

Grade 6

# Language Arts Novel Unit

Designated Group	
<input type="checkbox"/> Accelerated	<input checked="" type="checkbox"/> On
<input checked="" type="checkbox"/> Above	<input type="checkbox"/> Below

Novel Title: <i>Rascal</i>	Author: Sterling North
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Marking Period:  Unit Length:

### Enduring Understanding(s):

Literature helps us learn about life.

The use of reading strategies affects comprehension.

Writing is both a thinking and communication process.

Language choices strengthen writing.

### Prerequisite(s):

1. Text structures help to organize and strengthen reading comprehension.
2. Background information about Sterling North
  - How does a memoir relate to the rest of an author's life?
  - How does Rascal become important in Sterling's life?<http://www.soemadison.wisc.edu/ccbc/usbbby/north/>
3. Poetic conventions
4. [http://cctc.comnet.edu/grammar/notorious/notorious\\_frames.htm](http://cctc.comnet.edu/grammar/notorious/notorious_frames.htm)
5. <http://www.nassio.com/silverstein/index.html>

### Curricular Connections:

<b>Science:</b> Life cycles Geology Animal behavior and eating habits	<b>Social Studies:</b> Population shifts Geomorphology
	<b>Math:</b> Weight gain rate

### Essential/Key Questions:

How do we learn about ourselves by reading about the experiences of others?

What reading strategies are most useful for the comprehension of biographies and poetry?

What does writing for personal expression teach us about literature?

How does language choice help us experience another's point of view?

### Technology Indicator(s):

Upon completion, students will be able to use computers and related technologies:

- As tools to increase productivity, promote creativity, and encourage collaboration.
- To communicate, collaborate, and interact effectively with multiple audiences.
- To gather, evaluate, and analyze information/data and report results.

### Evidence of Learning:

**Formative Assessments:**

- Diagnostic Reading Test
- CTBS
- Self-selected reading teacher conference logs

**Summative Assessments:**

- Unit I limited writing; Summarizing and making effective transitions.
- One-minute writings
- Use letter/memo format to inform.
- Graphic organizers
- Student responses
- Extended writing

### Instructional Resources:

Links to other literature:

[SourceBook](#)

"Father" p12 (transitions)

"Mother" p22 (connections)

"Summer Berries" p101 (personal experience)

[DayBook](#)

"The River" p203 (author's style) Read Aloud

"Dancing Carl" p207 (characterization)

"The Beat Goes On" p184

[Interactive Reader](#)

"Eleven" p3 (connections)

"From Wood Song" p67

Shel Silverstein – poetry selections site