

Unit Goals – Stage 1

Stage 1 of the Understanding by Design approach defines what students should know, understand, and be able to do at the culmination of the unit. It challenges teachers to ask the question, “What is worthy of understanding?” or “What enduring understandings are desired?” These questions help to guide conversations about the important knowledge (facts, concepts, principles) and skills (processes, strategies, methods) that students need to master to develop the requisite understanding.

Unit Description: *Animals Allies*: In this unit, students will examine various literary and informational texts in order to deepen their understanding of humans and their relationships to animals. They will also examine the elements of an explanatory essay in order to craft an essay and present an oral presentation during the different performance tasks.

<p>CCSS Anchor Standards:</p> <p>Reading <i>Key Ideas and Details</i> 1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. 3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p><i>Craft and Structure</i> 4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole. 6. Assess how point of view or purpose shapes the content and the style of a text.</p> <p><i>Text Types and Purposes</i> 10. Read and comprehend complex literary and informational texts independently and proficiently. CCSS Anchor</p> <p>Writing <i>Text Types</i> 1. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p><i>Research to Build and Present Knowledge</i> 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>	<p style="text-align: center;">Transfer Goals: SBAC Claims</p> <p><i>Students will be able to independently use their learning to...</i></p> <ol style="list-style-type: none"> <i>Students can read closely and analytically to comprehend a range of increasingly complex literary and informational text. (Claim 1)</i> <i>Students can produce effective writing for a range of purposes and audiences. (Claim 2)</i> <i>Students can employ effective speaking and listening skills for a range of purposes and audiences. (Claim 3)</i> <i>Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information. (Claim 4)</i> <p style="text-align: center;">Making Meaning</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>UNDERSTANDINGS <i>Students will understand that...</i></p> <p>Thematic Understanding:</p> <ol style="list-style-type: none"> Great literature is intentionally crafted to explore enduring themes transferable across time and place. Real and fictional characters share similar qualities and outcomes. <p>Reading Understanding:</p> <ol style="list-style-type: none"> The use of rhetorical and literary devices can enhance writing and help to convey the theme and message. <p>Writing Understanding:</p> <ol style="list-style-type: none"> A writer selects a form based on audience and purpose. <p>Language Understanding:</p> <ol style="list-style-type: none"> Proper use of conventions brings greater clarity and sophistication to writing. </td> <td style="width: 50%; vertical-align: top;"> <p>ESSENTIAL QUESTIONS: <i>Students will keep considering...</i></p> <p>Unit Essential Question: How can people and animals relate to one another?</p> <p>Whole Class Learning: What qualities do Goodall and Turner believe people and animals share? (Performance Task: Writing Focus)</p> <p>Small Group Learning: How can the bonds between people and animals be surprising? (Performance Task: Speaking and Listening Focus)</p> <p>Performance-Based Assessment Part 1: How can animals and people help one another?</p> </td> </tr> </table>	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <p>Thematic Understanding:</p> <ol style="list-style-type: none"> Great literature is intentionally crafted to explore enduring themes transferable across time and place. Real and fictional characters share similar qualities and outcomes. <p>Reading Understanding:</p> <ol style="list-style-type: none"> The use of rhetorical and literary devices can enhance writing and help to convey the theme and message. <p>Writing Understanding:</p> <ol style="list-style-type: none"> A writer selects a form based on audience and purpose. <p>Language Understanding:</p> <ol style="list-style-type: none"> Proper use of conventions brings greater clarity and sophistication to writing. 	<p>ESSENTIAL QUESTIONS: <i>Students will keep considering...</i></p> <p>Unit Essential Question: How can people and animals relate to one another?</p> <p>Whole Class Learning: What qualities do Goodall and Turner believe people and animals share? (Performance Task: Writing Focus)</p> <p>Small Group Learning: How can the bonds between people and animals be surprising? (Performance Task: Speaking and Listening Focus)</p> <p>Performance-Based Assessment Part 1: How can animals and people help one another?</p>
<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <p>Thematic Understanding:</p> <ol style="list-style-type: none"> Great literature is intentionally crafted to explore enduring themes transferable across time and place. Real and fictional characters share similar qualities and outcomes. <p>Reading Understanding:</p> <ol style="list-style-type: none"> The use of rhetorical and literary devices can enhance writing and help to convey the theme and message. <p>Writing Understanding:</p> <ol style="list-style-type: none"> A writer selects a form based on audience and purpose. <p>Language Understanding:</p> <ol style="list-style-type: none"> Proper use of conventions brings greater clarity and sophistication to writing. 	<p>ESSENTIAL QUESTIONS: <i>Students will keep considering...</i></p> <p>Unit Essential Question: How can people and animals relate to one another?</p> <p>Whole Class Learning: What qualities do Goodall and Turner believe people and animals share? (Performance Task: Writing Focus)</p> <p>Small Group Learning: How can the bonds between people and animals be surprising? (Performance Task: Speaking and Listening Focus)</p> <p>Performance-Based Assessment Part 1: How can animals and people help one another?</p>		

Unit Goals – Stage 1

Stage 1 of the Understanding by Design approach defines what students should know, understand, and be able to do at the culmination of the unit. It challenges teachers to ask the question, “What is worthy of understanding?” or “What enduring understandings are desired?” These questions help to guide conversations about the important knowledge (facts, concepts, principles) and skills (processes, strategies, methods) that students need to master to develop the requisite understanding.

<p>9. Draw evidence from literary or informational texts to support analysis, reflections, and research.</p> <p>Range of Writing</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting day or two) for a range of tasks, purposes, and audiences.</p> <p>Language</p> <p>Conventions of Standard English</p> <p>1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p>Vocabulary Acquisition and Use</p> <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension and expression.</p>	<p style="text-align: center;">Acquisition</p> <p>KNOWLEDGE</p> <p>Students will know...</p> <ol style="list-style-type: none"> 1. Author’s purpose 2. Commas, parentheses, and dashes 3. Setting, conflict, and theme 4. Spelling and conventions 5. Elements of explanatory essay 6. Elements of Poetry: Word Choice and Tone 7. Verbs and Verb Tenses 8. Poetic Structures 9. Plot 10. Perfect Tenses of Verbs 	<p>SKILLS</p> <p>Students will be skilled at (Do)...</p> <ol style="list-style-type: none"> 1. Making inferences or drawing conclusions based on information from the text. 2. Editing for proper punctuation 3. Analyzing specific elements that contribute to the author’s message 4. Editing for proper spelling and capitalization. 5. Writing an explanatory essay 6. Analyzing word choice and tone and how it impacts the author’s message 7. Identifying and labeling verbs and their tenses. 8. Analyzing the structure of poetry and its effect on the meaning 9. Analyzing plot structure and how it impacts the story. 10. Writing sentences using proper verb tenses.
--	--	--

Grade Level Standards – Stage 1

Standards build from one unit to the next. Once a standard has been addressed in a unit, it may appear in subsequent units on any assessment.

Stage 1 of the Understanding by Design approach defines what students should know, understand, and be able to do at the culmination of the unit. It challenges teachers to ask the question, “What is worthy of understanding?” or “What enduring understandings are desired?” These questions help to guide conversations about the important knowledge (facts, concepts, principles) and skills (processes, strategies, methods) that students need to master to develop the requisite understanding.

Reading	Writing	Speaking & Listening	Language
<p>The standards in bold will be assessed in the unit test.</p> <p>Literature</p> <p>Key Ideas and Details:</p> <p>RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. Craft and Structure:</p> <p>RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone</p> <p>RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot</p> <p>.Integration of Knowledge and Ideas: when reading the text to what they perceive when they listen or watch.</p> <p>Range of Reading and Level of Text Complexity: RL.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Informational Text</p> <p>Key Ideas and Details:</p> <p>RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>Craft and Structure</p>	<p>The standards in bold will be assessed in the unit test.</p> <p>Types and Purposes:</p> <p>W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>W.6.2.a Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>W.6.2.b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>W.6.2.c Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>W.6.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>W.6.2.e Establish and maintain a formal style.</p> <p>W.6.2.f Provide a concluding statement or section that follows from the information or explanation presented</p> <p>Research to Build and Present Knowledge:</p> <p>W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p>W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p> <p>W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>The standards in bold will be assessed in the unit test.</p> <p>Comprehension and Collaboration:</p> <p>SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>SL.6.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>SL.6.1.b Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>SL.6.1.c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>SL.6.1.d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p> <p>Presentation of Knowledge and Ideas:</p> <p>SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p>	<p>The standards in bold will be assessed in the unit test.</p> <p>Conventions of Standard English:</p> <p>L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.6.1.a Ensure that pronouns are in the proper case (subjective, objective, and possessive).</p> <p>L.6.1.b Use intensive pronouns (e.g., <i>myself, ourselves</i>).</p> <p>L.6.1.c Recognize and correct inappropriate shifts in pronoun number and person.*</p> <p>L.6.1.d Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*</p> <p>L.6.1.e Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*</p> <p>L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.6.2.a Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*</p> <p>L.6.2.b Spell correctly.</p> <p>Vocabulary Acquisition and Use:</p> <p>L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p> <p>L.6.4.a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>L.6.4.b Use common, grade-appropriate Greek or Latin affixes and roots as clues to</p>

Grade Level Standards – Stage 1

Standards build from one unit to the next. Once a standard has been addressed in a unit, it may appear in subsequent units on any assessment.

Stage 1 of the Understanding by Design approach defines what students should know, understand, and be able to do at the culmination of the unit. It challenges teachers to ask the question, “What is worthy of understanding?” or “What enduring understandings are desired?” These questions help to guide conversations about the important knowledge (facts, concepts, principles) and skills (processes, strategies, methods) that students need to master to develop the requisite understanding.

Reading	Writing	Speaking & Listening	Language
<p>RI .6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p> <p>Integration of Knowledge and Ideas: RI.6.9 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).</p> <p>Range of Reading and Level of Text Complexity: RI.6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>			<p>the meaning of a word (e.g., <i>audience, auditory, audible</i>).</p> <p>L.6.4.c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>L.6.4.d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.6.5.a Interpret figures of speech (e.g., personification) in context.</p> <p>L.6.5.b Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p>L.6.5.c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy, scrimping, economical, un wasteful, thrifty</i>).</p>

CCSS Standards Link:

<http://www.corestandards.org/ELA-Literacy/>

Evidence of Learning – Stage 2

Stage 2 of the Understanding by Design approach answers the questions, “How will we know if students have achieved the desired results and met the standards?” and “What will we accept as evidence of student understanding and proficiency?” Having a balance of formative and summative assessments helps to build a comprehensive portrait of student learning. Formative assessments serve as “assessments FOR learning,” giving the teacher information about students along the way, while summative assessments serve as “assessments OF learning,” helping to gauge final levels of mastery or proficiency.

Evaluative Criteria	Assessment Evidence	Standards Assessed
<p><i>Student performance will be evaluated in terms of...</i> <i>See Student Reading and Writing Portfolio for Writing Rubrics:</i></p> <ul style="list-style-type: none"> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. 	<p>Performance Task – Writing Focus Teacher guided: (pp 128- 133) Explanatory Essay: How can animals and people help one another?</p>	<ul style="list-style-type: none"> W 6.2 a-f W 6.4, W 6.5 , and W 6.10
<ul style="list-style-type: none"> Engage effectively in a range of collaborative conversations. Present claims and findings. Include multimedia components and visual displays. 	<p>Performance Task – Speaking and Listening Focus Teacher Facilitated Small-Group Presentation Present an informative multimedia presentation. How can the bonds between people and animals be surprising? (pp. 172-173)</p>	<ul style="list-style-type: none"> SL6.1 SL6.4 SL6.5
<ul style="list-style-type: none"> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. With some guidance and support from peers and adults, develop and strengthen writing by planning, revising, and editing, rewriting, or trying a new approach. Write routinely over extended time frames. 	<p>Performance Based Assessment, Part 1 Writing to Sources: Explanatory Essay in which you answer the following question: How can animals and people help one another? (pp. 179-181)</p>	<ul style="list-style-type: none"> W 6.2 W 6.4 W 6.5 W 6.10
<ul style="list-style-type: none"> Cite strong and through textual evidence to support analysis, reflections, and research. Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. 	<p>Interim Unit Assessment: Unit 2 Assessment (accessible in the Digital Tools to print out or have students take online)</p>	<ul style="list-style-type: none"> RL 6.1,3,4,5, RI 6. 1, 6, 9 W 6.2 L 6.2,4

Evidence of Learning – Stage 2

Stage 2 of the Understanding by Design approach answers the questions, “How will we know if students have achieved the desired results and met the standards?” and “What will we accept as evidence of student understanding and proficiency?” Having a balance of formative and summative assessments helps to build a comprehensive portrait of student learning. Formative assessments serve as “assessments FOR learning,” giving the teacher information about students along the way, while summative assessments serve as “assessments OF learning,” helping to gauge final levels of mastery or proficiency.

Evaluative Criteria	Other Evidence – may also be used formatively
<ul style="list-style-type: none"> Analyze author’s purpose Analyze historical fiction Analyze elements of poetry Analyze word choice and tone Analyze story structure: plot 	<p>Analyze Craft and Structure (pp. 113, 123, 143,149,169)</p>
<ul style="list-style-type: none"> Cite strong and thorough textual evidence to support analysis of what the text says. 	<p>Selection Texts (available in the Digital Tools to print out or to have students take online)</p>
<ul style="list-style-type: none"> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. 	<p>Constructed Responses Students will write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
<ul style="list-style-type: none"> Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. 	<p>Concept Vocabulary</p>
<ul style="list-style-type: none"> Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. 	<p>Conventions Activities</p>
<ul style="list-style-type: none"> Comes to discussions prepared referring to evidence on the topic and building on others’ ideas Poses and responds to specific questions with elaboration and detail 	<p>Speaking and Listening - Collaborative Discussions Students are demonstrating accurate knowledge and speaking effectively about the topic. The teacher is actively participating in the discussions, observing, redirecting, and collecting evidence of students’ understanding of what is being discussed.</p>
<ul style="list-style-type: none"> Engage effectively in a range of collaborative conversations Present claims and findings Include multimedia components and visual displays 	<p><u>Speaking and Listening Task 2:</u> Performance-Based Assessment, Part 2</p>