

Title: Relationships		Subject/Course: English/Language Arts		Length: 4 weeks	
Topic: Narrative		Grade: sixth		Designer: A. Rather and S. Rose	
UNIT GOALS AND EXPECTATIONS					
IMPORTANT CONCEPTS: <ul style="list-style-type: none"> ● Character traits can develop understanding of characters' actions and motives ● Prejudice often leads to misconceptions about people's character ● Responsibility for your actions is pertinent to good character 			ESSENTIAL QUESTIONS: <ul style="list-style-type: none"> ● How does dialogue help the reader understand the character's tone and mood? ● How does the author develop his/her characters through actions and dialogue? ● How does the thoughts of the characters presented through their thoughts (in letter writing or diary writing) give an insight to how they think and their true character traits? ● How do your actions portray your character traits? How important are first impressions? Can you overcome first impressions? ● Privacy rights- what rights do you have as a kid? What rights do your parents have over you and what you think should be private? How do your rights change as you get older? 		
STUDENT LEARNING EXPECTATIONS: <i>See attached sheet</i>					
SPECIFIC DECLARATIVE KNOWLEDGE-What I know <ul style="list-style-type: none"> ● Identify and analyze literary elements ● Justify author's purpose, audience, and writer's purpose (when they write) ● Develop correct sequence of events based on events from the story ● Understand author's purpose and writer's purpose (when they write) ● Develop understanding of character traits ● Consider audience, tone, and mood of writing ● Distinguish between voice, tone, and mood ● Develop an understanding of literary devices ● Develop an understanding of: prepositions, fragments/run-ons, homophones, commas, capitalization, & kinds/types of sentences (in alignment with TLI) 			SPECIFIC PROCEDURAL KNOWLEDGE-What I need to do <ul style="list-style-type: none"> ● Categorize excerpts of literature into correct genre ● Apply grammar skills, literary devices, voice, tone, and mood ● Reflect on reading daily through shared writing or writer's notebook ● Apply Reading Strategies ● Apply literary elements to create own work of fiction ● Interpret meaning of new words (vocabulary) by applying knowledge of context clues ● Practice and document reading strategies through shared read and independent read (self-selected text) ● Distinguish between and create different literary elements ● Sequence information ● Categorize information using graphic organizers (including genres) ● Read for a substantial time daily ● Respond to reading through reflections ● Write summary statements ● Respond to prompt or task ● Compose narrative writing pieces ● Develop a plan for writing ● Analyze text ● Revise and Edit writing (use writer's checklist) ● Research to make cross curriculum connections ● Write letters ● Create a presentation ● Pick and apply appropriate organizer for comparing and contrasting ● Analyze writing of different genres to find main idea, support using supporting details, and create a summary over a piece of text (of different genres) 		

	<ul style="list-style-type: none"> ●Evaluate character's true character traits and evaluate personal character's traits (through open response and reflection) ●Compare and Contrast animals of the same social structure as naked mole rats
UNIT ASSESSMENTS (Include tasks related to Dimensions 3 and 4 and Bloom's Taxonomy)	
<ul style="list-style-type: none"> ●Open Response prompt requiring constructed support (complex reasoning process) ●Construct main idea statements using supporting details from the passages. Apply knowledge of text features to determine more in-depth meaning of non-fiction text over different groups of zoo animals. Construct a summary over the nonfiction piece using knowledge gained through construction of main idea. ●Write a letter that demonstrates correct letter format, mood, tone, and awareness of audience ● Create a visual representation of text student researched to tie in interdisciplinary connections (4 choices for students-2 social studies connections- 2 science connections) ●Culminating Activity: Evaluate the literary elements of <i>The Naked Mole Rat Letters</i>. (evaluation) Alter one or more of the elements, (analyze) and then design a new story line (narrative) with the altered elements from the original story (synthesis) 	
Traditional Assessments: <ul style="list-style-type: none"> ●Quizzes over mini-lessons and vocabulary ●Quick writes ●Narrative writing ●Compare Contrast Organizers 	Other Evidence of Learning: <ul style="list-style-type: none"> ●Anecdotal records ●Writer's Notebook ●whole group and small group discussions

ACTIVITIES AND LEARNING EXPERIENCES	Resources
<p>Unit Information: This is a 4-week unit of instruction in which students will work in whole group and small group settings to reach learning goals centered around the shared read of Mary Amato's book, <i>The Naked Mole Rat Letters</i>. This book centers around the big idea (theme) of relationships and one's personal character traits. The teacher will use this as an anchor piece to teach mini lessons, model strategies, and teach new vocabulary (using the 4-step process and word wall). Students should understand how actions help others form judgments on one another, and actions portray your character (traits). Students will make connections, draw inferences, generate questions, and make predictions to understand text on a deeper level. Students will use supplemental texts of varying genres to support their thinking around the theme of the unit and also around the interdisciplinary connections that are able to made throughout the reading.</p> <p>Before Reading:</p> <ol style="list-style-type: none"> 1. Students will reflect back on Mary Amato's life and try to predict what experiences she has lived through that will tie back into the book based on their current knowledge gained from the teacher's book talk. 2. Students will reflect upon their own personal relationships through a journaling exercise in their writer's notebook. 3. Introduce the genre of realistic fiction. Pull in supplemental texts of different genres to show differences. (introduce classroom library) Make foldable graphic organizer (for visual and kinesthetic learners) to organize different genres. 4. Go over expectations for this unit, and give students a course map for them to guide themselves through to meet expectations. 5. Teacher will explain the different reading strategies to students and explain expectations of charting them during reading. <p>During Reading:</p> <ol style="list-style-type: none"> 1. Teacher will begin reading <i>The Naked Mole Rat Letters</i> to the class. Students 	<p>Technology Resources to use throughout: http://nationalzoo.si.edu/Animals/SmallMammals/default.cfm?Cam=NMR (webcam of naked mole rats at the national zoo)</p> <p>http://www.ageducate.org (science connection to agri)</p> <p>Teacher's book talk; author info</p> <p>Writer's Notebook</p> <p>Genre foldable</p> <p>Course map</p> <p>Strategy graphic organizer</p> <p><i>Naked Mole Rat Letters</i></p>

<p>will begin charting the strategies they use to understand text as the teacher models strategies.</p> <p>2. Teacher will provide daily mini-lessons to reach all learning expectations of the unit. (Aligned with TLI)</p> <p>3. Assign books for the nine weeks and ask students to find/use same strategy as modeled by teacher. Students will reflect on their learning and growth in writer's notebook.</p> <p>4. Students and teacher will discuss vocabulary terms from the book, and will post them on the word wall (students will use the 4 step vocabulary process and keep them in their binder)</p> <p>5. Literary elements will be brought to student's attention using the anchor book, and students will be required to use that information to identify and analyze the elements in other works of fiction. Also students will use this knowledge to create a narrative piece of writing.</p> <p>6. Teacher will provide students will supplemental text of varying genres.</p> <p>7. Teacher will provide students with connections to other disciplines such as the learning they are experiencing in science and social studies.</p> <p>8. Students will share orally or visually depending on assignment information gained from reading non-fiction text. (used when doing text features, main idea, summary, and their research project)</p> <p>9. Vocabulary quizzes given over words students have studied (4 step model)</p> <p>10. Students will draft a letter using the RAFT strategy to demonstrate understanding of mood, tone, and audience.</p> <p>11. Students will create a comic strip based on the sequence of events on a particular day of Frankie's (main character) life.</p> <p>12. Students will transfer acquired knowledge over to personal writing through quick writes.</p> <p>13. Students will reflect on daily reading.</p> <p>14. Students will compare and contrast using anchor book and nonfiction text.</p> <p>After Reading:</p> <p>1. Students will complete an open response item to mock the benchmark exam and TLI.</p> <p>2. Students will complete the culminating activity where they will manipulate the story elements from the anchor piece to create a new story.</p>	<p>Self-selected text</p> <p>4 step vocabulary model; word wall</p> <p>Literary Element Rap (musical intelligence)</p> <p>Supplemental texts of varying genres including but not limited to <i>South Paw</i>, <i>Dear Mr. Henshaw</i>, <i>Letters from a Nut</i></p> <p>Visual Representation assignment Main Idea/Summary assignment</p> <p>RAFT assignment</p> <p>Comic Strip</p> <p>Quick Write Pages</p> <p>Writer's Notebook Nonfiction texts</p> <p>Open Response</p> <p>Culminating Activity assignment</p>
Career Connections	
<p>Zoo Keeper</p> <p>Musical Instrument Repair Man</p>	

Attached Standards:

SLE's for TLI for 1st nine weeks Not addressed by TLI

OV.1.6.1-Develop vocabulary from content area texts and personal reading

OV.1.6.2-Use standard English in classroom discussion

OV.1.6.3-Use appropriate oral communication for various purposes and audiences

OV.1.6.4-Demonstrate appropriate eye contact and posture

OV.1.6.5-Use correct pronunciation and inflection to communicate ideas and information

OV.1.6.6-Contribute appropriately to class discussion

OV.1.6.7-Deliver oral *presentations* using standard English, appropriate vocabulary, and organization

OV.1.6.8-Use a variety of *visual aids* in oral *presentations* across the curriculum

OV.3.6.1-View a variety of media (e.g., posters, film clips, periodicals, charts, cartoons, graphs, statistics, etc.) to enhance and show understanding of a specific topic

OV.3.6.3-Create *visual aids* that convey information

W.4.6.2-Organize ideas by using such graphic organizers as webbing, mapping charts/graphs, and format outlining with main topics and sub-topics.

W. 4.6.3- Demonstrate an awareness of purpose and audience for all modes of written discourse

W.4.6.4-Use available technology to access information by using a card catalog and the Internet

W.4.6.5-Use prewriting to draft

W. 4.6.6- Organize expository paragraphs that include a topic sentence, supporting details, and a concluding sentence.

W.4.6.8-Revise content for

- Central Idea
- Organization (e.g., beginning, middle, and end; sequencing ideas; major points of information, etc.)
- Unity
- Elaboration
- Clarity

W.4.6.10-Revise writing using various tools/methods, such as peer and/or teacher collaboration, a revision checklist, *rubric*, and/or reference materials (e.g., dictionary, thesaurus, etc.)

W.4.6.11- Edit individually or in groups for appropriate grade-level conventions, with in the following features: sentence formation, completeness, absences of fused sentences, expansion through standard coordination and modifiers, embedding through standard subordination and modifiers, standard word order, usage standard inflections, agreement, word meaning, conventions, mechanics, capitalization, punctuation, formatting, and spelling.

W.4.6.12-Use available technology for sharing and/or publication

W.4.6.13-Maintain a writing *portfolio* that exhibits growth in meeting goals and expectations

W.4.6.14- Publish/share according to purpose and audience

W.5.6.1-Write to describe, to inform, to entertain, to explain, and to persuade

W. 5.6.2- Select the form of writing that addresses the intended audience.

W.5.6.3-Create *expository*, narrative, descriptive, and persuasive writings

W.5.6.4- Write poems using a variety of techniques/devices, with emphasis on narrative, including ballads.

W.5.6.7-Write with and without prompts for a sustained period of time

W.5.6.8- Write responses to literature that demonstrate understanding or interpretation

W.5.6.9-Write on demand with or without prompt within a given time frame

W.5.6.10-Write across the curriculum

W.6.6.1-Use a variety of simple and compound sentences of varied lengths

W.6.6.2-Use different *kinds of sentences*

Declarative

Interrogative

Imperative

Exclamatory

W.6.6.3-Use compound sentence elements (e.g., subjects, predicates, complements, and complete sentences, etc.) to combine sentences for more effective writing *style*

W.6.6.5- Identify and correct fragments and run-ons

W.6.6.6-Use knowledge of the parts of speech to construct effective sentences

- Prepositions to indicate relationships

W.6.6.8-Apply correct spelling to commonly misspelled words

W.6.6.9-Spell *homonyms* correctly according to usage

W.6.6.10-Apply conventional rules of capitalization in writing

W.6.6.11-Apply conventional rules of punctuation in writing with emphasis on

End marks

Quotation marks

Comma in a series

Comma in compound sentences

Comma in complex sentence

Comma in direct address

W.7.6.1-Use figurative language purposefully, such as onomatopoeia, to shape and control language to affect readers

W.7.6.2-Use a variety of *sentence types* and lengths (see Conventions Standard 6)

W.7.6.3- Use word or sentences repetition for effect.

W.7.6.4-Use transition words/ phrases

W.7.6.6-Create a strong lead and conclusion

W.7.6.8-Use writer's checklist or scoring guides/*rubrics* to improve written work

W.7.6.9-Self-evaluate writing using checklists or scoring guides/*rubrics*

R.9.6.1-Use previewing, activating prior knowledge, predicting content of text, formulating questions, and establishing purposes for reading

R.9.6.2-Analyze the interrelationships of text and world issues/events by applying connection strategies

R.9.6.3-Generate and revise questions to establish purposes for reading

R.9.6.4-Generate and revise questions relevant to text and topics

R.9.6.5-Monitor comprehension in relation to questions generated

R.9.6.6-Connect own background knowledge and personal experience to make inferences and to respond to new information presented in text

R.9.6.7-Make inferences and draw conclusions about characters' traits and actions based on plot, setting, motives, and responses to other characters

R.9.6.8-Analyze literary elements of character, plot, and setting

R.9.6.9-Compare the actions, motives and appearance of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme

R.9.6.10-Distinguish among facts and inferences supported by evidence and opinions in text.

R.9.6.11-Use text information and background knowledge to draw conclusions and to make inferences (e.g., theme, etc.)

R.9.6.12-Identify main ideas and supporting evidence in short reading passages

- R.9.6.13-Use the *text features* to locate and recall information, with emphasis on cue words and phrases
- R.9.6.14- Use knowledge of text structures to enhance understanding with emphasis on cause/effect and compare/contrast.
- R.9.6.15- Classify and organize text information by determining subtopics of information
- R.9.6.16- Use skimming and scanning to locate specific information to develop a general overview.
- R.9.6.17-Analyze information from the text, based on purpose and/or level of importance
- R.9.6.18-Summarize the content of a text
- R.9.6.19-Identify events that advance the plot of a literary work and evaluate how those events relate to past, present, or future actions
- R.9.6.20-Evaluate personal, social, and political issues as presented in text
- R.10.6.1-Read for a substantial amount of time daily, including assigned and self-selected materials at independent and instructional levels
- R.10.6.3-Vary reading strategies according to text and purpose
- R.10.6.4- Read a variety of informational text, including textbooks, newspapers, magazines, and other instructional materials.
- R.10.6.5-Compare /contrast information from multiple sources
- R.10.6.6-Use skimming and scanning to locate specific information or to develop a general overview
- R.10.6.7-Select informational sources appropriate for a given purpose
- R.10.6.8-Organize and synthesize information for use in written and oral *presentation*
- R.10.6.9-Understand and analyze the differences in structure of various informational text
- R.10.6.10-Read a variety of literature, including historical fiction, autobiography, and realistic fiction
- R.10.6.11-Read a variety of poetry with emphasis on narrative including ballads.
- R.10.6.12-Explain how form, including rhyme, rhythm, repetitions, line structure, and punctuation conveys the mood and meaning of a poem.
- R.10.6.13-Read and utilize functional/*practical texts*, including advertisements, slogans, brochures, and timelines
- R.10.6.14- Analyze message through pictures, images, and photographs.
- R.10.6.15-Analyze selections through text, images, and photographs for a given purpose.
- R.11.6.1-Automatically decode words to ensure focus on comprehension
- R.11.6.2-Continue to develop and maintain an adequate body of sight words
- R.11.6.3-Add content words to sight vocabulary
- R.11.6.4-Use knowledge of root words and affixes and word relationships to determine meaning.
- R.11.6.5-Use context to determine meaning of multiple meaning words
- R.11.6.6-Use resources to determine meaning of technical and specialized vocabulary
- R.11.6.7-Determine useful and relevant words
- R.11.6.8-Explain the meaning of figurative language such as idioms, similes and metaphors
- R.11.6.9- Identify word origins, derivations, and inflections and foreign words
- R.11.6.10- Use context clues to select appropriate dictionary definition
- R.11.6.11-Read grade level text orally with an approximate rate of 145 words per minute
- R.11.6.12-Read grade level text orally with accuracy and expression
- IR.12.6.1-Generate questions to explore and select a specific topic for research
- IR.12.6.6-Develop notes that include main ideas, summaries, and paraphrasing from one or more sources
- IR.12.6.8-Use research to create one or more oral, written, or visual *presentations* /products