

Quarter 4 Unit 4: Growing Up During Extreme Eras

Start day: 141

Meetings: 35 days

Skills and Concepts

- Read and analyze a text.
- Establish a plan for locating credible and reliable information when conducting research.
- Research the relationship between author's lives and what they write about through reading author biographies, autobiographies, letters and interviews: present findings to the class.
- Prepare for class discussions by taking notes on specific elements of texts read.
- Write a prequel for a story of choice that reflects appreciation for the selected work.
- Demonstrate understanding of texts by interpreting significant scenes for classmates.

Unit Summary

Students build their knowledge of books read in the past year and explore the theme of growing up. After reading and discussing the elements of effective prequels, students write their own prequels to the novel they read in class in order to see just how challenging writing one can be. This unit ends with a narrative essay that addresses the essential question.

Essential Questions

How does growing up in extreme circumstances make childhood experiences different from traditional childhoods?

Learning Progressions

Cluster	Before	During	After
	RL 5.1 Quote accurately from a text when	RL 6.1 Cite textual evidence to support analysis of what	RL 7.1 Cite several pieces of textual evidence to support analysis of

Reading	<p>explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL 5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p>	<p>the text says explicitly as well as inferences drawn from the text.</p> <p>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.</p>	<p>what the text says explicitly as well as inferences drawn from the text</p> <p>RL 7.7 Compare and contrast a written story, drama or poem to its audio, filmed staged or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).</p>
Writing	<p>W 5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences</p>	<p>W 6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p>	<p>W 7.3 Write narratives to develop real or imagined experiences of events using effective technique, relevant descriptive details, and well-structured event sequences.</p>

SL 7.1 Engage

Speaking/Listening	<p>SL 5.1 Engage effectively in range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly</p>	<p>SL 6.1 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>SL 6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p>
	<p>SL 5.1 (a) Come to discussions prepared, having read or studied required material: explicitly draw on that preparations and other information known about the topic to explore ideas under discussion.</p>	<p>SL. 6.1(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>SL. 6.1(b) Follow rules for collegial discussions, set specific goals</p>	<p>SL 7.1 (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>SL 7.1 (b) Follow rules for</p>

	SL 5.1 (b) Follow agreed upon rules for discussion and carry out assigned roles.	and deadlines, and define individual roles as needed.	collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
Language	L 6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L 6.1 (a): Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. L 6.1 (b): Form and use the perfect (e.g., I had walked; I have walked;	L 6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.6.1 (a): Ensure that pronouns are in the proper case (subjective, objective, and possessive). L.6.1 (b): Use intensive pronouns (e.g., myself, ourselves).	L 7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L 7.1 (a): Explain the function of phrases and clauses in general and their function in specific sentences. L 7.1 (b): Choose among simple, compound, complex, and compound-complex sentences to signal differing

I will have walked) verb tenses.

relationships among ideas.

Academic Vocabulary Tier II

Domain Specific Vocabulary

character development			
character traits			
Elements of setting: time, place, environment			
interviews			
prequels			

Literary Texts

Literary Texts:

“Eleven” (Sandra Cisneros)

Numbering All the Bones, Anne Rinaldi

Shades of Gray, Carolyn Reeder

Behind Rebel Lines, Seymour Reit

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)

Poetry:

“*Past, Present, Future*” (Emily Brontë)

“*A Birthday*” (Christina Rossetti) (EA)

Art, Music, and Media

Music:

Videos:

Media:

Informational Texts

Informational texts:

Boy: Tales of Childhood (Roald Dahl)

Photo by Brady: A Picture of the Civil War, Jennifer Armstrong

Looking Back (Lois Lowery)

All I Really Need to Know I Learned in Kindergarten (Robert Fulghum)

Suggested Interims - Benchmarks**End of Unit Common Task**

Write a narrative essay in response to the essential questions (How does growing up in extreme circumstances make childhood experiences different from traditional childhoods?) Choose at least three things learned from a character or an author and explain what you learned from them. Prepare to create a final draft of the writing.

Learning Plan Instructional Strategies**1. Literary Graphic Organizer**

- **As you read the one of the novels about children during the Civil War, take notes in a journal about the setting, list of characters and their traits, the character's internal responses and external behaviors to events in the story, the events that lead up to climax and the character's development. Consider the question: How do childhood memories continue to affect you as you grow? Be sure to record page numbers with relevant information or use sticky notes to cite text evidence during class discussions.**

2. Literature Response

Discuss the elements of setting with your classmates. Locate examples of how time, place and environment are used in the novel about the Civil War. Look back in the text to find specific examples of how the Author described the setting . Create a 3-column chart in your journal to help organize notes similar to the one below

Time	Place	Environment

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Create a character sketch of one of the characters from the novel, citing specific examples from the text. As a class, compare and contrast similarities and differences in how the characters develop over the course of the story, and discuss how we learn from the behavior of literary characters- both through examples and non-examples.

3. Class Discussion

The authors took a well-known event, the Civil War, and wrote about how it affected young people. Be sure to write down the page numbers of relevant information or mark your book with sticky notes, so you can cite text evidence during discussion.

- **How do the authors connect the story events to actual facts about the Civil War?**
- **What elements and details do they retain, and which ones do they omit?**

4. Narrative Writing

Write a prequel to the novel you read. Be sure to stay true to the original characters and open with an attention-getting scene. It should hook the reader from the start. Be sure to edit your writing for punctuation and grammar. Consider the following questions:

What elements of the original are important to maintain in creating a prequel?

What elements of setting will you include?

What early childhood occurrences may have affected the original characters?

5. Writing (Argument)

6. Dramatization/Fluency

Choose a scene from one of the books that you find humorous or that touched you in some way. Work with classmates to

present the scene as a dramatic reading.

7. Informative/Explanatory Writing

What did you learn about the Civil War from the novel you read that you didn't know before? How much historical fact do you "see" in the text? Write an informative essay in which you detail how the author of the novel you read incorporated factual details about the Civil War time period. Prior to drafting your essay, you should establish a plan for locating credible and reliable information about this era in history.

8. Poetry Response

Research poems about growing up. Using a character, event, setting, or problem from the novel you read, create a poem that addresses or focuses on that character, event, setting or problem. Try to immitate the style of a poet that you discivered in your research.

9. What does "growing up" mean to you? Based on the novel you read, does the author include all aspects of growing up? Write your own response in your journal

10. Word Study

Keep an index card file of words studied while reading your novel. Keeping the words on index cards will help you when we sort words by prefix, suffix, root words, meaning, spelling feature, and so on. Can you select a word and find its root? How do prefixes and suffixes affect the part of speech and spelling? (Note: This will be an ongoing activity all year long.)

11. Class Discussion (Questions Building on Texts Read in Grade 5)

Compare and contrast the characters in the three novels about the Civil War. How are their experiences similar? How are they different? How does the gender of these characters affect their experiences? (Socratic Discussion)

12. Informative/Explanatory Writing

Write an informative/explanatory essay in response to the essential questions (How do childhood memories continue to affect you as you grow?) Choose at least three things learned from a character and explain what you learned from them.

13. Grammar and Usage

Your teacher will teach mini-lessons on the individual language standards. For example, he/she will explain relative pronouns and adverbs to the class, and then you will practice some cloze activities as a class (i.e., (1) I told you about the dog _____ [who, whose, whom, which, that] lives next door. (2) The stars were shining _____ [brightly, bright] in the night sky.) Using samples of your own writing and others identify relative pronouns and adverbs.

14. Mechanics/Grammar Wall

As a class, create a mechanics/grammar bulletin board where, throughout the year, you will add to a checklist of editing topics as they are taught through targeted mini-lessons (e.g., proper use of punctuating dialogue) Once skills have been taught and listed on the bulletin board, students are expected to edit their work for the elements prior to publication.

15. Mechanics

Teach mini-lessons on the individual language standards. For example, as a class locate examples of commas, parentheses and dashes in books read in class. See if the class can generalize rules for when these are used.

Examples:

The 25th anniversary of our school (August 25, 2008) brought back memories for the retired teachers who worked there.

The 25th anniversary of our school-August 25, 2008- brought back memories for the retired teachers who worked there.

Sheila's youngest brother, Connor, will be visiting her in the hospital.

Then you will choose a piece of your own writing and see if there is a place where information could be added- and decide if a comma, parentheses, or a dash is needed. Check your work with a teacher.

16. Vocabulary Word Wall

As a class, create a vocabulary word wall bulletin board where, throughout the year, you will add and sort words as you learn them in each unit of study.

Core Shifts to be Incorporated

Shift 1	Balancing Informational & Literary Text	Students read a true balance of informational and literary texts.
Shift 2	Knowledge in the Disciplines	Students build knowledge about the world (domains/ content areas) through TEXT rather than the teacher or activities
Shift 3	Staircase of Complexity	Students read the central, grade appropriate text around which instruction is centered. Teachers are patient, create more time and space and support in the curriculum for close reading.
Shift 4	Text-based Answers	Students engage in rich and rigorous evidence based conversations about text.
Shift 5	Writing from Sources	Writing emphasizes use of evidence from sources to inform or make an argument.
Shift 6	Academic Vocabulary	Students constantly build the transferable vocabulary they need to access grade level complex texts. This can be done effectively by spiraling like content in increasingly complex texts.

Differentiation for Struggling Learners

Struggling learners are addressed in each lesson plan.

Differentiation for ELLs

- **WIDA Lesson Plan Share Space (link below):** Online template for content teachers and ESL specialists to create modified lessons for ELL students. Template provides language supports, language objectives, and WIDA language standards.
 - **Language supports** can include but are not limited to the following: **Sensory Support:** real-life objects (realia), manipulatives, pictures, illustrations and diagrams, magazines and newspapers, physical activities, video and films, broadcasts, models and figures. **Graphic Support:** charts, tables, graphs, timelines, graphic organizers. **Interactive Support:** in pairs or partners, in triads or small groups, in whole group, using cooperative group structures which allow for frequent interaction and language practice, using the internet or software programs like google translate on ipads, in the native language, with mentors.
 - **Building Background:** concepts should be linked to students' background experiences (in native country if appropriate), make explicit links between past learning and new concepts, and emphasize key vocabulary before and during lesson. Students should keep personal dictionaries with definitions in their first language when possible and comparisons of the word used in different forms
 - **Comprehensible input:** speak at a rate appropriate for students' proficiency level, enunciate, and use simple sentences to communicate ideas, especially for beginners. Use visuals, hands-on-activities, demonstrations, gestures, and body language.
 - **Review and assessment:** frequently give students feedback on their output, spot check students' comprehension throughout the lesson.
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Differentiation for Extension

Extensions will be addressed in each lesson plan.

Common Misconceptions

Setting includes time and place, not just place.

When creating a character map, when comparing how characters develop over the course of the story, remember that characterization can be directly stated by the author or implied through the writing.

Students often demonstrate difficulty determining the correct usage of relative pronouns and adverbs, as well as correct use of commas, parentheses and dashes.

Instructional Resources

See individual lesson plans

Suggested and Required Text

See individual lesson plans