

# Winging It

Essential Question

In this six week unit, students read *Dragonwings* by Lawrence Yep, compare this novel to biographies of aviators, and read about the science and history of flight.

**How do literature and informational text reveal why people dream of flying?**

CCSS standards	Resources, materials, activities and assessments
<p><b>Reading Standards for Literature</b>  <b>RL.6.2</b> Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinion or judgments.</p> <ol style="list-style-type: none"> <li>a. Determine a theme or central idea of a text.</li> <li>b. Determine particular details that convey the theme or central idea of a text.</li> <li>c. Develop a summary of the text distinct from person opinions or judgments.</li> </ol> <p><b>Reading Standards for Informational Text</b>  <b>RI.6.6</b> Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.  <b>RI.6.7</b> Integrate information presented in different media or formats (e.g. visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p> <p><b>Writing Standards</b>  <b>W.6.2</b> Write informative/ explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization, and analysis of relevant content.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting (e.g. heading), graphics (e.g. charts, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.</li> <li>c. Use appropriate transitions to clarify the relationships among ideas and concepts. <b>Cont.</b></li> </ol>	<p>Determine the theme of a book and write a summary about it.</p> <p>Read passages and determine the author’s point of view and be able to discuss and tell why.</p> <p>Use pictures, charts, etc., to explain a topic or issue.</p> <p>Write an informative/explanatory paper to introduce a topic, using charts and pictures to present your paper. Support the topic with facts, details, quotes, and examples. Use descriptive vocabulary. End with a concluding statement.</p>

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- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from the information or explanation presented.

### Speaking and Listening Standards

**SL.6.5** Include multimedia components (e.g. graphics, images, music, sound) and visual displays in presentations to clarify information.

### Language Standards

**L.6.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Ensure that pronouns are in the proper case (subjective, objective, possessive).
- b. Use intensive pronouns (e.g. myself, ourselves).
- c. Recognize and correct inappropriate shifts in pronoun number and person.
- d. Recognize and correct vague pronouns (i.e. ones with unclear or ambiguous antecedents).
- e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

Use multimedia to make a presentation about a book to the class. Use sound, graphics, powerpoint, etc.

Class discussion-define the eight parts of speech. Use sentences on the Smartboard and identify parts of speech in each word in the sentence. Edit each other's writing using editing marks.

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