit 3 Assessment: Final draft of the position paper <p><u>Protocol(s)</u> None</p>	<p><u>Work Time A and B</u></p> <p>Reason: This is their final draft of their assessment.</p>
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<p><u>Lesson 8</u> Completing Reflection: Preparing a Poster for Presentation</p> <p><u>Lesson Vocabulary</u> writing process, visuals, scientific poster</p> <p><u>Materials</u></p> <ul style="list-style-type: none"> • Document camera • Writing Process Reflection (one per student, one to display) • Scientific poster model (see Teaching Note; one per student, one to display) • Scientific Poster Criteria Checklist (one per student, one to display) • Blank poster (one for display) • Typing paper or graph paper (one per student) • Poster board (one per student) • Ruler (one per student) • Pencil (one per student) • Fine-tip black marker (one per student) 	<p>1. Opening A. Unpacking Learning Targets (2 minutes)</p> <p>2. Work Time A. Reflection on the Writing Process: How Did the Process Improve My Writing? (10 minutes) B. Studying the Model Poster (5 minutes) C. Preparing Poster for Presentation (25 minutes)</p> <p>3. Closing and Assessment A. Reviewing the Scientific Poster Criteria List (3 minutes)</p> <p>4. Homework A. Consider printing and cutting text features for your poster. Read in your independent book for 30 minutes. Complete the Reading Tracker and Reviewer's Notes.</p>	<ul style="list-style-type: none"> • I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.6.4) (6.W.PDW.4) • With support from peers and adults, I can use a writing process to produce clear and coherent writing. (W.6.5) (6.W.PDW.5) <p><u>Ongoing Assessment</u></p> <ul style="list-style-type: none"> • Writing Process Reflection • Scientific poster <p><u>Protocol(s)</u> None</p>	<p><u>Work Time B and C</u></p> <p>Reason: Student need the majority of class time to review the model and prepare for their presentation.</p>
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<p><u>Lesson 9</u> Finishing Poster and Preparing for Gallery Walk</p> <p><u>Lesson Vocabulary</u> scientific poster</p> <p><u>Materials</u></p> <ul style="list-style-type: none"> • Research folder (from previous lessons) • Scientific Poster Criteria Checklist (from Lesson 8; students' own copies) • Drafts of poster (completed in class or for homework) • Pictures, images, text features • 11" x 17" paper or poster board (one per student, extra for possible replacement) • Rulers (one per student) • Glue sticks (one per student) • Colored pencils and/or markers • Scissors • Pencils • Fine-tip black marker 	<p>1. Opening A. Unpacking Learning Targets (2 minutes)</p> <p>2. Work Time A. Completing Poster for Presentation (33 minutes) B. Partner Practice: Preparing for the Hosted Gallery Walk (5 minutes)</p> <p>3. Closing and Assessment A. Checklist (5 minutes)</p> <p>4. Homework A. Read in your independent book for 30 minutes. Complete the Reading Tracker and Reviewer's Notes. Complete your scientific poster for the hosted Gallery Walk in the next lesson.</p>	<ul style="list-style-type: none"> • I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.6.4) (6.W.PDW.4) • With support from peers and adults, I can use a writing process to produce clear and coherent writing (W.6.5) (6.W.PDW.5) <p><u>Ongoing Assessment</u></p> <ul style="list-style-type: none"> • Scientific poster <p><u>Protocol(s)</u> None</p>	<p><u>Work Time A and B</u></p> <p>Reason: Students need this work time to finish their poster for their presentation</p>
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<p><u>Lesson 10</u> Performance Task: Hosted Gallery Walk of Scientific Posters</p> <p><u>Lesson Vocabulary</u> None</p> <p><u>Materials</u></p> <ul style="list-style-type: none"> • Sticky notes (10–15 per student) • Scientific poster (one per student) 	<p>1. Opening</p> <p>A. Unpacking the Learning Target (2 minutes)</p> <p>B. Preparing for Hosted Gallery Walk (5 minutes)</p> <p>2. Work Time</p> <p>A. Hosted Gallery Walk: Sharing Our Scientific Posters (35 minutes)</p> <p>3. Closing and Assessment</p> <p>A. One-Word Go-around (3 minutes)</p> <p>4. Homework</p> <p>A. Keep reading your independent reading book</p>	<ul style="list-style-type: none"> • I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.6.4) (6.W.PDW.4) • I can accurately use sixth-grade academic vocabulary to express my ideas. (L.6.6) (6.L.VAU.6) <p><u>Ongoing Assessment</u></p> <ul style="list-style-type: none"> • Scientific posters <p><u>Protocol(s)</u> None</p>	<p><u>Work Time A</u></p> <p>Reason: This is the assessment.</p>
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