

Reading Complex Texts		Writing to Texts			Research Project
1 Extended Text	5-9 Short Texts	Routine Writing	3-5 Analyses	2-3 Narratives	1 Research Project
<p>Informational: Endangered Species Act of 1973 [Public Law 93–205, Approved Dec. 28, 1973, 87 Stat. 884] [As Amended Through Public Law 107–136, Jan. 24, 2002]</p> <p>Literature: <i>Hoot</i> by Carl Hiaasen (760 L) (Guided Text) Genre: Realistic Fiction</p> <p>Unit: Endangered Species/Justice RL6.10, RI6.10 all</p>	<p>Literature: 2-3 Informational Texts: 1-2</p> <p>Excerpt from “The View from Saturday” by Koinisburger “A Day at the Zoo” from ReadWorks Poems: “The Tyger” by William Blake “The Eagle” by Alfred Lord Tennyson “The Owls” by Charles Baudelaire</p> <p>Brochure on Burrowing Owls: http://people.oregonstate.edu/~rosenbed/articles/Brochure.pdf</p> <p>“Bringing Back Salmon” by Jeffrey Rich “Interrupted Journey” by Kathryn Lasky “Hope Remains for the Butterflies” by Mandy Maison</p> <p>Video on burrowing owls: http://www.youtube.com/watch?v=S1oqfQWI</p> <p>Movie: <i>Hoot</i>, 2009</p> <p>Various informational texts on endangered species from the MS Museum of Natural History</p> <p>Website on burrowing owls: http://www.defenders.org/burrowing-owl/threats</p> <p>Endangered Species Act Website: http://www.nwf.org/Wildlife/Wildlife-Conservation/Endangered-Species-Act.aspx</p>	<p>Develop & Convey Understanding</p> <p>10 Essential Text-Dependent Questions Examples:</p> <ol style="list-style-type: none"> How can our understanding of the impact of human decisions on an animal’s survival help us make good decisions about our own impact on an animal’s ability to survive? How can we use effective communication skills to promote our understanding of the importance of saving animals from extinction (or other related topic of our choice) and share our ideas with others? What would you do if confronted by a bully like Dana? What is the point or purpose of protesting against things like Mullet Fingers did? How can we help protect endangered species? Why is that important? <p>RL6.1.1, RI6.1.1, RL6.3 RL6.4.1, RL6.4.2, RL6.4.5 Incorporate grammar into writing activities: L.6.1a-e. (pronouns) L.6.4a-d (context clues, roots, affixes) L.6.5.a (figurative language, connotations) L.6.2 a-b (commas, parentheses, dashes, and spelling)</p>	<p>Focus on Informing & Explaining</p> <p>Literary Analysis (PBA) -RL6.3.1 Story Elements RL6.2.1, RL6.2.2, 6.5.1 Central Idea/Lesson of Literature - RL9.1, RL9.2 Comparison of Characters, Settings, or Events RL6.6.1, RL6.6.2, RL6.6.4 6.W.2 all</p> <p>Tracing a speaker’s argument from video by John Stossel: http://www.youtube.com/watch?v=kHwgandRTSQ and article “The Exterminator” by Kirsten Weir</p>	<p>Convey Experiences, Events, and/or Procedures</p> <p>Narrative Story 6.W.3 a-e (Students will write a story about a young person who gets involved in an endangered species)</p> <p>After reading about Roy giving Beatrice the shoes, journal about a time when you saw someone do something kind or did something kind yourself. Write it in narrative form.</p>	<p>Integrate Knowledge from Sources when Composing</p> <p>Research Project: (PBA) Students will choose an endangered or protected species to research and write an essay on. They will also use multimedia and visual aids to present the information to the class. (PBA)</p> <p>W6.6, W6.7, W6.8, W6.9, SL6.1a-d, SL6.2, SL6.4, SL6.6</p>

Sixth Grade Module B 2014

Response to Reading questions for each Extended Text Cite Sources when using Text-Based Evidence	Poetry Close Reading Informational Text Annotated Notes	Mentor Sentences	Word Study: Greek and Latin Roots; Words in Text; Academic Vocabulary	Gradual Release of Responsibility (Whole Group; Small Group; Pairs)	Rockin' Research Poetry Questions Response to Reading Mentor Presentations and Student Presentations (i.e. Grandparent Tea; Historical Figure; Character Analysis)
		Roots and Affixes Study to Decode unknown words through Paired Reading	Fluency practice through Daily Poetry Assignments Reader's Theater		