

I Won't Grow Up

Essential Question

In this six week unit, students reflect on childhood—from literature to poetry to student experiences. They read biographies about authors to examine how life experiences influences authors.

How can we learn from characters and the authors about them?

CCSS standards	Resources, materials, activities and assessments
<p>Reading Standards for Literature 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> <ul style="list-style-type: none"> a. 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. b. Contrast detail that are “seen” and “heard” when reading the text to what is perceived when viewed or heard. <p>Reading Standards for Informational Text RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <ul style="list-style-type: none"> a. Cite evidence from the text to support analysis of information stated explicitly in the text. b. Cite evidence from the text to support analysis of inferences drawn from the text. <p>Writing Standards W.6.3 Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details and well-structured event sequences.</p> <ul style="list-style-type: none"> a. engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing and description, to develop experiences, events and/or characters. <p style="text-align: center;">Cont.</p>	<p>Literature Response/Essay (how is listening to text similar/different from watching the movie?) RL6.7, W6.1a,b,c,d,e L6.1a,b</p> <p>Class discussion. SL6.1a, RL6.1, RL6.6</p> <p>write a narrative W.6.3</p>

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- c. Use a variety of transition words, phrases and clauses to convey sequence and signal shifts from one time frame or setting to another.
- d. Use precise words and phrases, relevant descriptive details and sensory language to convey experiences and events.
- e. Provide a conclusion that follows from the narrated experiences or events.

Speaking and Listening Standards

SL.6.1 Engage effectively in a range of collaborative discussions (one on one, in groups, teacher led) with diverse partners on grade 6 topics and texts and issues building on others' ideas and expressing their own clearly.

- 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.
- b. Follow agreed-upon rules for discussions, set specific goals and deadlines and define individual roles as needed.

Language Standards

L.6.1 Demonstrate command of the conventions of standards English grammar and usage when writing or speaking.

- a. Ensure that pronouns are in the proper case (subjective, objective, possessive).
- b. Use intensive pronouns (e.g. myself, ourselves).
- c. Recognize and correct inappropriate shifts in pronoun number and person.
- d. Recognize and correct vague pronouns (e.g. ones with unclear or ambiguous antecedents).
- e. Recognize variations from standard English in their own and others' writing and speaking and identify and use strategies to improve expression in conventional language.

Class discussion. SL6.1a, RL6.1, RL6.6

Literature Response/Essay (how is listening to text similar/different from watching the movie?) RL6.7, W6.1a,b,c,d,e L6.1a,b