

**Subject:** ELA  
**Grade:** 6  
**Unit:** 1 “I Won’t Grow Up”

**Essential Question(s)**  
 What distinguishes childhood from adulthood?

**Vocabulary:**  
 Character development    Character traits    Interviews  
 Elements of setting: place, time, environment  
 Cause/effect    Prequel    genre    figurative language

Strands	Standards	Student Learning Targets “I Can” Statements	Teacher Instructional Focus	Assessment
<p><b>Reading Literary Text</b></p> <p>*STAR Reading Test and OAA Baseline test will be used within the first nine weeks.</p>	<p><b>RL.6.7</b> Compare and contrast the experience of reading a story, poem, or drama 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.</p>	<p><b>I can:</b>          Determine the similarities of the experience of reading a story, drama or poem as to listening or viewing the audio or live version of the text.          Determine the differences of the experience of reading a story drama, or poem as to listening to or viewing the audio, video or live version of the text.          Contrast what is seen/heard in text when reading, watching, or listening.          Read aloud with accuracy, fluency, and expression.          Understand figurative language, word relationships, and nuances in word meanings.          Interpret figurative language in a text. Recognize and explain idioms, adages, and proverbs.</p>	<p><u>Tuck Everlasting (1<sup>st</sup> Choice)</u>          Vocabulary Flashcards          Vocabulary Quizlet          Summarizing Chapters          Character Study and Character Analysis/Character Map          Elements of a Plot          Theme          Similes and Metaphors in novel          Timeline          Entrance and Exit Tickets          “Eleven” (Sandra Cisneros)  <u>James &amp; Giant Peach (2<sup>nd</sup> Choice)</u>          Vocabulary Notecards          Vocabulary Quizlet          Summarizing Chapters          Discuss aspects of an adventure story</p> <p><b>Other Selections Literary Texts and Stories:</b>          “Eleven” (Sandra Cisneros)          When I Was Your Age, Volume Two: Original Stories about growing Up (Amy Ehrlich, ed.)          The Secret Knowledge of Grown-Ups (David Wisniewski)          James and the Giant Peach (Roald Dahl)          Charlie and the Chocolate Factory (Roald Dahl)</p>	<p>Chapter tests with multiple choice, short answer, and extended response</p> <p>Vocabulary Quizzes          Similes and Metaphors will be assessed with figurative language.</p> <p>Perform scenes from story for classmates</p> <p>Tuck Everlasting Magic Water - Brochure          Assessing: Graphics, Ideas, Words Choice, Figurative Language, Conventions, and Effort</p> <p>Study Island Reading Standards for Literature</p> <p>“Eleven” Passage          Color coding nouns in a specific paragraph</p>

<p><b>Reading Informational Text</b></p>	<p><b>RI.6.1:</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p><b>I can:</b></p> <p>Determine the evidence that supports the explicit analysis of the text</p> <p>Cite examples of textual evidence that supports inferences drawn from the text</p>	<p><u>Boy: Tales of Childhood (Roald Day</u>  Discuss what did you learn about the authors from the biographies and autobiographies that you did not know before?  How much of the author's experience do you "see" after learning more about him/her? from the text (RI.6.1, L.6.1a,b)</p> <p><b>Other Selections  Literary Texts and Stories:</b></p> <p>J.M. Barrie: The Magic Behind Peter Pan (Susan Bivin Aller)</p> <p>"Prequel to Peter Pan fills in the blanks with fun" (Sue Corbett, Miami Herald, no date)</p> <p>"Classic story flies in many forms" (A Peter Pan timeline)" (Bob Minzesheimer, USA Today, September 1, 2004)</p> <p>"Peter Pan's early years" (Bob Minzesheimer, USA Today, September 1, 2004)</p>	<p>Research authors through biographies and autobiographies; present findings to the class</p> <p>Study Island( Reading Standards for Informational Text )</p> <p>KWL Charts</p>
<p><b>Writing</b></p>	<p><b>W.6.3</b> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds</p>	<p><b>I can:</b></p> <p>Write an informational text.</p> <p>Organize my writing and use text features to help readers better understand a topic.</p> <p>Use specific information such as facts, definitions, and details to support a topic.</p> <p>Use words, phrases, and clauses to connect ideas throughout my writing.</p> <p>Use specific words related to the topic to support my writing.</p>	<p>Write a Narrative</p> <p>Students were divided in two groups to model using alternating or divided methods to compare</p> <p>Use T-Chart or Alternating Graphic Organizer to make comparisons between Adulthood and Childhood</p> <p>By using Skittles or M&amp;M's</p>	<p>Completed data sheets, rough drafts, presentations, rubric</p> <p>Final copy -Comparison of Childhood and Adulthood Essay</p> <p>Published copy put in Sketchbooks</p> <p><u>Animals Skits</u></p> <p>Rough Drafts, Rubric</p>

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	<p>naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>	<p>Write a conclusion related to the topic.</p> <p>Consider the purpose and audience when writing.</p> <p>Research different aspects of a topic using several sources.</p> <p>Gather and summarize information and provide sources.</p> <p>Write a narrative to develop real or imaginative experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.</p> <p>Establish a situation, introduce characters and a narrator, and organize events in a story.</p> <p>Use narrative techniques to enhance the events and characters in a story.</p> <p>Use transitional words, phrases, and clauses to help the events in story flow.</p> <p>Use descriptive words and details, dialogue to help readers better understand a story.</p> <p>Write a conclusion that completes a story Use techniques such as dialogue, pacing, and description to develop experiences, events, and/or characters.</p>	<p><u>Poetry &amp; Figurative Language</u> introduce types of poetry Read/discuss/analyze “Past, Present, Future” (Emily Bronte) “A Birthday” (Christina Rossetti) introduce types of figurative languages and create/illustrate types of figurative language <u>Animal Skits</u> Use the writing process and elements of plot to write an Animal Skit similar to James &amp; Giant Peach</p>	

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<p><b>Speaking &amp; Listening</b></p>	<p><b>SL.6.1:</b> 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.</p> <p>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.</p> <p>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed</p>	<p><b>I can:</b></p> <p>Participate collaboratively in a variety of discussions.</p> <p>Prepare for discussions and use the information to explore and discuss a topic.</p> <p>Follow the rules and carry out my role in discussions.</p> <p>Ask and answer questions, and make comments that support discussion. Summarize a discussion and draw conclusions from key ideas, information, and knowledge gained from it.</p> <p>Summarize information presented in a variety of ways.</p> <p>Summarize and explain the evidence for points that a speaker makes.</p> <p>Give a report that is clear and logically organized and includes necessary details and facts.</p> <p>Use multimedia and visuals to support the</p>	<p>Small group discussion, whole group discussions, roles in groups, creating performances, presenting, using multimedia</p> <p>Peter Pan Script To be performed by class members</p>	<p>Observation</p>
<p><b>Language</b></p>	<p><b>L6.1:</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <p>a. Ensure that pronouns are in the proper case (subjective, objective, possessive)</p> <p>b. Use intensive pronouns (e.g., myself, ourselves)</p>	<p><b>I can:</b></p> <p>Use correct shifts in pronoun number and person</p> <p>Place pronoun in the proper case</p>	<p>Review all the conventions of language learned at the Elementary school level</p> <p>Model language and vocabulary appropriate to audience, topic and purpose</p> <p>Demonstrate the correct use of language to enhance writing and to avoid confusing or distracting the reader</p> <p>Create a student dictionary or journal</p>	<p>Create Pronoun Chart</p> <p>Grade 6 Pronoun Lab Sheet from <i>Boy</i> using a variety of pronouns</p> <p>Word Study (L.6.4a,b,c,d) Continue etymology studies sorting words by prefix, suffix roots words, meaning, country of origin, spelling features. Focus on words that help describe growing up</p> <p>Study Island Pronoun Test</p>

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