

# Unit 5: Imagination

Content Area: **ELA**  
Course(s): **Sample Course, ELA 1, ELA 3, ELA Gr. 6**  
Time Period: **AprMay**  
Length: **6-8 weeks & ELA 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 5: Imagination**

**Belleville Board of Education**

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Board Approved: August 30, 2017

## **Unit Overview**

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Imagination can lead us to discover new worlds and possibilities-whether it takes us on a journey through a rabbit hole or opens the doors to an adventure in a magical world. Writers use their imaginations to create fantastical stories and characters. This unit has been designed to allow students to consider a range of imaginative stories. Students will focus on fictional narrative text leading to a culminating task of creating an original narrative story based on unit themes.

## **Enduring Understanding**

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- Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts.
- A writer selects a form based on audience and purpose.
- Oral discussion helps to build connections to others and create opportunities for learning.
- Imagination is a powerful tool.

## Essential Questions

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- How do authors use narrative elements to create a story?
- Why is storytelling an important aspect of a culture or society?
- How do characters drive the plot of the story?
- Where can imagination lead?

## Exit Skills

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By the end of Grade 6, ELA Unit 4, the student should be able to:

- Read and analyze character and plot development.
- Expand Knowledge and use of academic and concept vocabulary.
- Write a fictional narrative as you develop imagined experiences or events using effective techniques.
- Conduct research projects of various lengths to explore a topic and clarify meaning.
- Combine sentences for variety.
- 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 (NJSLS-S)

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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.6.5	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.6.10	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.6.7	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.W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
LA.W.6.2.A	Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.
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.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.6.6	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.6.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.L.6.3.A	Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
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.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.6.5	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.

## Interdisciplinary Connections

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SOC.6.3.8.CS3	Critically analyze media to assess different viewpoints and detect bias, opinion, and stereotypes.
SOC.6.3.8.CS4	Listen open-mindedly to views contrary to their own.
SOC.6.3.8.CS9	Make informed and reasoned decisions.

## Learning Objectives

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- Use a variety of literary techniques to engage the reader in an original fictional narrative.
- Utilize dialogue effectively to move the plot along.
- Create an organizing structure appropriate to a specific purpose, audience, and context
- Use multi-media such as news blogs, videos, and blog posts for whole-class learning, small-group learning, and independent learning.

- Analyze character development in a fictional narrative
- Identify how narrative text is structured through use of a plot diagram and other graphic organizers.
- 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
- Support oral and written response with textual evidence

## **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 Fictional Narrative**

Prompt: Use the following story starter based on the reading *The Phantom Tollbooth*- One day in the Kingdom of Wisdom . . .

#### **Perform a Fictional Narrative**

Prompt: Perform an original narrative based on *Alice in Wonderland*

## **End of Unit Performance Based Assessment**

Writing to Sources: Fictional Narrative

Prompt: What might happen if a fictional character were to come into the real world?

## **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**

**Unit Video:** Yo Ho Ho and a Rubber Ducky

### **Whole Class Learning**

**Anchor Text (Drama):** *The Phantom Tollbooth, Act I* play by Susan Nanus, based on the book by Norton Juster

**Anchor Text (Drama):** *The Phantom Tollbooth, Act II* play by Susan Nanus, based on the book by Norton Juster

**Multimedia:** from *The Phantom Tollbooth*

### **Small-Group Learning**

**Novel Excerpt:** from *Alice's Adventures in Wonderland* by Lewis Carroll

**Poetry:** *Jabberwocky* from *Through the Looking-Glass* by Lewis Carroll

**Reflective Essay:** *The Importance of Imagination* by Esha Chhabra

### **Independent Learning**

- from *The Wonderful Wizard of Oz* by L. Frank Baum
- *Our Wreath of Rose Buds* by Corrinne
- *Fantasy* by Gwendolyn Bennett
- *The Shah of Blah* from *Haroun and the Sea of Stories* by Salman Rushdie
- *Prince Francis* by Roddy Doyle

## **Ancillary Resources**

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If you wish to use a trade book after completing Unit 4, 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:

- Charlie and the Chocolate Factory by Roald Dahl
- The Sword and the Circle by Rosemary Sutcliffe
- Watership Down by Richard Adams
- Among the Hidden by Margaret Peterson Haddix

**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.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.

## **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
- Financial, Economic, Business and Entrepreneurial 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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Using the template below, please develop a **Sample Lesson** for the first unit only.

Unit Name:

NJSLS:

Interdisciplinary Connection:

Statement of Objective:

Anticipatory Set/Do Now:

Learning Activity:

Student Assessment/CFU's:

Materials:

21st Century Themes and Skills:

Differentiation/Modifications:

Integration of Technology: