Unit 4: Challenges

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Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

Sixth Grade ELA/Writing

Unit 4: Challenges

Belleville Board of Education

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Unit Overview

- The big idea of the fourth unit is Challenges.
- The five themes are as follows: Changing Environments, Overcoming Challenges, Standing Tall, Shared Experiences, and Taking Responsibility.
- The stories pertain to the following topics: the Dust Bowl, the Exxon Valdez, the 1889 Johnstown, Pennsylvania Flood, Wilma Rudolph, Jim Abbot, fitness, theater history, and storytelling, as well as stories and poems with characters who have experienced difficulty in their lives or are faced with a challenging situation to overcome.

Enduring Understandings

Students will understand that...

- people meet environmental challenges by working together as a community to overcome the challenge.
- people meet environmental challenges with tenacity and determination.
- people meet personal challenges by rising to the occasion and pushing themselves to their limit.
- people meet personal challenges by implementing a disciplined approach to reaching their goals.
- audiences can relate their own experiences to characters who have had to make difficult decisions.
- decisions are difficult to make when they affect our future, or when they affect those around us.
- decisions are difficult to make when we have to decide to do what is easy or what is challenging and will bring us more meaning.
- people uncover what they have in common by sharing their experiences with one another.
- the storyteller and his audience develop a connection by sharing the story.
- we can take responsibility by being mature and owning up to our mistakes.

Essential Questions

- How do people meet environmental challenges?
- How do people meet personal challenges?
- When are decisions hard to make?

- How do people uncover what they have in common?
- How can we take responsibility?

Exit Skills

By the end of Unit 4: Challenges, students should be able to...

- recognize the author's point of view.
- identify the characteristics of expository text.
- label pronouns and their antecedents.
- write an argument essay.
- identify the characteristics of a biography.
- name the kinds of pronouns and provide examples of each.
- write an objective summary.
- analyze the theme of a narrative.
- identify the characteristics of a drama.
- label the uses of possessive pronouns.
- write narrative text.
- identify the characteristics of free-verse fiction.
- memorize correct pronoun-verb agreement rules.
- identify main ideas and supporting details in text.
- recognize alliteration and assonance in free-verse fiction.
- take notes.
- skim and scan text.

New Jersey Student Learning Standards (NJSLS)

LA.RL.6.1	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
LA.RL.6.2	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 opinions or judgments.
LA.RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
LA.RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
LA.RL.6.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
LA.RL.6.6	Explain how an author develops the point of view of the narrator or speaker in a text.
LA.RL.6.9	Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

LA.RL.6.10	By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.
LA.RI.6.1	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
LA.RI.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
LA.RI.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
LA.RI.6.5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
LA.RI.6.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
LA.RI.6.7	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.
LA.RI.6.9	Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
LA.RI.6.10	By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
LA.W.6.1.C	Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
LA.W.6.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
LA.W.6.3.A	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
LA.W.6.3.B	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
LA.W.6.3.C	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
LA.W.6.3.D	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
LA.W.6.3.E	Provide a conclusion that follows from the narrated experiences or events.
LA.W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LA.W.6.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
LA.W.6.8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
LA.W.6.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.W.6.10	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LA.SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LA.SL.6.1.A	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect

	on ideas under discussion.
LA.SL.6.1.B	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
LA.SL.6.1.C	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
LA.SL.6.1.D	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
LA.SL.6.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
LA.SL.6.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).
LA.SL.6.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
LA.SL.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LA.L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.6.1.A	Ensure that pronouns are in the proper case (subjective, objective, possessive).
LA.L.6.1.B	Use intensive pronouns (e.g., myself, ourselves).
LA.L.6.1.C	Recognize and correct inappropriate shifts in pronoun number and person.
LA.L.6.1.D	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
LA.L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.6.2.B	Spell correctly.
LA.L.6.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
LA.L.6.4.A	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
LA.L.6.4.B	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
LA.L.6.4.C	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
LA.L.6.4.D	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LA.L.6.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.L.6.5.A	Interpret figures of speech (e.g., personification) in context.
LA.L.6.5.B	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
LA.L.6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Interdisciplinary Connections

- History/Social Science (Ethical Literacy): "Shared Experiences"
- History/Social Science (Cultural Literacy): "Standing Tall"
- Science (Earth and Space Sciences): "Changing Environments"

LA.RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
LA.RH.6-8.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
LA.RH.6-8.5	Describe how a text presents information (e.g., sequentially, comparatively, causally).
LA.RH.6-8.10	By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.
LA.RST.6-8.1	Cite specific textual evidence to support analysis of science and technical texts.
LA.WHST.6-8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
LA.WHST.6-8.9	Draw evidence from informational texts to support analysis, reflection, and research.

Learning Objectives

In Unit 4: Challenges, students will be able to...

- cite specific text evidence to support analysis of primary and secondary sources.
- describe how a text presents itself.
- determine central ideas or information of a primary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
- integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue.
- analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
- describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the character's respond or change as the plot moves towards a resolution.
- determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of text distinct from personal opinions or judgements.
- use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- acquire and use accurately grade-appropriate general academic and domain specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
- ensure subject-verb agreement and pronoun-antecedent agreement.
- read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
- demonstrate understand of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech in context.
- compare and contrast the experience of reading a story, drama, or poem to listening to viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.

Suggested Activities & Best Practices

- Write a narrative
- Write a poem
- Interview with a character - (POV - character traits)
- Text dependent questions
- Talk with a partner
- Scaffolded partner work
- Cite text evidence
- Complete a sentence frame
- Guided text annotation
- Literature Circles
- Graphic organizers
- Think Alouds
- Book review
- Independent reading
- Teacher conferences
- Concept web
- Perform a Reader's Theater

Assessment Evidence - Checking for Understanding (CFU)

- Wonders Assessments (Unit Tests, Fluency, etc.) (Summative)
- Wonders Weekly Assessments (Summative)
- Argumentative Writing (Summative)
- Common Benchmark #2 (Benchmark)
- DRA2 Results (Benchmark)
- Anecdotal Records (Formative)

In addition to the assessments listed above, the following assessments can be used to track progress:

- Common Benchmarks (Benchmark)
- Entrance Tickets (Formative)
- Exit Tickets (Formative)
- Learning Center Activities (Formative)
- Newspaper Headline (Alternative)
- Project (Alternative)
- Quizzes (Summative)
- Readers/Writers Notebook (Formative/Summative)

- Self-Assessments (Formative)
- Think, Write, Pair, Share (Formative)
- Unit Tests (Summative)

Primary Resources & Materials

- Wonders Anthology
- Reading/Writing Workshop
- Close Reading Companion
- Your Turn Practice Book
- High Frequency Word Cards
- Photo Cards
- Visual Vocabulary Cards
- Retelling Cards
- Sound Spelling Cards
- Leveled Workstation Activity Cards
- Leveled Readers
- Interactive Read Aloud Cards

Ancillary Resources

- Scholastic Scope
- Novels
- Decodable texts
- Leveled readers
- Literacy centers
- TPT - free resource - How to Write an Objective Summary https://www.teacherspayteachers.com/Product/Write-an-Objective-Summary-993989
- The Curriculum Corner - free resource -Characteristics of a Biography - https://www.thecurriculumcorner.com/thecurriculumcorner123/wp-content/pdf/reading/informational/biographies.pdf
- Newsela.com - BIOBRAPHY - AUTHOR'S PURPOSE/POV - Jesse Owens - https://newsela.com/read/bio-sports-jesse-owens/id/19199/
- Commonlit.org - THEME, CITING TEXT EVIDENCE, POETRY, and POV - Where the Sidewalk Ends - https://www.commonlit.org/en/texts/where-the-sidewalk-ends?search_id=21958339
- Flocabulary - ALLITERATION AND ASSONANCE - https://www.flocabulary.com/unit/alliteration-assonance/teacher-resources/handouts/
- DOGO News
- SmartTV or SmartBoard
- Student Laptops

Technology Infusion

- Ed.connect.mcgrawhill.com
- E-books

- Interactive vocabulary
- Google classroom - docs, sheets, slides, questions, assignments, material
- DOGO News
- edulastic
- Flocabulary



Alignment to 21st Century Skills & Technology

Mastery and infusion of **21st Century Skills & Technology** and their Alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;

- Visual and Performing Arts.

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP11	Use technology to enhance productivity.
CAEP.9.2.8.B.1	Research careers within the 16 Career Clusters ® and determine attributes of career success.
CAEP.9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
TECH.8.1.8.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.1.8.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
TECH.8.1.8.F	Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

21st Century Skills/Interdisciplinary Themes

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

21st Century Skills

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

Differentiation

For struggling students, **do a mini-workshop to reteach** poetry - maybe do a carousel with poetry terms, definitions, and examples.

Varied supplemental material to work with when teaching plot elements and for students to use when making a story map

Varied organizers for instruction - plot elements/story map

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics

- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

Special Education Learning (IEP's & 504's)

Preview genres - autobiography and drama - before reading the text. Review all the different genres in some kind of review activity.

Teach students how to **code text**.

- additional time for skill mastery
- behavior management plan
- center-based instruction
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test length
- multi-sensory presentation
- preferential seating
- preview of content, concepts, and vocabulary

- preview of content, concepts, and vocabulary
- printed copy of board work/notes provided
- provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- reduced/shortened written assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- use open book, study guides, test prototypes

English Language Learning (ELL)

Use different organizers to help ELL students organize their thinking about text.

If possible, **pair ELL students** with someone who speaks their native language. **Peer tutoring** could be helpful as well.

- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- teaching key aspects of a topic - eliminate nonessential information
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

At Risk

Use **small group instruction** and **interactive notebooks** when reviewing skills and strategies.

Use **physical response** to indicate undertstanding.

- allowing students to correct errors (looking for understanding)
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing

- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of work presented or required
- having peers take notes or providing copy of teacher's notes
- marking student's correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- teaching key aspects of a topic - eliminate nonessential information
- tutoring by peers
- using authentic assessments with real-life problem solving
- using true/false, matching, fill in the blank in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Talented and Gifted Learning (T&G)

Investigate the lives of some individuals who faced tremendous challenges - what did these individuals have in common? what is it that motivated them to rise above in spite of obstacles while others did not? what lessons can we learn from these individuals?

- above grade level placements for qualified students
- Advanced problem-solving
- allow students to work at a faster pace
- cluster grouping
- complete activities aligned with above grade level text using benchmark results
- Create a blog or social media page about their unit
- create a plan to solve an issue presented in class or in a text
- debate issues with research to support arguments
- flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- utilize exploratory connections to higher-grade concepts
- utilize project-based learning for greater depth of knowledge