

Unit 2: Figure it Out

Content Area: **ELA**
Course(s): **ELA 6 Accelerated**
Time Period: **October**
Length: **4 weeks & Grade 6 Accelerated**
Status: **Published**

Title Section

Department of Curriculum and Instruction



Belleville Public Schools

Curriculum Guide

English Language Arts Accelerated: Grade 6

Unit 2: Figure It Out

Belleville Board of Education

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Board Approved: August 30, 2017

Unit Overview

This unit, students will read classic and contemporary mysteries, make sense of nonsense poems, and solve riddles. Students will explore vocabulary specific to mysteries and problem solving. Students will describe their basis for predictions, describe and revise predictions and discuss their reasoning strategies. Additionally, students will analyze the factors that contribute to a successful mystery/horror story in order to incorporate them into their own writing pieces.

NJSLS

Please link all standards that apply in this section within the curriculum of the unit being written.

| | |
|------------|---|
| 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.D | Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. |
| LA.W.6.6 | Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. |
| 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.RL.6.7

Compare and contrast the experience of reading a story, drama, or poem to listening to or 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.

Exit Skills

By the end of Unit 2 6th grade ELA Students Should be able to:

- Determine the figurative and connotative meanings of words as well as analyze the impact of word choice, **rhyme and other sound devices** on meaning and tone.
- Analyze the structure of a piece of literature, **poem or drama** and how that structure contributes to the development of theme, setting, or plot **as well the overall meaning of the piece.**
- Explain how the author develops the narrator’s or the speaker’s point of view **and contrast the point of view of the various characters or narrators.**
- Analyze the factors that create mood in a piece

Enduring Understanding

- Authors make intentional choices that are designed to produce a desired effect on the reader.
- Problem solving strategies used in the real world can be applied to literature.

Essential Questions

- How are point of view and perspective connected?
- What factors contribute to establish tone and mood?
- How do strategies used in other subject areas compare to strategies for solving mysteries?

Learning Objectives

- Identify different types of point of view.
- Analyze how changing the point of view in a story changes the perspective.
- Analyze how a particular scene contributes to the development of the plot.
- Write a short narrative that shifts the point of view and the perspective of the original character.
- Distinguish between explicit clues and inferences drawn from the text.
- Articulate strategies when solving problems.

Interdisciplinary Connections

Please list all and any cross-curricular content standards that link to this Unit.

| | |
|----------------|--|
| 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.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.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. |

Alignment to 21st Century Skills & Technology

- English, reading or language arts
- Mathematics
- Science

21st Century/Interdisciplinary Themes

- Civic Literacy

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

21st Century Skills

- 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

Technology Infusion

- Word Processor
- Power-point Presentations
- Smart Board
- Document Camera
- Digital Storytelling
- Internet Research

Differentiation

- 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

Special Education

- 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

ELL

- 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

Intervention Strategies

- 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

Evidence of Student Learning-CFU's

Please list ways educators may effectively check for understanding in this section.

- 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

Novels:

The Westing Game by Ellen Raskin

Supplemental Resources:

Common Core Progress English Language Arts Grade 6

Scholastic Scope Magazine

Ancillary Resources

Short Stories:

"The True Story of the Three Little Pigs," by Jon Scieszka

The Mysterious Adventures of Sherlock Holmes by Sir Arthur Conan Doyle

"Three Skeleton Key," by George G. Toudouze

Poems:

"Jabberwocky" (Lewis Carroll)