



Unit-at-a-Glance

This unit is approximately 3 weeks or 12 sessions of instruction.

Lesson and Focus CCS Standards	Lesson Summary	Daily Learning Targets	Ongoing Assessment
<p>Lesson 1 RI.6.1, RI.6.4, RI.6.7, W.6.8, L.6.5a</p>	<p>Analyze Figurative Language: <i>The Boy Who Harnessed the Wind</i>, Chapter 11</p> <p>Opening A. Engage the Learner – L.6.5a (5 minutes)</p> <p>Work Time A. Read <i>The Boy Who Harnessed the Wind</i>, Chapter 11 Excerpt – RI.6.7 (15 minutes) A. Analyze Figurative Language: <i>The Boy Who Harnessed the Wind</i>, Chapter 11 Excerpt – L.6.5a (20 minutes)</p> <p>Closing and Assessment A. Closing and Assessment A: QuickWrite: Use Figurative Language Figurative Language – L.6.5a (5 minutes)</p> <p>Homework A. Apply Design Thinking: Students continue working on Part I, sections A, B, and C of the Design Solution: William note-catcher. A. Independent Research Reading: Students read for at least 20 minutes in their independent research reading text. Then they select a prompt and write a response in their independent reading journal.</p> <p>After students read an excerpt from chapter 11 of <i>The Boy Who Harnessed the Wind</i>, they add to their Design Solution: William note-catchers, using textual evidence to support their analysis of the chapter’s ideas. Students work together to interpret figurative language and figures of speech used in the text and discuss the ways in which the authors use these techniques to develop key ideas in the text.</p>	<ul style="list-style-type: none"> • I can integrate information from the text and the graphic to understand design thinking. (RI.6.7) • I can interpret figurative language to determine meaning in the text. (L.6.5a) 	<ul style="list-style-type: none"> • Opening A: Entrance Ticket (RI.6.4, L.6.5a) • Work Time A: Gist on sticky notes • Work Time A: Design Solution: William note-catcher (RI.6.1, RI.6.7, W.6.8, SL.6.2) • Closing and Assessment A: QuickWrite (W.6.10, L.6.5a) • Homework A: Design Solution: William note-catcher (RI.6.1, RI.6.7, W.6.8, SL.6.2)

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<p>Lesson 2 RI.6.1, RI.6.2, RI.6.3, RI.6.4, RI.6.5, L.6.5c</p>	<p>Close Read: <i>The Boy Who Harnessed the Wind</i>, Chapter 11</p> <p>Opening A. Engage the Learner – RI.6.5 (5 minutes)</p> <p>Work Time A. Close Read: <i>The Boy Who Harnessed the Wind</i>, Pages 196–201 – RI.6.2 (25 minutes) A. Language Dive: <i>The Boy Who Harnessed the Wind</i>, Page 200 – L.6.5c (10 minutes)</p> <p>Closing and Assessment A. QuickWrite: Understand Connotation – L.6.5c (5 minutes)</p> <p>Homework A. Write Summary and Analyze Structure: Students complete Homework: Write Summary and Analyze Structure: <i>The Boy Who Harnessed the Wind</i>, Chapter 11. A. Preread Anchor Text: Students preread chapter 12 of <i>The Boy Who Harnessed the Wind</i> in preparation for studying the chapter in the next lesson.</p> <p>A close read will invite students to analyze a portion of chapter 11 of <i>The Boy Who Harnessed the Wind</i> for its central idea and how that central idea is conveyed through key details. Then, students participate in a Language Dive, analyzing words and phrases that signal text structure and interpreting words with slight differences in meaning.</p>	<ul style="list-style-type: none"> • I can determine meanings of words and phrases as they are used in the text. (RI.6.4) • I can determine the central idea of a text and how it is conveyed through details. (RI.6.2) • I can analyze how a key event is elaborated in a text. (RI.6.3) 	<ul style="list-style-type: none"> • Opening A: Entrance Ticket (RI.6.1, RI.6.2, RI.6.3, RI.6.5, W.6.10) • Work Time A: Close Read: <i>The Boy Who Harnessed the Wind</i>, Pages 196–201 note-catcher (RI.6.1, RI.6.2, RI.6.3, L.6.4, L.6.5) • Work Time B: Language Dive: <i>The Boy Who Harnessed the Wind</i>, Page 200 note-catcher (RI.6.1, RI.6.4, RI.6.5, L.6.3a, L.6.5c) • Closing and Assessment A: QuickWrite: Understand Connotation (RI.6.4, W.6.10, L.6.5c) • Homework A: Write Summary and Analyze Structure: <i>The Boy Who Harnessed the Wind</i>, Chapter 11 (RI.6.1, RI.6.2, RI.6.5)

Critical Problems and Design Solutions

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<p>Lesson 3 RI.6.1, RI.6.4, RI.6.7, L.6.5a, L.6.5c</p>	<p>Determine Word Connotations: <i>The Boy Who Harnessed the Wind</i>, Chapter 12</p> <p>Opening A. Engage the Learner – L.6.5a (5 minutes)</p> <p>Work Time A. Read <i>The Boy Who Harnessed the Wind</i>, Chapter 12 – RI.6.7 (25 minutes) A. Analyze Word Connotations – L.6.5c (10 minutes)</p> <p>Closing and Assessment A. Exit Ticket: Word Connotations – L.6.5c (5 minutes)</p> <p>Homework A. Analyze Connotation: Students complete Homework: Analyze Connotation: <i>The Boy Who Harnessed the Wind</i>, Chapter 12. A. Independent Research Reading: Students read for at least 20 minutes in their independent research reading text. Then they select a prompt and write a response in their independent reading journal.</p> <p>After students read chapter 12 of <i>The Boy Who Harnessed the Wind</i>, they add to their Design Solution: William note-catchers, using textual evidence to support their analysis of the chapter’s ideas. Students participate in a collaborative activity in which they practice distinguishing among the connotations of words with similar denotations (e.g., <i>headaches vs. problems</i>).</p>	<ul style="list-style-type: none"> • I can interpret figurative language to determine meaning in the text. (L.6.5a) • I can integrate information from the text and the graphic to understand design thinking. (RI.6.7) • I can use differences among word connotations to determine meaning in <i>The Boy Who Harnessed the Wind</i>. (L.6.5c) 	<ul style="list-style-type: none"> • Opening A: Entrance Ticket (RI.6.3, RI.6.4, L.6.5a) • Work Time A: Gist on sticky notes • Work Time A: Design Solution: William note-catcher (RI.6.1, RI.6.7, W.6.8, SL.6.2) • Closing and Assessment A: Exit Ticket (RI.6.1, RI.6.4, L.6.5c) • Homework A: Analyze Connotation: <i>The Boy Who Harnessed the Wind</i>, Chapter 12 (RI.6.1, RI.6.4, L.6.5c)
<p>Lesson 4 RI.6.1, RI.6.2, RI.6.3, RI.6.4, RI.6.5, L.6.4a, L.6.5a, L.6.5c</p>	<p>Mid-Unit 2 Assessment: Analyze Figurative Language and Central Idea: “The Hippo Roller”</p> <p>Opening A. Engage the Learner (5 minutes)</p> <p>Work Time A. Mid-Unit 2 Assessment: Analyze Figurative Language and Central Idea: “The Hippo Roller” (30 minutes)</p> <p>Closing and Assessment A. Track Progress – RI.6.1 (10 minutes)</p> <p>Homework A. Vary Sentence Patterns: Students complete Homework: Vary Sentence Patterns to practice varying sentences to create more interesting or logical text. A. Independent Research Reading: Students read for at least 20 minutes in their independent research reading text. Then they select a prompt and write a response in their independent reading journal.</p> <p>Students complete the Mid-Unit 2 Assessment. They read a new informational text called “The Hippo Roller,” and then answer selected response questions about figurative and connotative meanings of words in the text and about the way that key ideas are developed. Students also write an objective summary of the text, identifying its central idea and the details that convey it.</p>	<ul style="list-style-type: none"> • I can write a summary of a text without personal opinions or judgments. (RI.6.2) • I can analyze how specific sentences fit into the overall structure of a text and help to convey a central idea. (RI.6.5) • I can determine meanings of words and phrases as they are used in the text. (L.6.4, L.6.5) 	<ul style="list-style-type: none"> • Work Time A: Analyze Figurative Language and Central Idea: “The Hippo Roller” (RI.6.1, RI.6.2, RI.6.3, RI.6.4, RI.6.5, RI.6.10, W.6.10, L.6.4a, L.6.5a, L.6.5c) • Closing and Assessment A: Track Progress (RI.6.1, RI.6.4, RI.6.10, W.6.10, L.6.4) • Homework A: Vary Sentence Patterns (L.6.3a)

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<p>Lesson 5 RI.6.1, RI.6.5, RI.6.7, W.6.7, W.6.8, SL.6.2</p>	<p>Introduce Research Project</p> <p>Opening A. Engage the Learner – W.6.10 (5 minutes)</p> <p>Work Time A. Analyze Structure: “The Hippo Roller” – RI.6.5 (15 minutes) A. Introduce Research Project – W.6.7, W.6.8 (15 minutes)</p> <p>Closing and Assessment A. QuickWrite: Research Debrief – W.6.10 (10 minutes)</p> <p>Homework A. Independent Research Reading: Students read for at least 20 minutes in their independent research reading text. Then they select a prompt and write a response in their independent reading journal.</p> <p>Students work together to analyze the text structure of “The Hippo Roller,” the informational text they read during the Mid-Unit 2 Assessment of the previous lesson. Then, students begin a research project to answer a series of questions about critical problems and their design solutions.</p>	<ul style="list-style-type: none"> • I can analyze how individual paragraphs fit into the structure of a text and contribute to the development of ideas. (RI.6.5) • I can research to answer questions about another design solution that solved a critical problem. (W.6.7, W.6.8) 	<ul style="list-style-type: none"> • Opening A: Entrance Ticket: Unit 2, Lesson 5 (W.6.10) • Work Time A: Analyze Structure: “The Hippo Roller” (RI.6.1, RI.6.5) • Closing and Assessment A: QuickWrite: Research Debrief (W.6.10)
<p>Lesson 6 RI.6.1, RI.6.7, W.6.7, W.6.8, SL.6.2</p>	<p>Conduct Research: Analyze a Model</p> <p>Opening A. Engage the Learner – W.6.10 (5 minutes)</p> <p>Work Time A. Mini Lesson: Analyze a Model Note-Catcher – W.6.8 (15 minutes) A. Research: Review TED Talks – W.6.7, W.6.8 (20 minutes)</p> <p>Closing and Assessment A. Small Group Discussion – RI.6.7 (5 minutes)</p> <p>Homework A. Independent Research Reading: Students read for at least 20 minutes in their independent research reading text. Then they select a prompt and write a response in their independent reading journal.</p> <p>Students analyze a model of the Design Solution: Research note-catcher, noting ways in which relevant information is gathered from multiple sources and credibility is assessed. Students review TED Talks from the previous lesson and add to their note-catchers, gathering information to answer questions about critical problems and their design solutions.</p>	<ul style="list-style-type: none"> • I can analyze a model research note-catcher for effective note-taking and evidence. (W.6.8) • I can conduct research to answer questions about another design solution that solved a critical problem. (W.6.7, W.6.8) 	<ul style="list-style-type: none"> • Opening A: Entrance Ticket: Unit 2, Lesson 6 (W.6.10) • Work Time B: Design Solution: Research note-catcher (RI.6.1, RI.6.7, RI.6.10, W.6.7, W.6.8, SL.6.2) • Closing and Assessment A: Dance Card protocol (RI.6.7)

Critical Problems and Design Solutions

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<p>Lesson 7 RI.6.1, RI.6.7, W.6.7, W.6.8, SL.6.2</p>	<p>Conduct Research: Skim and Scan for Evidence</p> <p>Opening A. Engage the Learner – W.6.10 (5 minutes)</p> <p>Work Time A. Mini Lesson: Skim and Scan for Evidence – W.6.8 (10 minutes) A. Research: Gather Evidence – W.6.7, W.6.8 (20 minutes)</p> <p>Closing and Assessment A. Small Group Discussion – RI.6.7 (10 minutes)</p> <p>Homework A. Independent Research Reading: Students read for at least 20 minutes in their independent research reading text. Then they select a prompt and write a response in their independent reading journal.</p> <p>During a research mini lesson, students practice skimming and scanning a TED Talk transcript and then watch the TED Talk to extract relevant details and important information. Then, students continue to conduct research, interpreting information presented in a video and using a note-catcher to explain how the information contributes to the topic under study.</p>	<ul style="list-style-type: none"> I can conduct research to answer questions about another design solution that solved a critical problem. (W.6.7, W.6.8) 	<ul style="list-style-type: none"> Opening A: Entrance Ticket: Unit 2, Lesson 7 (W.6.10) Work Time B: Design Solution: Research note-catcher (RI.6.1, RI.6.7, RI.6.10, W.6.7, W.6.8, SL.6.2) Closing and Assessment A: Dance Card protocol (RI.6.7)
<p>Lesson 8 RI.6.1, RI.6.7, W.6.7, W.6.8, SL.6.2</p>	<p>Conduct Research: Gather Additional Sources</p> <p>Opening A. Engage the Learner – W.6.8 (5 minutes)</p> <p>Work Time A. Mini Lesson: Search for Sources – W.6.7 (10 minutes) A. Research: Search for Sources – W.6.7, W.6.8 (20 minutes)</p> <p>Closing and Assessment A. Small Group Discussion – W.6.7 (10 minutes)</p> <p>Homework A. Preread Anchor Text: Students preread chapter 14 of <i>The Boy Who Harnessed the Wind</i> in preparation for studying an excerpt from the chapter in the next lesson.</p> <p>Students participate in a mini lesson, learning to effectively search for sources to complete research projects. Then, students search for sources, evaluate sources for their relevance, and record bibliographic information on their note-catchers.</p>	<ul style="list-style-type: none"> I can conduct research to answer questions about another design solution that solved a critical problem. (W.6.7, W.6.8) I can determine the relevance of possible sources. (W.6.8) 	<ul style="list-style-type: none"> Opening A: Entrance Ticket (W.6.8) Work Time B: Design Solution: Research note-catcher (RI.6.1, RI.6.7, RI.6.10, W.6.7, W.6.8, SL.6.2) Closing and Assessment A: Dance Card protocol (W.6.7)

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<p>Lesson 9 RI.6.1, RI.6.7, W.6.7, W.6.8, SL.6.2</p>	<p>Conduct Research: Determine Source Credibility</p> <p>Opening A. Engage the Learner – W.6.7 (5 minutes)</p> <p>Work Time A. Read <i>The Boy Who Harnessed the Wind</i>, Chapter 14 Excerpt – RI.6.7 (15 minutes) A. Mini Lesson: Determine Relevance and Credibility – W.6.8 (20 minutes)</p> <p>Closing and Assessment A. Small Group Discussion – W.6.8 (5 minutes)</p> <p>Homework A. Independent Research Reading: Students read for at least 20 minutes in their independent research reading text. Then they select a prompt and write a response in their independent reading journal.</p> <p>After students read an excerpt from chapter 14 of <i>The Boy Who Harnessed the Wind</i>, they add to their Design Solution: William note-catchers, using textual evidence to support their analysis of the text’s ideas. Students participate in a mini lesson to help them determine the relevance and credibility of sources they use to complete their research projects. Then, they use their note-catchers to explain what makes the sources credible.</p>	<ul style="list-style-type: none"> • I can determine the relevance and credibility of possible sources. (W.6.8) • I can conduct research to answer questions about another design solution that solved a critical problem. (W.6.7, W.6.8) 	<ul style="list-style-type: none"> • Opening A: Entrance Ticket (W.6.7) • Work Time A: Gist on sticky notes • Work Time B: Design Solution: Research note-catcher (RI.6.1, RI.6.7, RI.6.10, W.6.7, W.6.8, SL.6.2) • Closing and Assessment A: Dance card protocol (W.6.8)
<p>Lesson 10 RI.6.1, RI.6.7, W.6.7, W.6.8, SL.6.2</p>	<p>Conduct Research: Paraphrase and Quote Responsibly</p> <p>Opening A. Engage the Learner – W.6.8 (5 minutes)</p> <p>Work Time A. Read <i>The Boy Who Harnessed the Wind</i>, Chapter 14 Excerpt – RI.6.7 (10 minutes) A. Mini Lesson: Paraphrase and Quote Responsibly – W.6.8 (20 minutes)</p> <p>Closing and Assessment A. Small Group Discussion – W.6.8 (10 minutes)</p> <p>Homework A. Independent Research Reading: Students read for at least 20 minutes in their independent research reading text. Then they select a prompt and write a response in their independent reading journal.</p> <p>After students read an excerpt from chapter 14 of <i>The Boy Who Harnessed the Wind</i>, they add to their Design Solution: William note-catchers, using textual evidence to support their analysis of the text’s ideas. Students participate in a mini lesson to help them quote or paraphrase information from sources they find without plagiarizing. Then, students interpret their sources, presented in diverse media and formats, and quote or paraphrase them for their own research.</p>	<ul style="list-style-type: none"> • I can responsibly paraphrase and quote from possible sources. (W.6.8) • I can conduct research to answer questions about another design solution that solved a critical problem. (W.6.7, W.6.8) 	<ul style="list-style-type: none"> • Opening A: Entrance Ticket (W.6.8) • Work Time A: Gist on sticky notes • Work Time B: Design Solution: Research note-catcher (RI.6.1, RI.6.7, RI.6.10, W.6.7, W.6.8, SL.6.2) • Closing and Assessment A: Dance Card protocol (W.6.8)

Critical Problems and Design Solutions

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<p>Lesson 11 W.6.7, W.6.8</p>	<p>End of Unit 2 Assessment: Research Process</p> <p>Opening A. Return Mid-Unit 2 Assessments (5 minutes)</p> <p>Work Time A. End of Unit 2 Assessment: Research Process – W.6.7, W.6.8 (30 minutes)</p> <p>Closing and Assessment A. Track Progress – W.6.7, W.6.8 (10 minutes)</p> <p>Homework A. Preread Anchor Text: Students preread chapter 15 of <i>The Boy Who Harnessed the Wind</i> in preparation for studying the chapter in the next lesson. A. Independent Research Reading: Students read for at least 20 minutes in their independent research reading text. Then they select a prompt and write a response in their independent reading journal.</p> <p>Students complete the End of Unit 2 Assessment. They make decisions about a hypothetical research project surrounding a familiar topic (the Hippo Roller from the Mid-Unit 2 Assessment) and answer selected response and short constructed response questions about their choices.</p>	<ul style="list-style-type: none"> • I can refocus my search for more relevant results. (W.6.7) • I can determine the credibility of possible sources. (W.6.8) • I can paraphrase responsibly and provide basic bibliography information for sources. (W.6.8) 	<ul style="list-style-type: none"> • Opening A: Entrance Ticket • Work Time A: End of Unit 2 Assessment (W.6.7, W.6.8) • Closing and Assessment A: Track Progress (W.6.7, W.6.8)
<p>Lesson 12 RI.6.1, RI.6.4, RI.6.7, L.6.4a</p>	<p>Independent Reading Research Share</p> <p>Opening A. Engage the Learner – RI.6.7 (10 minutes)</p> <p>Work Time A. Language Dive: <i>The Boy Who Harnessed the Wind</i>, Page 265 – L.6.4a (10 minutes) A. Share Independent Reading Research – RI.6.10 (20 minutes)</p> <p>Closing and Assessment A. QuickWrite: Connect Anchor Text to Research – RI.6.7 (5 minutes)</p> <p>Homework A. Read Anchor Text: Students are encouraged to read the epilogue of <i>The Boy Who Harnessed the Wind</i>. A. Independent Research Reading: Students read for at least 20 minutes in their independent research reading text. Then they select a prompt and write a response in their independent reading journal.</p> <p>Students participate in a Language Dive to determine the meaning of a conjunction as it is used in a sentence from the text and determine the precise meaning of word with multiple meanings. Students complete a QuickWrite in which they integrate information presented in different formats to reflect upon and record their thoughts about <i>The Boy Who Harnessed the Wind</i> and their current research.</p>	<ul style="list-style-type: none"> • I can determine meanings of words and phrases as they are used in the text. (L.6.4a) • I can share my independent research reading with my peers (RI.6.10, SL.6.1) 	<ul style="list-style-type: none"> • Opening A: Entrance Ticket (RI.6.1, RI.6.7, W.6.10) • Work Time A: Language Dive: <i>The Boy Who Harnessed the Wind</i>, Page 265 (RI.6.1, RI.6.4, L.6.4a) • Closing and Assessment A: QuickWrite: Connect Anchor Text to Research (RI.6.1, RI.6.7, W.6.10)