

## El Rancho Unified School District

<b>Grade: 6</b> <b>Selection: “Beneath Blue Waters”</b> <b>Genre: Expository/Informative</b>		<b>Unit 6-Theme 6: Winging It</b> <b>Essential Question:</b>		
<b>Type of Text</b>		<b>Common Core Standards</b>		
<input type="checkbox"/> <b>Literary Text</b> <input checked="" type="checkbox"/> <b>Informational Text</b>		Beneath Blue Waters RI.6.1; RI.6.2; W6.2 *See Common Core State Standards and Long-term Learning Targets (LOL) Resources: HM: “How Deep is Deep” p 594 & 595 Holt Grammar Workbook, or English Workshop Introductory Course ISBN 0-03-097173-X		
<b>Selection Writing</b>				
<input type="checkbox"/> <b>Narrative</b> <input type="checkbox"/> <b>Opinion/ Argumentative</b> <input checked="" type="checkbox"/> <b>Informative/ Explanatory</b>				
<b>Academic Vocabulary</b>				
<b>Tier 1</b> (Standard specific vocabulary)	<b>Tier 2</b> (Content specific vocabulary)		<b>Essential Skills (*LOL)</b>	
Nonfiction Cause & Effect Noting Details Scientific Vocabulary Captions Categorize/Classify Summary Analyze Evidence Inference Clue words Syllabication Environment	<b>Blue Waters</b> Submersible Benthocodon/ Pedunculata Oceanographers Ctenophore Eynpniastes- eximia Opisthoteuthis- agassizii Deepstaria enigmatica <i>Alvin</i> Periphylla	jellyfish Siphonophore Nematocysts Stephalia corona <i>Shinkai</i> Hydrothermal Menagerie Mesopelagic zone Panoramic Prow Starboard Bioluminescence	Tentacles Crustacean Sparse Gelatinous Undulates Tether Unfathomable Frigid Insolated Cavernous Parasites Copepods Elusive Lubricant	<i>* See Common Core State Standards and Long-term Learning Targets</i> <b>Write</b> informative/explanatory texts to examine a topic and convey ideas, concepts. <b>Introduce</b> a topic or thesis statement; organize ideas, concepts, and information, using comparison/contrast <b>Develop</b> the topic sentence with relevant facts and supporting details. <b>Use</b> appropriate transitions to clarify the relationships among ideas and concepts. <b>Use</b> precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section that follows from the information or explanation presented.
<b>Text-Dependent Questions (DOK 1-3)</b>				
<b>DOK Level</b>	<b>Questions</b>		<b>Page #</b>	

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2	In what ways is the seafloor similar to the earth’s landscape above water? Cite evidence.	598
2	What is the author’s purpose in writing this selection? Cite evidence from the text.	text
2	In what ways might the ocean be considered a “new frontier?”	562
3	Prove or disprove the statement <i>The deep sea is a cold, unchanging environment?</i> Cite evidence from the text.	text
3	What are the advantages and disadvantages of using a remotely operated vehicle, such as <i>Jason</i> instead of a submersible containing human crewmembers?	text
3	Choose one of the creatures described in the selection and explain how it has adapted in the deep ocean. Cite evidence.	text
2	Explain the purpose of photographs in scientific text. What do the captions convey?	text

Performance Tasks (DOK 4)
<p>The students will write a <i>compare and contrast</i> essay on the topic <i>How are scientists aboard Alvin like the astronauts who travel into space? How are they different?</i> Use HM text <i>Franklin R Chang-Diaz</i> as a resource for this task.</p> <p>Use a Venn Diagram to organize the information.</p> <p>Use the <i>From Thesis to Essay Writing</i> in the resource pack as an essay model. (DBQ Packet)</p>

### Common Core Connection- Curricular Extensions

Writing	Science/ Social Studies	Math
	Science Link HM “Sharks Under Ice” p 612-615 *This selection can be taught in conjunction with Science Ch 10 Oceans.	

### English Learners (Instructional guidance TBD pending further direction from the state)

Level: Emerging	Level: Expanding	Level: Bridging

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