

Grade 6 Module 2 Unit 1
Canterbury Public Schools

Subject	Language Arts
Grade Level	6
Unit Title	Module 2 Unit 1: Critical Problems and Design Solutions
Unit Goals	Develop an understanding of William's character. Understand how the writers develop William's character through the use of figurative language in context, central idea and summary, chapter structure and contribution of single sentences to development of ideas.
Pacing (# of weeks)	3 weeks, 15 sessions
Standards	Reading Standards: RI 6.1, RI 6.2, RI 6.3, RI 6.4, RI 6.5, RI 6.7, RI 6.10 Writing Standards: W. 6.8 Speaking and Listening Standards: SL 6.1a, SL 6.1b, SL 6.2 Language Standards: L 6.4a, L 6.5a, L 6.5c
Content/Conceptual Knowledge (know)	Design thinking makes clear the systematic process that allows innovators to learn and apply techniques to solve problems in a creative way.
Skills (be able to do)	Identify the central idea. Cite evidence from the text to support ideas. Analyze how individual sentences contribute to development of central idea. Determine the meaning of words and phrases in a text. Understand how habits of character influence a person's ability to solve problems.
Essential Questions	How can design thinking help solve a critical problem? What habits of character can help to solve a critical problem to contribute to a better community?
Enduring Understandings	Design thinking is a scientific and systematic practice of inquiry that allows for innovation. Design thinking requires scientists to identify and research problems, evaluate solutions and redesign if necessary. Effective learners demonstrate perseverance when they research, build, reflect and revise. Ethical people contribute to a better world by applying their learning to help others in their community, environment, and the world at large.
Vocabulary	Critical, inference, prologue, symposium, TED Talk, inspected, anecdote, concocted, desolate, destruction, fashion, felled, mercy, biogas, seedlings, subheading, compassion, morose, relative, pronoun, symbol, hyperbole, metaphor, personification, simile, critical
Common Learning	• I can infer the topic of this module from the resources.

<p>Experiences</p>	<ul style="list-style-type: none"> • I can analyze how William is introduced and developed in The Boy Who Harnessed the Wind. • I can analyze how William is introduced in the TED Talk. • I can find the gist of chapter 1 of The Boy Who Harnessed the Wind. • I can analyze how William is introduced and developed in The Boy Who Harnessed the Wind. • I can determine a central idea in the text and how it is conveyed through particular details. I can find the gist of chapter 2 of The Boy Who Harnessed the Wind . • I can analyze how William is developed in the text. • I can determine a central idea of a text and how it is conveyed through particular details. • I can find the gist of chapter 3 of The Boy Who Harnessed the Wind. • I can analyze how William is developed in the text. • I can write an effective summary of chapter 3 of The Boy Who Harnessed the Wind. • I can determine a central idea of chapter 4 of The Boy Who Harnessed the Wind and how it is conveyed through particular details. • I can analyze how William is developed in chapter 4 of The Boy Who Harnessed the Wind. • I can determine the meaning of words and phrases as they are used in chapter 4 of The Boy Who Harnessed the Wind. • I can interpret figurative language to determine meaning in the text. • I can determine a central idea in the text and how it is conveyed through particular details. • I can analyze how William is introduced and developed in “William Kamkwamba’s Electric Wind.” • I can analyze overall structure of a chapter and how it contributes to the development of the central idea. • I can analyze how William is developed in the text. • I can determine the meaning of words as they are used in the text by identifying context clues. • I can analyze how William is developed in the text. • I can interpret figurative language and use connotations to determine meaning in the text. • I can write an effective summary of chapter 6 using key details. • I can analyze how chapters fit into the overall structure and contribute to the development of the central idea. • I can analyze how William is developed in the text. • I can provide a summary of the text distinct from personal opinions or judgments. • I can determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. • I can analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of ideas. • I can integrate information from the text and the graphic to understand design thinking.
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	<ul style="list-style-type: none"> • I can identify norms of a productive discussion. • I can integrate information from the text and the graphic to understand design thinking. • I can prepare for a text-based discussion. • I can integrate information from the text and the graphic to understand design thinking. • I can effectively participate in the Fishbowl protocol by following the norms and procedures.
Assessments	Entrance tickets, note catchers (various) quick writes (various), homework: analyze worksheet, Homework: analyze vocabulary, Homework: analyze central idea, summary strips, Mid unit assessment: Analyze central idea and development of an individual, text dependent questions, write summaries, fishbowl
Student Resources	Copy of <i>The Boy Who Harnessed the Wind</i> , vocabulary log, independent reading journals, note catchers, Worksheets (various, work time and homework, ie: text dependent questions), affix list, entrance tickets, sticky notes, dry erase boards and markers, Synopsis for each chapter, quick writes, exit ticket, chart paper, markers, colored index card, scissors, summary strips (1 per triad), track progress folders, colored pencils, Effective summary Practice, Fishbowl discussion checklist, dictionary
Teacher Resources	New anchor charts: Module Guiding Questions, Performance Task, Author's Method's, and Structure. Dance cards, word wall cards, map of Africa (optional), Equity sticks, entrance tickets, note catchers (various), Infer the topic directions, stick notes, quick writes, TED TED talk: William Kamkwamba: "How I Built a Windmill" vid for display, Central Idea Visual, Exit ticket, Classroom Protocols Document, Anchor Charts from previous lessons: Gist, Work to become Ethical People, Criteria for Effective Summary, Strategies to Answer selected response Questions, Close Readers Do These Things, Discussion norms; mid unit 1 assessment: Analyze Central Ideas and Development of an individual. Independent Reading Sample plans, Independent Research Reading Book list : Gr. 6, M2. Language Dive Guide, Chunk sentence strips for language dive Effective Summary Practice, End of unit 1 Assessment: Analyze Figurative Language Central Idea, and Structure. End of Unit 1 Informational Text rubric. Design Thinking Process graphic, Fishbowl Model Video: "Students Cite Evidence from Informational and literary Text." Fishbowl Discussion recording sheet

**Canterbury Public Schools
ELA Grade 6 Module 2**

Subject	Language Arts
Grade Level	Gr. 6
Unit Title	Module 2 Unit 2: Research to Discover Innovative Designers
Unit Goals	Examine how the main character in <u>The Boy Who Harnessed the Wind</u> applies design thinking to solve a problem. Students choose and research an invention designed to solve a critical problem. Students demonstrate understanding of the research process.
Pacing (# of weeks)	3 weeks/ 12 sessions
Standards	Reading Informational Text :RI.6.1: RI.6.2: RI.6.3:RI.6.4:RI.6.5, RI. 6.5c RI.6.7,RI. 6.8 Writing: W.6.7: W.6.8: W.6.10: Language: L.6.4a: L.6.5a:L.6.5c Speaking and Listening: SL.6.2
Content/Conceptual Knowledge (know)	Design thinking makes clear the systematic process that allows innovators to learn and apply techniques to solve problems in a creative way.
Content Specific Skills	<ul style="list-style-type: none"> • Answer selected response and constructed response items questions about figurative language, connotative meanings, and vocabulary in context; central idea; methods used to introduce and develop our understanding of the ideas in the text; and how structure and particular sentences contribute to the development of ideas. Students also write a brief summary of the text. • Answer selected response and constructed response items to demonstrate research skills, such as the ability to choosing the most relevant search results, understanding how the quality and specificity of search terms impacts search results, identifying types of sources, assessing reliability and credibility of possible sources, evaluating paraphrasing, paraphrasing information from a source, and gathering bibliographic information from a source
Essential Questions	How can design thinking help solve a critical problem? What habits of character can help to solve a critical problem to contribute to a better community?
Enduring Understandings	Design thinking makes clear the systematic process that allows innovators to learn and apply techniques to solve problems in a creative way.
Vocabulary	Figurative language, simile, gust,research,relevance,credibility, paraphrase, plagiarism
I can statements- knowledge and skills	• I can integrate information from the text and the graphic to understand design thinking.

	<ul style="list-style-type: none"> • I can interpret figurative language to determine meaning in the text. • I can determine meanings of words and phrases as they are used in the text. • I can determine the central idea of a text and how it is conveyed through details. • I can analyze how a key event is elaborated in a text. • I can integrate information from the text and the graphic to understand design thinking. • I can use differences among word connotations to determine meaning in <i>The Boy Who Harnessed the Wind</i>. • I can write a summary of a text without personal opinions or judgments. • I can analyze how specific sentences fit into the overall structure of a text and help to convey a central idea. • I can analyze how individual paragraphs fit into the structure of a text and contribute to the development of ideas. • I can research to answer questions about another design solution that solves a critical problem. • I can analyze a model research note-catcher for effective note-taking and evidence. • I can conduct research to answer questions about another design solution that solves a critical problem. • I can determine the relevance of possible sources. • I can determine the relevance and credibility of possible sources. • I can responsibly paraphrase and quote from possible sources. • I can refocus my search for more relevant results. • I can determine the credibility of possible sources. • I can paraphrase responsibly and provide basic bibliography information for sources. • I can share my independent research reading with my peers.
Assessments	Entrance Tickets, Gist on sticky notes, Design Solution: William notecatchers (various), Quickwrite (various), Homework analyze and summarize worksheets, Exit tickets, Analyze Figurative Language and Central Idea: "The Hippo Roller", Track Progress, dance card protocol, mid unit assessment, end of unit assessment, language dive worksheets and sentence chunks
Student Resources	Copy of <i>The Boy Who Harnessed the Wind</i> , vocabulary log, independent reading journals, note catchers, Worksheets (various, work time and homework, ie: text dependent questions), entrance tickets, sticky notes, markers or colored pencils, Synopsis for each chapter, quick writes, exit ticket, colored index card, track progress folders, colored pencils, writing record, mid unit 2 assessment, Effective summary Practice, device for internet research, Critical Problem and Design Solution Research Project, Model TED Talk Transcript, Researcher's ToolBox, End of Unit 2 Assessment: Research Process
Teacher Resources	New anchor charts: Researchers Do These Things, Module Guiding Questions, Dance card word wall cards, map of Africa (optional), Equity sticks, entrance tickets, note catchers (various), Infer the topic directions, sticky notes, quick writes, Exit ticket, Language Dive note catchers, Language Dive sentence chunks, Classroom Protocols Document, Anchor Charts from previous lessons: Gist, Work to become Ethical People, Criteria for Effective Summary, Strategies to Answer selected response

	<p>Questions, Close Readers Do These Things, Structure, Discussion Norms, Work to Be-Come Effective Learners, Language Dive Guide, Chunk sentence strips for language dive, Effective Summary Practice, mid unit 2 assessment, TED Talk: Avery Bang : "Building Bridges and Connecting Communities" (https://www.youtube.com/watch?v=6Sr0qQlK2g4), website: eled.org/0178, End of Unit 2 Assessment: Research process, Mid-unit 2 Assessments with feedback</p>
Strategies used	
Common learning experiences	

Canterbury Public Schools

Subject	Language Arts
Grade Level	6
Unit Title	Module 2 Unit 3: Write to Inform: Problem-Solution Essay
Unit Goals	Students write an informational essay utilizing a problem-solution structure.
Pacing (# of weeks)	3 weeks/15 sessions
Standards	Reading—Informational Text: RI.6.1, RI.6.7, RI.6.10 Writing: W.6.2, W.6.2a, W.6.2b, W.6.2c, W.6.2d, W.6.2e, W. 6.2f, W.6.4, W. 6.5, W.6.6, W. 6.7, W.6.8, W.6.9b, W.6.10 Speaking and Listening: SL.6.1a, SL.6.1b, SL.6.1c, SL.6.2, SL. 6.4, SL. 6.5, SL.6.6 Language: L. 6.3a, L.6.6
Content/Conceptual Knowledge (know)	Design thinking makes clear the systematic process that allows innovators to learn and apply techniques to solve problems in a creative way.
Skills (be able to do)	Students write a problem-solution essay about the innovator researched in Unit 2. Students tell how that person applied the design thinking process and habits of character to develop a solution to a critical problem. Students will engage in a fishbowl discussion using details and examples from <u>The Boy Who Harnessed the Wind</u> , their research and Solution Symposium note catcher about how habits of character help people solve critical problems.
Essential Questions	How was design thinking used to solve a critical problem? How were habits of character used to solve this problem?
Enduring Understandings	Design thinking is a scientific and systematic practice of inquiry that allows for innovation. Design thinking requires scientists to identify and research problems, evaluate solutions and redesign if necessary. Effective learners demonstrate perseverance when they research, build, reflect and revise. Ethical people contribute to a better world by applying their learning to help others in their community, environment, and the world at large.
Vocabulary	point, symposium
Common Learning Experiences	<ul style="list-style-type: none"> • I can find the gist of a model problem-solution essay. • I can determine the purpose of a model problem-solution essay. • I can apply my knowledge of the Painted Essay® to analyze the structure of a model problem/solution essay. • I can collaboratively plan a problem-solution essay about William.

	<ul style="list-style-type: none"> • I can analyze the structure of the model essay introduction. • I can determine the characteristics of an effective focus statement by analyzing the model. • I can collaboratively write an introduction with a strong focus statement for a problem-solution essay about William. • I can analyze the structure of the model essay problem paragraph. • I can collaboratively write the problem paragraph for an essay about William. • I can analyze the structure of the model essay solution paragraph. • I can collaboratively write the solution paragraph for an essay about William. • I can analyze the structure of the model essay conclusion. • I can determine the characteristics of a strong reflection by analyzing the model. • I can collaboratively write a conclusion with a strong reflection for a problem-solution essay about William. • I can plan a problem-solution essay about my research. • I can give kind, helpful, and specific feedback to my partner I can draft a problem and solution essay about my research. I can provide kind, specific, and helpful feedback to peers. • I can use feedback to revise my problem-solution essay. I can analyze a model for characteristics of an effective performance task presentation. • I can create an effective performance task presentation using visuals. • I can respond to symposium guests' presentation prompts. I can effectively present my performance task and interact with my audience during the Solution Symposium. • I can interpret information presented in diverse formats by my peers during the Solution Symposium. • I can use evidence to support my ideas during a discussion. • I can follow discussion norms to have an effective text based discussion. • I ask questions to better understand what others are saying and to explore the topic.
<p>Assessments</p>	<p>Entrance Tickets, writing planners, Model Problem/Solution Essay, Sentence strips, note catchers (various), Proof paragraphs, paragraph strips, Writing Planner Research, Track Progress mid-unit 3 assessment, Quick-Write, Performance Task Flip-down visuals, peer critique, End of unit 3 assessment: Fishbowl Discussion</p>
<p>Student Resources</p>	<p>Copy of <u>The Boy Who Harnessed the Wind</u>, Painted essay template, independent reading journal, model problem/solution essay "Bridges to Prosperity," entrance tickets, colored pencils, informative writing checklist, Entrance Tickets, Model problem/solution writing planner, informative writing checklist, dance cards, Organize model: Introduction strips, word processing software, scissors, Organize the model conclusion strips, sticky notes, track progress folders, sticky notes, mid unit 3 assessment: Write a problem/solution essay, presentation checklist, model performance task, art supplies (paper, construction paper, colored pencils or markers, scissors, computer, quick writes, performance task flip-down visual, clipboards, writing record, end of unit 3 assessment: Fishbowl Discussion</p>

<p>Teacher Resources</p>	<p>Module Guiding Questions, Dance cards, word wall cards, Equity sticks, entrance tick note catchers (various), Infer the topic directions, sticky notes, quick writes, Exit tick Language Dive note catchers, Language Dive model essays,, Classroom Protocols Document, Model Problem-Solution Essay: "Bridges to Prosperity," Problem/Solutio Writing Planners, Informative Writing Checklist, Organize the model conclusion strip Peer Critique Protocol, Directions for Peer Critique, Independent Reading Sample Plans, Solution Symposium Presentation Steps, Anchor Charts from previous lesson Performance Task, Work to become Ethical People, Work to Contribute to a Better World, Criteria for Effective Informative Writing, Researchers Do These Things, Close Readers Do These Things, Work to Become Ethical People, Structure, Discussion Norms, Work to Become Effective Learners, Language Dive Guide, Chunk sentence strips for language dive, mid-unit 3 assessment: Write a Problem/Solution Essay, Gr. 6 Informative/Explanatory Writing Rubric, End of Unit 3 Assessment: Fishbowl Discussions: Habits of Character to Solve Critical problems, Fishbowl Protocols, Track progress: Collaborative Discussion</p>
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