

# Unit 1: Childhood

Content Area: **ELA**  
Course(s): **Sample Course, ELA 1, ELA 3, ELA Gr. 6**  
Time Period: **SeptOct**  
Length: **6-8 weeks, Grade 6**  
Status: **Published**

## **Title Section**

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## **Department of Curriculum and Instruction**



**Belleville Public Schools**

**Curriculum Guide**

## **English Language Arts: Grade 6**

## **Unit 1: Childhood**

**Belleville Board of Education**

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Board Approved: August 30, 2017

## **Unit Overview**

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Whether they include making new friends or moving to a new country, the experiences of growing up can be exciting and challenging. Childhood has been a common subject of many stories, both factual and fictional. This unit has been designed to allow students to explore a range of experiences that can happen during childhood. Students will focus on narrative nonfiction text leading to a culminating task of creating an original narrative based on unit themes.

## **Enduring Understanding**

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- Interpretations of text involve linking information across parts of a text and determining importance of the information presented.
- References from texts provide evidence to support conclusions drawn about the message, the information presented, or the author's perspective.
- Authors make intentional choices that are designed to produce a desired effect on the reader.
- Making reader-text connections involves thinking beyond the text and applying the text to a variety of situations.
- To be effective, writing must be a sufficiently developed, coherent unit of thought to address the needs of the intended audience.
- Writing can be used to make meaning of one's own experience, as well as of other information/ ideas.

- Challenges often lead to triumphs

## Essential Questions

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- Why is understanding literary elements important to understanding the text?
- How can literature help me identify qualities and characteristics reflected in my own personal values and beliefs.
- What are some of the challenges and triumphs of growing up?

## Exit Skills

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By the end of Grade 6, ELA Unit 1, the student should be able to:

- Read and analyze how authors express their points of view in different types of texts.
- Expand Knowledge and use of academic and concept vocabulary.
- Write a nonfiction narrative which develops experiences or events using narrative techniques effectively.
- Conduct research projects of various lengths to explore a topic and clarify meaning.
- Correctly use common, proper, and possessive nouns in writing and presentations.
- Use word choice, sentence structures, and tone to develop your voice in your writing.
- Engage in collaborative discussions, build on the ideas of others, and express your own ideas clearly.
- Integrate audio, visuals, and text in presentations.

## New Jersey Student Learning Standards (NJSL-S)

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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.6.6	Explain how an author develops the point of view of the narrator or speaker in a text.
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.6.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
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.6.3	Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
LA.SL.6.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
LA.L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.6.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

## **Interdisciplinary Connections**

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SOC.6.3.8.CS1	Recognize the causes and effects of prejudice on individuals, groups, and society.
SOC.6.3.8.CS2	Recognize the value of cultural diversity, as well as the potential for misunderstanding.
SOC.6.3.8.CS7	Recognize that the actions or inactions of individuals, groups, and nations can have intended and unintended consequences.
SOC.6.3.8.CS8	Challenge unfair viewpoints and behaviors by taking action.
SOC.6.3.8.CS9	Make informed and reasoned decisions.

## **Learning Objectives**

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- Identify how narrative text is structured through use of a plot diagram and other graphic organizers
- Create graphic organizers that illustrate plot of specific texts
- Evaluate impact of setting on the story

- Analyze text for various types of conflict
- Use graphic organizers to distinguish between various types of characters (static, dynamic, flat, round)
- Create narratives that have a coherent beginning middle and end
- Support oral and written response with textual evidence
- Analyze the development of characters and themes in various texts
- Discuss how the authors' use of literary techniques in narration, such as flashback and point of view, engage the reader
- Compare and contrast texts with similar themes or characters
- Connect to various texts through close reading strategies
- Write an extension to a short story that uses effective technique, relevant descriptive details, and well-structured events.
- Write an original nonfiction narrative.

## **Suggested Activities & Best Practices**

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### **Suggested Activities:**

**Complete the following close reading model for reading for each Whole Group Selection. Guided reading questions can be found in the margins as students read and respond to each text.**

1. First Read
2. Close Read
3. Analyze text

**Use Selection Tests to determine groupings**

**Utilize the gradual release model for each unit.**

- **Whole Group**
- **Small Group**
- **Independent Learning**

**Unit Performance-Based Assessment Tasks:**

### **Write a Nonfiction Narrative**

Prompt: When did you have to use your imagination to find another way to do something?

### **Present a Retelling**

Prompt: Deliver a retelling of the childhood challenges presented in either the magazine article, the memoir excerpt, or the poem from this section.

**End of Unit Performance Based Assessment**

Writing Prompt: When did a challenge lead to a triumph?

\*Each selection in the **My Perspectives** text provides a challenge activity. Consider using these ideas in accelerated classroom.

## **Evidence of Student Learning - Checking for Understanding (CFU)**

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- Admit Tickets
- Anticipation Guide
- Common benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Teacher Observation Checklist

- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit tests

## **Primary Resources & Materials**

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From My Perspectives English Language Arts textbook

### **Unit Introduction**

"Wagon Train at Dusk"

### **Whole Class Learning**

**Anchor Text (Memoir in Verse):** *from Brown Girl Dreaming* by Jacqueline Woodson

**Media (Comic Strip):** *Gallery of Calvin and Hobbes Comics* by Bill Watterson

### **Small-Group Learning**

**Public Document:** *Declaration of the Rights of the Child* The United Nations General Assembly\*

**Magazine Article:** *Michaela DePrince: The War Orphan Who Became a Ballerina* by William Kremer

**Memoir:** *from Bad Boy* by Walter Dean Myers\*

**Poetry:** *I Was a Skinny Tomboy Kid* by Alma Luz Villanueva

### **Independent Learning**

- from Peter Pan by J. M. Barrie
- Oranges by Gary Soto
- The Boy Nobody Knew by Faith Ringgold
- Raymond's Run by Toni Cade Bambara\*

\*indicates higher lexiled texts for use in accelerated curriculum.

### **Additional Supplementary Readings for Accelerated Curriculum**

Article: "Teens Obsessed with Facebook May Struggle With Anxiety, Sleep Problems. (Huffington Post)

Video: "My Philosophy for a Happy Life" (TEDx Talks)

## **Ancillary Resources**

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If you wish to use a trade book after completing Unit 1, please refer to the Teaching with Trade Books section in My Perspectives English Language Arts book or online in the Interactive Teacher's Edition for suggestions on how to incorporate the following thematically-related novels in this unit:

- *The Secret Garden* by Frances Hodgson Burnett
- *Bud, Not Buddy* by Christopher Paul Curtis
- *The Young Landlords* by Walter Dean Myers
- *The Watsons go to Birmingham* by Christopher Paul Curtis

**Worktext:** Common Core, Progress, Grade 6 - Sadlier School

**Scholastic SCOPE Magazine** - monthly subscription

## **Technology Infusion**

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- Student use of digital textbook
- 1-1 chromebooks
- Smartboard
- [www.smartexchange.com](http://www.smartexchange.com)
- Video/multimedia resources integrated into each unit in the textbook
- Word Processing/ Typing essays



- Microsoft Office Suit
- Blog Journaling
- Survey Monkey
- Use of listening stations - iPod cart
- Self-Assessment with online Rubric - use of Google Docs
- Discussion Board Resource through **My Perspectives** digital features
- Plickers (CFUs)
- Prezi presentations
- Listening to Podcasts
- Remind 101 App - Text updates
- Use of Webquests
- Photostory

## **Alignment to 21st Century Skills & Technology**

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TECH.8.1.8	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools.
TECH.8.1.8.A.2	Create a document (e.g., newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
TECH.8.1.8.A.CS2	Select and use applications effectively and productively.
TECH.8.1.8.C	Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
TECH.8.1.8.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
TECH.8.1.8.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.
TECH.8.1.8.D.1	Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.
TECH.8.1.8.D.4	Assess the credibility and accuracy of digital content.
TECH.8.1.8.D.CS1	Advocate and practice safe, legal, and responsible use of information and technology.
TECH.8.1.8.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and

use information.

## **21st Century Skills/Interdisciplinary Themes**

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- 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**

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- Civic Literacy
- Environmental Literacy
- Global Awareness
- Health Literacy

## **Differentiation**

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- Exit Tickets
- Individual Response Boards
- Think Pair Share
- Flexible Grouping
- Cooperative Learning
- Center Activities
- Mini-Lessons
- Open-Ended Responses
- Choice Activities
- Group Discussion
- Note-Taking/Outlines
- Highlighting
- Oral and Written Directions
- Additional Time
- Graphic Organizers
- Literature Circles
- Centers
- Problem Based Learning Units
- Tiered Assessments
- Multiple Intelligence Options
- Menu Boards

- Independent Studies
- Jigsaw groupings
- Allow for continued research
- Provide directions that are both written and verbal
- IEP/504 Accommodations (see below)
- Differentiated performance tasks
- Leveled texts
- Audio Summaries

## **Intervention Strategies**

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- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- 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 a copy of the teacher's notes
- marking students' 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
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

## **Special Education Learning**

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- printed copy of board work/notes provided
- additional time for skill mastery

- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multiple test sessions
- multi-sensory presentation
- preferential seating
- preview of content, concepts, and vocabulary
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

## **English Language Learning (ELL)**

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- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarify
- 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 the 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
- 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

## **Sample Lesson**

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**Unit Name:** Childhood

**NJSLS:** LA.6.RL.1,2,3,4

**Interdisciplinary Connection:** Social Studies

**Statement of Objective:**

SWBAT: Analyze the techniques an author uses to describe experiences.

**Anticipatory Set/Do Now:**

"Jump Start Activity" pg 2.

**Learning Activity:**

1. Watch Video "Best of the Bee" discuss if competition should be part of everyone's childhood?
2. Read Launch Text as a class "Wagon Train at Dusk"
3. Allow students to annotate text paying attention to the ways in which the author describes their experiences. (text structure, descriptions, and dialogue)
4. After a discussion students will move into two groups determined by comprehension of the text (summary group and a Launch activity extension group.) pg. 8

**Student Assessment/CFU's:**

Student Assessment/CFU's:

-Class Participation

-Individual Practice

-Teacher Observation

-Exit Ticket

-Think Pair Share

**Materials:**

Text books

**21st Century Themes and Skills:**

-Communication and Collaboration

-Creativity and Innovation

-Critical thinking and Problem Solving

**Differentiation/Modifications:**

-Added time to complete assignments

-Modified expectations for task completion

-Repeat directions as needed

-Visual Checklist for a multi-step assignment

-highlighted visual text presentation

-Audio Summary

**Integration of Technology:**

Interactive online textbook and tools

Smartboard

Video