

Cedar Grove School District

Cedar Grove, NJ

2019

Grade 6

Language Arts Literacy

Revisions Approved by the Cedar Grove Board of Education
October 2019

Superintendent of Schools
Mr. Michael J. Fetherman

Board of Education
Mrs. Christine Dye, President
Mr. David Schoner, Vice-President
Mrs. Nicole DiChiara
Mrs. Michele Mega
Mr. Leonard Splendoria

Grade 6 Course Description

Curricular units integrate the instruction of all the language arts, that is, reading, writing, speaking and listening, and language. Assignments are aligned to the New Jersey Student Learning Standards for English Language Arts. Students will react, respond, and apply critical thinking and problem solving strategies to language arts experiences and apply current and emergent technologies. In this course, students will develop comprehension skills by reading increasingly complex texts including fiction, non-fiction, poetry, and several grade appropriate novels for both individual study and literature circle discussions. In addition, students will apply the writing process to develop writing that is pertinent and specific to tasks, purposes, and audiences. Through writing and discussion students will use proper language conventions to clearly communicate. These skills will afford students the opportunity to become proficient readers and writers.

**This curriculum was written in alignment with the
NEW JERSEY STUDENT LEARNING STANDARDS
for English Language Arts
and the
NEW JERSEY STUDENT LEARNING STANDARDS
for 21st Century Life and Careers**

All the New Jersey Student Learning Standards can be viewed at
<https://www.nj.gov/education/cccs/>

**This curriculum is aligned to the to the topic(s) set forth by the
NEW JERSEY AMISTAD CURRICULUM and the
*NEW JERSEY COMMISSION FOR HOLOCAUST EDUCATION***

The New Jersey Amistad Curriculum can be viewed in at <http://www.njamistadcurriculum.net/>

The New Jersey Commission for Holocaust Education can be viewed in at

<https://www.state.nj.us/education/holocaust/>

Grade 6 Pacing Guide

Unit 1	7 Weeks
Unit 2	8 Weeks
Unit 3	6 Weeks
Unit 4	7 Weeks
Unit 5	8 Weeks

Grade 6

Language Arts Literacy

Unit 1 Literature: Fiction – Narrative / Descriptive/ Speculative Writing

7 Weeks

Effective narratives contain specific elements including characters, setting, plot and conflict, theme, point of view, dialogue, sensory details, and exact vocabulary. In this unit, sixth grade students learn to identify these elements within a wide range of complex narrative texts. Students will also examine methods of discussing how different elements rely on one another to form a well-structured and entertaining story. Students will utilize these elements to compose their own narrative/descriptive/speculative writing.

21st Century Skills

21st Century Themes

E-Encouraged, T-Taught, or A-Assessed in this unit

	Global Awareness	A	Creativity and Innovation
X	Environmental Literacy	E	Critical Thinking and Problem Solving
	Health Literacy	T	Communication
X	Civic Literacy	T	Collaboration

Career Ready Practices

- **CRP2.** Apply appropriate academic and technical skills.
- **CRP4.** Communicate clearly and effectively and with reason.
- **CRP6.** Demonstrate creativity and innovation
- **CRP7.** Employ valid and reliable research strategies.
- **CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
- **CRP11.** Use technology to enhance productivity.

Unit 1 Learning Targets

Students will be able to...

- Identify and analyze literary elements and techniques in different genres of fiction
- Participate in group discussion and provide thoughtful insight into fictional works
- Apply effective writing strategies in descriptive, narrative, and speculative writing
- Recognize that an author's style and purpose are connected
- Apply a variety of reading comprehension strategies
- Analyze the literary elements in short stories
- Reread to make sense of difficult text
- Utilize language conventions such as punctuation, consistency (tense and agreement), spelling, and figurative language to improve their writing skills
- Compose narrative essays that include effective introductory elements (thesis, setting, characters), narrative techniques (event sequencing, dialogue, sensory details), transition words/phrases, and concluding thoughts/statements
- Compose clear and coherent writing illustrating organization, development, and style addressing purpose and audience
- Participate in individual and collaborative revision and editing
- Express their interpretations/opinions through collaborative group discussions
- Participate in think/pair/share sessions designed to encourage collaboration and critical thinking

Writing Activities

Writing	Research	Narrative
<ul style="list-style-type: none"> ▪ Reader's Workshop Graphic Organizers/ Writing Assessment ▪ Evidence Based Constructed Response 	<ul style="list-style-type: none"> ▪ Novel-based Research 	<ul style="list-style-type: none"> ▪ Autobiographical Incident Essay ▪ Setting-based Narrative ▪ Alternative Ending Narrative Essay ▪ Voice/Tone-based Narrative ▪ Sensory Details-based Narrative ▪ Dialogue-based Narrative ▪ Character-based Narrative ▪ Theme-based Narrative ▪ Various Timed Narratives

New Jersey Student Learning Standards for ELA

RL.6.1	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RL.6.3	Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
RL.6.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
RL.6.6	Explain how an author develops the point of view of the narrator or speaker in a text.
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.
RI.6.1	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
W.6.2	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> a. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal/academic style, approach, and form. f. Provide a concluding statement or section that follows from the information or explanation presented.
W.6.3	<p>Write narratives to develop real or imagined experiences or events using effective technique, 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. 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.
W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
W.6.6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
W.6.9	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their</p>

	approaches to similar themes and topics”).
W.6.10	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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. <ul style="list-style-type: none"> 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 rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
SL.6.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
SL.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> a. Ensure that pronouns are in the proper case (subjective, objective, possessive). b. Use intensive pronouns (e.g., <i>myself</i>, <i>ourselves</i>). c. Recognize and correct inappropriate shifts in pronoun number and person. d. Recognize and correct vague pronouns (i.e., 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.
L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/ parenthetical elements. b. Spell correctly.
L.6.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ul style="list-style-type: none"> a. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice. b. Maintain consistency in style and tone.
L.6.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. <ul style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.6.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none"> a. Interpret figures of speech (e.g., personification) in context. b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.

	c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i> , <i>scrimping</i> , <i>economical</i> , <i>unwasteful</i> , <i>thrifty</i>).
L.6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

New Jersey Student Learning Standards for Social Studies

6.1.8.B.2.b	Compare and contrast how the search for natural resources resulted in conflict and cooperation among European colonists and Native American groups in the New World.
6.1.8.D.1.b	Explain how interactions among African, European, and Native American groups began a cultural transformation.
6.1.8.D.2.b	Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed.
6.1.8.C.2.a	Compare the practice of slavery and indentured servitude in Colonial labor systems.

New Jersey Student Learning Standards for Science

MS-LS1-6	Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms
MS-LS4-4	Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment.
MS-ESS1-4	Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth's 4.6-billion-year-old history.

New Jersey Student Learning Standards for Technology

8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools.
8.1.8.A.2	Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability
8.1.8.D.1	Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.
8.1.8.D.4	Assess the credibility and accuracy of digital content.
8.1.8.E.1	Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

Unit 1 Essential Questions	Unit 1 Enduring Understandings
<ul style="list-style-type: none"> ● How are literary elements used in fiction? ● How does discussion improve understanding of fictional works? ● How do students demonstrate command of the conventions of Standard English, grammar, and usage when writing, speaking, reading, or listening? 	<ul style="list-style-type: none"> ● Personal experience affects the reader's point of view and his/her ability to connect with the story. ● Writers use a text plus personal experience and prior knowledge to formulate and brainstorm ideas when beginning the writing process. ● Proficient readers are able to understand the story and also to extend their ideas beyond the text.

Differentiation and Accommodation Strategies

<p>Special Education Students https://drive.google.com/file/d/1pXMBRAkgXzIKydcGXqtd1uF7BFhNERBo/view?usp=sharing</p> <p>Gifted and Talented Students https://docs.google.com/document/d/1MCwETsNKvMHRbt5nulv1pqWL8iiJR7OTFclAK1Asg8c/edit?usp=sharing</p> <p>ESL-ELL Students https://docs.google.com/document/d/1OfSYISpBf8PtU6n7lfVUzyWgIFGF_BFbL3Noyx3li0k/edit?usp=sharing</p> <p>At-Risk Students https://docs.google.com/document/d/1CY7vktfQFnMktecvxGNSVZ6H1OiO1OOCdC0u94orml/edit?usp=sharing</p> <p>Students with 504 Plans https://docs.google.com/document/d/1v5mx341pWo-cvOQ7gg7DEp79jrvT8kGMMQ-</p>
--

Additional Reading/Writing Differentiation and Accommodations Strategies:

- Strategy and flexible groups based on formative assessment and/or student choice
- Guided reading groups
- One: One conferring with teacher
- Student selected goals for reading
- Level of independence

Suggested Texts

- | | |
|---|--|
| <ul style="list-style-type: none">▪ Student Selected Summer Reading Novels▪ “All Summer in a Day” by Ray Bradbury▪ “The Stone” by Lloyd Alexander▪ “The First Emperor” by Daniel Cohen▪ “The Good Deed” by Marion Dane Bauer▪ “Jeremiah’s Song” by Walter Dean Myers▪ “Eleven” by Sandra Cisneros | <ul style="list-style-type: none">▪ “The Phantom Tollbooth, Act One” by Norton Juster, dramatized by Susan Nanus▪ Aesop’s Fables▪ “The Prince and the Pauper” by Mark Twain, dramatized by Joellen Bland▪ Teacher Selected Online Texts |
|---|--|

Evidence of Learning

Formative Assessment

- Teacher’s Running Anecdotal/Observational Records (*varies throughout the school year)
- Student oral responses/discussions in partner or small group work (guided reading or strategy groups)
- Student Reading Journals/Notebooks
- Small Group Instruction/Conferencing - to scaffold reading strategies

Pre-Unit Assessment

- Narrative Reading– Story Elements, Character Analysis, Setting, Plot and Sequence, Predictions, Vocabulary
- Writing with Narrative Texts – Plot Sequence, Structure, Support, Text Evidence, Details, Capitalization, Punctuation, Transitional Words, Closing– Rubric
 - Suggested Texts: Student Selected Summer Reading Novels

Technology-Based Formative Assessments

- Newsela, <https://www.newsela.com> - Benchmark
 - Skills: Information Text, Opinion-Based Constructed Response Questions
- Moby Max, <http://www.mobymax.com>. - Benchmark
 - Literature and Information, Fluency, Writing
- Common Lit, <http://www.commonlit.com> - Benchmark
 - Narrative Text-Comprehension-Text Evidence, Context Vocabulary , Evidence Based Constructed Response
- ReadWriteThink, www.readwritethink.org – Benchmark
 - Narrative Text -Plot Diagram, Story Maps

Alternative Formative Assessments

- Oral Question and Answer
- Graphic Organizers/Maps/Webs
- Student/Group Conferencing Narrative/Opinion Writing Skills, Fluency

Summative Assessment

- End of Unit 1 Benchmark Assessment-Narrative Text– Rubric

Summative Post-Assessment:

- Novel Assessment-Fiction: Skills: Comprehension, Conflict, Story Elements, Text Evidence, Evidence Based Response Questions
 - Suggested Texts: Student Selected Summer Reading Novel
- Narrative Text: Story Elements, Character Analysis, Setting, Plot and Sequence, Predictions, Vocabulary, Use of Text Evidence, Grammar, Punctuation, Development of Topic Transitions-Rubric

- Suggested Text: *All Summer in A Day, Spugete Detectives*

Instructional Materials and Resources

- *Holt Literature, Grade 6*, Houghton Mifflin Harcourt Publishing Company, 2012
- *Holt Elements of Language: Introductory Course*, Holt, Rinehart and Winston, 2007
- *Daily Academic Vocabulary*, Evan Moor, 2007
- *Scholastic Magazine*, Scholastic Inc.
- *Brain Pop*, www.brainpop.com
- *YouTube*, www.youtube.com

Holocaust Resources

- <http://www.state.nj.us/education/holocaust/>
- <http://www.nj.gov/education/holocaust/curriculum/>
- <https://www.state.nj.us/education/holocaust/resources/>
- <https://www.state.nj.us/education/holocaust/curriculum/Universal9-12.pdf>
<http://www.nj.gov/education/holocaust/curriculum/UniversalIntro.pdf>

Amistad Curriculum Resources

- <http://www.nj.gov/education/amistad/>
- <http://www.nj.gov/education/amistad/resources/literacy.pdf>
- <http://www.njamistadcurriculum.net/>

Grade 6

Language Arts Literacy

Unit 2: Reading Informational Text/ Informative and Explanatory Writing

8 Weeks

Informational texts contain features such as headings and subheadings, keywords, graphics, captions, etc. In this unit, sixth grade students learn how to use these features to aid in comprehension of the text. Effective informational writing follows a structured format containing a clear thesis statement and appropriate and differentiated supporting details that lead to a logical conclusion. In this unit, sixth grade students learn how to identify these elements in texts and discuss how each component contributes to the overall structure and purpose of the text. Students will utilize these elements to compose their own informational writing.

21st Century Skills

21st Century Themes

E-Encouraged, T-Taught, or A-Assessed in this unit

X	Global Awareness	E	Creativity and Innovation
	Environmental Literacy	A	Critical Thinking and Problem Solving
X	Health Literacy	T	Communication
X	Civic Literacy	E	Collaboration

Career Ready Practices

- **CRP2.** Apply appropriate academic and technical skills.
- **CRP4.** Communicate clearly and effectively and with reason.
- **CRP6.** Demonstrate creativity and innovation.
- **CRP7.** Employ valid and reliable research strategies.
- **CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
- **CRP11.** Use technology to enhance productivity.

Unit 2 Learning Targets

Students will be able to...

- Use graphic organizers to plan and organize written responses
- Compose a variety of written responses/essays to informational texts
- Use context clues to determine interdisciplinary terminology and references
- Interpret visuals/illustrations (charts, pictures, tables, graphs, etc.) as supplemental references to text
- Compare and contrast a variety of word choice techniques to enhance writing
- Compare and contrast similarly-themed texts
- Compare and contrast similar or opposing viewpoints on the same topic
- Formulate claims and findings based on credible and valid evidence/reasons
- Recognize and apply effective argumentative techniques and strategies through reading a variety of texts
- Defend their points of view by constructing a persuasive argument
- Compare and contrast a variety of word choice techniques to enhance persuasive writing
- Compose informative/explanatory essays which examine a topic/convey an idea, include relevant research/text-based content, and exemplify topic development, appropriate grade-level language/vocabulary, effective transitions, and conclusion
- Interpret information presented in a variety of media formats and explain its relevance
- Practice keyboarding skills to format and compose essays

Writing Activities

Writing	Research	Expository/Narrative
<ul style="list-style-type: none"> ● Thesis Statement Practice ● Reader's Workshop Graphic Organizers/Writing Assessments ● Narrative-Based Text Essays ● Constructed Response ● Journal Entries ● Novel Based Group Project 	<ul style="list-style-type: none"> ● Novel Based Research Constructed Response 	<ul style="list-style-type: none"> ● How To Essay ● Citing textual evidence within constructed response and journal entries ● Expository Paragraphs including main idea, supporting details, and concluding sentence ● Hooks/Leads ● Narrative Essay-Constructed

- Response
- Novel-based Constructed Response
 - Various Timed Essays

New Jersey Student Learning Standards for ELA

RL.6.1	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.6.1	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RI.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
RI.6.5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of ideas.
RI.6.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
RI.6.9	Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. <ul style="list-style-type: none"> a. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal/academic style, approach, and form. f. Provide a concluding statement or section that follows from the information or explanation presented.
W.6.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. <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. 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.
W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
W.6.6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
W.6.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.

	Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).
W.6.10	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences
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. <ul style="list-style-type: none"> 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 rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
SL.6.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
SL.6.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).
SL.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> 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 (i.e., 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.
L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. b. Spell correctly.
L.6.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ul style="list-style-type: none"> a. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice. b. Maintain consistency in style and tone.
L.6.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. <ul style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and

	phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.		
New Jersey Student Learning Standards for Social Studies			
6.1.8.C.3.b	Summarize the effect of inflation and debt on the American people and the response of state and national governments during this time.		
6.1.8.D.3.b	Explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.		
6.1.8.D.3.a	Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution.		
New Jersey Student Learning Standards for Science			
MS-PS3-5	Construct, use, and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object		
New Jersey Student Learning Standards for Technology			
8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools.		
8.1.8.A.2	Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability		
8.1.8.D.1	Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.		
8.1.8.D.2	Demonstrate the application of appropriate citations to digital content.		
8.1.8.D.4	Assess the credibility and accuracy of digital content.		
8.1.8.E.1	Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.		
Unit 2 Essential Questions			
<ul style="list-style-type: none"> • How do readers compare and contrast two texts? • How do writers formulate and brainstorm their own ideas/thesis statements from informative texts? • How do writers organize and sequence main ideas, information, facts, and details so the reader can understand it? 	Unit 2 Enduring Understandings		
<ul style="list-style-type: none"> • A writer can express his ideas/claims/opinions in both written and verbal communication. • Writers use effective prewriting strategies to formulate ideas/thesis statements. • Understanding informational text may require readers to reread and analyze details. 			
Differentiation and Accommodation Strategies			
Special Education Students			
https://drive.google.com/file/d/1pXMBRAkgXzlKydcGXqtd1uF7BFhNERBo/view?usp=sharing			
Gifted and Talented Students			
https://docs.google.com/document/d/1MCwETsNKvMHrbt5nulv1pqWL8iiJR7OTFclAK1Asg8c/edit?usp=sharing			
ESL-ELL Students			
https://docs.google.com/document/d/1OfSYISpBf8PtU6n7IfVUzyWgIFGF_BFbL3Noyx3li0k/edit?usp=sharing			
At-Risk Students			
https://docs.google.com/document/d/1CY7vktfQFnMktecvxGNSVZ6H10iO1OOCDCD0u94orml/edit?usp=sharing			
Students with 504 Plans			
https://docs.google.com/document/d/1v5mx341pIWocvOOQ7gg7DEp79jrvT8kGMMQ-SC4B66w/edit?usp=sharing			
Additional Reading/Writing Differentiation and Accommodations Strategies:			
<ul style="list-style-type: none"> • Strategy and flexible groups based on formative assessment and/or student choice • Guided reading groups • One: One conferring with teacher • Student selected goals for reading • Level of independence 			
Suggested Texts			

- *Maniac Magee* by Jerry Spinelli
- *Surviving the Applewhites* by Stephanie S. Tolan
- “Woodsong” by Gary Paulsen
- “How to Make a Flying Fish” by Paula Morrow
- “The Bracelet” by Yoshiko Uchida
- “Wartime Mistakes, Peacetime Apologies” by Nancy Day
- Over the Top of the World by Will Steger
- “Spellbinder” by Tom Lalicki
- “A Christmas Carol” by Charles Dickens, adapted by Candy Mazze

- “How to Make a Luminario” by Anonymous
- Excerpt from FDR’s *Pearl Harbor Speech* by Franklin D. Roosevelt
- Digging Up The Past: Discovery and Excavation of Shi Huangdi’s Tomb by Helen Wieman
- “What Video Games Can Teach Us” by Emily Sohn
- “The Violent Side of Video Games”
- “Yes! It’s Time to Scale Back” by Amanda Ripley
- Teacher Selected Online Texts

Assessment - Evidence of Learning

Formative Assessment

- Teacher’s Running Anecdotal/Observational Records (*varies throughout the school year)
- Student oral responses/discussions in partner or small group work (guided reading or strategy groups)
- Student Reading Journals/Notebooks
- Small Group Instruction/Conferencing - to scaffold reading strategies

Pre-Unit Assessment

- Informational Text– Types of Informational Texts, Features, Structure, Facts, Main Idea, Supporting Details, Compare/Contrast, Context Vocabulary
- Writing with Informational Texts Thesis Statement, Main Ideas, Text Evidence, Support and Development, Capitalization, Punctuation, Transitional Words, Closing– Rubric
- Narrative Text: Point of View, Character Analysis, Setting

Technology-Based Formative Assessments

- Newsela, <https://www.newsela.com>
 - Skills: Information Text, Facts/Opinions, Constructed Response Questions
- Moby Max, <http://www.mobymax.com>
 - Informational Texts, Features, Evidence, Context Vocabulary
- Common Lit, <http://www.commonlit.com>
 - Informational Text-Comprehension-Text Evidence, Context Vocabulary , Evidence Based Constructed Response
- ReadWriteThink, www.readwritethink.org
 - Narrative Text -Plot Diagram, Story Maps

Alternative Formative Assessments

- Oral Question and Answer
- Graphic Organizers/Maps/Webs
- Student/Group Conferencing Narrative/Opinion Writing Skills, Fluency

Summative Assessment

- End of Unit 2 Benchmark Assessment-Informational Text– Rubric

Summative Post-Assessment:

- Informational Reading and Writing: Features, Structure, Facts, Main Idea, Supporting Details, Context Vocabulary, Thesis Statement, Main Ideas, Text Evidence, Support and Development, Capitalization, Punctuation, Transitional Words, Closing– Rubric
 - Suggested Texts: Selections from *Windsong*
- Novel Assessment-Fiction: Skills: Story Elements, Point of View, Character Analysis, Setting, Text Evidence, Evidence Based Response Questions - Rubric
 - Suggested Texts: *Maniac Magee*, *Surviving the Applewhites*

Instructional Materials and Resources

- *Holt Literature, Grade 6*, Houghton Mifflin Harcourt Publishing Company, 2012
- *Holt Elements of Language: Introductory Course*, Holt, Rinehart and Winston, 2007

- *Daily Academic Vocabulary*, Evan Moor, 2007
- *Scholastic Magazine*, Scholastic Inc.
- *Brain Pop*, www.brainpop.com
- *YouTube*, www.youtube.com

Holocaust Resources

- <http://www.state.nj.us/education/holocaust/>
- <http://www.nj.gov/education/holocaust/curriculum/>
- <https://www.state.nj.us/education/holocaust/resources/>
- <https://www.state.nj.us/education/holocaust/curriculum/Universal9-12.pdf>
<http://www.nj.gov/education/holocaust/curriculum/UniversalIntro.pdf>

Amistad Curriculum Resources

- <http://www.nj.gov/education/amistad/>
- <http://www.nj.gov/education/amistad/resources/literacy.pdf>
- <http://www.njamistadcurriculum.net/>

Integration of Technology

- Computers
- SMART Board/Projector
- Chromebooks
- Internet/Video Streaming
- Google Classroom
- CD/DVD

Grade 6

Language Arts Literacy

Unit 3: Fiction and Non-Fiction, Informative/ Explanatory and Opinion Writing, and Research-Based Tasks

6 Weeks

In this unit, students continue to develop independence and proficiency in their reading lives by applying learned reading strategies and engaging with new ones in fiction and nonfiction reading. Students will be presented with a multitude of narrative and informational texts on topics of their choice to identify and comprehend the main idea and key details in a whole passage and in smaller sections. Readers will work independently, in pairs, and in groups to document their findings in lists, stop and jots, annotations, notes, and summaries to further propel their understanding of their topic. Furthermore, students will elevate their level of understanding by discovering how newfound information connects to previously learned facts, and finding ways to synthesize them together seamlessly. To learn more about a topic, readers will understand how to verify sources, cite text, and research thoughtfully. This thoughtful work will allow for positive opportunities to appreciate nonfiction.

21st Century Skills

21st Century Themes

E-Encouraged, T-Taught, or A-Assessed in this unit

	Global Awareness	E	Creativity and Innovation
X	Environmental Literacy	A	Critical Thinking and Problem Solving
	Health Literacy	T	Communication
X	Civic Literacy	E	Collaboration

Career Ready Practices

- **CRP4.** Communicate clearly and effectively and with reason.
- **CRP6.** Demonstrate creativity and innovation.
- **CRP7.** Employ valid and reliable research strategies.
- **CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
- **CRP10.** Plan education and career paths aligned to personal goals.
- **CRP11.** Use technology to enhance productivity.

Unit 3 Learning Targets

Students will be able to...

- Recognize and understand elements of expository writing.
- Use graphic aids to enhance comprehension.
- Engage in a collaborative discussion.
- Use the following reading and thinking skills: summarizing, generalizing, problems and solutions, skimming and scanning; sequence of events, synthesizing, and elaborating.
- Identify author's purpose, character, point of view, mood, and literary language.
- Ask questions to gain understanding.
- Carefully cite resources to avoid plagiarism
- Write explanatory and opinion-based selections of writing.
- Determine a writer's point of view or stance on a given topic presented in a variety of media formats
- Demonstrate researching skills and assess valid and invalid sources.
- Demonstrate keyboarding skills by using technology to produce and publish coherent, purposeful writing.

Writing Activities

Writing	Research	Expository/Narrative
<ul style="list-style-type: none"> ● Reader's Workshop Graphic Organizers and Writing Assessments ● Constructed Response ● Paired Text-Narrative and Information Texts ● Journal Entries ● Novel Based Group Project 	<ul style="list-style-type: none"> ● Influential Person Project Research Component ● Writing Based on Multiple Sources 	<ul style="list-style-type: none"> ● Narrative/Expository Writing Assignments ● Novel-based Constructed Response ● Citing Textual Evidence within constructed response and journal entries ● Non-Fiction Constructed Response

- Narrative-based Constructed Response
- Various Timed Essays

New Jersey Student Learning Standards for ELA

RL.6.1	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
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.
RI.6.1	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RI.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
RI.6.5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of ideas.
RI.6.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
RI.6.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
RI.6.8	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
W.6.1	Write arguments to support claims with clear reasons and relevant evidence. <ul style="list-style-type: none"> a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal/academic style, approach, and form. e. Provide a concluding statement or section that follows from the argument presented.
W.6.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. <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. 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.
W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
W.6.6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum

	of three pages in a single sitting.
W.6.8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
W.6.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>grade 6 Reading standards</i> to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).
W.6.10	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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. 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 rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
SL.6.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
SL.6.3	Deconstruct a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
SL.6.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).
SL.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
L.6.1	Demonstrate command of the conventions of standard 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 (i.e., 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.
L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. c. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. d. Spell correctly.
L.6.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice. b. Maintain consistency in style and tone.
L.6.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a

	<p>word (e.g., audience, auditory, audible).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	
L.6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	
New Jersey Student Learning Standards for Social Studies		
6.1.8.A.4.a	Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements.	
6.1.8.C.3.b	Summarize the effect of inflation and debt on the American people and the response of state and national governments during this time.	
New Jersey Student Learning Standards for Science		
MS-PS3-5	Construct, use, and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object	
New Jersey Student Learning Standards for Technology		
8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools.	
8.1.8.A.2	Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability	
8.1.8.D.1	Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.	
8.1.8.D.2	Demonstrate the application of appropriate citations to digital content.	
8.1.8.D.4	Assess the credibility and accuracy of digital content.	
8.1.8.E.1	Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.	
Unit 3 Essential Questions		
<ul style="list-style-type: none"> • What constitutes valid evidence? • What active reading strategies can be applied to expository prose? • How can various interpretations through various mediums affect opinion? 	Unit 3 Enduring Understandings	
	<ul style="list-style-type: none"> • Readers use a multitude of strategies to construct meaning within a text. • The expository writer's job is to explain things clearly. • Good writers use strategies to prewrite, organize ideas logically, differentiate evidence to support, conclude with a strong statement, and revise/edit according to purpose and audience. 	
Differentiation and Accommodation Strategies		
Special Education Students		
https://drive.google.com/file/d/1pXMBRAkgZlKydcGXqtd1uF7BFhNERBo/view?usp=sharing		
Gifted and Talented Students		
https://docs.google.com/document/d/1MCwETsNKvMhrbt5nulv1pqWL8iiJR7OTFciAK1Asg8c/edit?usp=sharing		
ESL-ELL Students		
https://docs.google.com/document/d/1OfSYISpBf8PtU6n7lfVUzyWgIFGF_BFbL3Noyx3li0k/edit?usp=sharing		
At-Risk Students		
https://docs.google.com/document/d/1CY7vktfQFnMktecvxGNSVZ6H1O1OOCDCD0u94orml/edit?usp=sharing		
Students with 504 Plans		
https://docs.google.com/document/d/1v5mx341piWo-cvOQ7gg7DEp79jrvT8kGMMQ-SC4B66w/edit?usp=sharing		
Additional Reading/Writing Differentiation and Accommodations Strategies:		
<ul style="list-style-type: none"> • Strategy and flexible groups based on formative assessment and/or student choice 		

- Guided reading groups
- One: One conferring with teacher
- Student selected goals for reading
- Level of independence

Suggested Texts

- | | |
|--|--|
| <ul style="list-style-type: none"> • <i>Island of the Blue Dolphins</i> by Scott O’Dell • <i>Where the Red Fern Grows</i> by Wilson Rawls • <i>Stargirl</i> by Jerry Spinelli • <i>Bridge to Terabithia</i> by Katherine Paterson • <i>A Wrinkle in Time</i> by Madeleine L’Engle • “Dog of Pompeii” by Louis Untermeyer • Excerpt from <i>My Life</i> by Helen Keller • “Galileo and His Telescope” by Anonymous • <i>No More Dead Dogs</i> by Gordon Korman • “Skateboard Science” Online Article • <i>Among the Hidden</i> by Margaret Peterson Haddix | <ul style="list-style-type: none"> • <i>The Egypt Game</i> by Zilpha Keatley Snyder • <i>Summer of the Swans</i> by Betsy Byars • <i>The Fighting Ground</i> by Avi • <i>Hoot</i> by Carl Hiaasen • <i>Lily’s Crossing</i> by Patricia Reilly Giff • <i>Jacob Have I Loved</i> by Katherine Paterson • “The Violent Side of Video Games” by Emily Sohn • “Bird Brains” by Gareth Huw Davies • “Aunt Misery” by Judith Ortiz Cofer • Teacher Select Online Texts • <i>Scholastic Magazine</i> Articles |
|--|--|

Assessment - Evidence of Learning

Formative Assessment

- Teacher’s Running Anecdotal/Observational Records (*varies throughout the school year)
- Student oral responses/discussions in partner or small group work (guided reading or strategy groups)
- Student Reading Journals/Notebooks
- Small Group Instruction/Conferencing - to scaffold reading strategies

Pre-Unit Assessment

- Informational Text– Explanatory/Biographical and Opinion- Structures, Main Idea, Thesis and topic Development, Structure, Fact/Opinion, Documenting Sources, Citations - Rubric
- Opinion/Argumentative Writing: Thesis Statement, Main Ideas, Developing Reasons, Text Evidence and Support, Capitalization, Punctuation, Transitional Words, Closing– Rubric
- Oral Presentation: Two minute Oral Presentation on Various Student Selected Topics – Oral Presentation Rubric
- Narrative Text: Paired Text- Theme, Comparisons, Character Analysis, Context Vocabulary

Technology-Based Formative Assessments

- Newsela, <https://www.newsela.com>
 - Skills: Information Text, Context Vocabulary, Main Idea, Constructed Response Questions
- Moby Max, <http://www.mobymax.com>.
 - Informational and Narrative Texts, Features, Using Text Evidence, Context Vocabulary
- Common Lit, <http://www.commonlit.com>
 - Informational and Narrative- Pair Texts: Comprehension-Text Evidence, Context Vocabulary, Theme, Evidence Based Constructed Response
- ReadWriteThink, www.readwritethink.org
 - Narrative Text –Theme Analysis, Text Evidence

Alternative Formative Assessments

- Oral Question and Answer
- Graphic Organizers/Maps/Webs
- Student/Group Conferencing Narrative/Opinion Writing Skills, Fluency

Summative Assessment

- End of Unit 3 Benchmark Assessment -Paired Text Comprehension, Comparison– Rubric

Summative Post-Assessment:

- Informational Reading and Writing: Thesis and Thesis Development, Main Idea, Supporting Details,

Context Vocabulary, Thesis Statement, Main Ideas, Text Evidence, Support and Development, Capitalization, Punctuation, Transitional Words– Rubric

- Oral Presentation of Argumentative Writing: Skills: Eye Contact, Body Language, Vocal Inflection, Structure – Oral Presentation Rubric
- Narrative Reading and Writing Assessment-Paired Text: Skills: Theme, Point of View, Character Analysis, Setting, Text Evidence, Evidence Based Response Questions - Rubric
 - Suggested Texts: *Stargirl*, *Summer of the Swans*

Instructional Materials and Resources

- *Holt Literature, Grade 6*, Houghton Mifflin Harcourt Publishing Company, 2012
- *Holt Elements of Language: Introductory Course*, Holt, Rinehart and Winston, 2007
- *Daily Academic Vocabulary*, Evan Moor, 2007
- *Scholastic Magazine*, Scholastic Inc.
- *Brain Pop*, www.brainpop.com
- *YouTube*, www.youtube.com

Holocaust Resources

- <http://www.state.nj.us/education/holocaust/>
- <http://www.nj.gov/education/holocaust/curriculum/>
- <https://www.state.nj.us/education/holocaust/resources/>
- <https://www.state.nj.us/education/holocaust/curriculum/Universal9-12.pdf>
<http://www.nj.gov/education/holocaust/curriculum/UniversalIntro.pdf>

Amistad Curriculum Resources

- <http://www.nj.gov/education/amistad/>
- <http://www.nj.gov/education/amistad/resources/literacy.pdf>
- <http://www.njamistadcurriculum.net/>

Integration of Technology

- Computers
- SMART Board/Projector
- Chromebooks
- Internet/Video Streaming
- Google Classroom
- CD/DVD

Grade 6

Language Arts Literacy

Unit 4: Reading Literature, Drama, and Poetry/Writing Narrative

7 Weeks

Literature communicates global messages through the use of narrative and poetic elements. In this unit, sixth grade students learn how to identify these messages and cite textual evidence to show how they are conveyed. Students will use narrative and poetic elements to enhance their own writing.

21st Century Skills

21st Century Themes

E-Encouraged, T-Taught, or A-Assessed in this unit

X	Global Awareness	A	Creativity and Innovation
	Environmental Literacy	E	Critical Thinking and Problem Solving
	Health Literacy	T	Communication
X	Civic Literacy	E	Collaboration

Career Ready Practices

- **CRP4.** Communicate clearly and effectively and with reason.
- **CRP6.** Demonstrate creativity and innovation.
- **CRP7.** Employ valid and reliable research strategies.
- **CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
- **CRP10.** Plan education and career paths aligned to personal goals.
- **CRP11.** Use technology to enhance productivity.

Unit 4 Learning Targets

Students will be able to...

- Adapt speech to different contexts and tasks
- Present ideas/claims orally using effective communication skills
- Identify literary elements found in short stories, poetry and biographies.
- Use technology for research (Internet)
- Determine valid/invalid web-based resources
- Use correct citations to avoid plagiarism
- Provide bibliography to avoid plagiarism
- Participate in collaborative discussions
- Support responses with textual evidence
- Use poetic devices to create original poetry

Writing Activities

Writing	Research	Narrative
<ul style="list-style-type: none"> ● Reader's Workshop Graphic Organizers and Writing Assessments ● Constructed Response ● Journal Entries 	<ul style="list-style-type: none"> ● Influential Person Research Paper 	<ul style="list-style-type: none"> ● Narrative Poetry ● Text Based Narrative Writing Assignments ● Poetry Compare and Contrast Response ● Black Out Poetry ● Metaphor Poetry ● Preposition Poetry

New Jersey Student Learning Standards for ELA

RL.6.1	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

RL.6.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
RL.6.6	Explain how an author develops the point of view of the narrator or speaker in a text.
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.
RL.6.9	Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
RL.6.10	By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.
RI.6.1	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
RI.6.9	Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
W.6.2	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ol style="list-style-type: none"> Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use appropriate transitions to clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal/academic style, approach, and form. Provide a concluding statement or section that follows from the information or explanation presented.
W.6.3	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ol style="list-style-type: none"> 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. Use narrative techniques, such as dialogue, pacing, and description to develop experiences, events, and/or characters. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. Provide a conclusion that follows from the narrated experiences or events.
W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
W.6.6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
W.6.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
W.6.8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

W.6.9	Draw evidence from literary or informational texts to support analysis, reflection, and research a. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).
W.6.10	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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. 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 rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
SL.6.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
SL.6.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
SL.6.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
SL.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
L.6.1	Demonstrate command of the conventions of standard 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 (i.e., 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.
L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. b. Spell correctly.
L.6.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice. b. Maintain consistency in style and tone.
L.6.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

	d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.6.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., personification) in context. b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i> , <i>scrimping</i> , <i>economical</i> , <i>unwasteful</i> , <i>thrifty</i>).
L.6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

New Jersey Student Learning Standards for Social Studies

6.1.8.A.4.b	Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.
6.1.8.D.4.c	Explain the growing resistance to slavery and New Jersey’s role in the Underground Railroad.

New Jersey Student Learning Standards for Science

MS-PS1-2	Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred.
-----------------	---

New Jersey Student Learning Standards for Technology

8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools.
8.1.8.A.2	Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability
8.1.8.D.1	Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.
8.1.8.D.2	Demonstrate the application of appropriate citations to digital content.
8.1.8.D.4	Assess the credibility and accuracy of digital content.
8.1.8.E.1	Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.
8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools.
8.1.8.A.2	Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability

Unit 4 Essential Questions	Unit 4 Enduring Understandings
<ul style="list-style-type: none"> • How do writers organize supporting details? • How do supporting sentences explain the main idea/thesis? • How do authors use elements of poetry in order to convey meaning? 	<ul style="list-style-type: none"> • Figurative language enhances writing by making literal and nonliteral comparisons. • A work of fiction can communicate a message through the way the characters change and the discoveries the characters make. • Fairy tales incorporate specific character types, settings, conflicts, and themes.

Differentiation and Accommodation Strategies

<p>Special Education Students https://drive.google.com/file/d/1pXMBRAkgXzIKydcGXqtd1uF7BFhNERBo/view?usp=sharing</p> <p>Gifted and Talented Students https://docs.google.com/document/d/1MCwETsNKvMhrbt5nulv1pqWL8iiJR7OTFclAK1Asg8c/edit?usp=sharing</p> <p>ESL-ELL Students https://docs.google.com/document/d/1OfSYISpBf8PtU6n7lfVUzyWgIFGF_BFbL3Noyx3li0k/edit?usp=sharing</p> <p>At-Risk Students https://docs.google.com/document/d/1CY7vktfQFnMktecvxGNSVZ6H10iO1OOCDCD0u94orml/edit?usp=sharing</p> <p>Students with 504 Plans</p>

Additional Reading/Writing Differentiation and Accommodations Strategies:

- Strategy and flexible groups based on formative assessment and/or student choice
- Guided reading groups
- One: One conferring with teacher
- Student selected goals for reading
- Level of independence

Suggested Texts

- | | |
|---|--|
| <ul style="list-style-type: none">• <i>Island of the Blue Dolphins</i> by Scott O’Dell• <i>Bridge to Terabithia</i> by Katherine Paterson• <i>A Wrinkle in Time</i> by Madeleine L’Engle• <i>No More Dead Dogs</i> by Gordon Korman• <i>Lily’s Crossing</i> by Patricia Reilly Giff▪ “The Phantom Tollbooth, Act One” by Norton Juster, dramatized by Susan Nanus▪ Aesop’s Fables▪ “The Prince and the Pauper” by Mark Twain, dramatized by Joellen Bland• “Is the Moon Tired” by Christina Rossetti• “Moose” by Ted Hughes• “The Good Deed” by Marion Dane Bauer• “Sea Fever” by John Masefield | <ul style="list-style-type: none">• “Ode to an Artichoke” by Pablo Neruda• “The Morning Walk” by Mary Oliver• “The Walrus and the Carpenter” by Lewis Carroll• “Like the Pros” by Anonymous, adapted by Candy Mazze• “Night Journey” by Theodore Roethke• “A Connecticut Yankee in King Arthur’s Court” by Mark Twain, adapted by Candy Mazze• “The Legend of Sleepy Hollow” by Washington Irving• “Yeh Shen: A Cinderella Story from China” by Ai-Ling Louie• “Sootface: An Ojibwa Cinderella Story” by Robert D. San Souci |
|---|--|

Evidence of Learning

Formative Assessment

- Teacher’s Running Anecdotal/Observational Records (*varies throughout the school year)
- Student oral responses/discussions in partner or small group work (guided reading or strategy groups)
- Student Reading Journals/Notebooks
- Small Group Instruction/Conferencing - to scaffold reading strategies

Pre-Unit Assessment

- Narrative Text-Drama – Elements of Drama, Genre and Format, Setting, Analyzing Characters, Plot, Theme
 - Opinion Writing-Criticism: Elements of Criticism, Topic Development, Main Ideas, Developing Reasons, Text Evidence and Support, Capitalization, Punctuation, Transitional Words, Closing– Rubric
- Poetry: Elements of Poetry – Rhyme, Rhythm, Figurative Language Devices, Descriptive Language, Structure, Syllables, Theme

Technology-Based Formative Assessments

- Newsela, <https://www.newsela.com>
 - Skills: Information Text, Context Vocabulary, Main Idea, Constructed Response Questions
- Moby Max, <http://www.mobymax.com>.
 - Narrative Texts, Poetry Features, Using Text Evidence, Context Vocabulary
- Common Lit, <http://www.commonlit.com>
 - Narrative-Drama and Poetry: Comprehension-Text Evidence, Context Vocabulary, Theme, Evidence Based Constructed Response
- ReadWriteThink, www.readwritethink.org
 - Informational Text –Theme Analysis, Text Evidence, Main Idea

Alternative Formative Assessments

- Oral Question and Answer
- Graphic Organizers/Maps/Webs
- Student/Group Conferencing Narrative/Opinion Writing Skills, Fluency

Summative Assessment

- End of Unit 4 Benchmark Assessment - Paired Text Comprehension - Poetry, Language Style, Vocabulary – Rubric

Summative Post-Assessment:

- Narrative Reading Assessment - Drama: Elements of Drama, Genre and Format, Setting, Analyzing Characters, Plot, Theme
 - Opinion Writing - Criticism: Structure, Topic Sentence, Topic Development, Main Ideas, Developing Reasons - Rubric
 - Suggested Texts: “The Prince and the Pauper” by Mark Twain, dramatized by Joellen Bland
- Narrative - Novel Study: Story Elements, Setting Analysis, Theme, Tone, Text Evidence, Constructed Response - Rubric
 - Suggested Texts: Student Selected Novels
- Student Poetry Journal: Poetic Forms and Structures, Figurative Language Usage, Elements of Poetry

Instructional Materials and Resources

- *Holt Literature, Grade 6*, Houghton Mifflin Harcourt Publishing Company, 2012
- *Holt Elements of Language: Introductory Course*, Holt, Rinehart and Winston, 2007
- *Daily Academic Vocabulary*, Evan Moor, 2007
- *Scholastic Magazine*, Scholastic Inc.
- *Brain Pop*, www.brainpop.com
- *YouTube*, www.youtube.com

Holocaust Resources

- <http://www.state.nj.us/education/holocaust/>
- <http://www.nj.gov/education/holocaust/curriculum/>
- <https://www.state.nj.us/education/holocaust/resources/>
- <https://www.state.nj.us/education/holocaust/curriculum/Universal9-12.pdf>
- <http://www.nj.gov/education/holocaust/curriculum/UniversalIntro.pdf>

Amistad Curriculum Resources

- <http://www.nj.gov/education/amistad/>
- <http://www.nj.gov/education/amistad/resources/literacy.pdf>
- <http://www.njamistadcurriculum.net/>

Integration of Technology

- | | |
|-------------------------|----------------------------|
| ● Computers | ● Internet/Video Streaming |
| ● SMART Board/Projector | ● Google Classroom |
| ● Chromebooks | ● CD/DVD |

Grade 6			
Language Arts Literacy			
Unit 5: <i>Reading Literature & Informational Text/ Writing Informational Research</i>			8 Weeks
<p>In this unit, students will compare and contrast similarly themed texts and/or texts with opposing viewpoints. Learning to analyze evidence for credibility and logic will be addressed through fiction and nonfiction reading. Students will use strategies and techniques of argumentative, informative, and narrative writing to meet the requirements of task, purpose, and audience. Student will also delve into biographical research and presentation skills as they complete the <i>Influential Persons Project</i>.</p>			
21 st Century Skills		21 st Century Themes	
<i>E-Encouraged, T-Taught, or A-Assessed in this unit</i>			
	Global Awareness	A	Creativity and Innovation
X	Environmental Literacy	E	Critical Thinking and Problem Solving
X	Health Literacy	T	Communication
X	Civic Literacy	E	Collaboration
Career Ready Practices			
<ul style="list-style-type: none"> ○ CRP4. Communicate clearly and effectively and with reason. ○ CRP6. Demonstrate creativity and innovation. ○ CRP7. Employ valid and reliable research strategies. ○ CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. ○ CRP10. Plan education and career paths aligned to personal goals. ○ CRP11. Use technology to enhance productivity. 			
Unit 5 Learning Targets			
<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Identify the elements of a fairy tales, a fables, and myths. ● Engage in a collaborative discussion ● Adapt speech to different contexts and tasks ● Present ideas/claims orally using effective communication skills and visual enhancements ● Use the following reading and thinking skills: verifying predictions, inferring, sequence of events, analyzing conflict, cause and effect, making critical judgements, analyzing arguments, fact and opinion, drawing conclusions, identifying author’s purpose, and main idea ● Ask questions to gain understanding ● Compare and contrast similarly-themed texts ● Cite evidence from text to support interpretation of the text ● Research an influential person from history and write an informational research essay on them. ● Present your influential person research within an interactive Wax Museum 			
Writing Activities			
Writing	Research	Narrative/Informational	
<ul style="list-style-type: none"> ● Reader’s Workshop Graphic Organizers and Writing Assessments ● Constructed Response ● Journal Entries 	<ul style="list-style-type: none"> ● Research Project – Influential Person ● Research Project- Biographical ● Oral Presentation or Researched Information - Speech 	<ul style="list-style-type: none"> ● Fairy Tale/Fables/ Mythology ● Various Argumentative Essays ● Various Compare and Contrast Responses ● Fable Compare and Contrast Response ● Non-Fiction Informative-Influential Persons Project 	
ELA			
RL.6.1.	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.		
RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details;		

	provide a summary of the text distinct from personal opinions or judgments.
RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
RL.6.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
RL.6.9	Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
RL.6.10	By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (See Appendix A) or above, scaffolding as needed.
RI.6.1	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
RI.6.5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of ideas.
RI.6.8	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
RI.6.9	Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
RI.6.10	By the end of the year read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above, with scaffolding as needed
W.6.1	Write arguments to support claims with clear reasons and relevant evidence. <ul style="list-style-type: none"> a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal/academic style, approach, and form. e. Provide a concluding statement or section that follows from the argument presented.
W.6.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. <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. 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.
W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
W.6.6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
W.6.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W.6.8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
W.6.9	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).</p> <p>Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).</p>
W.6.10	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SL.6.1	<p>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> <ol style="list-style-type: none"> 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. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
SL.6.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
SL.6.3	Deconstruct a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
SL.6.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
SL.6.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
SL.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
L.6.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Ensure that pronouns are in the proper case (subjective, objective, possessive). Use intensive pronouns (e.g., myself, ourselves). Recognize and correct inappropriate shifts in pronoun number and person. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). Recognize variations from standard English in their own and others’ writing and speaking, and identify and use strategies to improve expression in conventional language.
L.6.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. Spell correctly.
L.6.3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.

	b. Maintain consistency in style and tone.	
L.6.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	
L.6.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., personification) in context. b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i> , <i>scrimping</i> , <i>economical</i> , <i>unwasteful</i> , <i>thrifty</i>).	
L.6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	
New Jersey Student Learning Standards for Social Studies		
6.1.8.A.4.a	Explain the changes in America’s relationships with other nations by analyzing policies, treaties, tariffs, and agreements.	
WHST.6-8.6.	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	
6.1.8.B.4.a	Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.	
New Jersey Student Learning Standards for Science		
MS-PS4-3	Integrate qualitative scientific and technical information to support the claim that digitized signals are a more reliable way to encode and transmit information than analog signals.	
New Jersey Student Learning Standards for Technology		
8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools.	
8.1.8.A.2	Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability	
8.1.8.D.1	Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.	
8.1.8.D.2	Demonstrate the application of appropriate citations to digital content.	
8.1.8.D.4	Assess the credibility and accuracy of digital content.	
8.1.8.E.1	Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.	
Unit 5 Essential Questions		
<ul style="list-style-type: none"> ● How do examples of everyday text demonstrate an author’s use of persuasion to influence an audience? ● How can reading examples of persuasive articles, advertisements, and everyday text influence our own writing? ● How do readers analyze text? 	Unit 5 Enduring Understandings	
	<ul style="list-style-type: none"> ● Authors use reasons and valid evidence to persuade an audience. ● Authors read a variety of texts to learn effective persuasive techniques and strategies. ● Valid sources and appropriate citations make an author’s writing credible. 	
Differentiation and Accommodation Strategies		
Special Education Students		

<https://drive.google.com/file/d/1pXMBRAkgXzIKydcGXqtd1uF7BFhNERBo/view?usp=sharing>

Gifted and Talented Students

<https://docs.google.com/document/d/1MCwETsNKvMHrbt5nulv1pqWL8iiJR7OTFcIAK1Asg8c/edit?usp=sharing>

ESL-ELL Students

https://docs.google.com/document/d/1OfSYISpBf8PtU6n7lfVUzyWgIFGF_BFbL3Noyx3li0k/edit?usp=sharing

At-Risk Students

<https://docs.google.com/document/d/1CY7vktfQFnMktecvxGNSVZ6H1OiO1OOCDCD0u94orml/edit?usp=sharing>

Students with 504 Plans

<https://docs.google.com/document/d/1v5mx341pIWocvOOQ7gg7DEp79jrvT8kGMMQ-SC4B66w/edit?usp=sharing>

Additional Reading/Writing Differentiation and Accommodations Strategies:

- Strategy and flexible groups based on formative assessment and/or student choice
- Guided reading groups
- One: One conferring with teacher
- Student selected goals for reading
- Level of independence

Suggested Texts

- | | |
|--|---|
| <ul style="list-style-type: none">• <i>No More Dead Dogs</i> by Gordon Korman• <i>The Egypt Game</i> by Zilpha Keatley Snyder• <i>Summer of the Swans</i> by Betsy Byars• <i>The Fighting Ground</i> by Avi• <i>Hoot</i> by Carl Hiaasen• <i>Lily's Crossing</i> by Patricia Reilly Giff• "Ant and Grasshopper" by Aesop• "The Richer, the Poorer" by Dorothy West• "The Sneetches" by Dr. Seuss• "How the Seasons Came" by Anonymous• "Damon and Pythias" dramatized by Fan Kissen• "Trumpeter Swans" by Jodie Anne Kaspin | <ul style="list-style-type: none">• "Arachne" by Olivia E. Coolidge• "The Story of Ceres and Proserpina" by Mary Pope Osbourne• "Rapunzel" retold by Neil Philip• "Rumpelstiltskin" by Rosemarie Kunzler, translated by Jack Zipes• "The Legend of Sleepy Hollow" by Washington Irving• "Yeh Shen: A Cinderella Story from China" by Ai-Ling Louie• "Sootface: An Ojibwa Cinderella Story" by Robert D. San Souci |
|--|---|

Evidence of Learning

Formative Assessment

- Teacher's Running Anecdotal/Observational Records (*varies throughout the school year)
- Student oral responses/discussions in partner or small group work (guided reading or strategy groups)
- Student Reading Journals/Notebooks
- Small Group Instruction/Conferencing - to scaffold reading strategies

Pre-Unit Assessment

- Narrative Text-Fairy Tales, Fables, and Myths: Elements of, Theme/Moral, Analyzing Characters, Plot, Theme
 - Narrative/Information Writing: Compare and Contrast, Themes, Characters, Text Evidence and Support, Capitalization, Punctuation, Transitional Words, Closing— Rubric
 - Teacher Selected Fairy Tales, Fables and Myths, "How the Seasons Came," "The Story of Ceres and Proserpina"
- Informational Text-Biographical-Multiple Sources, Citations, Facts, Development of Ideas, Supporting Details
 - Suggested Texts: Teacher Selected Texts, *Scholastic Magazine* Articles, Online Texts

Technology-Based Formative Assessments

- Newsela, <https://www.newsela.com> – End of Year
 - Skills: Informational and Biographical Text, Opinion-Based Constructed Response Questions

- *Moby Max*, <http://www.mobymax.com>. – End of Year
 - Literature and Information, Grammatical Concepts, Writing
- *Common Lit*, <http://www.commonlit.com> – End of Year
 - Narrative Text-Comprehension-Text Evidence, Context Vocabulary , Evidence Based Constructed Response
- *ReadWriteThink*, www.readwritethink.org – End of Year
 - Narrative Text -Plot Diagram, Story Maps

Alternative Formative Assessments

- Oral Question and Answer
- Graphic Organizers/Maps/Webs
- Student/Group Conferencing Narrative/Opinion Writing Skills, Fluency

Summative Assessment

- End of Unit 5 Benchmark Assessment –Simulated Research: Narrative Text, Poetry, Video Clips– Rubric

Summative Post-Assessment:

- Narrative Reading Assessment-Fairy Tales, Fables, and Myths: Elements of, Theme/Moral, Analyzing Characters, Plot, Theme
 - Suggested Texts: “Rapunzel,” “Rumpelstiltskin”
 - Narrative Writing-Fable or Myth: Creation of a Fable or Myth Containing the Proper Elements- Themes, Characters, Theme/Moral, Capitalization, Punctuation, Transitional Words, Closing– Rubric
- Influential Persons Project
 - Informational Text-Influential Person Research Essay: Citations, Topic Development, Text Evidence, Reasons, Essay Structure, Grammatical Concepts –Rubric
 - Oral Presentation-Wax Museum-Biographical Information, Looking the Part, Interaction with Audience - Rubric

Instructional Materials and Resources

- *Holt Literature, Grade 6*, Houghton Mifflin Harcourt Publishing Company, 2012
- *Holt Elements of Language: Introductory Course*, Holt, Rinehart and Winston, 2007
- *Daily Academic Vocabulary*, Evan Moor, 2007
- *Scholastic Magazine*, Scholastic Inc.
- *Brain Pop*, www.brainpop.com
- *YouTube*, www.youtube.com

Holocaust Resources

- <http://www.state.nj.us/education/holocaust/>
- <http://www.nj.gov/education/holocaust/curriculum/>
- <https://www.state.nj.us/education/holocaust/resources/>
- <https://www.state.nj.us/education/holocaust/curriculum/Universal9-12.pdf>
- <http://www.nj.gov/education/holocaust/curriculum/UniversalIntro.pdf>

Amistad Curriculum Resources

- <http://www.nj.gov/education/amistad/>
- <http://www.nj.gov/education/amistad/resources/literacy.pdf>
- <http://www.njamistadcurriculum.net/>

Integration of Technology

- | | |
|-------------------------|----------------------------|
| ● Computers | ● Internet/Video Streaming |
| ● SMART Board/Projector | ● Google Classroom |
| ● Chromebooks | ● CD/DVD |