Trimester 3: Discovering Your Voice/Never Give Up

Content Area: **Reading**
Course(s): **Reading 6**
Time Period: **March**
Length: **Trimester 3**
Status: **Published**

Unit Overview

Trimester 3 will include Unit 4:Discovering Your Voice, Unit 5: Never Give Up, and *The Giver*. This trimester introduces the student to various elements of literature and reading. The time frame for this unit is 6 weeks (30 days) and concludes at the end of trimester three. The literary sources include: poetry, non-fiction articles, videos, assorted short stories, and a novel. The emphasis for the unit is the essential question of, "What are the ways you can make yourself heard?" and "What keeps people from giving up?" Through the priority standards, students will explore and analyze the resources provided with the essential question guiding their learning. The unit is deisgned to correspond with informative writing and expose students to multiple modes of literature within one trimester.

Title	Author	Genre	Unit
From Selfie: The Changing Face of Self-Portraits	Susie Brooks	Multimodal Text Lexile 1000- Lexile can be modified	Unit 4
From *Brown Girl Dreaming*	Jacqueline Woods	Memoir in Verse	Unit 4
"What's So Funny, Mr. Scieszka?"	Jon Scieskza	Humor Lexile 710	Unit 4
"A Voice" and *"Words Like Freedom"*	Pat Mora and Langston Hughes	Poetry	Unit 4
"Better Than Words: Say it With a Selfie"	Gloria Chang	Argument Lexile: 1050	Unit 4
"OMG, Not Another Selfie!"	Shermakaye Bass	Mentor Text Lexile: 1070	Unit 4
"A School Girl's Diary" from *I am Malala*	Malala Yousafzai	Taken From MemoirLexile: 820 L	Unit 5
"The First Day of School"	R.V. Cassill	Short Story Lexile: 780 L	Unit 5
"Speech to the Young: Speech to the Progress- *Toward"*	Gwendolyn Brooks	Poem	Unit 5
From "*Into the Air*"	Robert Burleigh	Graphic Biography Lexile: 760 L	Unit 5

From *"The Wright Brothers: How They Invented the Airplane"*	Russel Freedman	Mentor Text Biography Lexile: 1100	Unit 5
*I*ndependent Reading	*"Paul Reveere's Ride" "The Road Not Taken""I Was a Skinny Tomboy Kid" "Words Are Birds"*	Poem	Unit 4/5
The Giver (Novel)	Lois Lowry	Science Fiction	Novel

Priority Standards

LA.L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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.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.6.9	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.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.6.5	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.

Additional Standards Covered

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.6.7	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.

Essential Questions

- Can genres intermix and cross paths?
- Does science fiction bring us to a greater understanding of what could be or make us fear the unknown?
- How can exploring alternate worlds help us envision new possibilities?
- Is it possible to have pure, unfiltered ideas, or is everything based on a current reality?
- Is there a recurring conflict present in the science fiction genre?
- What are some unique characteristics specific to fantasy?
- What differentiates one type of genre from another?
- What does narrative writing look like?
- What makes science fiction believable?

Unit Learning Goals

NJSLS Standards	Learning Target

RI/RL 6.1
 	
Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
	I can consistently and independently…
	
	- Cite explicit or im
	  information from a
	  explaining what a t
	  when making infer
	- informational text
	- literature
	
	Use details from a text to

	why my inferences are rea
	• Informational text • literature
RI/RL 6.2 Describe how a theme or central idea of a grade-appropriate text is conveyed through particular details.	I can consistently and independently… Literature • Analyze specific d text to determine a • Objectively summa Informational • Determine a centra text and how it is c through particular • Provide a summary text distinct from p opinions or judgme
RI/RL 6.3/6.5 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. Analyze how a particular sentence fits into the overall structure of a text and contributes to the development of ideas.	I can consistently and independently… Literature: • Analyze how a par sentence chapter, s stanza, paragraph, section fits into the structure of a grade appropriate text an contributes to the development of the setting, or plot/the development of ide • Describe how a par grade-appropriate s unfolds in a series episodes as well as characters respond as the plot moves t resolution Informational: • Analyze how key introduced, illustra elaborated through text.

	• Analyze how the te structure contribute development of ide
RI/RL 6.6 Explain how an author develops the point of view of the narrator or speaker in a text.	I can consistently and independently… Literature: • Explain how an au develops the point the narrator or spea text by giving spec from the text that tr development of the or speaker's point- Informational: • Determine the auth purpose of text and conveyed in the tex
RI/RL 6.9 Compare and contrast texts in different forms and genres.	I can consistently and independently… Literature: • Compare and contr two different genre illustrates a similar topic Informational: • Compare and contr author's presentatic events with that of (e.g., a memoir wri and a biography on person).

Learning Plan (Skills and Activities)

Time Frame	Literary Source	Literary Focus	Materials

(Tentative)			
Weeks 1-2	Into Literature "A School Girl's Diary" from *I Am Malala* "The First Day of School"	Introduction to Essential Question Analyze Characteristics and Features of Informational Texts Analyze Elements of Plot Analyze Influence of Setting on Plot and Character	"A School Girl's Diary" *Malala* "The First Day of Schoo
Week 3-4	"All Summer in a Day" short story "The Fun They Had" short story	Genre analysis: Science- Fiction -Elements of the genre, examples of the genre Character, setting, plot Compare and contrast Analyze POV, structure, mood Figurative language/ poetry	Short stories
Week 6-11	The Giver	Structure of a Novel Author's Purpose Conflict/Resolution Characteristics Specific to a Genre Compare and Contrast Theme	Giver Novel Resources Unit Four Resource Bo Anthology CDs

Week 12	Unit Three Benchmark	End of Year Testing Materials	Unit Three Benchmark STAR Testing

Number of Instructional Days: 60

Unit Learning Targets

• RI/RL.6.3/6.5 I can analyze how key details are introduced, illustrated, and elaborated throughout the text.

• RI/RL 6.1 I can cite explicit or implicit information from a text when explaining what a text says or when making inference

• RI/RL 6.1 I can use details from a text to explain why my inferences are reasonable.

• RI/RL 6.2 I can analyze specific details in a text to determine a theme

• RI/RL 6.2 I can determine a central idea of a text and how it is conveyed through particular details.

• RI/RL 6.2 I can provide a summary of the text distinct from personal opinions or judgments.

• RI/RL 6.6 I can determine the author's purpose of text and how it is conveyed in the text.

• RI/RL 6.6 I can explain how an author develops the point of view of the narrator or speaker in a text by giving specific details from the text that traces the development of the narrator's or speaker's point-of-view.

• RI/RL 6.9 I can compare and contrast how two different genre of text illustrates a similar theme or topic

• RI/RL 6.9 I can compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

• RI/RL6.2 I can objectively summarize a text

• RI/RL6.3/6.5 I can analyze how a particular sentence chapter, scene, stanza, paragraph, chapter or section fits into the overall structure of a grade-appropriate text and contributes to the development of the theme, setting, or plot/the development of ideas

• RI/RL6.3/6.5 I can describe how a particular grade-appropriate story's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves towards a resolution

Marzano Elements

- Using Questions to Help Students Elaborate on Content
- Communicating High Expectations for Each Student to Close the Achievement Gap
- Establishing & Acknowledging Adherence to Rules & Procedures
- Establishing & Maintaining Effective Relationships in a Student Centered Classroom
- Helping Students Engage in Cognitively Complex Tasks
- Helping Students Examine Similarities & Differences
- Helping Students Examine their Reasoning
- Helping Students Practice Strategies, Skills, & Processes
- Helping Students Process New Content
- Helping Students Revise Knowledge
- Identifying Critical Content from the Standards
- Organizing Students to Interact with Content
- Previewing New Content
- Providing Feedback & Celebrating Success
- Reviewing Content
- Using Engagement Strategies
- Using Formative Assessment to Track Progress

Materials and Resources

- ChromeBooks
- Into Literature Resources
- Quizlet
- The Giver CDs
- The Giver DVD
- The Giver Novels
- The Giver Resource Packet
- YouTube

Students in Need of Intervention

- Allow oral responses
- Chunk larger assignments into more manageable tasks
- Extended pacing of lessons/assignments
- Incorporate centers that focus on skills that students are struggling with
- Listen to recorded versions of novels (if available)
- Modify assignments/assessments as needed
- Provide copies of written notes/directions

- Provide graphic organizers
- Provide word banks
- Small group instruction based on skills/abilities
- Utilize visual aids

Unit Assessments

- Interim Selection/Vocabulary Quiz
- Into Literature Unit 3 Assessment
- The Giver - Novel Test
- Unit Three Benchmark Assessment

Technology Integration

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.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.8.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.

Career Awareness, Life Literacies and Key Skills

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP11. Use technology to enhance productivity.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.

TECH.9.4.5.CI.1	Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6).
TECH.9.4.5.CI.2	Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).
TECH.9.4.5.CT.1	Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
TECH.9.4.5.DC.5	Identify the characteristics of a positive and negative online identity and the lasting implications of online activity.
TECH.9.4.5.DC.6	Compare and contrast how digital tools have changed social interactions (e.g., 8.1.5.IC.1).
TECH.9.4.5.DC.7	Explain how posting and commenting in social spaces can have positive or negative consequences.
TECH.9.4.5.TL.3	Format a document using a word processing application to enhance text, change page

formatting, and include appropriate images graphics, or symbols.

Cross Curricular Connections

- Science Fiction Unit - Weather and Climate Unit, The Wright Brothers: How they Invented the Airplane

- SS Connections -- Brown Girl Dreaming, Words like Freedom, A School Girl's Diary, The Wright Brothers: How they Invented the Airplane