

Title: The Boy in the Striped Pajamas Length: 6 weeks		Subject/Course: Literacy	
Topic: Holocaust		Grade: 6	
Designer: Rose			
UNIT GOALS AND EXPECTATIONS			
IMPORTANT CONCEPTS: <ul style="list-style-type: none"> • Germans were more than cruel to Jewish people. • Jews were scapegoats for all of Germany's problems. • A character's outward appearance and behavior are not always indicators of the real person. • Authors use language and repetition for effect • Sometimes you have to read between the lines. • Authors use words to hint at an ongoing theme (danger) • Kindness can make a difference in the lives of others 		ESSENTIAL QUESTIONS: <ul style="list-style-type: none"> • What was the "Final Solution?" • How did the people view the Holocaust during WWII? • How do people view the Holocaust now that we have more information? • How do actions portray character traits? • Why do authors use repetition? • Why do authors want the reader to infer in some situations instead of telling everything in great detail? 	
STUDENT LEARNING EXPECTATIONS: See attached			
SPECIFIC DECLARATIVE KNOWLEDGE-What I know <ul style="list-style-type: none"> • Select the form of writing that addresses the intended audience • Select appropriate text that reflect different cultures • Formulate a general idea • Automatically decode words • Identify main idea • Use transitional words and phrases • Demonstrate punctuation rules 		SPECIFIC PROCEDURAL KNOWLEDGE-What I need to do <ul style="list-style-type: none"> • Justify author's purpose, audience, and writer's purpose (when they write) • Apply and document Reading Strategies <ul style="list-style-type: none"> • Generate ideas using such strategies as reading, discussing, focused free-writing, observing, brainstorming, and reading logs • Practice and document reading strategies through shared read and independent read (self-selected text) • Understand author's purpose and writer's purpose (when they write) • Read for a substantial time daily • Respond to reading through reflection • Supplement Expository text • Use Context clues; Word wall • Apply and document Reading Strategies • Build fluency through Shared Reading: <ul style="list-style-type: none"> • Create expository paragraphs • Create pieces of different genres • Use graphic organizers • Draw Inferences • Practice skimming and scanning • Use text features • Compose expository sequential writing pieces • Read and write poetry • Make connections between text and personal experience 	

	<ul style="list-style-type: none"> Use context to determine meaning of multiple-meaning words
UNIT ASSESSMENTS (Include tasks related to Dimensions 3 and 4 and Bloom's Taxonomy)	
Culminating Essay Service Project Written Assessment with higher order-thinking questions	
Traditional Assessments: Quizzes over TLI related grammar skills Vocabulary quizzes Quick writes (related back to grammar skills on TLI)	Other Evidence of Learning: Conversations Anecdotal records Writer's Notebook Whole group and small group discussion

ACTIVITIES AND LEARNING EXPERIENCES	Resources
<ul style="list-style-type: none"> Holocaust I.D Card Activity Four Step Vocabulary Process Compare and Contrast Auschwitz to Out-With Chapters 1-2 drawing conclusions Shared Read: Danger and Secrecy words and phrases Culminating Expository Sequential Essay Write a poem concerning Holocaust and/or book characters Culminating Essay Expository Sequential Liberation Service Project Freeze Thought Tracking Conversation 	I.D Cards of victims which can be found on the Holocaust museum Website David Olère Drawings & Paintings <u>Hitler Youth</u> <u>The Boy in the Striped Pajamas</u> Liberator Biographies Four-Step Vocabulary Process
Career Connections	
Veteran	

SLE's

SLE's for TLI for 2nd nine weeks

Not addressed by TLI

- OV.1.6.1-Develop vocabulary from content area texts and personal reading
- OV.1.6.3-Use appropriate oral communication for various purposes and audiences
- OV.1.6.4-Demonstrate appropriate eye contact and posture
- OV.1.6.5-Use correct pronunciation and inflection to communicate ideas and information
- OV.1.6.6-Contribute appropriately to class discussion
- OV.1.6.7-Deliver oral *presentations* using standard English, appropriate vocabulary, and organization
- OV.1.6.8-Use a variety of *visual aids* in oral *presentations* across the curriculum
- OV.1.6.9-Participate in a variety of speaking activities, including reading poems, skits, and plays
- OV.1.6.10-Evaluate self and peers' contributions to discussions based on present criteria
- OV.2.6.1-Demonstrate effective listening skills by exhibiting appropriate body language
- OV.2.6.2-Establish purpose for listening
- OV.2.6.3-Listen attentively for main ideas and detail
- OV.3.6.1-View a variety of media (e.g., posters, film clips, periodicals, charts, cartoons, graphs, statistics, etc.) to enhance and show understanding of a specific topic
- OV.3.6.2-Use appropriate criteria to evaluate media for bias
- OV.3.6.3-Create *visual aids* that convey information
- W.6.6.6-Use knowledge of the parts of speech to construct effective sentences
 - Prepositions to indicate relationships
- W.4.6.10-Revise writing using various tools/methods, such as peer and/or teacher collaboration, a revision checklist, *rubric*, and/or reference materials (e.g., dictionary, thesaurus, etc.)
- W.4.6.4-Use available technology to access information by using a card catalog and the Internet
- W. 4.6.3- Demonstrate an awareness of purpose and audience for all modes of written discourse
- W.5.6.1-Write to describe, to inform, to entertain, to explain, and to persuade
- W. 5.6.2- Select the form of writing that addresses the intended audience.
- W.5.6.3-Create *expository*, narrative, descriptive, and persuasive writings
- W.7.6.6-Create a strong lead and conclusion
- W.4.6.2-Organize ideas by using such graphic organizers as webbing, mapping charts/graphs, and format outlining with main topics and sub-topics.
- W.4.6.5-Use prewriting to draft
- W. 4.6.6- Organize expository paragraphs that include a topic sentence, supporting details, and a concluding sentence.
- W.7.6.4-Use transition words/ phrases
- W.4.6.8-Revise content for
 - Central Idea
 - Organization (e.g., beginning, middle, and end; sequencing ideas; major points of information, etc.)
 - Unity
 - Elaboration
 - Clarity
- W.6.6.7-Apply conventions of grammar with emphasis on the following:
 - Subject-verb agreement
 - Parts of speech
 - Parts of a sentence

- Conjugation in perfect verb tenses

Possessive, nominative, and objective pronouns

W.6.6.4- Define, identify, and use natural and inverted sentence order for emphasis and variety

W.4.6.1- Generate ideas using such strategies as reading, discussing, *focused free-writing*, observing, brainstorming, and reading logs

W.4.6.9- Revise *style* for

- Sentence variety
- *Tone*
- *Voice*
- Selected vocabulary
- Selected information

W.5.6.5- Write research reports using a variety of sources, summarizing and paraphrasing

R.9.6.1- Use previewing, activating prior knowledge, predicting content of text, formulating questions, and establishing purposes for reading

R.9.6.2- Analyze the interrelationships of text and world issues/events by applying connection strategies

R.9.6.3- Generate and revise questions to establish purposes for reading

R.9.6.4- Generate and revise questions relevant to text and topics

R.9.6.5- Monitor comprehension in relation to questions generated

R.9.6.6- Connect own background knowledge and personal experience to make inferences and to respond to new information presented in text

R.9.6.7- Make inferences and draw conclusions about characters' traits and actions based on plot, setting, motives, and responses to other characters

R.9.6.8- Analyze literary elements of character, plot, and setting

R.9.6.9- Compare the actions, motives and appearance of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme

R.9.6.10- Distinguish among facts and inferences supported by evidence and opinions in text.

R.9.6.11- Use text information and background knowledge to draw conclusions and to make inferences (e.g., theme, etc.)

R.9.6.12- Identify main ideas and supporting evidence in short reading passages

R.9.6.13- Use the *text features* to locate and recall information, with emphasis on cue words and phrases

R.9.6.14- Use knowledge of text structures to enhance understanding with emphasis on cause/effect and compare/contrast.

R.9.6.15- Classify and organize text information by determining subtopics of information

R.9.6.16- Use skimming and scanning to locate specific information to develop a general overview.

R.9.6.17- Analyze information from the text, based on purpose and/or level of importance

R.9.6.18- Summarize the content of a text

R.9.6.19- Identify events that advance the plot of a literary work and evaluate how those events relate to past, present, or future actions

R.9.6.20- Evaluate personal, social, and political issues as presented in text

R.10.6.1- Read for a substantial amount of time daily, including assigned and self-selected materials at independent and instructional levels

R.10.6.3- Vary reading strategies according to text and purpose

R.10.6.4- Read a variety of informational text, including textbooks, newspapers, magazines, and other instructional materials.

R.10.6.5- Compare /contrast information from multiple sources

R.10.6.6- Use skimming and scanning to locate specific information or to develop a general overview

R.10.6.7- Select informational sources appropriate for a given purpose

R.10.6.8- Organize and synthesize information for use in written and oral *presentation*

R.10.6.9-Understand and analyze the differences in structure of various informational text

R.10.6.10-Read a variety of literature, including historical fiction, autobiography, and realistic fiction

R.10.6.11-Read a variety of poetry with emphasis on narrative including ballads.

R.10.6.12-Explain how form, including rhyme, rhythm, repetitions, line structure, and punctuation conveys the mood and meaning of a poem.

R.10.6.13-Read and utilize functional/*practical texts*, including advertisements, slogans, brochures, and timelines

R.10.6.14- Analyze message through pictures, images, and photographs.

R.10.6.15-Analyze selections through text, images, and photographs for a given purpose.

R.11.6.1-Automatically decode words to ensure focus on comprehension

R.11.6.2-Continue to develop and maintain an adequate body of sight words

R.11.6.3-Add content words to sight vocabulary

R.11.6.4-Use knowledge of root words and affixes and word relationships to determine meaning.

R.11.6.5-Use context to determine meaning of multiple meaning words

R.11.6.6-Use resources to determine meaning of technical and specialized vocabulary

R.11.6.7-Determine useful and relevant words

R.11.6.8-Explain the meaning of figurative language such as idioms, similes and metaphors

R.11.6.9- Identify word origins, derivations, and inflections and foreign words

R.11.6.10- Use context clues to select appropriate dictionary definition

R.11.6.11-Read grade level text orally with an approximate rate of 145 words per minute

R.11.6.12-Read grade level text orally with accuracy and expression

IR.12.6.1-Generate questions to explore and select a specific topic for research

IR.12.6.2-Use reference features (e.g., bibliographies, etc.) and *text features* (e.g., appendix, preface, index, glossary, etc.) to access information

IR.12.6.3-Use print and electronic sources, including computer databases, to locate information

IR.12.6.4-Gather information from more than one source appropriate to purpose and topic

IR.12.6.8-Use research to create one or more oral, written, or visual *presentations* /products