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| **Objectives**Unit 5:Figure It Out**==****6** | **Key Vocabulary** | **Additional Components****Essential Questions:**1. How do strategies for solving math problems compare with strategies for solving mysteries?
2. What is more important, the process or the solution?
 | **Required Assessments** | **Resources** |
| 1. Analyze the connotation of words with similar donations.
2. Evaluate writing to ensure word choice includes sensory language.
3. Identify and use intensive pronouns.
4. Use commas, parenthesis, or dashes to set off non-restrictive / parenthetical elements.
5. Explore how a particular portion of a text fits into the overall structure of a text and contributes to the development of the complete story.
6. Cite textual evidence to support analysis of inferences made during reading.
7. Describe how a story’s plot unfolds in a series of episodes.
8. Evaluate the way in which characters change throughout a story.
9. Analyze the way in which authors play with language, specifically through the use of nonsense words.
10. Effectively engage collaborative discussion and reflect on the ways in which such discussions further our own understanding.
11. Compare and contrast the experience of reading a story with that of watching a video representation of the text.
12. Construct arguments supported with relevant reasons and textual evidence.
 | **Alibi****Connotation****Deductive Reasoning****Denotation****Evidence****Hunch****Inductive Reasoning****Intensive Pronouns****Motive****Mystery****Nonrestrictive Elements****Nonsense****Parenthetical Elements****Pivotal****Red Herring****Reflexive Pronouns****Sensory Language****Sleuth****Suspect****Victim****Witness** | **Mini – Lessons**W.6.3, W.6.3d, L.6.1, L.6.1b, L.6.2, L.6.2a, L.6.5 & L.6.5c**Jabberwocky Mad-Lib Comparison**RL.6.4, RL.6.10, L.6.1, L.6.4, & L.6.4a**Literacy Reflection Journal**RL.6.1, RL.6.10, RI.6.1, RI.6.4, RI.6.10**Problem Solving**SL. 6.1, SL.6.1a, SL.6.1b, SL.6.1c, SL.6.4, SL.6.6**Mystery Analysis**RL.6.1, RL.6.2, RL.6.3, RL.6.5, RL.6.10**Structural Analysis**RL.6.5, RL.6.10,W.6.1, W.6.4 | **The Number Devil****Comparing Media & Text****Argumentative Writing**RL.6.7, RL.6.10, W.6.1, W.6.1a, W.6.1b, W.6.1c, W.6.1d, W.6.1e, W.6.4, W.6.9, W.6.9a, W.6.10, L.6.2, L.6.2a, L.6.2b, L.6.3, L.6.3b**Most Pivotal Player****Argumentative Writing**RL.6.1, RL.6.3, RL.6.10, W.6.1, W.6.1a, W.6.1b, W.6.1c, W.6.1d, W.6.1e, W.6.4, W.6.9, W.6.9a, W.6.10, L.6.2, L.6.2b, L.6.3, L.6.3b**Unit 5 Assessment****Modified RESA Testlet**RL.6.2, RL.6.5, RI.6.4, RI.6.5, RI.6.6, W.6.3d, L.6.1, L.6.1b, L.6.2, L.6.2aL.6.4, L.6.4a, L.6.5, L.6.5b, L.6.5c | **Exemplar Texts:*** *“Jabberwocky“* by: Lewis Carroll
* *The Number Devil: A Mathematical Adventure* by: Hans M. Enzensberger

**Media:*** *“Jabberwocky“* by: Lewis Carroll
* *The Number Devil: A Mathematical Adventure* by: Hans M. Enzensberger

**Other Texts:*** *The Adventures of Sherlock Holmes:* Retold by: Chris Sasaki
* *The Westing Game* by: Ellen Raskin
* *The Mysterious Benedict Society* by: Trenton Lee & Carson Ellis
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| **I Can Statements** |
| 1. I can analyze the connotation of words.
2. I can evaluate writing to ensure word choice includes sensory language.
3. I can identify and use intensive pronouns.
4. I can use commas, parenthesis, or dashes to set off non-restrictive / parenthetical elements.
5. I can explore how a particular portion of a text fits into the overall structure of a text and contributes to the development of the complete story.
6. I can cite textual evidence to support my inferences.
7. I can escribe how a story’s plot unfolds.
8. I can evaluate the way in which characters develop.
9. I can analyze the way authors play with language.
10. I can effectively engage collaborative discussion and reflect on the way the discussion impacted my understanding.
11. I can compare the experience of reading a story with that of watching a video representation of the text.
12. I can construct arguments supported with relevant reasons and textual evidence.
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