**Grade 6 Integrated ENL/ELA**

**My Perspectives Unit 1 Title: CHILDHOOD**

**IB Transdisciplinary Theme Alignment: Who We Are**

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| **Week 1:** | **My View Essential Question** | **IB Learner Profiles** | **Tiered Vocabulary** |
| Unit Introduction | What are some of the challenges and triumphs of growing up? | **Open-Minded**  In the poem “Another Day,” Jacqueline Woodson’s mother tells the children, “Today I want you to find another way to play.” When did you have to use your imagination to find another way to do something? | **Tier 1:**  hitter, fall apart  **Tier 2:**  squish, humming, twist, twirl, shushes, feathery  **Tier 3:**  reflect, biography,  autobiography, structure, recognize, memoir |
| **Next Generation Standards** | **Language Development Activities** | **Scaffolds and Supports** | **Resources and Materials** |
| L: 6L6: Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.  S: 6SL4: Present claims and findings, sequencing ideas logically and using relevant descriptions, facts, and details to accentuate central ideas or themes; use appropriate eye contact, adequate volume, and clear enunciation.  R: 6R6: Identify the point of view and explain how it is developed and conveys meaning. (RI&RL) Explain how an author’s geographic location or culture affects his or her perspective.  W: 6W3b: Use narrative techniques, such as dialogue and description, to develop experiences, events, and/or characters. 6W3d: Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. | **L**: Wagon Train At Dusk: Listening ([TE p 5](https://reader.savvasrealize.com/book/87AO1KNLP21/view/single/page/4))  **S**: Analyze Craft and Structure: Determine Point of View ([TE p 21](https://reader.savvasrealize.com/book/87AO1KNLP21/view/single/page/21))  Personalize for Learning English Language Support: Building Background  ([TE p 18](https://reader.savvasrealize.com/book/87AO1KNLP21/view/single/page/18))  **R**: Read “Wagon Train at Dusk.” ([TE p 5](https://reader.savvasrealize.com/book/87AO1KNLP21/view/single/page/4))  **W**: Quick Write: When Did A Challenge Lead To A Triumph? ([SE p. 8](https://www.savvasrealize.com/content/viewer/standalone/loader/view/902a2dd4-caf0-3367-8440-61e7cb73105f/12?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2F173f1a8f-15fa-3555-9dd9-28d6c4ce5f4a%2F49%2Fitem%2F902a2dd4-caf0-3367-8440-61e7cb73105f%2F12))  Write a summary of the Launch Text ([TE p. 11](https://reader.savvasrealize.com/book/87AO1KNLP21/view/single/page/11))  Writing Focus: Develop Your Voice ([TE p. 11](https://reader.savvasrealize.com/book/87AO1KNLP21/view/single/page/11)) | *Knowledge Demands*: Refer to the background information and ask students about South Carolina and Brooklyn, New York. Point out the phrase in line 11:"people below me move fast, heads bent. "Ask Does that sound like the country or the city? Point out that the author moved from the country to the city. *Language*: Guide students to the language needed to understand the meaning of the poems. For example, for Brooklyn rain, help them to identify phrases that describe life in the country in Greenville—smell of honeysuckle, squish of pine, slide through grass. Then have them look for phrases describing the city: gray sidewalk, people below me move fast.  [English Language Support (TE p. 12C](https://www.savvasrealize.com/content/viewer/standalone/loader/view/a6b96901-8955-3929-b71c-8f0ddcfdfb46/42?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2F9dd116bc-e1f3-305a-9f96-2f2f60a1e771%2F2%2Fitem%2Fa6b96901-8955-3929-b71c-8f0ddcfdfb46%2F42https://www.savvasrealize.com/content/viewer/standalone/loader/view/a6b96901-8955-3929-b71c-8f0ddcfdfb46/42?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2F9dd116bc-e1f3-305a-9f96-2f2f60a1e771%2F2%2Fitem%2Fa6b96901-8955-3929-b71c-8f0ddcfdfb46%2F42https://www.savvasrealize.com/content/viewer/standalone/loader/view/a6b96901-8955-3929-b71c-8f0ddcfdfb46/42?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2F9dd116bc-e1f3-305a-9f96-2f2f60a1e771%2F2%2Fitem%2Fa6b96901-8955-3929-b71c-8f0ddcfdfb46%2F42)) | **Text**:  [Brown Girl Dreaming](https://reader.savvasrealize.com/book/87AO1KNLP21/view/single/page/8)  Wagon Train At Dusk ([SE pp. 6-7](https://www.savvasrealize.com/content/viewer/standalone/loader/view/902a2dd4-caf0-3367-8440-61e7cb73105f/12?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2F173f1a8f-15fa-3555-9dd9-28d6c4ce5f4a%2F49%2Fitem%2F902a2dd4-caf0-3367-8440-61e7cb73105f%2F12))    **Videos**: Unit Introduction Video ([TE p 2](https://www.savvasrealize.com/content/viewer/standalone/loader/view/a6b96901-8955-3929-b71c-8f0ddcfdfb46/42?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2F9dd116bc-e1f3-305a-9f96-2f2f60a1e771%2F2%2Fitem%2Fa6b96901-8955-3929-b71c-8f0ddcfdfb46%2F42))  [Brown Girl Dreaming Video](https://www.bing.com/videos/search?q=brown+girl+dreaming&&view=detail&mid=24AD4865AFDC5A6616F524AD4865AFDC5A6616F5&&FORM=VRDGAR&ru=%2Fvideos%2Fsearch%3Fq%3Dbrown%2Bgirl%2Bdreaming%26FORM%3DHDRSC4)    **Organizers**:  [Strategy/Action Plan Chart](https://reader.savvasrealize.com/book/87AO1KNLP21/view/single/page/6)  [Places/Sensory Details Chart](https://reader.savvasrealize.com/book/87AO1KNLP21/view/single/page/11) |
| **Week 2:** | **My View Essential Question** | **IB Learner Profiles** | **Tiered Vocabulary** |
| Anchor Text  from Brown Girl Dreaming  Jacqueline Woodson | When did a challenge lead to a triumph? | **Communicator**  Discuss how a challenge lead to a triumph. Remember: Don’t interrupt. Listen carefully to the ideas of others. | **Tier 1:**  comic strip  **Tier 2:**  squish, twist, shushes, humming, twirl, feathery  **Tier 3:**  reflect, notable, contribute, recognize, memorize |
| **Next Generation Standards** | **Language Development Activities** | **Scaffolds and Supports** | **Resources and Materials** |
| **L:** 6L6: Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.  **S:** 6SL4: Present claims and findings, sequencing ideas logically and using relevant descriptions, facts, and details to accentuate central ideas or themes; use appropriate eye contact, adequate volume, and clear enunciation.  **R:** 6R6: Identify the point of view and explain how it is developed and conveys meaning. (RI&RL) Explain how an author’s geographic location or culture affects his or her perspective. (RI&RL)  **W:** 6W3a: Engage the reader by introducing a narrator and/or characters. 6W3b: Use narrative techniques, such as dialogue and description, to develop experiences, events, and/or characters. | **L:** Audio Summary: from Brown Girl Dreaming ([Listen](https://www.savvasrealize.com/content/viewer/standalone/loader/view/517c753b-e096-3831-864f-04983c6b7c2e/45?backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fsearch))  **S:** Discussion and Comprehension Check  ([SE p. 19](https://www.savvasrealize.com/content/viewer/standalone/loader/view/902a2dd4-caf0-3367-8440-61e7cb73105f/12?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%252F%252Fwww.savvasrealize.com%252Fdashboard%252Fprogram%252F61604a74-5f02-3b06-8ebd-ca615f7df6fb%252F44%252Ftier%252F173f1a8f-15fa-3555-9dd9-28d6c4ce5f4a%252F49%252Fitem%252F902a2dd4-caf0-3367-8440-61e7cb73105f%252F12))  From Brown Girl Dreaming Discussion ([SE p. 25](https://www.savvasrealize.com/content/viewer/standalone/loader/view/902a2dd4-caf0-3367-8440-61e7cb73105f/12?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%252F%252Fwww.savvasrealize.com%252Fdashboard%252Fprogram%252F61604a74-5f02-3b06-8ebd-ca615f7df6fb%252F44%252Ftier%252F173f1a8f-15fa-3555-9dd9-28d6c4ce5f4a%252F49%252Fitem%252F902a2dd4-caf0-3367-8440-61e7cb73105f%252F12))  **R:** Analyze the Text and Determine Point of View ([TE p. 20](https://www.savvasrealize.com/content/viewer/standalone/loader/view/a6b96901-8955-3929-b71c-8f0ddcfdfb46/42?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%252F%252Fwww.savvasrealize.com%252Fdashboard%252Fprogram%252F61604a74-5f02-3b06-8ebd-ca615f7df6fb%252F44%252Ftier%252F9dd116bc-e1f3-305a-9f96-2f2f60a1e771%252F2%252Fitem%252Fa6b96901-8955-3929-b71c-8f0ddcfdfb46%252F42))  **W**: Word Study: Onomatopoeia ([TE p. 22](https://www.savvasrealize.com/content/viewer/standalone/loader/view/a6b96901-8955-3929-b71c-8f0ddcfdfb46/42?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%252F%252Fwww.savvasrealize.com%252Fdashboard%252Fprogram%252F61604a74-5f02-3b06-8ebd-ca615f7df6fb%252F44%252Ftier%252F9dd116bc-e1f3-305a-9f96-2f2f60a1e771%252F2%252Fitem%252Fa6b96901-8955-3929-b71c-8f0ddcfdfb46%252F42)) | Have students write 3 to 5 descriptive words that describe their lives, character traits, or dreams. Encourage students to choose words that are interesting and vivid. (EMERGING) Have students write a short poem that reveals something about their lives, experiences, or personalities. Remind students that poems are meant to convey information in non-standard ways. (TRANSITIONING)  Have students write a poem about themselves, choosing words that are rhythmic and vivid, and that convey information in meaningful or unusual ways. (EXPANDING)  [English Language Support (TE p. 24)](https://www.savvasrealize.com/content/viewer/standalone/loader/view/a6b96901-8955-3929-b71c-8f0ddcfdfb46/42?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%252F%252Fwww.savvasrealize.com%252Fdashboard%252Fprogram%252F61604a74-5f02-3b06-8ebd-ca615f7df6fb%252F44%252Ftier%252F9dd116bc-e1f3-305a-9f96-2f2f60a1e771%252F2%252Fitem%252Fa6b96901-8955-3929-b71c-8f0ddcfdfb46%252F42) | **Text**:  [Brown Girl Dreaming](https://reader.savvasrealize.com/book/87AO1KNLP21/view/single/page/8)  Gallery of Calvin and Hobbes Comics ([SE pp. 26-29](https://www.savvasrealize.com/content/viewer/standalone/loader/view/902a2dd4-caf0-3367-8440-61e7cb73105f/12?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2F173f1a8f-15fa-3555-9dd9-28d6c4ce5f4a%2F49%2Fitem%2F902a2dd4-caf0-3367-8440-61e7cb73105f%2F12))  **Videos**: [Calvin and Hobbes The Web Series](https://www.bing.com/videos/search?q=calvin+and+hobbes+video&&view=detail&mid=3C0ADECC3B3AAE7316FA3C0ADECC3B3AAE7316FA&&FORM=VRDGAR&ru=%2Fvideos%2Fsearch%3Fq%3Dcalvin%2Band%2Bhobbes%2Bvideo%26FORM%3DHDRSC4)    **Organizers**:  Evidence Log for Childhood ([SE p. 9](https://www.savvasrealize.com/content/viewer/standalone/loader/view/902a2dd4-caf0-3367-8440-61e7cb73105f/12?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%252F%252Fwww.savvasrealize.com%252Fdashboard%252Fprogram%252F61604a74-5f02-3b06-8ebd-ca615f7df6fb%252F44%252Ftier%252F173f1a8f-15fa-3555-9dd9-28d6c4ce5f4a%252F49%252Fitem%252F902a2dd4-caf0-3367-8440-61e7cb73105f%252F12)) |
| **Week 3:** | **My View Essential Question** | **IB Learner Profiles** | **Tiered Vocabulary** |
| SELECTION Calvin and Hobbes Bill Watterson | What are some of the challenges and triumphs of growing up? | **Reflective**  Have students write about a time when their memory of an event was not quite the way others remembered it. Ask them to explain why they think they remembered the event as they did and whether or not, like Woodson, the truth of the event was somewhere between what they were told and their own memory of the event. (TE p. 25) | **Tier 1:**  finally, adult, translator, positive  **Tier 2:**  illustrations, traditions, overcome, select  **Tier 3:**  panel, encapsulation, speech balloon |
| **Next Generation Standards** | **Language Development Activities** | **Scaffolds and Supports** | **Resources and Materials** |
| **L:** 6L6: Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.  **S:** 6SL4: Present claims and findings, sequencing ideas logically and using relevant descriptions, facts, and details to accentuate central ideas or themes; use appropriate eye contact, adequate volume, and clear enunciation.  **R:** 6R6: Identify the point of view and explain how it is developed and conveys meaning. (RI&RL) Explain how an author’s geographic location or culture affects his or her perspective. (RI&RL)  **W:** 6W3a: Engage the reader by introducing a narrator and/or characters. 6W3b: Use narrative techniques, such as dialogue and description, to develop experiences, events, and/or characters. | **L:** Audio of Gallery of Calvin and Hobbes Comics ([TE p. 26](https://www.savvasrealize.com/content/viewer/standalone/loader/view/a6b96901-8955-3929-b71c-8f0ddcfdfb46/42?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2F9dd116bc-e1f3-305a-9f96-2f2f60a1e771%2F2%2Fitem%2Fa6b96901-8955-3929-b71c-8f0ddcfdfb46%2F42))  **S:** Discuss the Images  ([TE p. 29](https://www.savvasrealize.com/content/viewer/standalone/loader/view/a6b96901-8955-3929-b71c-8f0ddcfdfb46/42?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2F9dd116bc-e1f3-305a-9f96-2f2f60a1e771%2F2%2Fitem%2Fa6b96901-8955-3929-b71c-8f0ddcfdfb46%2F42)) “Hold A Discussion”  ([TE p. 31](https://www.savvasrealize.com/content/viewer/standalone/loader/view/902a2dd4-caf0-3367-8440-61e7cb73105f/12?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2F173f1a8f-15fa-3555-9dd9-28d6c4ce5f4a%2F49%2Fitem%2F902a2dd4-caf0-3367-8440-61e7cb73105f%2F12))  **R:** Making Inferences and Drawing Conclusions  ([TE p. 30](https://www.savvasrealize.com/content/viewer/standalone/loader/view/902a2dd4-caf0-3367-8440-61e7cb73105f/12?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2F173f1a8f-15fa-3555-9dd9-28d6c4ce5f4a%2F49%2Fitem%2F902a2dd4-caf0-3367-8440-61e7cb73105f%2F12))  **W**: Comprehension Check ([TE p. 29](https://www.savvasrealize.com/content/viewer/standalone/loader/view/902a2dd4-caf0-3367-8440-61e7cb73105f/12?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2F173f1a8f-15fa-3555-9dd9-28d6c4ce5f4a%2F49%2Fitem%2F902a2dd4-caf0-3367-8440-61e7cb73105f%2F12)) | *Cultural Context*: Review the comic strips and point out Hobbes, the tiger. In certain cultures, children are less likely to have imaginary friends. The concept of imaginary friends might, therefore, be unfamiliar to some students. Explain to students that Hobbes is Calvin’s stuffed tiger and imaginary friend. Ask students if they know what an imaginary friend is, and ask them what term, if any, they use to refer to imaginary friends in their first language. Encourage students to talk about their own knowledge of other imaginary friends in movies, TV shows, or literature. (ALL LEVELS)  [English Language Support (TE p. 28)](https://www.savvasrealize.com/content/viewer/standalone/loader/view/a6b96901-8955-3929-b71c-8f0ddcfdfb46/42?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2F9dd116bc-e1f3-305a-9f96-2f2f60a1e771%2F2%2Fitem%2Fa6b96901-8955-3929-b71c-8f0ddcfdfb46%2F42) | Text:  [Brown Girl Dreaming](https://reader.savvasrealize.com/book/87AO1KNLP21/view/single/page/8)  Gallery of Calvin and Hobbes Comics ([SE pp. 26-29](https://www.savvasrealize.com/content/viewer/standalone/loader/view/902a2dd4-caf0-3367-8440-61e7cb73105f/12?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2F173f1a8f-15fa-3555-9dd9-28d6c4ce5f4a%2F49%2Fitem%2F902a2dd4-caf0-3367-8440-61e7cb73105f%2F12))    Videos:  [Meet The Author: Jacqueline Woodson](https://www.bing.com/videos/search?&q=brown+girl+dreaming&view=detail&mid=1DC533B1DA9C174834591DC533B1DA9C17483459&form=VDRVRV&ru=%2Fvideos%2Fsearch%3Fq%3Dbrown%2Bgirl%2Bdreaming%26FORM%3DHDRSC4&ajaxhist=0)    Organizers:  “Notebook” Organizer ([SE pp. 26-29](https://www.savvasrealize.com/content/viewer/standalone/loader/view/902a2dd4-caf0-3367-8440-61e7cb73105f/12?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2F173f1a8f-15fa-3555-9dd9-28d6c4ce5f4a%2F49%2Fitem%2F902a2dd4-caf0-3367-8440-61e7cb73105f%2F12)) |
| **Week 4:** | **My View Essential Question** | **IB Learner Profiles** | **Tiered Vocabulary** |
| PERFORMANCE TASK: WRITING FOCUS Write a Nonfiction Narrative | What are some of the challenges and triumphs of growing up? | **Reflective** Reflect on what you learned as you wrote your narrative. How did writing about a personal experience help you better understand its significance? What was the hardest part of this assignment? What did you learn from reviewing the work of others? ([TE p. 37](https://www.savvasrealize.com/content/viewer/standalone/loader/view/a6b96901-8955-3929-b71c-8f0ddcfdfb46/42?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%252F%252Fwww.savvasrealize.com%252Fdashboard%252Fprogram%252F61604a74-5f02-3b06-8ebd-ca615f7df6fb%252F44%252Ftier%252F9dd116bc-e1f3-305a-9f96-2f2f60a1e771%252F2%252Fitem%252Fa6b96901-8955-3929-b71c-8f0ddcfdfb46%252F42)) | **Tier 1:**  for instance, because, even though  **Tier 2:**  mortified, disappointment  **Tier 3:**  entitled, enactment, compulsory |
| **Next Generation Standards** | **Language Development Activities** | **Scaffolds and Supports** | **Resources and Materials** |
| **L:** 6L6: Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.  **S:** 6SL4: Present claims and findings, sequencing ideas logically and using relevant descriptions, facts, and details to accentuate central ideas or themes; use appropriate eye contact, adequate volume, and clear enunciation.  **R:** 6R6: Identify the point of view and explain how it is developed and conveys meaning. (RI&RL) Explain how an author’s geographic location or culture affects his or her perspective. (RI&RL)  **W:** 6W3a: Engage the reader by introducing a narrator and/or characters. 6W3b: Use narrative techniques, such as dialogue and description, to develop experiences, events, and/or characters. | **L**: Model a Nonfiction Narrative: Wagon Train At Dusk ([Listen](https://www.savvasrealize.com/content/viewer/standalone/loader/view/b3aaffc3-07d5-314e-86da-19c92ce72e8b/45?backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fsearch) TE p. 32)  **S**: Discussion: Identify The Conflict ([SE p. 31](https://www.savvasrealize.com/content/viewer/standalone/loader/view/902a2dd4-caf0-3367-8440-61e7cb73105f/12?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%252F%252Fwww.savvasrealize.com%252Fdashboard%252Fprogram%252F61604a74-5f02-3b06-8ebd-ca615f7df6fb%252F44%252Ftier%252F173f1a8f-15fa-3555-9dd9-28d6c4ce5f4a%252F49%252Fitem%252F902a2dd4-caf0-3367-8440-61e7cb73105f%252F12))  **R**: Edit and Proof Read  ([SE p. 37](https://www.savvasrealize.com/content/viewer/standalone/loader/view/902a2dd4-caf0-3367-8440-61e7cb73105f/12?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%252F%252Fwww.savvasrealize.com%252Fdashboard%252Fprogram%252F61604a74-5f02-3b06-8ebd-ca615f7df6fb%252F44%252Ftier%252F173f1a8f-15fa-3555-9dd9-28d6c4ce5f4a%252F49%252Fitem%252F902a2dd4-caf0-3367-8440-61e7cb73105f%252F12))  **W**: Pre-Writing/Planning ([SE p. 31](https://www.savvasrealize.com/content/viewer/standalone/loader/view/902a2dd4-caf0-3367-8440-61e7cb73105f/12?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%252F%252Fwww.savvasrealize.com%252Fdashboard%252Fprogram%252F61604a74-5f02-3b06-8ebd-ca615f7df6fb%252F44%252Ftier%252F173f1a8f-15fa-3555-9dd9-28d6c4ce5f4a%252F49%252Fitem%252F902a2dd4-caf0-3367-8440-61e7cb73105f%252F12))  Draft: Organizing A Sequence of Events  ([TE p. 34](https://www.savvasrealize.com/content/viewer/standalone/loader/view/a6b96901-8955-3929-b71c-8f0ddcfdfb46/42?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%252F%252Fwww.savvasrealize.com%252Fdashboard%252Fprogram%252F61604a74-5f02-3b06-8ebd-ca615f7df6fb%252F44%252Ftier%252F9dd116bc-e1f3-305a-9f96-2f2f60a1e771%252F2%252Fitem%252Fa6b96901-8955-3929-b71c-8f0ddcfdfb46%252F42)) | Support students as they write a topic sentence for their nonfiction narrative. Have students review the definition of a nonfiction narrative. Encourage them to write a short, complete sentence that states their main idea. (EMERGING)  Have students review the definition of a nonfiction narrative. Encourage them to write their claim in a complete sentence, and to think about how their narrative might be organized. (TRANSITIONING)  Remind students to write a clear and complete sentence that explains their main idea. Encourage them to think about details and evidence that support their main idea. (EXPANDING)  [English Language Support (TE p. 33)](https://www.savvasrealize.com/content/viewer/standalone/loader/view/a6b96901-8955-3929-b71c-8f0ddcfdfb46/42?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2F9dd116bc-e1f3-305a-9f96-2f2f60a1e771%2F2%2Fitem%2Fa6b96901-8955-3929-b71c-8f0ddcfdfb46%2F42) | **Text**:  [Brown Girl Dreaming](https://reader.savvasrealize.com/book/87AO1KNLP21/view/single/page/8)  Gallery of Calvin and Hobbes Comics ([SE pp. 26-29](https://www.savvasrealize.com/content/viewer/standalone/loader/view/902a2dd4-caf0-3367-8440-61e7cb73105f/12?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2F173f1a8f-15fa-3555-9dd9-28d6c4ce5f4a%2F49%2Fitem%2F902a2dd4-caf0-3367-8440-61e7cb73105f%2F12))  **Videos**:  [Understanding Narrative Nonfiction Video](https://www.bing.com/videos/search?q=nonfiction+narrative&&view=detail&mid=3BD08DED373FF64FE8803BD08DED373FF64FE880&&FORM=VRDGAR&ru=%2Fvideos%2Fsearch%3Fq%3Dnonfiction%2520narrative%26qs%3Dn%26form%3DQBVRMH%26%3D%2525eManage%2520Your%2520Search%2520History%2525E%26sp%3D-1%26pq%3Dnonfiction%2520narrative%26sc%3D10-20%26sk%3D%26cvid%3DB6B27AAC897D4B09A79CDED44D823F7A%26ghsh%3D0%26ghacc%3D0%26ghpl%3D)    **Organizers**:  Pre-Writing Planning ([SE p. 31](https://www.savvasrealize.com/content/viewer/standalone/loader/view/902a2dd4-caf0-3367-8440-61e7cb73105f/12?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2F173f1a8f-15fa-3555-9dd9-28d6c4ce5f4a%2F49%2Fitem%2F902a2dd4-caf0-3367-8440-61e7cb73105f%2F12))  Drafting: Organizing A Sequence of Events ([SE p. 34](https://www.savvasrealize.com/content/viewer/standalone/loader/view/902a2dd4-caf0-3367-8440-61e7cb73105f/12?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2F173f1a8f-15fa-3555-9dd9-28d6c4ce5f4a%2F49%2Fitem%2F902a2dd4-caf0-3367-8440-61e7cb73105f%2F12)) |
| **Week 5:** | **My View Essential Question** | **IB Learner Profiles** | **Tiered Vocabulary** |
| Declaration of the Rights of  the Child: The United Nations General  Assembly | What are some of the challenges and triumphs of growing up? | **Inquirer**  Research to Clarify: Choose at least one unfamiliar detail from the text. Briefly research that detail. In what way does the information you learned shed light on an aspect of the article? ([SE p. 55](https://www.savvasrealize.com/content/viewer/standalone/loader/view/902a2dd4-caf0-3367-8440-61e7cb73105f/12?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%252F%252Fwww.savvasrealize.com%252Fdashboard%252Fprogram%252F61604a74-5f02-3b06-8ebd-ca615f7df6fb%252F44%252Ftier%252F173f1a8f-15fa-3555-9dd9-28d6c4ce5f4a%252F49%252Fitem%252F902a2dd4-caf0-3367-8440-61e7cb73105f%252F12)) | **Tier 1**:  respect, disgust  **Tier 2**:  complimentary, desperate  **Tier 3**:  entitled, enactment, compulsory |
| **Next Generation Standards** | **Language Development Activities** | **Scaffolds and Supports** | **Resources and Materials** |
| **L:** 6L6: Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.  **S:** 6SL4: Present claims and findings, sequencing ideas logically and using relevant descriptions, facts, and details to accentuate central ideas or themes; use appropriate eye contact, adequate volume, and clear enunciation.  **R:** 6R6: Identify the point of view and explain how it is developed and conveys meaning. (RI&RL) Explain how an author’s geographic location or culture affects his or her perspective. (RI&RL)  **W:** 6W3b: Use narrative techniques, such as dialogue and description, to develop experiences, events, and/or characters. 6W3d: Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. | **L**: Michaela DePrince Audio Summary ([Listen](https://www.savvasrealize.com/content/viewer/standalone/loader/view/2d7d0f93-aee4-3375-87a6-772c3906f008/45?backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fsearch))  **S**: Meaningful Talk  ([TE p. 40](https://www.savvasrealize.com/content/viewer/standalone/loader/view/a6b96901-8955-3929-b71c-8f0ddcfdfb46/42?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%252F%252Fwww.savvasrealize.com%252Fdashboard%252Fprogram%252F61604a74-5f02-3b06-8ebd-ca615f7df6fb%252F44%252Ftier%252F9dd116bc-e1f3-305a-9f96-2f2f60a1e771%252F2%252Fitem%252Fa6b96901-8955-3929-b71c-8f0ddcfdfb46%252F42))  Group Discussion  ([SE p. 56](https://www.savvasrealize.com/content/viewer/standalone/loader/view/902a2dd4-caf0-3367-8440-61e7cb73105f/12?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%252F%252Fwww.savvasrealize.com%252Fdashboard%252Fprogram%252F61604a74-5f02-3b06-8ebd-ca615f7df6fb%252F44%252Ftier%252F173f1a8f-15fa-3555-9dd9-28d6c4ce5f4a%252F49%252Fitem%252F902a2dd4-caf0-3367-8440-61e7cb73105f%252F12))  **R**: Close Read the Text  ([TE p. 46](https://www.savvasrealize.com/content/viewer/standalone/loader/view/a6b96901-8955-3929-b71c-8f0ddcfdfb46/42?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%252F%252Fwww.savvasrealize.com%252Fdashboard%252Fprogram%252F61604a74-5f02-3b06-8ebd-ca615f7df6fb%252F44%252Ftier%252F9dd116bc-e1f3-305a-9f96-2f2f60a1e771%252F2%252Fitem%252Fa6b96901-8955-3929-b71c-8f0ddcfdfb46%252F42))  **W**: Write To Sources  ([SE p. 49](https://www.savvasrealize.com/content/viewer/standalone/loader/view/902a2dd4-caf0-3367-8440-61e7cb73105f/12?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%252F%252Fwww.savvasrealize.com%252Fdashboard%252Fprogram%252F61604a74-5f02-3b06-8ebd-ca615f7df6fb%252F44%252Ftier%252F173f1a8f-15fa-3555-9dd9-28d6c4ce5f4a%252F49%252Fitem%252F902a2dd4-caf0-3367-8440-61e7cb73105f%252F12)) | Language: Explain phrases that are likely to be unfamiliar, for example a child of tender years means a young child. Ask students to identify difficult sentences and help to rephrase language as needed.  Meaning/Purpose: Guide students to highlight or copy key words or phrases in each paragraph that help to identify the main ideas.  [English Language Support](https://www.savvasrealize.com/content/viewer/standalone/loader/view/a6b96901-8955-3929-b71c-8f0ddcfdfb46/42?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%252F%252Fwww.savvasrealize.com%252Fdashboard%252Fprogram%252F61604a74-5f02-3b06-8ebd-ca615f7df6fb%252F44%252Ftier%252F9dd116bc-e1f3-305a-9f96-2f2f60a1e771%252F2%252Fitem%252Fa6b96901-8955-3929-b71c-8f0ddcfdfb46%252F42) ([TE p. 42C](https://www.savvasrealize.com/content/viewer/standalone/loader/view/a6b96901-8955-3929-b71c-8f0ddcfdfb46/42?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%252F%252Fwww.savvasrealize.com%252Fdashboard%252Fprogram%252F61604a74-5f02-3b06-8ebd-ca615f7df6fb%252F44%252Ftier%252F9dd116bc-e1f3-305a-9f96-2f2f60a1e771%252F2%252Fitem%252Fa6b96901-8955-3929-b71c-8f0ddcfdfb46%252F42)) | **Text**:  Declaration of the Rights of  the Child: The United Nations General  Assembly ([SE pp. 43-45](https://www.savvasrealize.com/content/viewer/standalone/loader/view/902a2dd4-caf0-3367-8440-61e7cb73105f/12?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%252F%252Fwww.savvasrealize.com%252Fdashboard%252Fprogram%252F61604a74-5f02-3b06-8ebd-ca615f7df6fb%252F44%252Ftier%252F173f1a8f-15fa-3555-9dd9-28d6c4ce5f4a%252F49%252Fitem%252F902a2dd4-caf0-3367-8440-61e7cb73105f%252F12))  Michaela DePrince: The War Orphan Who Became A Ballerina ([SE pp. 51-54](https://www.savvasrealize.com/content/viewer/standalone/loader/view/902a2dd4-caf0-3367-8440-61e7cb73105f/12?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%252F%252Fwww.savvasrealize.com%252Fdashboard%252Fprogram%252F61604a74-5f02-3b06-8ebd-ca615f7df6fb%252F44%252Ftier%252F173f1a8f-15fa-3555-9dd9-28d6c4ce5f4a%252F49%252Fitem%252F902a2dd4-caf0-3367-8440-61e7cb73105f%252F12))    **Videos**:  [Michaela DePrince’s Remarkable Journey](https://www.bing.com/videos/search?q=michaela+de+prince+video&&view=detail&mid=2F68A461E309D5054B392F68A461E309D5054B39&&FORM=VRDGAR&ru=%2Fvideos%2Fsearch%3Fq%3Dmichaela%2Bde%2Bprince%2Bvideo%26FORM%3DHDRSC4)    **Organizers**:  Write To Sources ([SE p. 49](https://www.savvasrealize.com/content/viewer/standalone/loader/view/902a2dd4-caf0-3367-8440-61e7cb73105f/12?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%252F%252Fwww.savvasrealize.com%252Fdashboard%252Fprogram%252F61604a74-5f02-3b06-8ebd-ca615f7df6fb%252F44%252Ftier%252F173f1a8f-15fa-3555-9dd9-28d6c4ce5f4a%252F49%252Fitem%252F902a2dd4-caf0-3367-8440-61e7cb73105f%252F12)) |
| **Summative Assessments/Task** | | | |
| **Entering and Emerging**  **Students Will:**  \*watch the video Reflecting On Your Learning \*evaluate if they have met the goals of the unit now that the unit has been completed  \*choose a goal that they succeeded with and a goal that needs more focus    [Grade 6 Unit 1 Assessment Part 1](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fus-school.pk12ls.com%2Fschool%2F43c311bb-6596-4ca2-a690-3dca57f6910d%2FLit17_EV_G06_U1_UT_P1_TEST.doc&wdOrigin=BROWSELINK) | | | |
| **Transitioning and Expanding**  **Students Will:**  \*watch the video Reflecting On Your Learning \*evaluate if they have met the goals of the unit now that the unit has been completed  \*provide a written commentary about a goal that made the most progress and a goal that needs more focus    [Grade 6 Unit 1 Assessment Part 2](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fus-school.pk12ls.com%2Fschool%2F1a7bb781-65a1-4ae7-bbbb-6dd6cdf8c970%2FLit17_EV_G06_U1_UT_P2_TEST.doc&wdOrigin=BROWSELINK) | | | |

**Grade 6 Integrated ENL/ELA**

**My Perspectives Unit 2 Title: ANIMAL ALLIES**

**IB Transdisciplinary Theme Alignment: Sharing The Planet**

|  |  |  |  |
| --- | --- | --- | --- |
| **Week 1:** | **My View Essential Question** | **IB Learner Profiles** | **Tiered Vocabulary** |
| Unit Introduction | How can people and animals relate to each other? | **Inquirer**  Research to Clarify: Choose at least one unfamiliar detail from the text. Briefly research that detail.  Research to Explore: Choose something that interested you from the text, and formulate a research question to investigate. ([SE p. 111](https://www.savvasrealize.com/content/viewer/standalone/loader/view/2abe26d4-27a2-384e-a898-53d8a122a6f0/11?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2F596010c3-b87d-3d69-b761-e3ada0a8b6b3%2F49%2Fitem%2F2abe26d4-27a2-384e-a898-53d8a122a6f0%2F11)) | **Tier 1**:  kind of, really, probably, seemed  **Tier 2**:  trotted, anxious  **Tier 3**:  exclude, illustrate,  communicate, elaborate,  objective |
| **Next Generation Standards** | **Language Development Activities** | **Scaffolds and Supports** | **Resources and Materials** |
| **L:** 6L6: Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.  **S:** 6SL4: Present claims and findings, sequencing ideas logically and using relevant descriptions, facts, and details to accentuate central ideas or themes; use appropriate eye contact, adequate volume, and clear enunciation.  **R:** 6R6: Identify the point of view and explain how it is developed and conveys meaning. (RI&RL) Explain how an author’s geographic location or culture affects his or her perspective. (RI&RL)  **W:** 6W3d: Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. | **L**: Reading Buddies ([Listen](https://www.savvasrealize.com/content/viewer/standalone/loader/view/cf1195ba-4652-3556-b5c9-a7511bb86456/45?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&containerId=3e7fb58e-43df-3fab-9493-4f3cfed042ce&containerVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2F596010c3-b87d-3d69-b761-e3ada0a8b6b3%2F49%2Flesson%2F3e7fb58e-43df-3fab-9493-4f3cfed042ce%2F44))  **S**: Discuss It: Relationship Between People And Animals ([TE p. 90](https://www.savvasrealize.com/content/viewer/standalone/loader/view/36b08d25-bc06-3d40-97ae-664c4934012b/43?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2F9dd116bc-e1f3-305a-9f96-2f2f60a1e771%2F2%2Fitem%2F36b08d25-bc06-3d40-97ae-664c4934012b%2F43))  **R**: My Life With The Chimpanzees: Reading Comprehension ([SE p. 111](https://www.savvasrealize.com/content/viewer/standalone/loader/view/2abe26d4-27a2-384e-a898-53d8a122a6f0/11?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2F596010c3-b87d-3d69-b761-e3ada0a8b6b3%2F49%2Fitem%2F2abe26d4-27a2-384e-a898-53d8a122a6f0%2F11))  **W**: Write A Summary  ([TE p. 96](https://www.savvasrealize.com/content/viewer/standalone/loader/view/36b08d25-bc06-3d40-97ae-664c4934012b/43?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2F9dd116bc-e1f3-305a-9f96-2f2f60a1e771%2F2%2Fitem%2F36b08d25-bc06-3d40-97ae-664c4934012b%2F43))  Quick Write ([SE p. 97](https://www.savvasrealize.com/content/viewer/standalone/loader/view/2abe26d4-27a2-384e-a898-53d8a122a6f0/11?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2F596010c3-b87d-3d69-b761-e3ada0a8b6b3%2F49%2Fitem%2F2abe26d4-27a2-384e-a898-53d8a122a6f0%2F11)) | Cognates: Many of the academic words have Spanish cognates. Use these cognates with students whose home language is Spanish.  objective – objetivo  exclude – excluir  illustrate – ilustrar communicate – comunicar  elaborate – elaborar  [English Language Support](https://www.savvasrealize.com/content/viewer/standalone/loader/view/36b08d25-bc06-3d40-97ae-664c4934012b/43?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2F9dd116bc-e1f3-305a-9f96-2f2f60a1e771%2F2%2Fitem%2F36b08d25-bc06-3d40-97ae-664c4934012b%2F43) ([TE p. 93](https://www.savvasrealize.com/content/viewer/standalone/loader/view/36b08d25-bc06-3d40-97ae-664c4934012b/43?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2F9dd116bc-e1f3-305a-9f96-2f2f60a1e771%2F2%2Fitem%2F36b08d25-bc06-3d40-97ae-664c4934012b%2F43)) | **Text**:  Reading Buddies ([SE pp. 94-95](https://www.savvasrealize.com/content/viewer/standalone/loader/view/2abe26d4-27a2-384e-a898-53d8a122a6f0/11?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2F596010c3-b87d-3d69-b761-e3ada0a8b6b3%2F49%2Fitem%2F2abe26d4-27a2-384e-a898-53d8a122a6f0%2F11))  from My Life With The Chimpanzees ([SE pp. 101-110](https://www.savvasrealize.com/content/viewer/standalone/loader/view/2abe26d4-27a2-384e-a898-53d8a122a6f0/11?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2F596010c3-b87d-3d69-b761-e3ada0a8b6b3%2F49%2Fitem%2F2abe26d4-27a2-384e-a898-53d8a122a6f0%2F11))  **Videos**:  [People of the Horse: A Special Bond Video](https://www.savvasrealize.com/content/viewer/standalone/loader/view/a8ae1c03-a1f5-306d-857e-950f559f0be0/45?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&containerId=3e7fb58e-43df-3fab-9493-4f3cfed042ce&containerVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2F596010c3-b87d-3d69-b761-e3ada0a8b6b3%2F49%2Flesson%2F3e7fb58e-43df-3fab-9493-4f3cfed042ce%2F44)  **Organizers**:  Word Network Model: Animal Allies ([SE p. 95](https://www.savvasrealize.com/content/viewer/standalone/loader/view/2abe26d4-27a2-384e-a898-53d8a122a6f0/11?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2F596010c3-b87d-3d69-b761-e3ada0a8b6b3%2F49%2Fitem%2F2abe26d4-27a2-384e-a898-53d8a122a6f0%2F11)) |
| **Week 2:** | **My View Essential Question** | **IB Learner Profiles** | **Tiered Vocabulary** |
| Anchor Text: from My Life With the Chimpanzees  by: Jane Goodall | How can people and animals relate to each other? | **Inquirer**  Research: Encourage interested students to conduct research about other wild animals that use tools, including certain birds, other great apes, dolphins, and octopuses. Students can view video clips from the Internet of some of these animals using tools and can write a brief report.  ([TE p. 111](https://www.savvasrealize.com/content/viewer/standalone/loader/view/36b08d25-bc06-3d40-97ae-664c4934012b/43?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2F9dd116bc-e1f3-305a-9f96-2f2f60a1e771%2F2%2Fitem%2F36b08d25-bc06-3d40-97ae-664c4934012b%2F43)) | **Tier 1**:  shrink, appear  **Tier 2**:  vanished, miserable, irritable  **Tier 3**:  threateningly, impetuous, dominate |
| **Next Generation Standards** | **Language Development Activities** | **Scaffolds and Supports** | **Resources and Materials** |
| **L:** 6L6: Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.  **S:** 6SL4: Present claims and findings, sequencing ideas logically and using relevant descriptions, facts, and details to accentuate central ideas or themes; use appropriate eye contact, adequate volume, and clear enunciation.  **R:** 6R6: Identify the point of view and explain how it is developed and conveys meaning. (RI&RL) Explain how an author’s geographic location or culture affects his or her perspective. (RI&RL)  **W:** 6W3b: Use narrative techniques, such as dialogue and description, to develop experiences, events, and/or characters. 6W3d: Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. | **L**: from My Life With The Chimpanzees ([Listen](https://www.savvasrealize.com/content/viewer/standalone/loader/view/829a8c60-75d6-32e2-9b5c-856b2e6ded3b/45?backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fsearch))  **S**: Discussion- Chimpanzee Behaviors ([SE p. 117](https://www.savvasrealize.com/content/viewer/standalone/loader/view/2abe26d4-27a2-384e-a898-53d8a122a6f0/11?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2F596010c3-b87d-3d69-b761-e3ada0a8b6b3%2F49%2Fitem%2F2abe26d4-27a2-384e-a898-53d8a122a6f0%2F11))  **R**: Reading Comprehension Check ([SE p. 121](https://www.savvasrealize.com/content/viewer/standalone/loader/view/2abe26d4-27a2-384e-a898-53d8a122a6f0/11?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2F596010c3-b87d-3d69-b761-e3ada0a8b6b3%2F49%2Fitem%2F2abe26d4-27a2-384e-a898-53d8a122a6f0%2F11))  **W**:  How-To Essay ([SE p. 116](https://www.savvasrealize.com/content/viewer/standalone/loader/view/2abe26d4-27a2-384e-a898-53d8a122a6f0/11?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2F596010c3-b87d-3d69-b761-e3ada0a8b6b3%2F49%2Fitem%2F2abe26d4-27a2-384e-a898-53d8a122a6f0%2F11)) | Knowledge Demands: Before reading the text, have students summarize the background information. Provide students with a map that details where Jane Goodall carried out her research. Making notes of what they know so far will help them as they read the text.  Language:  If students have difficulty with complex sentences, work together to breakdown sentences into smaller chunks in order to understand their meaning. Ask students to highlight words or phrases that they don’t understand. As a group, help to define some of the terms they find difficult.  English Language Support ([TE p. 100C](https://www.savvasrealize.com/content/viewer/standalone/loader/view/36b08d25-bc06-3d40-97ae-664c4934012b/43?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2F9dd116bc-e1f3-305a-9f96-2f2f60a1e771%2F2%2Fitem%2F36b08d25-bc06-3d40-97ae-664c4934012b%2F43)) | **Text**:  from My Life With The Chimpanzees ([SE pp. 101-110](https://www.savvasrealize.com/content/viewer/standalone/loader/view/2abe26d4-27a2-384e-a898-53d8a122a6f0/11?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2F596010c3-b87d-3d69-b761-e3ada0a8b6b3%2F49%2Fitem%2F2abe26d4-27a2-384e-a898-53d8a122a6f0%2F11))  Hachiko: The True Story of a Loyal Dog ([SE pp. 119-121](https://www.savvasrealize.com/content/viewer/standalone/loader/view/2abe26d4-27a2-384e-a898-53d8a122a6f0/11?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2F596010c3-b87d-3d69-b761-e3ada0a8b6b3%2F49%2Fitem%2F2abe26d4-27a2-384e-a898-53d8a122a6f0%2F11))  **Videos**:  Spending My Life With Chimps- Jane Goodall [Video](https://www.bing.com/videos/search?q=jane+goodall+video+kids&&view=detail&mid=5B428AEFE1A8089D2AD25B428AEFE1A8089D2AD2&&FORM=VRDGAR&ru=%2Fvideos%2Fsearch%3Fq%3Djane%2Bgoodall%2Bvideo%2Bkids%26FORM%3DHDRSC4)  **Organizers**: Notebook: Passage/What It Shows ([SE p. 113](https://www.savvasrealize.com/content/viewer/standalone/loader/view/2abe26d4-27a2-384e-a898-53d8a122a6f0/11?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2F596010c3-b87d-3d69-b761-e3ada0a8b6b3%2F49%2Fitem%2F2abe26d4-27a2-384e-a898-53d8a122a6f0%2F11)) |
| **Week 3:** | **My View Essential Question** | **IB Learner Profiles** | **Tiered Vocabulary** |
| Anchor Text:  Hachiko: The True Story of a Loyal Dog  by: Pamela S. Turner | How can people and animals relate to each other? | **Inquirer**  Encourage students to research the history of domesticated dogs. When did people first start keeping dogs as pets? Why? What were the first dogs like? How did they help people? Students should also include information about which modern-day dogs most closely resemble those first dogs that people kept as pets. Students can present their results as a timeline or as a poster.  ([TE p. 121](https://www.savvasrealize.com/content/viewer/standalone/loader/view/36b08d25-bc06-3d40-97ae-664c4934012b/43?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2F9dd116bc-e1f3-305a-9f96-2f2f60a1e771%2F2%2Fitem%2F36b08d25-bc06-3d40-97ae-664c4934012b%2F43)) | **Tier 1**:  signals, track, chapter  **Tier 2**:  independent, interests, civil  **Tier 3**:  rippled, nuzzled, caress |
| **Next Generation Standards** | **Language Development Activities** | **Scaffolds and Supports** | **Resources and Materials** |
| **L:** 6L6: Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.  **S:** 6SL6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.  **R:** 6R6: Identify the point of view and explain how it is developed and conveys meaning. (RI&RL) Explain how an author’s geographic location or culture affects his or her perspective. (RI&RL)  **W:** 6W3a: Engage the reader by introducing a narrator and/or characters. 6W3b: Use narrative techniques, such as dialogue and description, to develop experiences, events, and/or characters. 6W3d: Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. | **L**: Hachiko: The True Story of a Loyal Dog ([Listen](https://www.savvasrealize.com/content/viewer/standalone/loader/view/222d4617-5214-3508-b003-ef45a5e77d3a/46?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&containerId=30fc2389-22b8-3eb3-b1ec-b23d2b1ffcc9&containerVersion=48&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2F596010c3-b87d-3d69-b761-e3ada0a8b6b3%2F49%2Flesson%2F30fc2389-22b8-3eb3-b1ec-b23d2b1ffcc9%2F48))  **S**: Read Your Stories Aloud ([SE p. 127](https://www.savvasrealize.com/content/viewer/standalone/loader/view/2abe26d4-27a2-384e-a898-53d8a122a6f0/11?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2F596010c3-b87d-3d69-b761-e3ada0a8b6b3%2F49%2Fitem%2F2abe26d4-27a2-384e-a898-53d8a122a6f0%2F11))  **R**: Conventions: Spelling and Capitalization  ([SE p. 125](https://www.savvasrealize.com/content/viewer/standalone/loader/view/2abe26d4-27a2-384e-a898-53d8a122a6f0/11?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2F596010c3-b87d-3d69-b761-e3ada0a8b6b3%2F49%2Fitem%2F2abe26d4-27a2-384e-a898-53d8a122a6f0%2F11))  **W**: Writing To Sources  ([SE p. 126](https://www.savvasrealize.com/content/viewer/standalone/loader/view/2abe26d4-27a2-384e-a898-53d8a122a6f0/11?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2F596010c3-b87d-3d69-b761-e3ada0a8b6b3%2F49%2Fitem%2F2abe26d4-27a2-384e-a898-53d8a122a6f0%2F11)) | Help students reword sentences that contain words students might not know. Using the language from the selection, suggest simpler sentences that convey the same meaning. Ask students to read the new sentences and discuss.  If students have difficulty with complex sentences, work together to breakdown sentences into smaller chunks in order to understand their meaning. Ask students to highlight words or phrases that they don’t understand. As a group, help to define some of the terms they find difficult.  [English Language Support](https://www.savvasrealize.com/content/viewer/standalone/loader/view/36b08d25-bc06-3d40-97ae-664c4934012b/43?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2F9dd116bc-e1f3-305a-9f96-2f2f60a1e771%2F2%2Fitem%2F36b08d25-bc06-3d40-97ae-664c4934012b%2F43)  ([TE p. 118C](https://www.savvasrealize.com/content/viewer/standalone/loader/view/36b08d25-bc06-3d40-97ae-664c4934012b/43?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2F9dd116bc-e1f3-305a-9f96-2f2f60a1e771%2F2%2Fitem%2F36b08d25-bc06-3d40-97ae-664c4934012b%2F43)) | **Text**:  Hachiko: The True Story of a Loyal Dog ([SE pp. 119-121](https://www.savvasrealize.com/content/viewer/standalone/loader/view/2abe26d4-27a2-384e-a898-53d8a122a6f0/11?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2F596010c3-b87d-3d69-b761-e3ada0a8b6b3%2F49%2Fitem%2F2abe26d4-27a2-384e-a898-53d8a122a6f0%2F11))  **Videos**:  The Story of Hachiko [Video](https://www.bing.com/videos/search?q=hachiko+video&&view=detail&mid=F647A89F716FC95D4164F647A89F716FC95D4164&&FORM=VRDGAR&ru=%2Fvideos%2Fsearch%3Fq%3Dhachiko%2Bvideo%26FORM%3DHDRSC4)  **Organizers**:  Citing Textual Evidence ([SE p. 123](https://www.savvasrealize.com/content/viewer/standalone/loader/view/2abe26d4-27a2-384e-a898-53d8a122a6f0/11?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2F596010c3-b87d-3d69-b761-e3ada0a8b6b3%2F49%2Fitem%2F2abe26d4-27a2-384e-a898-53d8a122a6f0%2F11)) |
| **Week 4:** | **My View Essential Question** | **IB Learner Profiles** | **Tiered Vocabulary** |
| Anchor Text: Predators by: Linda Hogan | How can people and animals relate to each other? | **Inquirer** To help students better understand the context of the poem, have them conduct research on habitat loss. Encourage them to find statistics on how many wild animals are displaced or killed as a result of human development. They can also research what the effects are of animals losing their natural habitats, how wild animals adapt to their new environments, and how wild animals interact with humans. (TE p. 146) | **Tier 1**:  false, criminal  **Tier 2**:  adaptation, inherited  **Tier 3**:  pungent, cultivate, tract |
| **Next Generation Standards** | **Language Development Activities** | **Scaffolds and Supports** | **Resources and Materials** |
| **L:** 6L6: Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.  **S:**  6SL6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.  **R:** 6R6: Identify the point of view and explain how it is developed and conveys meaning. (RI&RL) Explain how an author’s geographic location or culture affects his or her perspective. (RI&RL)  **W:** 6W3a: Engage the reader by introducing a narrator and/or characters. 6W3d: Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. | **L**: A Blessing ([Listen](https://www.savvasrealize.com/content/viewer/standalone/loader/view/aae71193-f556-3c0e-895f-ac0f67af57e6/45?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=0&containerId=164b83f8-e985-3ace-a69b-8aee7a1cdafe&containerVersion=47&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F0%2Ftier%2F596010c3-b87d-3d69-b761-e3ada0a8b6b3%2F0%2Flesson%2F164b83f8-e985-3ace-a69b-8aee7a1cdafe%2F47))  Predators ([Listen](https://www.savvasrealize.com/content/viewer/standalone/loader/view/493307dc-73b9-3d1b-84f2-95e60759140a/45?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=0&containerId=b41892c7-bd81-3163-9d16-00517f27d511&containerVersion=48&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F0%2Ftier%2F596010c3-b87d-3d69-b761-e3ada0a8b6b3%2F0%2Flesson%2Fb41892c7-bd81-3163-9d16-00517f27d511%2F48))  **S**: Reading the Poem Aloud ([SE p. 142](https://www.savvasrealize.com/content/viewer/standalone/loader/view/2abe26d4-27a2-384e-a898-53d8a122a6f0/11?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2F596010c3-b87d-3d69-b761-e3ada0a8b6b3%2F49%2Fitem%2F2abe26d4-27a2-384e-a898-53d8a122a6f0%2F11))  **R**: Elements of Poetry  ([SE p. 142](https://www.savvasrealize.com/content/viewer/standalone/loader/view/2abe26d4-27a2-384e-a898-53d8a122a6f0/11?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2F596010c3-b87d-3d69-b761-e3ada0a8b6b3%2F49%2Fitem%2F2abe26d4-27a2-384e-a898-53d8a122a6f0%2F11))  Analyze Craft and Structure ([TE p. 148](https://www.savvasrealize.com/content/viewer/standalone/loader/view/36b08d25-bc06-3d40-97ae-664c4934012b/43?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2F9dd116bc-e1f3-305a-9f96-2f2f60a1e771%2F2%2Fitem%2F36b08d25-bc06-3d40-97ae-664c4934012b%2F43))  **W**: Writing To Compare ([SE p. 150](https://www.savvasrealize.com/content/viewer/standalone/loader/view/2abe26d4-27a2-384e-a898-53d8a122a6f0/11?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2F596010c3-b87d-3d69-b761-e3ada0a8b6b3%2F49%2Fitem%2F2abe26d4-27a2-384e-a898-53d8a122a6f0%2F11)) | Analyzing Word Choice and Tone: Have pairs of students look at the poem “Predators” together. Have them write down two or three words they don’t recognize and use a dictionary to find the words’ meanings. Ask students to write a synonym for each of the words to confirm their understanding of what each word means. Have them reread the lines with the “problem” words again and explain why the poet might have chosen these words to convey a feeling or to make a description more vivid.  [English Language Support (TE p. 149)](https://www.savvasrealize.com/content/viewer/standalone/loader/view/36b08d25-bc06-3d40-97ae-664c4934012b/43?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2F9dd116bc-e1f3-305a-9f96-2f2f60a1e771%2F2%2Fitem%2F36b08d25-bc06-3d40-97ae-664c4934012b%2F43) | **Text**:  A Blessing ([SE p. 139-140](https://www.savvasrealize.com/content/viewer/standalone/loader/view/2abe26d4-27a2-384e-a898-53d8a122a6f0/11?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2F596010c3-b87d-3d69-b761-e3ada0a8b6b3%2F49%2Fitem%2F2abe26d4-27a2-384e-a898-53d8a122a6f0%2F11))  Predators ([SE pp. 145-146](https://www.savvasrealize.com/content/viewer/standalone/loader/view/2abe26d4-27a2-384e-a898-53d8a122a6f0/11?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2F596010c3-b87d-3d69-b761-e3ada0a8b6b3%2F49%2Fitem%2F2abe26d4-27a2-384e-a898-53d8a122a6f0%2F11))  **Videos**:  Predators Read Aloud [Video](https://www.bing.com/videos/search?q=predators+linda+hogan&&view=detail&mid=AFF1E5E5F2981C2F89A8AFF1E5E5F2981C2F89A8&&FORM=VRDGAR&ru=%2Fvideos%2Fsearch%3Fq%3Dpredators%2Blinda%2Bhogan%26FORM%3DHDRSC4)  **Organizers**:  Simple vs. Sophisticated Diction Chart ([SE p. 149](https://www.savvasrealize.com/content/viewer/standalone/loader/view/2abe26d4-27a2-384e-a898-53d8a122a6f0/11?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2F596010c3-b87d-3d69-b761-e3ada0a8b6b3%2F49%2Fitem%2F2abe26d4-27a2-384e-a898-53d8a122a6f0%2F11))  Planning and Pre-Writing ([SE p. 150](https://www.savvasrealize.com/content/viewer/standalone/loader/view/2abe26d4-27a2-384e-a898-53d8a122a6f0/11?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2F596010c3-b87d-3d69-b761-e3ada0a8b6b3%2F49%2Fitem%2F2abe26d4-27a2-384e-a898-53d8a122a6f0%2F11)) |
| **Week 5:** | **My View Essential Question** | **IB Learner Profiles** | **Tiered Vocabulary** |
| Black Cowboy, Wild Horses by: Julius Lester | How can people and animals relate to each other? | **Communicator**  Have groups select one human or animal artist mentioned in “Monkey Master.” Have groups collect images from the artist and create a montage to present to the class. They should include captions, either student-created or those given to the piece of art, and prepare to discuss the composition of the art.  ([TE p. 159](https://www.savvasrealize.com/content/viewer/standalone/loader/view/36b08d25-bc06-3d40-97ae-664c4934012b/43?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2F9dd116bc-e1f3-305a-9f96-2f2f60a1e771%2F2%2Fitem%2F36b08d25-bc06-3d40-97ae-664c4934012b%2F43)) | **Tier 1**:  composition, caption  **Tier 2**:  purist, montage, milled  **Tier 3**:  aesthetic, abstract, skittered, quivering |
| **Next Generation Standards** | **Language Development Activities** | **Scaffolds and Supports** | **Resources and Materials** |
| **L:** 6L6: Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.  **S:**  6SL6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.  **R:** 6R6: Identify the point of view and explain how it is developed and conveys meaning. (RI&RL) Explain how an author’s geographic location or culture affects his or her perspective. (RI&RL)  **W:** 6W3d: Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. | **L**: Monkey Master ([Listen](https://www.savvasrealize.com/content/viewer/standalone/loader/view/c0dc4785-a141-3934-ac69-2958070e9bb7/45?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=0&containerId=ec195246-434f-3e26-ac19-9dc6ef19e4ef&containerVersion=48&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F0%2Ftier%2F596010c3-b87d-3d69-b761-e3ada0a8b6b3%2F0%2Flesson%2Fec195246-434f-3e26-ac19-9dc6ef19e4ef%2F48))  Black Cowboy, Wild Horses ([Listen](https://www.savvasrealize.com/content/viewer/standalone/loader/view/24a6dcf3-d67a-300e-8e9b-7d7b999776b6/45?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=0&containerId=419d3d1b-99e8-3d83-81e5-03a65cc71e09&containerVersion=47&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F0%2Ftier%2F596010c3-b87d-3d69-b761-e3ada0a8b6b3%2F0%2Flesson%2F419d3d1b-99e8-3d83-81e5-03a65cc71e09%2F47))  **S**: Group Discussion: Congo’s Life and Animal Artists ([SE p. 161](https://www.savvasrealize.com/content/viewer/standalone/loader/view/2abe26d4-27a2-384e-a898-53d8a122a6f0/11?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2F596010c3-b87d-3d69-b761-e3ada0a8b6b3%2F49%2Fitem%2F2abe26d4-27a2-384e-a898-53d8a122a6f0%2F11))  **R**: Reading Comprehension Check ([SE p. 159](https://www.savvasrealize.com/content/viewer/standalone/loader/view/2abe26d4-27a2-384e-a898-53d8a122a6f0/11?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2F596010c3-b87d-3d69-b761-e3ada0a8b6b3%2F49%2Fitem%2F2abe26d4-27a2-384e-a898-53d8a122a6f0%2F11))  **W**: Taking Notes  ([TE p. 161](https://www.savvasrealize.com/content/viewer/standalone/loader/view/36b08d25-bc06-3d40-97ae-664c4934012b/43?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2F9dd116bc-e1f3-305a-9f96-2f2f60a1e771%2F2%2Fitem%2F36b08d25-bc06-3d40-97ae-664c4934012b%2F43)) | Domain-Specific Vocabulary: The domain-specific vocabulary that appears in “Monkey Master” may present challenges to English learners. Support them in understanding the photo essay by reviewing the following terms: Lyrical, Abstract, Expressionism, Animal behavioralist  Have students locate these terms in paragraphs 4 and 6 and read the sentence containing the term. Then, have them paraphrase the sentence in their groups.  [English Language Support (TE p. 154)](https://www.savvasrealize.com/content/viewer/standalone/loader/view/36b08d25-bc06-3d40-97ae-664c4934012b/43?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2F9dd116bc-e1f3-305a-9f96-2f2f60a1e771%2F2%2Fitem%2F36b08d25-bc06-3d40-97ae-664c4934012b%2F43)  Background Knowledge: Students may struggle with the rigor of the informational text included in the essay “Monkey Master.” Encourage students to share experiences regarding apes or monkeys, whether personal (as in a trip to the zoo) or from news stories or personal reading.  [English Language Support (TE p. 158)](https://www.savvasrealize.com/content/viewer/standalone/loader/view/36b08d25-bc06-3d40-97ae-664c4934012b/43?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2F9dd116bc-e1f3-305a-9f96-2f2f60a1e771%2F2%2Fitem%2F36b08d25-bc06-3d40-97ae-664c4934012b%2F43) | **Text**:  Monkey Master ([SE pp. 153-158](https://www.savvasrealize.com/content/viewer/standalone/loader/view/2abe26d4-27a2-384e-a898-53d8a122a6f0/11?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2F596010c3-b87d-3d69-b761-e3ada0a8b6b3%2F49%2Fitem%2F2abe26d4-27a2-384e-a898-53d8a122a6f0%2F11))  Black Cowboy, Wild Horses ([SE pp. 163-167](https://www.savvasrealize.com/content/viewer/standalone/loader/view/2abe26d4-27a2-384e-a898-53d8a122a6f0/11?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2F596010c3-b87d-3d69-b761-e3ada0a8b6b3%2F49%2Fitem%2F2abe26d4-27a2-384e-a898-53d8a122a6f0%2F11))  **Videos**:  Congo the Chimp’s Paintings For Sale [Video](https://www.bing.com/videos/search?q=chimpanzee+artist&&view=detail&mid=33358D1BCB599B891D9E33358D1BCB599B891D9E&&FORM=VRDGAR&ru=%2Fvideos%2Fsearch%3Fq%3Dchimpanzee%2Bartist%26FORM%3DHDRSC4)  Chimpanzee is Amazing Artist [Video](https://www.bing.com/videos/search?q=chimpanzee+artist&&view=detail&mid=A82EF4DA6D15C31A63AFA82EF4DA6D15C31A63AF&&FORM=VRDGAR&ru=%2Fvideos%2Fsearch%3Fq%3Dchimpanzee%2Bartist%26FORM%3DHDRSC4)  **Organizers**:  Surprising Aspects Log  ([SE p. 172](https://www.savvasrealize.com/content/viewer/standalone/loader/view/2abe26d4-27a2-384e-a898-53d8a122a6f0/11?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2F596010c3-b87d-3d69-b761-e3ada0a8b6b3%2F49%2Fitem%2F2abe26d4-27a2-384e-a898-53d8a122a6f0%2F11)) |

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| **Summative Assessments/Task** |
| **Entering and Emerging**  **Students Will:**  \*watch the video Reflecting On Your Learning \*evaluate if they have met the goals of the unit now that the unit has been completed  \*choose a goal that they succeeded with and a goal that needs more focus    [Grade 6 Unit 2 Assessment Part 1](https://www.savvasrealize.com/content/viewer/standalone/loader/view/520e038a-e2ee-34b6-bec8-cf345cf6c14d/50?backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fsearch) |
| **Transitioning and Expanding**  **Students Will:**  \*watch the video Reflecting On Your Learning \*evaluate if they have met the goals of the unit now that the unit has been completed  \*provide a written commentary about a goal that made the most progress and a goal that needs more focus    [Grade 6 Unit 2 Assessment Part 2](https://www.savvasrealize.com/content/viewer/standalone/loader/view/520e038a-e2ee-34b6-bec8-cf345cf6c14d/50?backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fsearch) |

**Grade 6 Integrated ENL/ELA**

**My Perspectives Unit 3 Title: MODERN TECHNOLOGY**

**IB Transdisciplinary Theme Alignment: How the World Works**

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| **Week 1:** | **My Perspectives**  **Essential Question** | **IB Learner Profiles** | **Tiered Vocabulary** |
| Unit Introduction | How is modern technology helpful and harmful to society? | **Inquirer**  Research to Explore- Choose something from the text that interests you and formulate a research question. For example, you may want to learn more about canaries or space stations.  ([SE p. 199](https://www.savvasrealize.com/content/viewer/standalone/loader/view/67153964-1491-3ca8-b872-8fdfed1c1e5c/12?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2F22094fed-bd53-3d64-808e-56221d233348%2F48%2Fitem%2F67153964-1491-3ca8-b872-8fdfed1c1e5c%2F12)) | **Tier 1**:  convince, audience, task  **Tier 2**:  advertising, various, certain, sufficient  **Tier 3**:  acclaim, concept, declare |
| **Next Generation Standards** | **Language Development Activities** | **Scaffolds and Supports** | **Resources and Materials** |
| **L:** 6L6: Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.  **S:** 6SL4: Present claims and findings, sequencing ideas logically and using relevant descriptions, facts, and details to accentuate central ideas or themes; use appropriate eye contact, adequate volume, and clear enunciation.  **R:** 6R6: Identify the point of view and explain how it is developed and conveys meaning. (RI&RL) Explain how an author’s geographic location or culture affects his or her perspective. (RI&RL)  **W:** 6W3b: Use narrative techniques, such as dialogue and description, to develop experiences, events, and/or characters. 6W3d: Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. | **L**: That’s Not Progress ([Listen](https://www.savvasrealize.com/content/viewer/standalone/loader/view/546602e3-ca56-36eb-a6f2-36ec32bc858b/46?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&containerId=f3da3804-ca06-30e9-8a00-7b52db61acf3&containerVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2F22094fed-bd53-3d64-808e-56221d233348%2F48%2Flesson%2Ff3da3804-ca06-30e9-8a00-7b52db61acf3%2F44))  Feathered Friend ([Listen](https://www.savvasrealize.com/content/viewer/standalone/loader/view/68da6268-47a1-3a1f-9586-e8aa0ae47877/46?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&containerId=9b24a60d-8bb8-3067-8c6d-f089d6d7a65f&containerVersion=48&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2F22094fed-bd53-3d64-808e-56221d233348%2F48%2Flesson%2F9b24a60d-8bb8-3067-8c6d-f089d6d7a65f%2F48))  **S**: Speaking and Listening- Discussion ([SE p. 205](https://www.savvasrealize.com/content/viewer/standalone/loader/view/67153964-1491-3ca8-b872-8fdfed1c1e5c/12?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2F22094fed-bd53-3d64-808e-56221d233348%2F48%2Fitem%2F67153964-1491-3ca8-b872-8fdfed1c1e5c%2F12))  **R**: Reading Comprehension Check ([SE p. 199](https://www.savvasrealize.com/content/viewer/standalone/loader/view/67153964-1491-3ca8-b872-8fdfed1c1e5c/12?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2F22094fed-bd53-3d64-808e-56221d233348%2F48%2Fitem%2F67153964-1491-3ca8-b872-8fdfed1c1e5c%2F12))  **W**: Write A Summary  ([SE p. 190](https://www.savvasrealize.com/content/viewer/standalone/loader/view/67153964-1491-3ca8-b872-8fdfed1c1e5c/12?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2F22094fed-bd53-3d64-808e-56221d233348%2F48%2Fitem%2F67153964-1491-3ca8-b872-8fdfed1c1e5c%2F12))  Quick Write ([SE p. 191](https://www.savvasrealize.com/content/viewer/standalone/loader/view/67153964-1491-3ca8-b872-8fdfed1c1e5c/12?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2F22094fed-bd53-3d64-808e-56221d233348%2F48%2Fitem%2F67153964-1491-3ca8-b872-8fdfed1c1e5c%2F12)) | Review these strategies and actions throughout the unit: Listen actively- Keep your eyes on the speaker. Ask Questions- If you think you may be guessing, ask a question.  Monitor Understanding- Notice what information you already know and build upon it. Interact and Share Ideas- Share ideas and answer questions, even if you are unsure.  ([SE p. 192](https://www.savvasrealize.com/content/viewer/standalone/loader/view/67153964-1491-3ca8-b872-8fdfed1c1e5c/12?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2F22094fed-bd53-3d64-808e-56221d233348%2F48%2Fitem%2F67153964-1491-3ca8-b872-8fdfed1c1e5c%2F12)) | **Text**:  That’s Not Progress ([SE pp. 188-189](https://www.savvasrealize.com/content/viewer/standalone/loader/view/67153964-1491-3ca8-b872-8fdfed1c1e5c/12?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2F22094fed-bd53-3d64-808e-56221d233348%2F48%2Fitem%2F67153964-1491-3ca8-b872-8fdfed1c1e5c%2F12))  Feathered Friend ([SE pp. 195-198](https://www.savvasrealize.com/content/viewer/standalone/loader/view/67153964-1491-3ca8-b872-8fdfed1c1e5c/12?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2F22094fed-bd53-3d64-808e-56221d233348%2F48%2Fitem%2F67153964-1491-3ca8-b872-8fdfed1c1e5c%2F12))  **Videos**:  Dog Receives Prosthetic Legs [Video](https://www.savvasrealize.com/content/viewer/standalone/loader/view/1dd87d29-c64b-3285-8d12-ace57ec33a88/45?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&containerId=f3da3804-ca06-30e9-8a00-7b52db61acf3&containerVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2F22094fed-bd53-3d64-808e-56221d233348%2F48%2Flesson%2Ff3da3804-ca06-30e9-8a00-7b52db61acf3%2F44)  **Organizers**:  Evidence Log for Modern Technology ([SE p. 191](https://www.savvasrealize.com/content/viewer/standalone/loader/view/67153964-1491-3ca8-b872-8fdfed1c1e5c/12?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2F22094fed-bd53-3d64-808e-56221d233348%2F48%2Fitem%2F67153964-1491-3ca8-b872-8fdfed1c1e5c%2F12)) |
| **Week 2:** | **My View Essential Question** | **IB Learner Profiles** | **Tiered Vocabulary** |
| Anchor Text:  Feathered Friend  by: Arthur C. Clarke | How is modern technology helpful and harmful to society? | **Knowledgeable**  Essential Question: How is modern technology helpful and harmful to society? What have you learned about the ways that technology can harm society from reading this blog post?  ([SE p. 218](https://www.savvasrealize.com/content/viewer/standalone/loader/view/67153964-1491-3ca8-b872-8fdfed1c1e5c/12?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%252F%252Fwww.savvasrealize.com%252Fdashboard%252Fprogram%252F61604a74-5f02-3b06-8ebd-ca615f7df6fb%252F44%252Ftier%252F22094fed-bd53-3d64-808e-56221d233348%252F48%252Fitem%252F67153964-1491-3ca8-b872-8fdfed1c1e5c%252F12)) | **Tier 1**:  devouring, absorbing, process, consumed  **Tier 2**:  trigonometry, polar vortex  **Tier 3**:  microchips, pixels |
| **Next Generation Standards** | **Language Development Activities** | **Scaffolds and Supports** | **Resources and Materials** |
| **L:** 6L6: Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.  **S:** 6SL5: Include digital media and/or visual displays in presentations to clarify information and emphasize and enhance central ideas or themes. 6SL6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.  **R:** 6R6: Identify the point of view and explain how it is developed and conveys meaning. (RI&RL) Explain how an author’s geographic location or culture affects his or her perspective. (RI&RL)  **W:** 6W3a: Engage the reader by introducing a narrator and/or characters. 6W3b: Use narrative techniques, such as dialogue and description, to develop experiences, events, and/or characters. | **L**: Teens and Technology Share A Future ([Listen](https://www.savvasrealize.com/content/viewer/standalone/loader/view/1959d068-9b01-37fd-b8ae-05efc6b5a12a/45?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&containerId=c1c92760-e04d-3453-b6e3-733546092971&containerVersion=47&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2F22094fed-bd53-3d64-808e-56221d233348%2F48%2Flesson%2Fc1c92760-e04d-3453-b6e3-733546092971%2F47))  The Black Hole of Technology ([Listen](https://www.savvasrealize.com/content/viewer/standalone/loader/view/c5d228de-0478-3385-bd52-ae615f9adb29/45?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&containerId=3d874f70-4580-3c27-8707-cd39c233da7a&containerVersion=49&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2F22094fed-bd53-3d64-808e-56221d233348%2F48%2Flesson%2F3d874f70-4580-3c27-8707-cd39c233da7a%2F49))  **S**:  Discuss It- Multiple Meaning Words ([SE p. 220](https://www.savvasrealize.com/content/viewer/standalone/loader/view/67153964-1491-3ca8-b872-8fdfed1c1e5c/12?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%252F%252Fwww.savvasrealize.com%252Fdashboard%252Fprogram%252F61604a74-5f02-3b06-8ebd-ca615f7df6fb%252F44%252Ftier%252F22094fed-bd53-3d64-808e-56221d233348%252F48%252Fitem%252F67153964-1491-3ca8-b872-8fdfed1c1e5c%252F12))  **R**: Reading Comprehension Check ([SE p. 209](https://www.savvasrealize.com/content/viewer/standalone/loader/view/67153964-1491-3ca8-b872-8fdfed1c1e5c/12?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%252F%252Fwww.savvasrealize.com%252Fdashboard%252Fprogram%252F61604a74-5f02-3b06-8ebd-ca615f7df6fb%252F44%252Ftier%252F22094fed-bd53-3d64-808e-56221d233348%252F48%252Fitem%252F67153964-1491-3ca8-b872-8fdfed1c1e5c%252F12))  **W**: Write It: When and How You Use The Internet ([SE p. 213](https://www.savvasrealize.com/content/viewer/standalone/loader/view/67153964-1491-3ca8-b872-8fdfed1c1e5c/12?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%252F%252Fwww.savvasrealize.com%252Fdashboard%252Fprogram%252F61604a74-5f02-3b06-8ebd-ca615f7df6fb%252F44%252Ftier%252F22094fed-bd53-3d64-808e-56221d233348%252F48%252Fitem%252F67153964-1491-3ca8-b872-8fdfed1c1e5c%252F12)) | Notice: Notice the general idea of the text. What is it about? Who is involved? Annotate: Mark vocabulary and key passages that you want to revisit.  Connect: Connect ideas within the selection to what you already know and what you have already read. Respond: Write 3 important ideas about the text.  ([SE p. 214](https://www.savvasrealize.com/content/viewer/standalone/loader/view/67153964-1491-3ca8-b872-8fdfed1c1e5c/12?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%252F%252Fwww.savvasrealize.com%252Fdashboard%252Fprogram%252F61604a74-5f02-3b06-8ebd-ca615f7df6fb%252F44%252Ftier%252F22094fed-bd53-3d64-808e-56221d233348%252F48%252Fitem%252F67153964-1491-3ca8-b872-8fdfed1c1e5c%252F12)) | **Text**:  Feathered Friend ([SE pp. 195-198](https://www.savvasrealize.com/content/viewer/standalone/loader/view/67153964-1491-3ca8-b872-8fdfed1c1e5c/12?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2F22094fed-bd53-3d64-808e-56221d233348%2F48%2Fitem%2F67153964-1491-3ca8-b872-8fdfed1c1e5c%2F12))  Teens and Technology Share A Future ([SE pp. 206-207](https://www.savvasrealize.com/content/viewer/standalone/loader/view/67153964-1491-3ca8-b872-8fdfed1c1e5c/12?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2F22094fed-bd53-3d64-808e-56221d233348%2F48%2Fitem%2F67153964-1491-3ca8-b872-8fdfed1c1e5c%2F12))  The Black Hole of Technology ([SE pp. 215-217](https://www.savvasrealize.com/content/viewer/standalone/loader/view/67153964-1491-3ca8-b872-8fdfed1c1e5c/12?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%252F%252Fwww.savvasrealize.com%252Fdashboard%252Fprogram%252F61604a74-5f02-3b06-8ebd-ca615f7df6fb%252F44%252Ftier%252F22094fed-bd53-3d64-808e-56221d233348%252F48%252Fitem%252F67153964-1491-3ca8-b872-8fdfed1c1e5c%252F12))  **Videos**: Teens and Tech: The New Landscape [Video](https://www.bing.com/videos/search?q=teens+and+technology&&view=detail&mid=F14432DF3BE91E7C95C2F14432DF3BE91E7C95C2&&FORM=VRDGAR&ru=%2Fvideos%2Fsearch%3Fq%3Dteens%2520and%2520technology%26qs%3Dn%26form%3DQBVR%26%3D%2525eManage%2520Your%2520Search%2520History%2525E%26sp%3D-1%26pq%3Dteens%2520and%2520technology%26sc%3D10-20%26sk%3D%26cvid%3DF9C29BE50FFE42798BF90B122E9068F0%26ghsh%3D0%26ghacc%3D0%26ghpl%3D)  **Organizers**:  Comparison/Effect Organizer ([SE p. 211](https://www.savvasrealize.com/content/viewer/standalone/loader/view/67153964-1491-3ca8-b872-8fdfed1c1e5c/12?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%252F%252Fwww.savvasrealize.com%252Fdashboard%252Fprogram%252F61604a74-5f02-3b06-8ebd-ca615f7df6fb%252F44%252Ftier%252F22094fed-bd53-3d64-808e-56221d233348%252F48%252Fitem%252F67153964-1491-3ca8-b872-8fdfed1c1e5c%252F12))   Independent and Dependent Clauses ([SE p. 221](https://www.savvasrealize.com/content/viewer/standalone/loader/view/67153964-1491-3ca8-b872-8fdfed1c1e5c/12?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%252F%252Fwww.savvasrealize.com%252Fdashboard%252Fprogram%252F61604a74-5f02-3b06-8ebd-ca615f7df6fb%252F44%252Ftier%252F22094fed-bd53-3d64-808e-56221d233348%252F48%252Fitem%252F67153964-1491-3ca8-b872-8fdfed1c1e5c%252F12)) |
| **Week 3:** | **My View Essential Question** | **IB Learner Profiles** | **Tiered Vocabulary** |
| Anchor Text:  The Black Hole of Technology  by: Leena Khan | How is modern technology helpful and harmful to society? | **Reflective**  Think about what you learned by writing your editorial. What could you do differently the next time you need to write an editorial to make it easier and to make your argument stronger?  ([SE p. 233](https://www.savvasrealize.com/content/viewer/standalone/loader/view/67153964-1491-3ca8-b872-8fdfed1c1e5c/12?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2F22094fed-bd53-3d64-808e-56221d233348%2F48%2Fitem%2F67153964-1491-3ca8-b872-8fdfed1c1e5c%2F12)) | **Tier 1**:  tunnel, moisture, images  **Tier 2**:  surprised, grown, animation  **Tier 3**:  myth, settle, magma, lava |
| **Next Generation Standards** | **Language Development Activities** | **Scaffolds and Supports** | **Resources and Materials** |
| **L:** 6L6: Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.  **S:** 6SL4: Present claims and findings, sequencing ideas logically and using relevant descriptions, facts, and details to accentuate central ideas or themes; use appropriate eye contact, adequate volume, and clear enunciation.  **R:** 6R6: Identify the point of view and explain how it is developed and conveys meaning. (RI&RL) Explain how an author’s geographic location or culture affects his or her perspective. (RI&RL)  **W:** 6W3a: Engage the reader by introducing a narrator and/or characters. 6W3d: Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. | **L**: The Internet of Things ([Listen](https://www.savvasrealize.com/content/viewer/standalone/loader/view/5aa641bf-dfab-377f-a254-986dffe5755e/46?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&containerId=168baaf2-2740-37bc-b456-b7ebb3423ece&containerVersion=47&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2F22094fed-bd53-3d64-808e-56221d233348%2F48%2Flesson%2F168baaf2-2740-37bc-b456-b7ebb3423ece%2F47))  **S**: Talking Points ([SE p. 227](https://www.savvasrealize.com/content/viewer/standalone/loader/view/67153964-1491-3ca8-b872-8fdfed1c1e5c/12?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2F22094fed-bd53-3d64-808e-56221d233348%2F48%2Fitem%2F67153964-1491-3ca8-b872-8fdfed1c1e5c%2F12))  **R**: Comprehension Check ([SE p. 226](https://www.savvasrealize.com/content/viewer/standalone/loader/view/67153964-1491-3ca8-b872-8fdfed1c1e5c/12?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2F22094fed-bd53-3d64-808e-56221d233348%2F48%2Fitem%2F67153964-1491-3ca8-b872-8fdfed1c1e5c%2F12))  **W**: Pre-Writing: Write To Compare ([SE p. 222](https://www.savvasrealize.com/content/viewer/standalone/loader/view/67153964-1491-3ca8-b872-8fdfed1c1e5c/12?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%252F%252Fwww.savvasrealize.com%252Fdashboard%252Fprogram%252F61604a74-5f02-3b06-8ebd-ca615f7df6fb%252F44%252Ftier%252F22094fed-bd53-3d64-808e-56221d233348%252F48%252Fitem%252F67153964-1491-3ca8-b872-8fdfed1c1e5c%252F12))  Write An Argument ([SE pp. 229-230](https://www.savvasrealize.com/content/viewer/standalone/loader/view/67153964-1491-3ca8-b872-8fdfed1c1e5c/12?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2F22094fed-bd53-3d64-808e-56221d233348%2F48%2Fitem%2F67153964-1491-3ca8-b872-8fdfed1c1e5c%2F12)) | Prepare- Organize your thinking before you contribute to the group’s discussion.  Participate Fully- Make eye contact during the discussion.  Support Others- Build on ideas from others in the group.  Clarify- Paraphrase the ideas of others to make sure that your understanding is correct.  ([SE p. 234](https://www.savvasrealize.com/content/viewer/standalone/loader/view/67153964-1491-3ca8-b872-8fdfed1c1e5c/12?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2F22094fed-bd53-3d64-808e-56221d233348%2F48%2Fitem%2F67153964-1491-3ca8-b872-8fdfed1c1e5c%2F12)) | **Text**:  The Black Hole of Technology ([SE pp. 215-217](https://www.savvasrealize.com/content/viewer/standalone/loader/view/67153964-1491-3ca8-b872-8fdfed1c1e5c/12?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%252F%252Fwww.savvasrealize.com%252Fdashboard%252Fprogram%252F61604a74-5f02-3b06-8ebd-ca615f7df6fb%252F44%252Ftier%252F22094fed-bd53-3d64-808e-56221d233348%252F48%252Fitem%252F67153964-1491-3ca8-b872-8fdfed1c1e5c%252F12))  **Videos**:  The Internet of Things [Video](https://www.savvasrealize.com/content/viewer/standalone/loader/view/07e68546-3a84-327f-bd6f-d2e224b996a2/48?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&containerId=168baaf2-2740-37bc-b456-b7ebb3423ece&containerVersion=47&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2F22094fed-bd53-3d64-808e-56221d233348%2F48%2Flesson%2F168baaf2-2740-37bc-b456-b7ebb3423ece%2F47)  **Organizers**:  Pre-Writing Organizer ([SE p. 222](https://www.savvasrealize.com/content/viewer/standalone/loader/view/67153964-1491-3ca8-b872-8fdfed1c1e5c/12?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%252F%252Fwww.savvasrealize.com%252Fdashboard%252Fprogram%252F61604a74-5f02-3b06-8ebd-ca615f7df6fb%252F44%252Ftier%252F22094fed-bd53-3d64-808e-56221d233348%252F48%252Fitem%252F67153964-1491-3ca8-b872-8fdfed1c1e5c%252F12)) |
| **Week 4:** | **My View Essential Question** | **IB Learner Profiles** | **Tiered Vocabulary** |
| The Fun They Had  by: Isaac Asimov | How is modern technology helpful and harmful to society? | **Communicator**  Essential Question: How is modern technology helpful and harmful to society? What has this article taught you about the impact of modern technology on society? Discuss with your group.  ([SE p. 252](https://www.savvasrealize.com/content/viewer/standalone/loader/view/67153964-1491-3ca8-b872-8fdfed1c1e5c/12?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2F22094fed-bd53-3d64-808e-56221d233348%2F48%2Fitem%2F67153964-1491-3ca8-b872-8fdfed1c1e5c%2F12)) | **Tier 1**:  bully, consequence, approach  **Tier 2**:  occasional, avoid, threatening  **Tier 3**:  scornful, sorrowfully, nonchalantly |
| **Next Generation Standards** | **Language Development Activities** | **Scaffolds and Supports** | **Resources and Materials** |
| **L:** 6L6: Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.  **S:** 6SL4: Present claims and findings, sequencing ideas logically and using relevant descriptions, facts, and details to accentuate central ideas or themes; use appropriate eye contact, adequate volume, and clear enunciation.  **R:** 6R6: Identify the point of view and explain how it is developed and conveys meaning. (RI&RL) Explain how an author’s geographic location or culture affects his or her perspective. (RI&RL)  **W:** 6W3d: Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. | **L**: The Fun They Had ([Listen](https://www.savvasrealize.com/content/viewer/standalone/loader/view/d6feeb44-dd46-3d5c-91b6-09ce9b212f54/45?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&containerId=591f1ec0-949b-3c0d-bf77-2d2c90f11b3f&containerVersion=47&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2F22094fed-bd53-3d64-808e-56221d233348%2F48%2Flesson%2F591f1ec0-949b-3c0d-bf77-2d2c90f11b3f%2F47))  **S**: Group: Discuss It ([SE p. 236](https://www.savvasrealize.com/content/viewer/standalone/loader/view/67153964-1491-3ca8-b872-8fdfed1c1e5c/12?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2F22094fed-bd53-3d64-808e-56221d233348%2F48%2Fitem%2F67153964-1491-3ca8-b872-8fdfed1c1e5c%2F12))  **R**: Comprehension Check ([SE p. 243](https://www.savvasrealize.com/content/viewer/standalone/loader/view/67153964-1491-3ca8-b872-8fdfed1c1e5c/12?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2F22094fed-bd53-3d64-808e-56221d233348%2F48%2Fitem%2F67153964-1491-3ca8-b872-8fdfed1c1e5c%2F12))  Action Verbs/Linking Verbs ([SE p. 246](https://www.savvasrealize.com/content/viewer/standalone/loader/view/67153964-1491-3ca8-b872-8fdfed1c1e5c/12?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2F22094fed-bd53-3d64-808e-56221d233348%2F48%2Fitem%2F67153964-1491-3ca8-b872-8fdfed1c1e5c%2F12))  **W**: Writing To Sources ([SE p. 247](https://www.savvasrealize.com/content/viewer/standalone/loader/view/67153964-1491-3ca8-b872-8fdfed1c1e5c/12?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2F22094fed-bd53-3d64-808e-56221d233348%2F48%2Fitem%2F67153964-1491-3ca8-b872-8fdfed1c1e5c%2F12)) | Notice: Who the story is about, what happens, where and when it happens, and why those involved react as they do.  Annotate: mark vocabulary and key passages you want to revisit.  Connect: ideas within the selection to what you already know and what you have already read.  Respond: Write a brief summary.  ([SE p. 238](https://www.savvasrealize.com/content/viewer/standalone/loader/view/67153964-1491-3ca8-b872-8fdfed1c1e5c/12?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2F22094fed-bd53-3d64-808e-56221d233348%2F48%2Fitem%2F67153964-1491-3ca8-b872-8fdfed1c1e5c%2F12)) | **Text**:  The Fun They Had ([SE pp. 239-242](https://www.savvasrealize.com/content/viewer/standalone/loader/view/67153964-1491-3ca8-b872-8fdfed1c1e5c/12?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2F22094fed-bd53-3d64-808e-56221d233348%2F48%2Fitem%2F67153964-1491-3ca8-b872-8fdfed1c1e5c%2F12))  Is Our Gain Also Our Loss ([SE pp. 249-251](https://www.savvasrealize.com/content/viewer/standalone/loader/view/67153964-1491-3ca8-b872-8fdfed1c1e5c/12?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2F22094fed-bd53-3d64-808e-56221d233348%2F48%2Fitem%2F67153964-1491-3ca8-b872-8fdfed1c1e5c%2F12))  **Videos**: The Fun They Had [Video](https://www.bing.com/videos/search?q=the+fun+they+had+isaac+asimov&&view=detail&mid=31F0BA8B66F8961CD0AA31F0BA8B66F8961CD0AA&&FORM=VRDGAR&ru=%2Fvideos%2Fsearch%3Fq%3Dthe%2Bfun%2Bthey%2Bhad%2Bisaac%2Basimov%26FORM%3DHDRSC4)  **Organizers**:  Science Fiction Elements ([SE p. 245](https://www.savvasrealize.com/content/viewer/standalone/loader/view/67153964-1491-3ca8-b872-8fdfed1c1e5c/12?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2F22094fed-bd53-3d64-808e-56221d233348%2F48%2Fitem%2F67153964-1491-3ca8-b872-8fdfed1c1e5c%2F12)) |
| **Week 5:** | **My View Essential Question** | **IB Learner Profiles** | **Tiered Vocabulary** |
| Bored…And Brilliant? A Challenge to Disconnect From Your Phone | How is modern technology helpful and harmful to society? | **Thinker**  Essential Question: How is modern technology helpful and harmful to society? What has this article taught you about the impact of modern technology on society?  ([SE p. 252](https://www.savvasrealize.com/content/viewer/standalone/loader/view/67153964-1491-3ca8-b872-8fdfed1c1e5c/12?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2F22094fed-bd53-3d64-808e-56221d233348%2F48%2Fitem%2F67153964-1491-3ca8-b872-8fdfed1c1e5c%2F12)) | **Tier 1**:  host, interview  **Tier 2**:  podcast,  **Tier 3**: |
| **Next Generation Standards** | **Language Development Activities** | **Scaffolds and Supports** | **Resources and Materials** |
| **L:** 6L6: Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.  **S:** 6SL4: Present claims and findings, sequencing ideas logically and using relevant descriptions, facts, and details to accentuate central ideas or themes; use appropriate eye contact, adequate volume, and clear enunciation. 6SL6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.  **R:** 6R6: Identify the point of view and explain how it is developed and conveys meaning. (RI&RL) Explain how an author’s geographic location or culture affects his or her perspective. (RI&RL)  **W:** 6W3a: Engage the reader by introducing a narrator and/or characters. 6W3d: Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. | **L**: Bored . . . and Brilliant? A Challenge to Disconnect From Your Phone ([Listen](https://www.savvasrealize.com/content/viewer/standalone/loader/view/cc8ba015-0868-3435-abfe-f515c903873a/46?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&containerId=af8afb93-721b-33d0-bf03-a7dabd96fe56&containerVersion=48&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2F22094fed-bd53-3d64-808e-56221d233348%2F48%2Flesson%2Faf8afb93-721b-33d0-bf03-a7dabd96fe56%2F48))  **S**: Group Discussion ([SE p. 255](https://www.savvasrealize.com/content/viewer/standalone/loader/view/67153964-1491-3ca8-b872-8fdfed1c1e5c/12?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2F22094fed-bd53-3d64-808e-56221d233348%2F48%2Fitem%2F67153964-1491-3ca8-b872-8fdfed1c1e5c%2F12))  **R**: Comprehension Check ([SE p. 258](https://www.savvasrealize.com/content/viewer/standalone/loader/view/67153964-1491-3ca8-b872-8fdfed1c1e5c/12?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2F22094fed-bd53-3d64-808e-56221d233348%2F48%2Fitem%2F67153964-1491-3ca8-b872-8fdfed1c1e5c%2F12))  **W**: Notebook Response ([SE p. 253](https://www.savvasrealize.com/content/viewer/standalone/loader/view/67153964-1491-3ca8-b872-8fdfed1c1e5c/12?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2F22094fed-bd53-3d64-808e-56221d233348%2F48%2Fitem%2F67153964-1491-3ca8-b872-8fdfed1c1e5c%2F12)) | Listen: and note who is speaking, what they’re saying, and how they’re saying it.  Note: elements that you find interesting and want to revisit.  Connect: ideas in the audio to other media you’ve experienced, texts you’ve read, or images you’ve seen.  Respond: Write down your observations and questions.  ([SE p. 256](https://www.savvasrealize.com/content/viewer/standalone/loader/view/67153964-1491-3ca8-b872-8fdfed1c1e5c/12?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2F22094fed-bd53-3d64-808e-56221d233348%2F48%2Fitem%2F67153964-1491-3ca8-b872-8fdfed1c1e5c%2F12)) | **Text**:  Is Our Gain Also Our Loss ([SE pp. 249-251](https://www.savvasrealize.com/content/viewer/standalone/loader/view/67153964-1491-3ca8-b872-8fdfed1c1e5c/12?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2F22094fed-bd53-3d64-808e-56221d233348%2F48%2Fitem%2F67153964-1491-3ca8-b872-8fdfed1c1e5c%2F12))  Bored . . . and Brilliant? A Challenge to Disconnect From Your Phone ([SE p. 257](https://www.savvasrealize.com/content/viewer/standalone/loader/view/67153964-1491-3ca8-b872-8fdfed1c1e5c/12?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2F22094fed-bd53-3d64-808e-56221d233348%2F48%2Fitem%2F67153964-1491-3ca8-b872-8fdfed1c1e5c%2F12))  **Videos**:  Bored . . . and Brilliant? A Challenge to Disconnect From Your Phone [Video](https://www.savvasrealize.com/content/viewer/standalone/loader/view/32396dca-3f7a-3e99-a802-5a18611d527d/47?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&containerId=af8afb93-721b-33d0-bf03-a7dabd96fe56&containerVersion=48&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2F22094fed-bd53-3d64-808e-56221d233348%2F48%2Flesson%2Faf8afb93-721b-33d0-bf03-a7dabd96fe56%2F48)  **Organizers**:  Changing Views Toward Technology ([SE p. 255](https://www.savvasrealize.com/content/viewer/standalone/loader/view/67153964-1491-3ca8-b872-8fdfed1c1e5c/12?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2F22094fed-bd53-3d64-808e-56221d233348%2F48%2Fitem%2F67153964-1491-3ca8-b872-8fdfed1c1e5c%2F12)) |

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| **Summative Assessments/Task** |
| **Entering and Emerging**  **Students Will:**  \*watch the video Reflecting On Your Learning \*evaluate if they have met the goals of the unit now that the unit has been completed  \*choose a goal that they succeeded with and a goal that needs more focus    [Grade 6 Unit 3 Assessment Part 1](https://www.savvasrealize.com/content/viewer/standalone/loader/view/33936f13-d6b6-31cd-b220-d65846b297c0/10?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=0&containerId=b60a0bb4-7408-3bd9-ac8e-ce837ae4fa1b&containerVersion=48&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F0%2Ftier%2F15d90a85-677d-3ee5-afae-a39ad334fbe7%2F0%2Flesson%2Fb60a0bb4-7408-3bd9-ac8e-ce837ae4fa1b%2F48) |
| **Transitioning and Expanding**  **Students Will:**  \*watch the video Reflecting On Your Learning \*evaluate if they have met the goals of the unit now that the unit has been completed  \*provide a written commentary about a goal that made the most progress and a goal that needs more focus    [Grade 6 Unit 3 Assessment Part 2](https://www.savvasrealize.com/content/viewer/standalone/loader/view/33936f13-d6b6-31cd-b220-d65846b297c0/10?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=0&containerId=b60a0bb4-7408-3bd9-ac8e-ce837ae4fa1b&containerVersion=48&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F0%2Ftier%2F15d90a85-677d-3ee5-afae-a39ad334fbe7%2F0%2Flesson%2Fb60a0bb4-7408-3bd9-ac8e-ce837ae4fa1b%2F48) |

**Grade 6 Integrated ENL/ELA**

**My Perspectives Unit 4 Title: IMAGINATION**

**IB Transdisciplinary Theme Alignment: How We Express Ourselves**

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| --- | --- | --- | --- |
| **Week 1:** | **My View Essential Question** | **IB Learner Profiles** | **Tiered Vocabulary** |
| Unit Introduction | What kinds of adventures can you experience when you use your imagination? | **Thinker**  Revisit a section of the text you found important during your first read. Read this section closely and annotate what you notice. Ask yourself questions such as “Why did the author make this choice?” What can you conclude?  ([SE p. 308](https://www.savvasrealize.com/content/viewer/standalone/loader/view/410afc4c-4eb8-3131-8513-84894cc127bb/11?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2Fa1a437ae-fbe4-3423-aa61-d4a1e01110ef%2F48%2Fitem%2F410afc4c-4eb8-3131-8513-84894cc127bb%2F11)) | **Tier 1**:  ferocious; hospitality; empire  **Tier 2**:  ordinance; unethical; mismanaged  **Tier 3**:  aspect; transform; novelty;  analogy; resolution |
| **Next Generation Standards** | **Language Development Activities** | **Scaffolds and Supports** | **Resources and Materials** |
| **L:** 6L6: Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.  **S:** 6SL4: Present claims and findings, sequencing ideas logically and using relevant descriptions, facts, and details to accentuate central ideas or themes; use appropriate eye contact, adequate volume, and clear enunciation.  **R:** 6R6: Identify the point of view and explain how it is developed and conveys meaning. (RI&RL) Explain how an author’s geographic location or culture affects his or her perspective. (RI&RL)  **W:** 6W3a: Engage the reader by introducing a narrator and/or characters. 6W3d: Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. | **L**: The Great Universal Undo ([Listen](https://www.savvasrealize.com/content/viewer/standalone/loader/view/cc3768a1-5de4-31b6-bc6d-89fe5e910b6e/45?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&containerId=8c916c39-67d5-360a-acf5-7871428db177&containerVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2Fa1a437ae-fbe4-3423-aa61-d4a1e01110ef%2F48%2Flesson%2F8c916c39-67d5-360a-acf5-7871428db177%2F44))  **S**: Group Discussion- Imagination ([SE p. 278](https://www.savvasrealize.com/content/viewer/standalone/loader/view/410afc4c-4eb8-3131-8513-84894cc127bb/11?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2Fa1a437ae-fbe4-3423-aa61-d4a1e01110ef%2F48%2Fitem%2F410afc4c-4eb8-3131-8513-84894cc127bb%2F11))  **R**: Reading Comprehension Check ([SE p. 307](https://www.savvasrealize.com/content/viewer/standalone/loader/view/410afc4c-4eb8-3131-8513-84894cc127bb/11?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2Fa1a437ae-fbe4-3423-aa61-d4a1e01110ef%2F48%2Fitem%2F410afc4c-4eb8-3131-8513-84894cc127bb%2F11))  **W**: Write A Summary ([SE p. 278](https://www.savvasrealize.com/content/viewer/standalone/loader/view/410afc4c-4eb8-3131-8513-84894cc127bb/11?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2Fa1a437ae-fbe4-3423-aa61-d4a1e01110ef%2F48%2Fitem%2F410afc4c-4eb8-3131-8513-84894cc127bb%2F11))  Quick Write ([SE p. 279](https://www.savvasrealize.com/content/viewer/standalone/loader/view/410afc4c-4eb8-3131-8513-84894cc127bb/11?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2Fa1a437ae-fbe4-3423-aa61-d4a1e01110ef%2F48%2Fitem%2F410afc4c-4eb8-3131-8513-84894cc127bb%2F11)) | Review these strategies and actions throughout the unit: Listen actively- Keep your eyes on the speaker. Ask Questions- If you think you may be guessing, ask a question.  Monitor Understanding- Notice what information you already know and build upon it. Interact and Share Ideas- Share ideas and answer questions, even if you are unsure.  ([SE p. 280](https://www.savvasrealize.com/content/viewer/standalone/loader/view/410afc4c-4eb8-3131-8513-84894cc127bb/11?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2Fa1a437ae-fbe4-3423-aa61-d4a1e01110ef%2F48%2Fitem%2F410afc4c-4eb8-3131-8513-84894cc127bb%2F11)) | **Text**:  The Great Universal Undo ([SE pp. 276-277](https://www.savvasrealize.com/content/viewer/standalone/loader/view/410afc4c-4eb8-3131-8513-84894cc127bb/11?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2Fa1a437ae-fbe4-3423-aa61-d4a1e01110ef%2F48%2Fitem%2F410afc4c-4eb8-3131-8513-84894cc127bb%2F11))  The Phantom Tollbooth Act I ([SE pp. 283-306](https://www.savvasrealize.com/content/viewer/standalone/loader/view/410afc4c-4eb8-3131-8513-84894cc127bb/11?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2Fa1a437ae-fbe4-3423-aa61-d4a1e01110ef%2F48%2Fitem%2F410afc4c-4eb8-3131-8513-84894cc127bb%2F11))  **Videos**:  Yo Ho Ho and a Rubber Ducky [Video](https://www.savvasrealize.com/content/viewer/standalone/loader/view/ba44fce1-0b0b-392a-9d55-fae39c8a8fbf/45?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&containerId=8c916c39-67d5-360a-acf5-7871428db177&containerVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2Fa1a437ae-fbe4-3423-aa61-d4a1e01110ef%2F48%2Flesson%2F8c916c39-67d5-360a-acf5-7871428db177%2F44)  **Organizers**:  Academic Vocabulary Chart ([SE p. 275](https://www.savvasrealize.com/content/viewer/standalone/loader/view/410afc4c-4eb8-3131-8513-84894cc127bb/11?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2Fa1a437ae-fbe4-3423-aa61-d4a1e01110ef%2F48%2Fitem%2F410afc4c-4eb8-3131-8513-84894cc127bb%2F11))  Evidence Log For Imagination ([SE p. 279](https://www.savvasrealize.com/content/viewer/standalone/loader/view/410afc4c-4eb8-3131-8513-84894cc127bb/11?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2Fa1a437ae-fbe4-3423-aa61-d4a1e01110ef%2F48%2Fitem%2F410afc4c-4eb8-3131-8513-84894cc127bb%2F11)) |
| **Week 2:** | **My View Essential Question** | **IB Learner Profiles** | **Tiered Vocabulary** |
| Anchor Text The Phantom Tollbooth, Act I and Act II Susan Nanus | What kinds of adventures can you experience when you use your imagination? | **Thinker**  Essential Question: Where can imagination lead? What have you learned about where imagination can lead from reading this play?  ([SE p. 340](https://www.savvasrealize.com/content/viewer/standalone/loader/view/410afc4c-4eb8-3131-8513-84894cc127bb/11?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2Fa1a437ae-fbe4-3423-aa61-d4a1e01110ef%2F48%2Fitem%2F410afc4c-4eb8-3131-8513-84894cc127bb%2F11)) | **Tier 1**:  suspiciously; obstacle  **Tier 2**:  pessimistic; malicious; insincerity; compromise  **Tier 3**:  extraterrestrial, soaring; consuming, sequence, privilege |
| **Next Generation Standards** | **Language Development Activities** | **Scaffolds and Supports** | **Resources and Materials** |
| **L:** 6L6: Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.  **S:** 6SL4: Present claims and findings, sequencing ideas logically and using relevant descriptions, facts, and details to accentuate central ideas or themes; use appropriate eye contact, adequate volume, and clear enunciation.  **R:** 6R6: Identify the point of view and explain how it is developed and conveys meaning. (RI&RL) Explain how an author’s geographic location or culture affects his or her perspective. (RI&RL)  **W:** 6W3a: Engage the reader by introducing a narrator and/or characters. 6W3d: Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. | **L**: The Phantom Tollbooth Act I ([Listen](https://www.savvasrealize.com/content/viewer/standalone/loader/view/a4329317-5bbc-33d2-9d24-5f6965131c9e/45?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&containerId=ca83a6dc-1b73-36fc-b685-50371807b995&containerVersion=47&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2Fa1a437ae-fbe4-3423-aa61-d4a1e01110ef%2F48%2Flesson%2Fca83a6dc-1b73-36fc-b685-50371807b995%2F47))  The Phantom Tollbooth Act II ([Listen](https://www.savvasrealize.com/content/viewer/standalone/loader/view/d7e03e71-3f5d-3f8a-831f-4264a8f03690/45?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&containerId=01306006-f4f6-3567-8d64-63b15d77a350&containerVersion=47&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2Fa1a437ae-fbe4-3423-aa61-d4a1e01110ef%2F48%2Flesson%2F01306006-f4f6-3567-8d64-63b15d77a350%2F47))  **S**: Discuss It- Stage Directions ([SE p. 341](https://www.savvasrealize.com/content/viewer/standalone/loader/view/410afc4c-4eb8-3131-8513-84894cc127bb/11?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2Fa1a437ae-fbe4-3423-aa61-d4a1e01110ef%2F48%2Fitem%2F410afc4c-4eb8-3131-8513-84894cc127bb%2F11))  **R**: Reading Comprehension Check ([SE p. 339](https://www.savvasrealize.com/content/viewer/standalone/loader/view/410afc4c-4eb8-3131-8513-84894cc127bb/11?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2Fa1a437ae-fbe4-3423-aa61-d4a1e01110ef%2F48%2Fitem%2F410afc4c-4eb8-3131-8513-84894cc127bb%2F11))  **W**: Notebook Response ([SE p. 310](https://www.savvasrealize.com/content/viewer/standalone/loader/view/410afc4c-4eb8-3131-8513-84894cc127bb/11?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2Fa1a437ae-fbe4-3423-aa61-d4a1e01110ef%2F48%2Fitem%2F410afc4c-4eb8-3131-8513-84894cc127bb%2F11)) | Notice: Who the story is about, what happens, where and when it happens, and why those involved react as they do.  Annotate: mark vocabulary and key passages you want to revisit.  Connect: ideas within the selection to what you already know and what you have already read.  Respond: Write a brief summary.  ([SE p. 312](https://www.savvasrealize.com/content/viewer/standalone/loader/view/410afc4c-4eb8-3131-8513-84894cc127bb/11?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2Fa1a437ae-fbe4-3423-aa61-d4a1e01110ef%2F48%2Fitem%2F410afc4c-4eb8-3131-8513-84894cc127bb%2F11)) | **Text**:  The Phantom Tollbooth Act I ([SE pp. 283-306](https://www.savvasrealize.com/content/viewer/standalone/loader/view/410afc4c-4eb8-3131-8513-84894cc127bb/11?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2Fa1a437ae-fbe4-3423-aa61-d4a1e01110ef%2F48%2Fitem%2F410afc4c-4eb8-3131-8513-84894cc127bb%2F11))  The Phantom Tollbooth Act II ([SE pp. 313-338](https://www.savvasrealize.com/content/viewer/standalone/loader/view/410afc4c-4eb8-3131-8513-84894cc127bb/11?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2Fa1a437ae-fbe4-3423-aa61-d4a1e01110ef%2F48%2Fitem%2F410afc4c-4eb8-3131-8513-84894cc127bb%2F11))  **Videos**:  The Phantom Tollbooth [Audio and Image](https://www.savvasrealize.com/content/viewer/standalone/loader/view/3527930e-f595-3ad7-9445-8a80e3c4a6e8/47?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&containerId=8e5591ea-5a79-3397-9454-fe41c36ea36c&containerVersion=47&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2Fa1a437ae-fbe4-3423-aa61-d4a1e01110ef%2F48%2Flesson%2F8e5591ea-5a79-3397-9454-fe41c36ea36c%2F47)  **Organizers**:  Dialogue/What It Tells You ([SE p. 309](https://www.savvasrealize.com/content/viewer/standalone/loader/view/410afc4c-4eb8-3131-8513-84894cc127bb/11?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2Fa1a437ae-fbe4-3423-aa61-d4a1e01110ef%2F48%2Fitem%2F410afc4c-4eb8-3131-8513-84894cc127bb%2F11)) |
| **Week 3:** | **My View Essential Question** | **IB Learner Profiles** | **Tiered Vocabulary** |
| from Alice’s Adventures in Wonderland Lewis Carroll | What kinds of adventures can you experience when you use your imagination? | **Reflective**  Reflect on Your Writing: After you have written your retelling, answer the following questions.1. How did writing from Tock’s perspective help you better understand both Tock and Milo?2. What did you find most difficult about rewriting the scene from Tock’s perspective? ([SE p. 344](https://www.savvasrealize.com/content/viewer/standalone/loader/view/410afc4c-4eb8-3131-8513-84894cc127bb/11?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2Fa1a437ae-fbe4-3423-aa61-d4a1e01110ef%2F48%2Fitem%2F410afc4c-4eb8-3131-8513-84894cc127bb%2F11)) | **Tier 1**:  latitude; longitude; downward  **Tier 2**:  mission, trait, feature,  missionaries, develop  **Tier 3**:  slain; beamish; chortled |
| **Next Generation Standards** | **Language Development Activities** | **Scaffolds and Supports** | **Resources and Materials** |
| **L:** 6L6: Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.  **S:** 6SL4: Present claims and findings, sequencing ideas logically and using relevant descriptions, facts, and details to accentuate central ideas or themes; use appropriate eye contact, adequate volume, and clear enunciation.  **R:** 6R6: Identify the point of view and explain how it is developed and conveys meaning. (RI&RL) Explain how an author’s geographic location or culture affects his or her perspective. (RI&RL)  **W:** 6W3b: Use narrative techniques, such as dialogue and description, to develop experiences, events, and/or characters. 6W3d: Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. | **L**: from Alice’s Adventures in Wonderland Lewis Carroll ([Listen](https://www.savvasrealize.com/content/viewer/standalone/loader/view/cc2eb096-02fa-330e-874e-a917a2b4a664/45?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&containerId=049e36e7-5259-33f5-adf3-cb4f1ec78060&containerVersion=48&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2Fa1a437ae-fbe4-3423-aa61-d4a1e01110ef%2F48%2Flesson%2F049e36e7-5259-33f5-adf3-cb4f1ec78060%2F48))  **S**: Dramatic Reading ([SE p. 345](https://www.savvasrealize.com/content/viewer/standalone/loader/view/410afc4c-4eb8-3131-8513-84894cc127bb/11?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2Fa1a437ae-fbe4-3423-aa61-d4a1e01110ef%2F48%2Fitem%2F410afc4c-4eb8-3131-8513-84894cc127bb%2F11))  **R**: Reading Comprehension Check ([SE p. 348](https://www.savvasrealize.com/content/viewer/standalone/loader/view/410afc4c-4eb8-3131-8513-84894cc127bb/11?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2Fa1a437ae-fbe4-3423-aa61-d4a1e01110ef%2F48%2Fitem%2F410afc4c-4eb8-3131-8513-84894cc127bb%2F11))  **W**: Writing To Sources ([SE p. 344](https://www.savvasrealize.com/content/viewer/standalone/loader/view/410afc4c-4eb8-3131-8513-84894cc127bb/11?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2Fa1a437ae-fbe4-3423-aa61-d4a1e01110ef%2F48%2Fitem%2F410afc4c-4eb8-3131-8513-84894cc127bb%2F11)) | LISTEN and note who is speaking, what they’re saying, and how they’re saying it.  NOTE elements that you find interesting and want to revisit.  CONNECT ideas in the audio to other media you’ve experienced, texts you’ve read, or images you’ve seen.  ([SE p. 346](https://www.savvasrealize.com/content/viewer/standalone/loader/view/410afc4c-4eb8-3131-8513-84894cc127bb/11?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2Fa1a437ae-fbe4-3423-aa61-d4a1e01110ef%2F48%2Fitem%2F410afc4c-4eb8-3131-8513-84894cc127bb%2F11)) | **Text**:  from Alice’s Adventures in Wonderland Lewis Carroll ([SE pp. 363-366](https://www.savvasrealize.com/content/viewer/standalone/loader/view/410afc4c-4eb8-3131-8513-84894cc127bb/11?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2Fa1a437ae-fbe4-3423-aa61-d4a1e01110ef%2F48%2Fitem%2F410afc4c-4eb8-3131-8513-84894cc127bb%2F11))  **Videos**:  Alice’s Adventures In Wonderland: Down The Rabbit Hole [Video](https://www.bing.com/videos/search?q=alice%27s+adventures+in+wonderland&&view=detail&mid=89E1377B5C98FC7C093B89E1377B5C98FC7C093B&&FORM=VRDGAR&ru=%2Fvideos%2Fsearch%3Fq%3Dalice%2527s%2Badventures%2Bin%2Bwonderland%26FORM%3DHDRSC4)  **Organizers**:  Sentence Structure Chart ([SE p. 343](https://www.savvasrealize.com/content/viewer/standalone/loader/view/410afc4c-4eb8-3131-8513-84894cc127bb/11?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2Fa1a437ae-fbe4-3423-aa61-d4a1e01110ef%2F48%2Fitem%2F410afc4c-4eb8-3131-8513-84894cc127bb%2F11)) |
| **Week 4:** | **My View Essential Question** | **IB Learner Profiles** | **Tiered Vocabulary** |
| Jabberwocky from Through the Looking Glass Lewis Carroll | What kinds of adventures can you experience when you use your imagination? | **Communicator**  Discuss It: How does listening to Alice read “Jabberwocky” in the video help you to better understand the poem?  ([SE p. 374](https://www.savvasrealize.com/content/viewer/standalone/loader/view/410afc4c-4eb8-3131-8513-84894cc127bb/11?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2Fa1a437ae-fbe4-3423-aa61-d4a1e01110ef%2F48%2Fitem%2F410afc4c-4eb8-3131-8513-84894cc127bb%2F11)) | **Tier 1**:  curiosity, wondered, peeped  **Tier 2**:  parameters; assumption; boundaries  **Tier 3**:  slain; beamish; chortled |
| **Next Generation Standards** | **Language Development Activities** | **Scaffolds and Supports** | **Resources and Materials** |
| **L:** 6L6: Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.  **S:** 6SL4: Present claims and findings, sequencing ideas logically and using relevant descriptions, facts, and details to accentuate central ideas or themes; use appropriate eye contact, adequate volume, and clear enunciation.  **R:** 6R6: Identify the point of view and explain how it is developed and conveys meaning. (RI&RL) Explain how an author’s geographic location or culture affects his or her perspective. (RI&RL)  **W:** 6W3b: Use narrative techniques, such as dialogue and description, to develop experiences, events, and/or characters. 6W3d: Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. | **L**: Jabberwocky from Through the Looking Glass ([Listen](https://www.savvasrealize.com/content/viewer/standalone/loader/view/9d9e6f4b-89ad-3102-ae21-1af78821c231/45?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&containerId=c635058f-f9ae-39d2-a6ef-fb0de7c84b42&containerVersion=47&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2Fa1a437ae-fbe4-3423-aa61-d4a1e01110ef%2F48%2Flesson%2Fc635058f-f9ae-39d2-a6ef-fb0de7c84b42%2F47))  **S**: Discuss- Imagination? ([SE p. 368](https://www.savvasrealize.com/content/viewer/standalone/loader/view/410afc4c-4eb8-3131-8513-84894cc127bb/11?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2Fa1a437ae-fbe4-3423-aa61-d4a1e01110ef%2F48%2Fitem%2F410afc4c-4eb8-3131-8513-84894cc127bb%2F11))  **R**: Reading Comprehension Check ([SE p. 367](https://www.savvasrealize.com/content/viewer/standalone/loader/view/410afc4c-4eb8-3131-8513-84894cc127bb/11?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2Fa1a437ae-fbe4-3423-aa61-d4a1e01110ef%2F48%2Fitem%2F410afc4c-4eb8-3131-8513-84894cc127bb%2F11))  **W**: Notebook- Write A Paragraph ([SE p. 368](https://www.savvasrealize.com/content/viewer/standalone/loader/view/410afc4c-4eb8-3131-8513-84894cc127bb/11?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2Fa1a437ae-fbe4-3423-aa61-d4a1e01110ef%2F48%2Fitem%2F410afc4c-4eb8-3131-8513-84894cc127bb%2F11)) | NOTICE who or what is “speaking” the poem and whether the poem tells a story or describes a single moment.  ANNOTATE by marking vocabulary and key passages you want to revisit.  CONNECT ideas within the selection to what you already know and what you have already read.  ([SE p. 372](https://www.savvasrealize.com/content/viewer/standalone/loader/view/410afc4c-4eb8-3131-8513-84894cc127bb/11?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2Fa1a437ae-fbe4-3423-aa61-d4a1e01110ef%2F48%2Fitem%2F410afc4c-4eb8-3131-8513-84894cc127bb%2F11)) | **Text**:  Jabberwocky from Through the Looking Glass ([SE pp. 373-374](https://www.savvasrealize.com/content/viewer/standalone/loader/view/410afc4c-4eb8-3131-8513-84894cc127bb/11?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2Fa1a437ae-fbe4-3423-aa61-d4a1e01110ef%2F48%2Fitem%2F410afc4c-4eb8-3131-8513-84894cc127bb%2F11))  **Videos**:  The Jabberwocky [Video](https://www.bing.com/videos/search?q=jabberwocky&&view=detail&mid=8515AB6DB7260B18A32D8515AB6DB7260B18A32D&&FORM=VRDGAR&ru=%2Fvideos%2Fsearch%3Fq%3Djabberwocky%26FORM%3DHDRSC4)  **Organizers**:  Characterization Chart ([SE p. 369](https://www.savvasrealize.com/content/viewer/standalone/loader/view/410afc4c-4eb8-3131-8513-84894cc127bb/11?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2Fa1a437ae-fbe4-3423-aa61-d4a1e01110ef%2F48%2Fitem%2F410afc4c-4eb8-3131-8513-84894cc127bb%2F11)) |
| **Week 5:** | **My View Essential Question** | **IB Learner Profiles** | **Tiered Vocabulary** |
| The Importance of Imagination Esha Chhabra | What kinds of adventures can you experience when you use your imagination? | **Communicator**  Work with your group to write and perform a fictional narrative in which you tell a story about where Alice goes and what happens when she gets through the door. Use this story starter to begin your narrative: When Alice finally gets through the tiny door…  ([SE p. 388](https://www.savvasrealize.com/content/viewer/standalone/loader/view/410afc4c-4eb8-3131-8513-84894cc127bb/11?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2Fa1a437ae-fbe4-3423-aa61-d4a1e01110ef%2F48%2Fitem%2F410afc4c-4eb8-3131-8513-84894cc127bb%2F11)) | **Tier 1**:  model, reflect  **Tier 2**:  template, influence  **Tier 3**:  parameters, algorithms |
| **Next Generation Standards** | **Language Development Activities** | **Scaffolds and Supports** | **Resources and Materials** |
| **L:** 6L6: Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.  **S:** 6SL5: Include digital media and/or visual displays in presentations to clarify information and emphasize and enhance central ideas or themes. 6SL6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.  **R:** 6R6: Identify the point of view and explain how it is developed and conveys meaning. (RI&RL) Explain how an author’s geographic location or culture affects his or her perspective. (RI&RL)  **W:** 6W3a: Engage the reader by introducing a narrator and/or characters. 6W3b: Use narrative techniques, such as dialogue and description, to develop experiences, events, and/or characters. 6W3d: Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. | **L**: The Importance of Imagination ([Listen](https://www.savvasrealize.com/content/viewer/standalone/loader/view/fc6671bf-3c7d-3711-ab7e-61d12718cc36/45?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&containerId=fa8eb758-da3d-3e90-becc-5428bffb10cc&containerVersion=49&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2Fa1a437ae-fbe4-3423-aa61-d4a1e01110ef%2F48%2Flesson%2Ffa8eb758-da3d-3e90-becc-5428bffb10cc%2F49))  Listen and Evaluate ([SE p. 379](https://www.savvasrealize.com/content/viewer/standalone/loader/view/410afc4c-4eb8-3131-8513-84894cc127bb/11?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2Fa1a437ae-fbe4-3423-aa61-d4a1e01110ef%2F48%2Fitem%2F410afc4c-4eb8-3131-8513-84894cc127bb%2F11))  **S**: Dramatic Poetry Reading ([SE p. 379](https://www.savvasrealize.com/content/viewer/standalone/loader/view/410afc4c-4eb8-3131-8513-84894cc127bb/11?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2Fa1a437ae-fbe4-3423-aa61-d4a1e01110ef%2F48%2Fitem%2F410afc4c-4eb8-3131-8513-84894cc127bb%2F11))  Discuss the Text ([SE p. 384](https://www.savvasrealize.com/content/viewer/standalone/loader/view/410afc4c-4eb8-3131-8513-84894cc127bb/11?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2Fa1a437ae-fbe4-3423-aa61-d4a1e01110ef%2F48%2Fitem%2F410afc4c-4eb8-3131-8513-84894cc127bb%2F11))  **R**: Reading Comprehension Check ([SE p. 383](https://www.savvasrealize.com/content/viewer/standalone/loader/view/410afc4c-4eb8-3131-8513-84894cc127bb/11?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2Fa1a437ae-fbe4-3423-aa61-d4a1e01110ef%2F48%2Fitem%2F410afc4c-4eb8-3131-8513-84894cc127bb%2F11))  **W**: Writing To Sources ([SE p. 387](https://www.savvasrealize.com/content/viewer/standalone/loader/view/410afc4c-4eb8-3131-8513-84894cc127bb/11?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2Fa1a437ae-fbe4-3423-aa61-d4a1e01110ef%2F48%2Fitem%2F410afc4c-4eb8-3131-8513-84894cc127bb%2F11)) | Notice: Notice the general idea of the text. What is it about? Who is involved? Annotate: Mark vocabulary and key passages that you want to revisit.  Connect: Connect ideas within the selection to what you already know and what you have already read. Respond: Write 3 important ideas about the text.  ([SE p. 380](https://www.savvasrealize.com/content/viewer/standalone/loader/view/410afc4c-4eb8-3131-8513-84894cc127bb/11?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2Fa1a437ae-fbe4-3423-aa61-d4a1e01110ef%2F48%2Fitem%2F410afc4c-4eb8-3131-8513-84894cc127bb%2F11)) | **Text**:  The Importance of Imagination ([SE pp. 381-382](https://www.savvasrealize.com/content/viewer/standalone/loader/view/410afc4c-4eb8-3131-8513-84894cc127bb/11?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2Fa1a437ae-fbe4-3423-aa61-d4a1e01110ef%2F48%2Fitem%2F410afc4c-4eb8-3131-8513-84894cc127bb%2F11))  **Videos**:  How An Author’s Life Influences Literary Works [Video](https://study.com/academy/lesson/how-an-authors-life-influences-literary-works.html)  **Organizers**:  Author’s Influences Chart ([SE p. 385](https://www.savvasrealize.com/content/viewer/standalone/loader/view/410afc4c-4eb8-3131-8513-84894cc127bb/11?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2Fa1a437ae-fbe4-3423-aa61-d4a1e01110ef%2F48%2Fitem%2F410afc4c-4eb8-3131-8513-84894cc127bb%2F11)) |

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| **Summative Assessments/Task** |
| **Entering and Emerging**  **Students Will:**  \*watch the video Reflecting On Your Learning \*evaluate if they have met the goals of the unit now that the unit has been completed  \*choose a goal that they succeeded with and a goal that needs more focus    [Grade 6 Unit 4 Assessment Part 1](https://www.savvasrealize.com/content/viewer/standalone/loader/view/9d1c7d94-4896-35ea-9401-1af80a7a26a1/10?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=0&containerId=bc26687c-a44e-354d-ba7c-1c82285ff660&containerVersion=48&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F0%2Ftier%2F15d90a85-677d-3ee5-afae-a39ad334fbe7%2F0%2Flesson%2Fbc26687c-a44e-354d-ba7c-1c82285ff660%2F48) |
| **Transitioning and Expanding**  **Students Will:**  \*watch the video Reflecting On Your Learning \*evaluate if they have met the goals of the unit now that the unit has been completed  \*provide a written commentary about a goal that made the most progress and a goal that needs more focus    [Grade 6 Unit 4 Assessment Part 2](https://www.savvasrealize.com/content/viewer/standalone/loader/view/9d1c7d94-4896-35ea-9401-1af80a7a26a1/10?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=0&containerId=bc26687c-a44e-354d-ba7c-1c82285ff660&containerVersion=48&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F0%2Ftier%2F15d90a85-677d-3ee5-afae-a39ad334fbe7%2F0%2Flesson%2Fbc26687c-a44e-354d-ba7c-1c82285ff660%2F48) |

**Grade 6 Integrated ENL/ELA**

**My Perspectives Unit 5 Title: EXPLORATION**

**IB Transdisciplinary Theme Alignment: Where we are in Place and Time**

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| **Week 1:** | **My View Essential Question** | **IB Learner Profiles** | **Tiered Vocabulary** |
| Unit Introduction | What drives people to explore? | **Knowledgeable**  Write a summary of “What on Earth Is Left to Explore?” A summary is a concise, complete, and accurate overview of a text. It should not include a statement of your opinion or an analysis.  ([SE p. 406](https://www.savvasrealize.com/content/viewer/standalone/loader/view/911c7e38-4383-330e-9c07-2c333fcb36c8/12?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2Fc489d9d6-4ef8-3c03-af4a-f9f927a7216a%2F49%2Fitem%2F911c7e38-4383-330e-9c07-2c333fcb36c8%2F12)) | **Tier 1**:  critical; restrict; deliberate  **Tier 2**:  propel; stable; coherent  **Tier 3**:  quest; thorough; obsessive; intensity; relentlessly |
| **Next Generation Standards** | **Language Development Activities** | **Scaffolds and Supports** | **Resources and Materials** |
| **L:** 6L6: Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.  **S:** 6SL4: Present claims and findings, sequencing ideas logically and using relevant descriptions, facts, and details to accentuate central ideas or themes; use appropriate eye contact, adequate volume, and clear enunciation. 6SL6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.  **R:** 6R6: Identify the point of view and explain how it is developed and conveys meaning. (RI&RL) Explain how an author’s geographic location or culture affects his or her perspective. (RI&RL)  **W:** 6W3d: Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. | **L**: What On Earth Is Left To Explore? ([Listen](https://www.savvasrealize.com/content/viewer/standalone/loader/view/3c777c23-9ee8-3bcb-a475-07940d4b8673/45?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&containerId=b4a76cf4-a697-3e36-864f-2759d1c3b606&containerVersion=45&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2Fc489d9d6-4ef8-3c03-af4a-f9f927a7216a%2F49%2Flesson%2Fb4a76cf4-a697-3e36-864f-2759d1c3b606%2F45))  from A Long Way Home ([Listen](https://www.savvasrealize.com/content/viewer/standalone/loader/view/e33d805d-7aa7-3433-ad56-4d34d0c35809/45?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&containerId=c9682bbc-87a7-3f93-9e03-b12e128a89ad&containerVersion=48&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2Fc489d9d6-4ef8-3c03-af4a-f9f927a7216a%2F49%2Flesson%2Fc9682bbc-87a7-3f93-9e03-b12e128a89ad%2F48))  **S**: Four Corner Debate ([SE p. 406](https://www.savvasrealize.com/content/viewer/standalone/loader/view/911c7e38-4383-330e-9c07-2c333fcb36c8/12?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2Fc489d9d6-4ef8-3c03-af4a-f9f927a7216a%2F49%2Fitem%2F911c7e38-4383-330e-9c07-2c333fcb36c8%2F12))  **R**: Reading Comprehension Check ([SE p. 423](https://www.savvasrealize.com/content/viewer/standalone/loader/view/911c7e38-4383-330e-9c07-2c333fcb36c8/12?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2Fc489d9d6-4ef8-3c03-af4a-f9f927a7216a%2F49%2Fitem%2F911c7e38-4383-330e-9c07-2c333fcb36c8%2F12))  **W**: Write A Summary ([SE p. 406](https://www.savvasrealize.com/content/viewer/standalone/loader/view/911c7e38-4383-330e-9c07-2c333fcb36c8/12?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2Fc489d9d6-4ef8-3c03-af4a-f9f927a7216a%2F49%2Fitem%2F911c7e38-4383-330e-9c07-2c333fcb36c8%2F12))  Quick Write ([SE p. 407](https://www.savvasrealize.com/content/viewer/standalone/loader/view/911c7e38-4383-330e-9c07-2c333fcb36c8/12?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2Fc489d9d6-4ef8-3c03-af4a-f9f927a7216a%2F49%2Fitem%2F911c7e38-4383-330e-9c07-2c333fcb36c8%2F12)) | Review these strategies and actions throughout the unit: Listen actively- Keep your eyes on the speaker. Ask Questions- If you think you may be guessing, ask a question.  Monitor Understanding- Notice what information you already know and build upon it. Interact and Share Ideas- Share ideas and answer questions, even if you are unsure.  ([SE p. 408](https://www.savvasrealize.com/content/viewer/standalone/loader/view/911c7e38-4383-330e-9c07-2c333fcb36c8/12?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2Fc489d9d6-4ef8-3c03-af4a-f9f927a7216a%2F49%2Fitem%2F911c7e38-4383-330e-9c07-2c333fcb36c8%2F12)) | **Text**:  What On Earth Is Left To Explore? ([SE pp. 404-405](https://www.savvasrealize.com/content/viewer/standalone/loader/view/911c7e38-4383-330e-9c07-2c333fcb36c8/12?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2Fc489d9d6-4ef8-3c03-af4a-f9f927a7216a%2F49%2Fitem%2F911c7e38-4383-330e-9c07-2c333fcb36c8%2F12))  from A Long Way Home ([SE pp. 411-422](https://www.savvasrealize.com/content/viewer/standalone/loader/view/911c7e38-4383-330e-9c07-2c333fcb36c8/12?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2Fc489d9d6-4ef8-3c03-af4a-f9f927a7216a%2F49%2Fitem%2F911c7e38-4383-330e-9c07-2c333fcb36c8%2F12))  **Videos**:  Hang Son Doon [Video](https://www.savvasrealize.com/content/viewer/standalone/loader/view/9bed2d3c-d439-3f4a-b3e1-79e7982b1488/44?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&containerId=b4a76cf4-a697-3e36-864f-2759d1c3b606&containerVersion=45&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2Fc489d9d6-4ef8-3c03-af4a-f9f927a7216a%2F49%2Flesson%2Fb4a76cf4-a697-3e36-864f-2759d1c3b606%2F45)  **Organizers**:  Evidence Log for Exploration ([SE p. 407](https://www.savvasrealize.com/content/viewer/standalone/loader/view/911c7e38-4383-330e-9c07-2c333fcb36c8/12?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2Fc489d9d6-4ef8-3c03-af4a-f9f927a7216a%2F49%2Fitem%2F911c7e38-4383-330e-9c07-2c333fcb36c8%2F12)) |
| **Week 2:** | **My View Essential Question** | **IB Learner Profiles** | **Tiered Vocabulary** |
| Anchor Text from A Long Way Home Saroo Brierley | What drives people to explore? | **Reflective**  After you have written your argument, answer the following questions.1. What do you think was the most challenging part of the assignment?2. How would you revise your argument to improve it?  ([SE p. 428](https://www.savvasrealize.com/content/viewer/standalone/loader/view/911c7e38-4383-330e-9c07-2c333fcb36c8/12?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2Fc489d9d6-4ef8-3c03-af4a-f9f927a7216a%2F49%2Fitem%2F911c7e38-4383-330e-9c07-2c333fcb36c8%2F12)) | **Tier 1**:  deliberate, migrate, demonstrate  **Tier 2**:  paleontology, authentic, fulfillment  **Tier 3**:  quest; thorough; obsessive; intensity |
| **Next Generation Standards** | **Language Development Activities** | **Scaffolds and Supports** | **Resources and Materials** |
| **L:** 6L6: Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.  **S:** 6SL5: Include digital media and/or visual displays in presentations to clarify information and emphasize and enhance central ideas or themes. 6SL6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.  **R:** 6R6: Identify the point of view and explain how it is developed and conveys meaning. (RI&RL) Explain how an author’s geographic location or culture affects his or her perspective. (RI&RL)  **W:** 6W3a: Engage the reader by introducing a narrator and/or characters. 6W3b: Use narrative techniques, such as dialogue and description, to develop experiences, events, and/or characters. | **L**: BBC Science Club: All About Exploration ([Listen](https://www.savvasrealize.com/content/viewer/standalone/loader/view/6328e70c-5aa1-3c73-b034-78e678158bff/45?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&containerId=a4c342f9-4958-3e80-9dea-788a3192f627&containerVersion=47&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2Fc489d9d6-4ef8-3c03-af4a-f9f927a7216a%2F49%2Flesson%2Fa4c342f9-4958-3e80-9dea-788a3192f627%2F47))  **S**: Discussion- Annotated Map ([SE p. 429](https://www.savvasrealize.com/content/viewer/standalone/loader/view/911c7e38-4383-330e-9c07-2c333fcb36c8/12?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2Fc489d9d6-4ef8-3c03-af4a-f9f927a7216a%2F49%2Fitem%2F911c7e38-4383-330e-9c07-2c333fcb36c8%2F12))  **R**: Reading Comprehension Check ([SE p. 432](https://www.savvasrealize.com/content/viewer/standalone/loader/view/911c7e38-4383-330e-9c07-2c333fcb36c8/12?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2Fc489d9d6-4ef8-3c03-af4a-f9f927a7216a%2F49%2Fitem%2F911c7e38-4383-330e-9c07-2c333fcb36c8%2F12))  **W**: Writing To Sources ([SE p. 428](https://www.savvasrealize.com/content/viewer/standalone/loader/view/911c7e38-4383-330e-9c07-2c333fcb36c8/12?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2Fc489d9d6-4ef8-3c03-af4a-f9f927a7216a%2F49%2Fitem%2F911c7e38-4383-330e-9c07-2c333fcb36c8%2F12)) | WATCH who speaks, what they say, and how they say it.  NOTE elements that you find interesting and want to revisit.  CONNECT details in the video to other media you’ve experienced, texts you’ve read, or images you’ve seen.  ([SE p. 430](https://www.savvasrealize.com/content/viewer/standalone/loader/view/911c7e38-4383-330e-9c07-2c333fcb36c8/12?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2Fc489d9d6-4ef8-3c03-af4a-f9f927a7216a%2F49%2Fitem%2F911c7e38-4383-330e-9c07-2c333fcb36c8%2F12)) | **Text**:  from A Long Way Home ([SE pp. 411-422](https://www.savvasrealize.com/content/viewer/standalone/loader/view/911c7e38-4383-330e-9c07-2c333fcb36c8/12?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2Fc489d9d6-4ef8-3c03-af4a-f9f927a7216a%2F49%2Fitem%2F911c7e38-4383-330e-9c07-2c333fcb36c8%2F12))  **Videos**:  BBC Science Club: All About Exploration [Video](https://www.savvasrealize.com/content/viewer/standalone/loader/view/9570c045-c912-3112-bed5-8f5b342cd58e/48?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&containerId=a4c342f9-4958-3e80-9dea-788a3192f627&containerVersion=47&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2Fc489d9d6-4ef8-3c03-af4a-f9f927a7216a%2F49%2Flesson%2Fa4c342f9-4958-3e80-9dea-788a3192f627%2F47)  **Organizers**:  Word Choice and Mood Chart ([SE p. 427](https://www.savvasrealize.com/content/viewer/standalone/loader/view/911c7e38-4383-330e-9c07-2c333fcb36c8/12?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2Fc489d9d6-4ef8-3c03-af4a-f9f927a7216a%2F49%2Fitem%2F911c7e38-4383-330e-9c07-2c333fcb36c8%2F12)) |
| **Week 3:** | **My View Essential Question** | **IB Learner Profiles** | **Tiered Vocabulary** |
| Animation All About Exploration Dara O Brian | What drives people to explore? | **Inquirer**  Perform research to identify an explorer whose accomplishments could be added to the “All About Exploration” video. Then, create a storyboard in which you provide information about the explorer and his or her exploration activities.  ([SE p. 433](https://www.savvasrealize.com/content/viewer/standalone/loader/view/911c7e38-4383-330e-9c07-2c333fcb36c8/12?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2Fc489d9d6-4ef8-3c03-af4a-f9f927a7216a%2F49%2Fitem%2F911c7e38-4383-330e-9c07-2c333fcb36c8%2F12)) | **Tier 1**:  sundown, origin, identify  **Tier 2**:  consider, relative, exchange  **Tier 3**:  cut-out animation; object animation; real-time animation; character design |
| **Next Generation Standards** | **Language Development Activities** | **Scaffolds and Supports** | **Resources and Materials** |
| **L:** 6L6: Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.  **S:** 6SL4: Present claims and findings, sequencing ideas logically and using relevant descriptions, facts, and details to accentuate central ideas or themes; use appropriate eye contact, adequate volume, and clear enunciation.  **R:** 6R6: Identify the point of view and explain how it is developed and conveys meaning. (RI&RL) Explain how an author’s geographic location or culture affects his or her perspective. (RI&RL)  **W:** 6W3a: Engage the reader by introducing a narrator and/or characters. 6W3b: Use narrative techniques, such as dialogue and description, to develop experiences, events, and/or characters. | **L**: What On Earth Is Left To Explore? ([Listen](https://www.savvasrealize.com/content/viewer/standalone/loader/view/3c777c23-9ee8-3bcb-a475-07940d4b8673/45?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&containerId=b4a76cf4-a697-3e36-864f-2759d1c3b606&containerVersion=45&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2Fc489d9d6-4ef8-3c03-af4a-f9f927a7216a%2F49%2Flesson%2Fb4a76cf4-a697-3e36-864f-2759d1c3b606%2F45))  **S**: Peer Review Discussion ([SE p. 439](https://www.savvasrealize.com/content/viewer/standalone/loader/view/911c7e38-4383-330e-9c07-2c333fcb36c8/12?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2Fc489d9d6-4ef8-3c03-af4a-f9f927a7216a%2F49%2Fitem%2F911c7e38-4383-330e-9c07-2c333fcb36c8%2F12))  **R**: Comprehension Check ([SE p. 432](https://www.savvasrealize.com/content/viewer/standalone/loader/view/911c7e38-4383-330e-9c07-2c333fcb36c8/12?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2Fc489d9d6-4ef8-3c03-af4a-f9f927a7216a%2F49%2Fitem%2F911c7e38-4383-330e-9c07-2c333fcb36c8%2F12))  **W**: Write An Argument ([SE p. 434](https://www.savvasrealize.com/content/viewer/standalone/loader/view/911c7e38-4383-330e-9c07-2c333fcb36c8/12?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2Fc489d9d6-4ef8-3c03-af4a-f9f927a7216a%2F49%2Fitem%2F911c7e38-4383-330e-9c07-2c333fcb36c8%2F12))  Pre-Writing ([SE p. 435](https://www.savvasrealize.com/content/viewer/standalone/loader/view/911c7e38-4383-330e-9c07-2c333fcb36c8/12?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2Fc489d9d6-4ef8-3c03-af4a-f9f927a7216a%2F49%2Fitem%2F911c7e38-4383-330e-9c07-2c333fcb36c8%2F12)) | Prepare- Organize your thinking before you contribute to the group’s discussion.  Participate Fully- Make eye contact during the discussion.  Support Others- Build on ideas from others in the group.  Clarify- Paraphrase the ideas of others to make sure that your understanding is correct.  ([SE p. 440](https://www.savvasrealize.com/content/viewer/standalone/loader/view/911c7e38-4383-330e-9c07-2c333fcb36c8/12?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2Fc489d9d6-4ef8-3c03-af4a-f9f927a7216a%2F49%2Fitem%2F911c7e38-4383-330e-9c07-2c333fcb36c8%2F12)) | **Text**:  What On Earth Is Left To Explore? ([SE pp. 404-405](https://www.savvasrealize.com/content/viewer/standalone/loader/view/911c7e38-4383-330e-9c07-2c333fcb36c8/12?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2Fc489d9d6-4ef8-3c03-af4a-f9f927a7216a%2F49%2Fitem%2F911c7e38-4383-330e-9c07-2c333fcb36c8%2F12))  **Videos**:  Animation All About Exploration [Video](https://www.bing.com/videos/search?q=animation+all+about+exploration&&view=detail&mid=07F402A20ADC58599CEA07F402A20ADC58599CEA&&FORM=VRDGAR&ru=%2Fvideos%2Fsearch%3Fq%3Danimation%2Ball%2Babout%2Bexploration%26FORM%3DHDRSC4)  **Organizers**:  Pre-Writing Organizer ([SE p. 435](https://www.savvasrealize.com/content/viewer/standalone/loader/view/911c7e38-4383-330e-9c07-2c333fcb36c8/12?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2Fc489d9d6-4ef8-3c03-af4a-f9f927a7216a%2F49%2Fitem%2F911c7e38-4383-330e-9c07-2c333fcb36c8%2F12)) |
| **Week 4:** | **My View Essential Question** | **IB Learner Profiles** | **Tiered Vocabulary** |
| from Tales from the Odyssey | What drives people to explore? | **Inquirer**  Astronauts must go through years of training and preparation before traveling to space. Conduct research to find out more about the training and preparation required to become an astronaut. Write a how-to guide for people who want to become astronauts.  ([SE p. 451](https://www.savvasrealize.com/content/viewer/standalone/loader/view/911c7e38-4383-330e-9c07-2c333fcb36c8/12?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2Fc489d9d6-4ef8-3c03-af4a-f9f927a7216a%2F49%2Fitem%2F911c7e38-4383-330e-9c07-2c333fcb36c8%2F12)) | **Tier 1**:  invaded, violent  **Tier 2**:  offended, wrath  **Tier 3**:  program manager; sample  group; endurance test |
| **Next Generation Standards** | **Language Development Activities** | **Scaffolds and Supports** | **Resources and Materials** |
| **L:** 6L6: Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.  **S:** 6SL4: Present claims and findings, sequencing ideas logically and using relevant descriptions, facts, and details to accentuate central ideas or themes; use appropriate eye contact, adequate volume, and clear enunciation.  **R:** 6R6: Identify the point of view and explain how it is developed and conveys meaning. (RI&RL) Explain how an author’s geographic location or culture affects his or her perspective. (RI&RL)  **W:** 6W3a: Engage the reader by introducing a narrator and/or characters. 6W3b: Use narrative techniques, such as dialogue and description, to develop experiences, events, and/or characters. 6W3d: Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. | **L**: Mission Twinpossible ([Listen](https://www.savvasrealize.com/content/viewer/standalone/loader/view/7b983c91-23c4-37e3-8664-97d967356361/46?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&containerId=d62687ad-c02e-3365-b9d0-ef5237150743&containerVersion=47&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2Fc489d9d6-4ef8-3c03-af4a-f9f927a7216a%2F49%2Flesson%2Fd62687ad-c02e-3365-b9d0-ef5237150743%2F47))  from Tales from the Odyssey ([Listen](https://www.savvasrealize.com/content/viewer/standalone/loader/view/12247d2e-ebb4-37df-bb4d-a97e64f15435/45?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&containerId=918868bd-8050-3c31-a7ea-0cd2467730b8&containerVersion=48&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2Fc489d9d6-4ef8-3c03-af4a-f9f927a7216a%2F49%2Flesson%2F918868bd-8050-3c31-a7ea-0cd2467730b8%2F48))  **S**: Discuss the Text- Odyssey ([SE p. 459](https://www.savvasrealize.com/content/viewer/standalone/loader/view/911c7e38-4383-330e-9c07-2c333fcb36c8/12?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2Fc489d9d6-4ef8-3c03-af4a-f9f927a7216a%2F49%2Fitem%2F911c7e38-4383-330e-9c07-2c333fcb36c8%2F12))  **R**: Reading Comprehension Check ([SE p. 447](https://www.savvasrealize.com/content/viewer/standalone/loader/view/911c7e38-4383-330e-9c07-2c333fcb36c8/12?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2Fc489d9d6-4ef8-3c03-af4a-f9f927a7216a%2F49%2Fitem%2F911c7e38-4383-330e-9c07-2c333fcb36c8%2F12))  Reading Comprehension Check ([SE p. 458](https://www.savvasrealize.com/content/viewer/standalone/loader/view/911c7e38-4383-330e-9c07-2c333fcb36c8/12?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2Fc489d9d6-4ef8-3c03-af4a-f9f927a7216a%2F49%2Fitem%2F911c7e38-4383-330e-9c07-2c333fcb36c8%2F12))  **W**: Write It- Year Long Space Mission ([SE p. 450](https://www.savvasrealize.com/content/viewer/standalone/loader/view/911c7e38-4383-330e-9c07-2c333fcb36c8/12?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2Fc489d9d6-4ef8-3c03-af4a-f9f927a7216a%2F49%2Fitem%2F911c7e38-4383-330e-9c07-2c333fcb36c8%2F12)) | Notice: Notice the general idea of the text. What is it about? Who is involved? Annotate: Mark vocabulary and key passages that you want to revisit.  Connect: Connect ideas within the selection to what you already know and what you have already read. Respond: Write 3 important ideas about the text.  ([SE p. 444](https://www.savvasrealize.com/content/viewer/standalone/loader/view/911c7e38-4383-330e-9c07-2c333fcb36c8/12?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2Fc489d9d6-4ef8-3c03-af4a-f9f927a7216a%2F49%2Fitem%2F911c7e38-4383-330e-9c07-2c333fcb36c8%2F12)) | **Text**:  Mission Twinpossible ([SE pp. 445-446](https://www.savvasrealize.com/content/viewer/standalone/loader/view/911c7e38-4383-330e-9c07-2c333fcb36c8/12?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2Fc489d9d6-4ef8-3c03-af4a-f9f927a7216a%2F49%2Fitem%2F911c7e38-4383-330e-9c07-2c333fcb36c8%2F12))  from Tales from the Odyssey ([SE pp. 453-457](https://www.savvasrealize.com/content/viewer/standalone/loader/view/911c7e38-4383-330e-9c07-2c333fcb36c8/12?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2Fc489d9d6-4ef8-3c03-af4a-f9f927a7216a%2F49%2Fitem%2F911c7e38-4383-330e-9c07-2c333fcb36c8%2F12))  **Videos**:  NASA’s Twin Space Experiment [Video](https://www.bing.com/videos/search?q=twin+astronauts&&view=detail&mid=AD6B06A4AEC2452C66DDAD6B06A4AEC2452C66DD&&FORM=VRDGAR&ru=%2Fvideos%2Fsearch%3Fq%3Dtwin%2Bastronauts%26FORM%3DHDRSC4)  **Organizers**:  Inferences About Central Idea Chart ([SE p. 449](https://www.savvasrealize.com/content/viewer/standalone/loader/view/911c7e38-4383-330e-9c07-2c333fcb36c8/12?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2Fc489d9d6-4ef8-3c03-af4a-f9f927a7216a%2F49%2Fitem%2F911c7e38-4383-330e-9c07-2c333fcb36c8%2F12)) |
| **Week 5:** | **My View Essential Question** | **IB Learner Profiles** | **Tiered Vocabulary** |
| from Lewis & Clark Nick Bertozzi | What drives people to explore? | **Inquirer**  As a group, conduct research to learn more about the Lewis and Clark expedition, including the events and people presented in the graphic novel. Then, create and present an annotated timeline of important events in the expedition.  ([SE p. 483](https://www.savvasrealize.com/content/viewer/standalone/loader/view/911c7e38-4383-330e-9c07-2c333fcb36c8/12?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2Fc489d9d6-4ef8-3c03-af4a-f9f927a7216a%2F49%2Fitem%2F911c7e38-4383-330e-9c07-2c333fcb36c8%2F12)) | **Tier 1**:  doubled, position, journey  **Tier 2**:  generally, recovered, destination  **Tier 3**:  tundra, wetland, expedition, trek |
| **Next Generation Standards** | **Language Development Activities** | **Scaffolds and Supports** | **Resources and Materials** |
| **L:** 6L6: Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.  **S:** 6SL4: Present claims and findings, sequencing ideas logically and using relevant descriptions, facts, and details to accentuate central ideas or themes; use appropriate eye contact, adequate volume, and clear enunciation. 6SL5: Include digital media and/or visual displays in presentations to clarify information and emphasize and enhance central ideas or themes.  **R:** 6R6: Identify the point of view and explain how it is developed and conveys meaning. (RI&RL) Explain how an author’s geographic location or culture affects his or her perspective. (RI&RL)  **W:** 6W3a: Engage the reader by introducing a narrator and/or characters. 6W3b: Use narrative techniques, such as dialogue and description, to develop experiences, events, and/or characters. | **L**: To the Top of Everest ([Listen](https://www.savvasrealize.com/content/viewer/standalone/loader/view/3dc8c7ad-ad9d-37ba-ac34-169b9f9b62d2/45?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&containerId=7f7b698e-3df0-3eea-af23-a9ac4d7b2499&containerVersion=47&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2Fc489d9d6-4ef8-3c03-af4a-f9f927a7216a%2F49%2Flesson%2F7f7b698e-3df0-3eea-af23-a9ac4d7b2499%2F47))  from Lewis & Clark Nick Bertozzi ([Listen](https://www.savvasrealize.com/content/viewer/standalone/loader/view/15d5738a-bca1-34e6-8dae-2fa1c3420963/46?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&containerId=63972e79-aa2a-3dcc-9429-f25daf703bdc&containerVersion=47&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2Fc489d9d6-4ef8-3c03-af4a-f9f927a7216a%2F49%2Flesson%2F63972e79-aa2a-3dcc-9429-f25daf703bdc%2F47))  **S**: Group Discussion  ([SE p. 471](https://www.savvasrealize.com/content/viewer/standalone/loader/view/911c7e38-4383-330e-9c07-2c333fcb36c8/12?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2Fc489d9d6-4ef8-3c03-af4a-f9f927a7216a%2F49%2Fitem%2F911c7e38-4383-330e-9c07-2c333fcb36c8%2F12))  **R**: Reading Comprehension Check ([SE p. 470](https://www.savvasrealize.com/content/viewer/standalone/loader/view/911c7e38-4383-330e-9c07-2c333fcb36c8/12?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2Fc489d9d6-4ef8-3c03-af4a-f9f927a7216a%2F49%2Fitem%2F911c7e38-4383-330e-9c07-2c333fcb36c8%2F12))  **W**: Writing To Compare ([SE p. 474](https://www.savvasrealize.com/content/viewer/standalone/loader/view/911c7e38-4383-330e-9c07-2c333fcb36c8/12?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2Fc489d9d6-4ef8-3c03-af4a-f9f927a7216a%2F49%2Fitem%2F911c7e38-4383-330e-9c07-2c333fcb36c8%2F12)) | Notice: Notice the general idea of the text. What is it about? Who is involved? Annotate: Mark vocabulary and key passages that you want to revisit.  Connect: Connect ideas within the selection to what you already know and what you have already read. Respond: Write 3 important ideas about the text.  ([SE p. 462](https://www.savvasrealize.com/content/viewer/standalone/loader/view/911c7e38-4383-330e-9c07-2c333fcb36c8/12?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2Fc489d9d6-4ef8-3c03-af4a-f9f927a7216a%2F49%2Fitem%2F911c7e38-4383-330e-9c07-2c333fcb36c8%2F12)) | **Text**:  To the Top of Everest ([SE pp. 463-469](https://www.savvasrealize.com/content/viewer/standalone/loader/view/911c7e38-4383-330e-9c07-2c333fcb36c8/12?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2Fc489d9d6-4ef8-3c03-af4a-f9f927a7216a%2F49%2Fitem%2F911c7e38-4383-330e-9c07-2c333fcb36c8%2F12))  from Lewis & Clark Nick Bertozzi ([SE pp. 477-481](https://www.savvasrealize.com/content/viewer/standalone/loader/view/911c7e38-4383-330e-9c07-2c333fcb36c8/12?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2Fc489d9d6-4ef8-3c03-af4a-f9f927a7216a%2F49%2Fitem%2F911c7e38-4383-330e-9c07-2c333fcb36c8%2F12))  **Videos**:  Everest: Getting To The Top [Video](https://www.bing.com/videos/search?q=to+the+top+of+everest&&view=detail&mid=15AF9085684F49856D4215AF9085684F49856D42&&FORM=VRDGAR&ru=%2Fvideos%2Fsearch%3Fq%3Dto%2Bthe%2Btop%2Bof%2Beverest%26FORM%3DHDRSC4)  **Organizers**:  Analyze The Text Organizer ([SE p. 484](https://www.savvasrealize.com/content/viewer/standalone/loader/view/911c7e38-4383-330e-9c07-2c333fcb36c8/12?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=44&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F44%2Ftier%2Fc489d9d6-4ef8-3c03-af4a-f9f927a7216a%2F49%2Fitem%2F911c7e38-4383-330e-9c07-2c333fcb36c8%2F12)) |
| **Summative Assessments/Task** | | | |
| **Entering and Emerging**  **Students Will:**  \*watch the video Reflecting On Your Learning \*evaluate if they have met the goals of the unit now that the unit has been completed  \*choose a goal that they succeeded with and a goal that needs more focus    [Grade 6 Unit 5 Assessment Part 1](https://www.savvasrealize.com/content/viewer/standalone/loader/view/c8947c8f-54a0-3c7f-9640-7741a856b0a5/10?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=0&containerId=95ef6f9f-8691-3036-9885-c1a1d01e1c95&containerVersion=48&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F0%2Ftier%2F15d90a85-677d-3ee5-afae-a39ad334fbe7%2F0%2Flesson%2F95ef6f9f-8691-3036-9885-c1a1d01e1c95%2F48) | | | |
| **Transitioning and Expanding**  **Students Will:**  \*watch the video Reflecting On Your Learning \*evaluate if they have met the goals of the unit now that the unit has been completed  \*provide a written commentary about a goal that made the most progress and a goal that needs more focus    [Grade 6 Unit 5 Assessment Part 2](https://www.savvasrealize.com/content/viewer/standalone/loader/view/c8947c8f-54a0-3c7f-9640-7741a856b0a5/10?programId=61604a74-5f02-3b06-8ebd-ca615f7df6fb&programVersion=0&containerId=95ef6f9f-8691-3036-9885-c1a1d01e1c95&containerVersion=48&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F61604a74-5f02-3b06-8ebd-ca615f7df6fb%2F0%2Ftier%2F15d90a85-677d-3ee5-afae-a39ad334fbe7%2F0%2Flesson%2F95ef6f9f-8691-3036-9885-c1a1d01e1c95%2F48) | | | |