

Branchburg Township Public Schools

Office of Curriculum and Instruction

Grade 6 English Language Arts Literacy Curriculum



Adopted by the Board of Education September 2023

This curriculum is aligned with the 2016 New Jersey Student Learning Standards in English Language Arts/Literacy

Curriculum Scope and Sequence

Content Area	ELA	Course Title/Grade Level:	Language Arts/Grade 6
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Topic/Unit Name	Reading	Writing	Suggested Pacing (Days/Weeks)
<u>Topic/Unit #1</u>	Building Blocks of Middle School Language Arts: Introduction to Genres and Choosing Just Right Books	Reader Responses	4 weeks
<u>Topic/Unit #2</u>	Survival: Realistic and Historical Fiction	Short Constructed Response; Narrative Writing	8 weeks
<u>Topic/Unit #3</u>	Who Am I? Literary Non-fiction	Research Simulation Tasks	8 weeks
<u>Topic/Unit #4</u>	Out of This World: Fantasy Genre Study Through Book Clubs	Literary Analysis	6 weeks
<u>Topic/Unit #5</u>	Diversity: Realistic Fiction/Thematic Non-Fiction Texts	Project Based Writing	6 weeks

Topic/Unit 1 Title	Reading: Building Blocks of Middle School Language Arts Introduction to Genres and Choosing Just Right Books	Approximate Pacing	4 weeks
STANDARDS			
NJSLS (ELA/L)			
<p>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.</p> <p>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.</p> <p>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.</p> <p>SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <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. <p>L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <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. <p>L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> A. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. B. Spell correctly. <p>L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <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.

- 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.

Interdisciplinary Connections:	Career Readiness, Life Literacy, and Key Skills
<p>Standard (Visual and Performing Arts: Visual Arts) 1.5.8.Cr2c: Apply, organize and strategize methods for design and redesign of objects, places, systems, images and words to clearly communicate information to a diverse audience.</p> <p>Activity Genre Poster: Students will discuss Genre and plan out and design their own Genre Posters displaying aspects of the Genre: ex: displaying elements of fantasy on a fantasy poster</p>	<p>Standard 9.4.8.DC.6: Analyze online information to distinguish whether it is helpful or harmful to reputation. 9.4.8.DC.4: Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences</p> <p>Activity Students observe and analyze the impact of online reviews on books they are reading. Ex: Amazon book reviews, Goodreads, Destiny Discover, and Follet. Students write their own review of the summer reading book, Ghost.</p>
<p>Computer Science & Design Thinking :</p>	
<p>Standard1 8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.</p> <p>Activity Students learn and practice proper online behaviors. For example, at the beginning of the school year students are taught and required to use proper email etiquette.</p>	
<p>UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS</p>	
<p>Essential Questions</p> <ul style="list-style-type: none"> • How can clues reveal the reading genre(s) of a text? 	

<ul style="list-style-type: none"> • How do I choose a book that is right for me? <p>Enduring Understanding</p> <ul style="list-style-type: none"> • Different genres possess different characteristics. • Readers use different strategies to choose books.
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STUDENT LEARNING OBJECTIVES

Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
<p>Students will know:</p> <ul style="list-style-type: none"> • How to quote accurately from a text • Summarize the text • Distinguish between fiction and non-fiction 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Cite textual evidence • Write a summary devoid of opinions or judgments. • Distinguish among various genres including: fantasy and science fiction, memoir, biography, autobiography, realistic fiction and historical fiction, folktale and myth • Apply strategies to choose an appropriate independent novel

ASSESSMENT OF LEARNING

<p>Summative Assessment (Assessment at the end of the learning period)</p>	<ul style="list-style-type: none"> • Students write a short constructed reader response to literature.
<p>Formative Assessments (Ongoing assessments during the learning period to inform instruction)</p>	<ul style="list-style-type: none"> • Think, pair, share • Conferences • Do Nows • Exit slips • Discussion • Open constructed responses
<p>Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)</p>	<ul style="list-style-type: none"> • Students utilize classroom library books to identify genre
<p>Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)</p>	<p>Reading: NWEA MAP is administered to students three times per year (fall, winter, spring) to monitor progress in achieving grade level reading comprehension.</p>

RESOURCES

Core instructional materials:
Jennifer L. Holm’s “Follow the Water”

Supplemental materials:

Scholastic SCOPE Magazine Resources & Texts

Independent books at various lexile levels in the classroom library

Ghost by Jason Reynolds

Choice of Non fiction titles

Modifications for Learners

See [appendix](#)

Topic/Unit 1 Title	Writing: Reader Responses	Approximate Pacing	4 weeks
STANDARDS			
NJSLS (ELA/L)			
<p>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.</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. 			
<p>W.6.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>			
<p>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.</p>			
<p>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.</p>			
<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.</p>			
<p>L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <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. 			
<p>L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>			

- 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.6.6. 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.

Interdisciplinary Connections:	Career Readiness, Life Literacy, and Key Skills
<p>Standard (Visual and Performing Arts: Visual Arts) 1.5.8.Cr3a: Use criteria to examine, reflect on and plan revisions for a work of art, and create an artistic statement.</p> <p>Activity Students will draft an autobiographical poem and use the revision process. Students will type their good copy and illustrate an autobiographical poem.</p>	<p>Standard 9.1.8.PB.5: Identify factors that affect one’s goals, including peers, culture, location, and past experiences</p> <p>Activity Students draft reader’s responses to literature such as, “Follow the Water”, Jennifer L. Holm, based on the character’s feelings and emotions while living on Mars.</p>
Computer Science & Design Thinking :	
<p>Standard 8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.</p> <p>Activity Students create and monitor throughout the year a digital personalized learning plan with goals for achievement in writing. Students will</p>	

evaluate and track each skill and reflect in order to make improvements.	
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UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS
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<p>Essential Questions</p> <ul style="list-style-type: none"> • How do writers communicate their thoughts to an audience? • How do readers respond to the stories they read? <p>Enduring Understanding</p> <ul style="list-style-type: none"> • Writers use complete sentences so that audiences can understand their thoughts. • Reading and writing go hand in hand; readers respond to the stories they read through their writing and discussions.
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STUDENT LEARNING OBJECTIVES

Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
<p>Students will know:</p> <ul style="list-style-type: none"> • The basic parts of speech • The basic elements of a paragraph 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify and apply the basic parts of speech correctly in a sentence • Write a paragraph consisting of a topic sentence, details, elaboration, and a concluding sentence • Write a personal response to literature

ASSESSMENT OF LEARNING

<p>Summative Assessment (Assessment at the end of the learning period)</p>	<ul style="list-style-type: none"> • Students write a short constructed reader response to literature.
<p>Formative Assessments (Ongoing assessments during the learning period to inform instruction)</p>	<ul style="list-style-type: none"> • Quick writes • Do Nows • Exit Slips • Self-evaluations • Conferences
<p>Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)</p>	<ul style="list-style-type: none"> • Students can provide oral responses to open ended questions. • Students can complete a graphic organizer outlining their responses to open ended questions.

<p>Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)</p>	<p>Writing: ELA Department will be administering <i>embedded</i> writing benchmark assessments. The assessments will consist of short, grade level texts (2 fiction, 2 non-fiction, or 1 and 1) thematically linked to the unit being taught. New Life In America/Welcoming Benchmark (Scope Magazine May 2019)</p>
RESOURCES	
<p>Core instructional materials: Jennifer L. Holm’s “Follow the Water”</p>	
<p>Supplemental materials: Scholastic SCOPE Magazine Resources & Texts Independent books at various lexile levels in the classroom library Rubrics Scoring Guides Exemplar texts Graphic organizers</p>	
Modifications for Learners	
<p>See appendix</p>	

Topic/Unit 2 Title	Reading: Survival: Realistic and Historical Fiction	Approximate Pacing	8 weeks
STANDARDS			
NJSLS (ELA/L)			
<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.</p> <p>RL.6.7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.</p> <p>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.</p> <p>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.</p> <p>SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <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.

Interdisciplinary Connections:

Career Readiness, Life Literacy, and Key Skills

Standard

(Visual and Performing Arts: Visual Arts)

1.5.5.Cr1b: Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers.

1.5.5.Pr5a: Prepare and present artwork safely and effectively.

Activity

Students create and illustrate an interactive choice project, such as timeline, new book jacket, survival pack, interview a character and writing to the author to represent their book club books. Students will be expected to include artistic elements as well as text evidence that reflect the text. Students share and present their project to peers.

Standard

9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

Activity

In small groups students discuss their book club books. While reading, the students will gather notes and record their thoughts so they can discuss in their book club groups. As they have their conversations, they will record their text based conversations using either a written packet or digital file.

Computer Science & Design Thinking :

Standard

8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.

Activity

Students will plan their goals for each day over the week and keep track digitally of what they have accomplished, and what they will work on the following day so they can meet their short and long term goals.

UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

Essential Questions In the face of adversity what causes some characters to prevail while others fail?

- How does a character respond or change as the plot moves toward a resolution?

Enduring Understanding

- Like people, characters in stories must make decisions that affect their personalities.
- Characters change as a result of the conflicts in the story.

STUDENT LEARNING OBJECTIVES

Key Knowledge

Process/Skills/Procedures/Application of Key Knowledge

Students will know:

- How to quote accurately from a text
- How to make relevant connections

Students will be able to:

- Use the text to support their analysis, inferences, and predictions

<ul style="list-style-type: none"> • How to make inferences • Key details • How to identify theme • How to summarize text • Basic story elements 	<ul style="list-style-type: none"> • Identify theme • Construct a summary free of personal opinions • Describe plot development • Describe how characters respond and change because of the plot's progression and resolution • Use context clues to define words and phrases • Analyze sections in context of the whole piece • Compare and contrast what is seen and heard to what was read
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ASSESSMENT OF LEARNING

Summative Assessment (Assessment at the end of the learning period)	<ul style="list-style-type: none"> • Students read a short story and answer questions regarding setting, plot, theme, characterization, and conflict. • Students will be able to draft a literary response using the RACES structure
Formative Assessments (Ongoing assessments during the learning period to inform instruction)	<ul style="list-style-type: none"> • Do Nows • Exit slips • Discussion • Open constructed responses • Book club evaluations • Conferences
Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)	<ul style="list-style-type: none"> • Students can provide oral responses to questions • Students can illustrate their responses to questions • Students can use graphic organizers to outline their responses to questions
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	<p>Reading: NWEA MAP is administered to students three times per year (fall, winter, spring) to monitor progress in achieving grade level reading comprehension.</p>

RESOURCES

Core instructional materials:
Hatchet by Gary Paulsen (1020L)
The Cay by Theodore Taylor (860L) (Amistad)
Where the Red Fern Grows by Wilson Rawls (700L)
Island of the Blue Dolphins by Scott O'Dell (1000L) (AAPI)
My Side of the Mountain by Jean Craighead George (810L)
Peak by Roland Smith (760L)
True Confessions of Charlotte Doyle by Avi (740L) (Amistad)
Sign of the Beaver by Elizabeth George Speare (770L)

<i>Refugee</i> by Alan Gratz (800L) (Holocaust) <i>Esperanza Rising</i> by Pam Munoz Ryan (580L) <i>Fever 1793</i> by Laurie Halse Anderson (580L) <i>Calico Girl</i> by Jerdine Nolen (720L) (Amistad)
Supplemental materials: Scholastic SCOPE Magazine Resources & Texts <ul style="list-style-type: none"> "Out of the Death Zone" by Kristin Lewis (Scope November 2020) (AAPI) Independent books at various lexile levels in the classroom library
Modifications for Learners
See appendix

Topic/Unit 2 Title	Writing: Short Constructed Response; Narrative Writing	Approximate Pacing	8 weeks
STANDARDS			
NJSLS (ELA/L)			
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.

- 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, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

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.

- 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”).
- B. 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”)

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.

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., stingy, scrimping, economical, un wasteful, thrifty).
- 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.

Interdisciplinary Connections:	Career Readiness, Life Literacy, and Key Skills
<p>Standard 6.3.8.CivicsDP.1: Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body.</p> <p>Activity As an anticipatory activity for Taylor's <i>The Cay</i>, students discuss the role of racism and prejudice before, during, and after World War II.</p>	<p>Standard 9.4.8.Cl.2: Repurpose an existing resource in an innovative way</p> <p>Activity: Students will write a narrative that demonstrates their original ideas connected to their reading of <i>The Cay</i>. Choices include, but are not limited to: a narrative from a secondary character's perspective and an epilogue for the main character.</p>

Computer Science & Design Thinking :	
Standard	
8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.	
Activity	
Students write a narrative on Google Docs utilizing story elements such as exposition, rising action, climax, falling action, and resolution.	
UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS	
Essential Questions	
<ul style="list-style-type: none"> • How do writers use textual evidence to support their ideas in writing? • Where do writers get their ideas from? • Why do writers write stories? 	
Enduring Understanding	
<ul style="list-style-type: none"> • Writers choose the best details from texts to support their ideas. • Ideas for stories can come from the writers' own experiences in life. • Stories give us insight into our own lives and the lives of others. 	
STUDENT LEARNING OBJECTIVES	
Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
Students will know:	Students will be able to:
<ul style="list-style-type: none"> • What an explanatory text is • Elements of an explanatory text (eg.: transitions, writing styles, introduction, details, elaboration, conclusions) • purposes of writing and audience • Writing process • Narrative elements (plot, setting, characters) • Narrative techniques (dialogue, point of view) • Sensory details • Metaphors and similes 	<ul style="list-style-type: none"> • Write a RACES paragraph that: examines a topic and conveys ideas; introduces a topic; develops the topic with relevant facts or other information; uses appropriate transitions; uses precise language; establishes an appropriate style and form; provides a concluding statement • Write a narrative that: establishes context; introduces a narrator and characters; organizes an event sequence; uses narrative techniques (eg. dialogue, pacing, description); uses transitions; uses precise language and sensory language ; provides a conclusion • produce coherent writing specific to audience and task • plan, draft, revise, edit, and rewrite • produce and publish writing by typing at least 3 pages
ASSESSMENT OF LEARNING	

Summative Assessment (Assessment at the end of the learning period)	<ul style="list-style-type: none"> • Students will write their own narrative • Students will be able to draft a nonfiction response using the RACES structure
Formative Assessments (Ongoing assessments during the learning period to inform instruction)	<ul style="list-style-type: none"> • Think, pair, share • Collaborative writing • Independent writing • Conferences • Peer editing • Drafts • Revisions
Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)	<ul style="list-style-type: none"> • Students can provide oral responses to literary response questions. • Students can complete a graphic organizer outlining their responses to literary response questions. • Students can create and illustrate a storyboard.
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	Writing: ELA Department will be administering <i>embedded</i> writing benchmark assessments. The assessments will consist of short, grade level texts (2 fiction, 2 non-fiction, or 1 and 1) thematically linked to the unit being taught.

RESOURCES

Core instructional materials: Theodore Taylor's <i>The Cay</i> (860L) Leveled Book Club Books on survival theme
Supplemental materials: Scholastic SCOPE Magazine Resources & Texts Independent books at various lexile levels in the classroom library <i>Wordly Wise</i> by Exploros (Think Link- School Specialty) Teacher created exemplars of narratives and RACES paragraphs
Modifications for Learners
See appendix

Topic/Unit 3 Title	Reading: Who Am I? Literary Non-fiction	Approximate Pacing	8 weeks
STANDARDS			

NJSLS (ELA/L)

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.6.9. 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.6.2. 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 the 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.

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 at grade level text-complexity or above, with scaffolding as needed.

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.6.5. 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

Interdisciplinary Connections:	Career Readiness, Life Literacy, and Key Skills
<p>Standard (Visual and Performing Arts: Theatre) 1.4.2.Pr5a: With prompting and support interpret story elements (e.g., character, setting) in a guided drama experience (e.g., process drama, story drama, creative drama). 1.4.2.Pr5b: Utilize body and facial gestures with a change in voice to communicate character traits and emotions in a guided drama experience (e.g., process drama, story drama, creative drama)</p> <p>Activity Students read and perform plays .</p>	<p>Standard 9.4.8.DC.1: Analyze the resource citations in online materials for proper use. 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products</p> <p>Activity Using graphic organizers, students will identify the various components of a citation and organize those details into an MLA citation for their Women’s History project.</p>
<p>Computer Science & Design Thinking</p>	

Technology Standards	
<p>Standard 8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.</p> <p>Activity In connection with Women’s History Month or Black History Month, the students digitally research historical figures noted for their contributions to society; the students produce and present a slide show of their research. Teachers will model a sample presentation about an important figure used to show students the process and format of the assignment. (AAPI & LGBTQIA)</p>	
UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS	
<p>Essential Questions</p> <ul style="list-style-type: none"> • How do readers analyze information from multiple sources and various formats about the same topic? <p>Enduring Understanding</p> <ul style="list-style-type: none"> • Readers gather and organize notes from various sources and evaluate the authors’ claims 	
STUDENT LEARNING OBJECTIVES	
Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
<p><i>Students will know:</i></p> <ul style="list-style-type: none"> • How to quote texts • How to make relevant connections and inferences • How to find theme or central idea; • How key details support theme or central idea • How to summarize text • How to explain relationships between key individuals, ideas, and events in a text • How to compare and contrast texts in different forms and genres • How to use context clues and use reference materials to define words • How particular elements (sentences, paragraphs, chapters, sections) contribute to overall structure • How to use different types of media formats to gather information • How to identify an author’s reasons to support his claim 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • Cite text to support analysis • Make inferences • Determine a theme or central idea • provide a summary free of personal opinion • Compare and contrast different genres that share similar themes and topics • Analyze how different authors convey the same message • Analyze the development of a key individual, event or idea in a text • Analyze how a part of a text fits in with the whole text • Determine author’s point of view and how it is conveyed • Integrate information gathered from different media or formats • Trace and evaluate distinguishing claims that are supported against those that are not

<ul style="list-style-type: none"> • How to read several texts on the same topic 	<ul style="list-style-type: none"> • Find the meaning of words using context clues and reference materials
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ASSESSMENT OF LEARNING

Summative Assessment (Assessment at the end of the learning period)	Students summarize and cite textual evidence to support and create a digital presentation based on a memoir/autobiography/biography.
Formative Assessments (Ongoing assessments during the learning period to inform instruction)	<ul style="list-style-type: none"> • Think, pair, share • Conferences • Book club discussions • Do Nows • Exit slips • Discussion • Reader’s notebook • Open constructed responses • Book club evaluations
Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)	Students create a timeline to present information on a memoir/autobiography/biography
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	Reading: NWEA MAP is administered to students three times per year (fall, winter, spring) to monitor progress in achieving grade level reading comprehension.

RESOURCES

<p>Core instructional materials:</p> <p>Biography</p> <ul style="list-style-type: none"> • <i>Who Was Anne Frank</i> by Ann Abramson (Holocaust) • <i>Who Is Malala Yousafzai</i> by Dinah Brown • <i>Who Was George Washington Carver</i> by Jim Gigliotti (Amistad) • <i>Who Was Ruth Bader Ginsburg</i> by Patricia Brennan • <i>Who Is Jane Goodall</i> by Roberta Edwards • <i>Who Was Helen Keller</i> by Gare Thompson <p>NonFiction:</p> <ul style="list-style-type: none"> • <i>Where Is Antarctica</i> by Sarah Fabiny • <i>Where Is The Great Barrier Reef</i> by Nico Medina • <i>Where is the Amazon</i> by Sarah Fabiny

- *Where is the Serengeti* by Nico Medina

Scope Magazine:

- *Newsies* by Mack Lewis
- *Out of the Flames* by Kristen Lewis
- *Why are Clothes So Cheap?* by Kristen Lewis and Gini Sikis
- *Day of Disaster* by Kristen Lewis

Supplemental materials:

Scholastic SCOPE Magazine Resources & Texts

Independent books at various lexile levels in the classroom library

Who Was Babe Ruth by Joan Holub

Jackie Robinson: American Hero by Sharon Robinson (Amistad)

Who Is Barack Obama by Roberta Edwards

Who Is Milton Hershey by James Buckley Jr.

Who Was Steve Irwin by Dina Anastasio

Take a Giant Leap, Neil Armstrong by Peter and Connie Roop

Who Nikola Tesla by Jim Gigliotti

Who Were The Brothers Grimm by Avery Reed

Who Is Derek Jeter by Gail Herman

Who is Pele? by James Buckley Jr.

Who was Alexander Hamilton? by Pam Pollack

Who was Amelia Earhart? by Kate Boehm Jerome

Who was Sojourner Truth? by Yona Zeldis McDonough

Who was Julia Child? by Geoff Edgers

Who was Jacqueline Kennedy? by Bonnie Bader

Who was Aretha Franklin? by Nico Medina

Where is Stonehenge? by True Kelley

Where is the Congo? by Megan Stine

What was the Gold Rush? by Joan Holub

Where is the Serengeti? by Nico Medina

Where is the Eiffel Tower? by Dina Anastasio

What was Pearl Harbor? by Patricia Brennan Demuth

What was D-Day? Patricia Brennan Demuth

What was the March on Washington? Kathleen Krull

Who was Coretta Scott King? by Gail Herman (Amistad)

Who was Marie Curie? Megan Stine

Who was Sally Ride? Megan Stine
 Who was Rosa Parks? Yona Zeldis McDonough (Amistad)
 Who was John F. Kennedy? by Yona Zeldis McDonough
 Who was Stephen Hawking? Jim Gigliotti
 Queen of the Track Alice Coachman Olympic High-Jump Champion by Heather Lang
 Where is the Bermuda Triangle? by Megan Stine
 What was the Titanic? by Stephanie Sabol
 Where is Area 51? by Paula K Manzanero
 What was the Battle of Gettysburg? by Jim O'Connor
 What was Hurricane Katrina? by Robin Koontz

Memoir/autobiography/biography trade books at various lexile levels in the classroom library

Modifications for Learners

See [appendix](#)

Topic/Unit 3 Title	Writing: Research Simulation Tasks	Approximate Pacing	8 weeks
STANDARDS			
NJSLS (ELA/L)			
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.			

- 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.6.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

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”).
- B. 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”)

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.

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.6.6. 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.

Interdisciplinary Connections:	Career Readiness, Life Literacy, and Key Skills:
<p>Standard (Visual and Performing Arts: Visual Arts) 1.5.2.Cr2c: Create art that represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, diagrams, sculptures or other visual means including repurposing objects to make something new</p> <p>Activity Students will research Child Labor and the different jobs that children had during the Industrial Revolution Time Period and display their findings in one the following (but not limited to) a digital presentation, or a body bio outline</p>	<p>Standard 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.</p> <p>Activity Students will read about famous trailblazers in America and discuss their impact on society. Students will choose two trailblazers from their research to examine their impact in order to craft an essay.</p>
Computer Science & Design Thinking :	

<p>Standard 8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.</p> <p>Activity Students draft a digital essay using multiple resources which is then given feedback using the peer review process making editing changes based on student and teacher feedback.</p>	
UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS	
<p>Essential Questions</p> <ul style="list-style-type: none"> ● How do writers synthesize and use information from multiple sources and various formats about the same topic? ● What is the difference between the word choice of a writer in expository or argumentative writing? <p>Enduring Understanding</p> <ul style="list-style-type: none"> ● Writers organize their notes and evaluate the information gathered to determine their opinion on a topic or argument. ● Word choice and organization of ideas differ between various genres of writing. 	
STUDENT LEARNING OBJECTIVES	
Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
<p>Students will know:</p> <ul style="list-style-type: none"> ● How to write informative/ explanatory texts including how to introduce and develop a topic; use transitions; use appropriate vocabulary and writing style; develop conclusions ● Purposes of writing and the appropriate audience ● The basic writing process ● How to use technology to produce and publish writing ● Basic research skills ● How to take notes and include bibliographic information ● Collect information from literary and informational texts ● Verb tenses and their uses (past, present, future, and perfect) ● Conjunctions, prepositions, and interjections ● Uses of commas ● Punctuate titles of works ● Dialect ● Common Greek and Latin affixes and roots ● Similes and metaphors ● Idioms, adages, and proverbs ● Synonyms, antonyms, and homographs 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Write informational/explanatory texts to examine a topic that includes: organizing ideas and information; supporting the topic with facts, reasons, and examples; using transitions effectively; using precise language; using appropriate writing style; writing a logical conclusion ● Produce coherent writing specific to audience and task ● Plan, draft, revise, edit, and rewrite ● Produce and publish writing by typing at least 3 pages ● Conduct research to answer a question using several sources ● Gather information from multiple sources ● Assess source credibility ● Take notes ● Create a works cited to avoid plagiarism ● Use nonrestrictive parenthetical elements in writing ● Capitalize, punctuate and spell correctly ● Vary sentence structure ● Maintain consistency in style and tone

- Use context clues, reference materials, Greek and Latin affixes and roots to determine the meaning of words

ASSESSMENT OF LEARNING

Summative Assessment (Assessment at the end of the learning period)	<ul style="list-style-type: none"> • Students conduct research on a historical figure of their choice. • Students draft an essay using multiple sources.
Formative Assessments (Ongoing assessments during the learning period to inform instruction)	<ul style="list-style-type: none"> • Think, pair, share • Collaborative writing • Independent writing • Conferences
Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)	<ul style="list-style-type: none"> • Students conduct research on a historical figure of their choice and draft an essay using 1 source. • Students conduct research on a historical figure of their choice and present their findings orally.
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	<p>Writing: ELA Department will be administering <i>embedded</i> writing benchmark assessments. The assessments will consist of short, grade level texts (2 fiction, 2 non-fiction, or 1 and 1) thematically linked to the unit being taught.</p> <p>Jeans/Backpack Winter Benchmark</p>

RESOURCES

Core instructional materials:
 Scope Magazine:

- *Newsies* by Mack Lewis
- *Out of the Flames* by Kristen Lewis
- *Why are Clothes So Cheap?* by Kristen Lewis and Gini Sikis
- *Day of Disaster* by Kristen Lewis

Supplemental materials:
 Scholastic SCOPE Magazine Resources & Texts
 Independent books at various lexile levels in the classroom library
 “Did You Use the GPS on Your Phone Today?” by Mackenzie Carro
 “Frozen Dreams” by Lauren Tarshis
 “The Man Who Saved a Thousand Babies” by Lauren Tarshis
 “The Fire Breather” by Tod Olsen
 Memoir/autobiography/biography trade books at various lexile levels in the classroom library

Modifications for Learners

See [appendix](#)

Topic/Unit 4 Title	Reading: Out of this World Fantasy Genre Study Through Book Clubs	Approximate Pacing	6 weeks
STANDARDS			
NJSLS (ELA/L)			
<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.</p> <p>RL.6.7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.</p> <p>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.</p> <p>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.</p> <p>SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <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.6.3. Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

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., stingy, scrimping, economical, un wasteful, thrifty).

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.

Interdisciplinary Connections:	Career Readiness, Life Literacy, and Key Skills
<p>Standard 1.5.8.Cr2a: Demonstrate persistence and willingness to experiment and take risks during the artistic process.</p> <p>Activity Based on analysis of book club books, students can choose to create: narrative/play, book mosaic, game board, graphic novel, newspaper set in the world of their book or 5 pieces of art.</p>	<p>Standard 9.4.8.IML.13: Identify the impact of the creator on the content, production, and delivery of information</p> <p>Activity In small groups students discuss their book club books and assess the quality of their discussion in the group. They fill in the their digital sheet with their evaluation of the discussion.</p>
Computer Science & Design Thinking :	
<p>Standard 8.1.8.CS.3: Justify design decisions and explain potential system trade-offs.</p> <p>Activity Students need to justify and explain why they choose to create: a digital narrative/play, book mosaic, game board, graphic novel, newspaper set in the world of their book club text or 5 pieces of art.</p>	
UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS	
<p>Essential Questions</p> <ul style="list-style-type: none"> • Why read fantasy? What can fantasy teach us? • Why should readers use reading strategies while they read? <p>Enduring Understanding</p> <ul style="list-style-type: none"> • Fantasy allows readers to experiment with different ways of seeing the world, so that the unfamiliar is used to comment upon the familiar. • Reading strategies allow readers to make connections between seemingly unrelated concepts or things. 	
STUDENT LEARNING OBJECTIVES	
Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
<p>Students will know:</p> <ul style="list-style-type: none"> • How to quote accurately from a text • How to make relevant connections • How to make inferences • Key details 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Use the text to support their analysis, inferences, and predictions • Identify theme • Construct a summary free of personal opinions

<ul style="list-style-type: none"> • How to identify theme • How to summarize text • Basic story elements • Metaphors and similes 	<ul style="list-style-type: none"> • Describe plot development • Describe how characters respond and change because of the plot's progression and resolution • Use context clues to define words and phrases • Analyze sections in context of the whole piece • Compare and contrast what is seen and heard to what was read
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ASSESSMENT OF LEARNING

Summative Assessment (Assessment at the end of the learning period)	Students will read a short story and respond to reading comprehension questions including characterization and theme.
Formative Assessments (Ongoing assessments during the learning period to inform instruction)	<ul style="list-style-type: none"> • Think, pair, share • Conferences • Book club discussions • Do Nows • Exit slips • Discussion • Reader's notebook • Open constructed responses • Book club evaluations
Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)	<ul style="list-style-type: none"> • Students can provide oral responses to questions • Students can use graphic organizers to outline their responses to questions
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	Reading: NWEA MAP is administered to students three times per year (fall, winter, spring) to monitor progress in achieving grade level reading comprehension.

RESOURCES

Core instructional materials:
Jeremy Thatcher, Dragon Hatcher by Bruce Coville (710L)
Tuck Everlasting by Natalie Babbitt (770L)
Coraline by Neil Gaiman (740L)
The Thief Lord by Cornelia Funke (640L)
The Phantom Tollbooth by Norton Juster (1000L)
A Wrinkle in Time by Madeleine L'Engle (740L)

The Serpent's Secret by Sayantini DasGupta (730L)
The School for Good and Evil by Soman Chainani (830L)
Texting the Underworld by Ellen Booraem (590L)
The False Prince by Jennifer Nielson (710L)
Powerless by Matthew Cody (800L)

Supplemental materials:

Scholastic SCOPE Magazine Resources & Texts
 Independent books at various lexile levels in the classroom library

Modifications for Learners

See [appendix](#)

Topic/Unit 4 Title	Writing: Literary Analysis	Approximate Pacing	6 weeks
STANDARDS			
NJSLS (ELA/L)			
<p>W.6.1. Write arguments to support claims with clear reasons and relevant evidence.</p> <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. <p>W.6.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>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.</p> <p>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.</p> <p>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.</p>			

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”).
- B. 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”)

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.

- E. 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.
- F. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- G. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- H. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

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.

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

- F. Ensure that pronouns are in the proper case (subjective, objective, possessive).
- G. Use intensive pronouns (e.g., myself, ourselves).
- H. Recognize and correct inappropriate shifts in pronoun number and person.
- I. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
- J. 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.

- C. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
- D. 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.

- E. 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.
- F. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
- G. 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.
- H. 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.

- D. Interpret figures of speech (e.g., personification) in context.
- E. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
- F. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).

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.

Interdisciplinary Connections:	Career Readiness, Life Literacy, and Key Skills
<p>Standard (Visual and Performing Arts: General Music) 1.3A.8.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p>Activity Students will view examples of themes as related to music and discuss the importance of theme to music and stories.</p>	<p>Standard 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect</p> <p>Activity Students will engage in a discussion (before or after reading) to compare and contrast different cultural perspectives from “The Necklace” and “The Quinceanera.”</p>
Computer Science & Design Thinking :	
<p>Standard 8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.</p> <p>Activity Drawing from two (2) sources, students draft a digital literary analysis essay using evidence from the texts to support their conclusions. Students will use Google Docs to type their essay.</p>	

UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS	
<p>Essential Questions</p> <ul style="list-style-type: none"> • What makes an argument when writing? <p>Enduring Understandings</p> <ul style="list-style-type: none"> • An argument consists of a claim supported by facts, reasons, and examples from several sources. 	
STUDENT LEARNING OBJECTIVES	
Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
<p>Students will know:</p> <ul style="list-style-type: none"> • How to write opinion pieces including how to: introduce a topic, state an opinion, organize a structure, provide logical reasons supported by facts and details, use transitions, and provide a conclusion • Purposes of writing and the appropriate audience • The basic writing process • How to use technology to produce and publish writing • Collect information from literary and informational texts • Verb tenses and their uses (past, present, future, and perfect) • Conjunctions, prepositions, and interjections • Uses of commas • Punctuate titles of works • Dialect • Common Greek and Latin affixes and roots • Similes and metaphors • Idioms, adages, and proverbs • Synonyms, antonyms, and homographs 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Write an argument to establish a claim • Support claims with clear reasons and relevant evidence • Use credible sources • Clarify relationships between reasons and evidence • Use transitions effectively • Use appropriate writing style for the task • Write a logical conclusion • Produce coherent writing specific to audience and task • Plan, draft, revise, edit, and rewrite • Produce and publish writing by typing at least 3 pages • Non-restrictive parenthetical elements in writing • Capitalize, punctuate and spell correctly • Vary sentence structure • Maintain consistency in style and tone • Use context clues, reference materials, Greek and Latin affixes and roots to determine the meaning of words
ASSESSMENT OF LEARNING	
<p>Summative Assessment (Assessment at the end of the learning period)</p>	<p>Students analyze and write a literary analysis essay using multiple sources.</p>
<p>Formative Assessments (Ongoing assessments during the learning period to inform instruction)</p>	<ul style="list-style-type: none"> • Think, pair, share • Collaborative writing • Independent writing • Conferences
<p>Alternative Assessments (Any</p>	<ul style="list-style-type: none"> • Students read a short story and draft a literary analysis essay using 1 source.

<p>learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)</p>	<ul style="list-style-type: none"> • Students read and analyze a short story and present their findings orally.
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<p>Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)</p>	<p>Writing: ELA Department will be administering <i>embedded</i> writing benchmark assessments. The assessments will consist of short, grade level texts (2 fiction, 2 non-fiction, or 1 and 1) thematically linked to the unit being taught.</p>
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RESOURCES

<p>Core instructional materials: <i>Jeremy Thatcher, Dragon Hatcher</i> by Bruce Coville (710L) <i>Tuck Everlasting</i> by Natalie Babbitt (770L) <i>Coraline</i> by Neil Gaiman (740L) <i>The Thief Lord</i> by Cornelia Funke (640L) <i>The Phantom Tollbooth</i> by Norton Juster (1000L) <i>A Wrinkle in Time</i> by Madeleine L'Engle (740L) <i>The Serpent's Secret</i> by Sayantini DasGupta (730L) <i>The School for Good and Evil</i> by Soman Chainani (830L) <i>Texting the Underworld</i> by Ellen Booraem (590L)</p>

<p>Supplemental materials: Scholastic SCOPE Magazine Resources & Texts Independent books at various lexile levels in the classroom library</p>

Modifications for Learners

<p>See appendix</p>

Topic/Unit 5 Title	Reading: Diversity Realistic Fiction/Thematic Non-Fiction Texts	Approximate Pacing	6 weeks
STANDARDS			
NJSLS (ELA/L)			
<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.</p> <p>RL.6.7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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).</p>			

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 the 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.

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 at grade level text-complexity or above, with scaffolding as needed.

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.6.3. Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

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., stingy, scrimping, economical, unwasteful, thrifty).
- 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.

Interdisciplinary Connections:	Career Readiness, Life Literacy, and Key Skills
<p>Standard LGBT and Disabilities Law (N.J.S.A. 18A:35-4.35) (Comprehensive Health and Physical Education 2.1 Personal and Mental Health) 2.1.8.EH.2: Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.</p> <p>Activity In book club groups, students will discuss the different disabilities of people within their books and how those people’s lives are affected, and the importance of acceptance and inclusion.</p>	<p>Standard 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect. 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.</p> <p>Activity In small groups, students will discuss diversity within their book club with sensitivity and thought to the obstacles of their characters.</p>

<p>LGBTQ: <i>Jilly P.</i> include characters who identify as members of the LGBTQ community.</p>	
<p>Computer Science & Design Thinking :</p>	
<p>Standard 8.1.8.IC.2: Describe issues of bias and accessibility in the design of existing technologies.</p> <p>Activity Students research the disabilities or struggles a character faces in their book club book. They will then discuss how bias access affects people with disabilities.</p>	
<p>UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS</p>	
<p>Essential Question</p> <ul style="list-style-type: none"> ● What can we learn from reading stories about people with learning differences? ● How do authors use language to impact an audience? <p>Enduring Understanding</p> <ul style="list-style-type: none"> ● Events and people we meet in our life shape who we are and how we view the world. ● Word choice influences the way an audience responds to an author’s work. 	
<p>STUDENT LEARNING OBJECTIVES</p>	
<p>Key Knowledge</p>	<p>Process/Skills/Procedures/Application of Key Knowledge</p>
<p><i>Students will know:</i></p> <ul style="list-style-type: none"> ● How to quote accurately from a text ● How to make relevant connections ● How to make inferences ● Key details ● How to identify theme ● How to summarize text ● Basic story elements ● Metaphors and similes ● How to make relevant connections and inferences ● How to find a theme or central idea; ● How key details support theme or central idea ● How to explain relationships between key individuals, ideas, and events in a text ● How to compare and contrast texts in different forms and genres 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> ● Use the text to support their analysis, inferences, and predictions ● Describe plot development ● Describe how characters respond and change because of the plot’s progression and resolution ● Use context clues to define words and phrases ● Analyze sections in context of the whole piece ● Compare and contrast what is seen and heard to what was read ● Cite text to support analysis ● Make inferences ● Determine a theme or central idea ● Provide a summary free of personal opinion ● Compare and contrast different genres that share similar themes and topics ● Analyze how different authors convey the same message

<ul style="list-style-type: none"> • How to use context clues and use reference materials to define words • How particular elements (sentences, paragraphs, chapters, sections) contribute to overall structure • How to use different types of media formats to gather information • How to identify an author's reasons to support his claim • How to read several texts on the same topic 	<ul style="list-style-type: none"> • Analyze the development of a key individual, event or idea in a text • Analyze how a part of a text fits in with the whole text • Determine author's point of view and how it is conveyed • Integrate information gathered from different media or formats • Trace and evaluate distinguishing claims that are supported against those that are not supported • Find the meaning of words using context clues and reference materials
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ASSESSMENT OF LEARNING

Summative Assessment (Assessment at the end of the learning period)	<ul style="list-style-type: none"> • Students write a response to their novel that shows their reaction to the book using evidence from the text.
Formative Assessments (Ongoing assessments during the learning period to inform instruction)	<ul style="list-style-type: none"> • Think, pair, share • Conferences • Book club discussions • Do Nows • Exit slips • Discussion • Reader's notebook • Open constructed responses • Book club evaluations
Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)	<ul style="list-style-type: none"> • Students can provide their reactions to the book orally. • Students can use graphic organizers to outline their reaction to the book.
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	<p>Reading: NWEA MAP is administered to students three times per year (fall, winter, spring) to monitor progress in achieving grade level reading comprehension.</p>

RESOURCES

<p>Core instructional materials: <i>Rules</i> by Cynthia Lord (780L) <i>A Mango-Shaped Space</i> by Wendy Mass (770L) <i>Wonder</i> by R.J. Palacio (790L) <i>Freak the Mighty</i> by Rodman Philbrick (1000L)</p>

<p><i>Fish in a Tree</i> by Lynda Mullaly Hunt (550L) <i>Rain Reign</i> by Ann M. Martin (720L) <i>So B. It</i> by Sarah Weeks (860L) <i>Tangerine</i> by Edward Bloor (680L) <i>Insignificant Events in the Life of a Cactus</i> by Dusty Bowling (700L) <i>Out of My Mind</i> by Sharon Draper (700L) <i>You Don't Know Everything, Jilly P!</i> by Alex Gino (810L) (LGBTQ+)</p>
<p>Supplemental materials: Scholastic SCOPE Magazine Resources & Texts Independent books at various lexile levels in the classroom library</p>
Modifications for Learners
<p>See appendix</p>

Topic/Unit 5 Title	Writing: Project Based Writing	Approximate Pacing	6 weeks
STANDARDS			
NJSLS (ELA/L)			
<p>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.</p>			

- 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.6.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

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”).
- B. 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”)

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.

- E. 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.
- F. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- G. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

H. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

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.

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.

- C. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
- D. 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.

- E. 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.
- F. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
- G. 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.
- H. 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.

- D. Interpret figures of speech (e.g., personification) in context.
- E. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
- F. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).

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.

Interdisciplinary Connections:		Career Readiness, Life Literacy, and Key Skills	
<p>Standard (Visual and Performing Arts: 1.2 Media Arts Standards) 1.2.8.Cr2a: Organize and design artistic ideas for media arts productions.</p> <p>Activity Students illustrate their own poetry, connecting the theme and visualization.</p>		<p>Standard 9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.</p> <p>Activity Students share their multimedia poetry with the class. Feedback and interpretation will be given from both teacher and the students.</p>	
Computer Science & Design Thinking :			
<p>Standard 8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.</p> <p>Activity Students create a multimedia presentation and share their written poetry.</p>			
UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS			
<p>Essential Question</p> <ul style="list-style-type: none"> • How do writers support their opinions? • How can writers influence their readers? <p>Enduring Understanding</p> <ul style="list-style-type: none"> • Close reading of texts gives writers the details needed to support their opinions. • By careful word choice, and bringing awareness of issues to others, writers can urge others to action. 			
STUDENT LEARNING OBJECTIVES			
Key Knowledge		Process/Skills/Procedures/Application of Key Knowledge	
<p>Students will know:</p> <ul style="list-style-type: none"> • Purposes of writing and the appropriate audience • The basic writing process • How to use technology to produce and publish writing • Collect information from literary and informational texts • Verb tenses and their uses (past, present, future, and perfect) • Conjunctions, prepositions, and interjections • Uses of commas • Punctuate titles of works 		<p>Students will be able to:</p> <ul style="list-style-type: none"> • Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. • Produce coherent writing specific to audience and task • Plan, draft, revise, edit, and rewrite • Take notes • Nonrestrictive parenthetical elements in writing • Capitalize, punctuate and spell correctly 	

<ul style="list-style-type: none"> ● Dialect ● Common Greek and Latin affixes and roots ● Similes and metaphors ● Idioms, adages, and proverbs ● Synonyms, antonyms, and homographs 	<ul style="list-style-type: none"> ● Vary sentence structure ● Maintain consistency in style and tone ● Use context clues, reference materials, Greek and Latin affixes and roots to determine the meaning of words
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ASSESSMENT OF LEARNING

Summative Assessment (Assessment at the end of the learning period)	<ul style="list-style-type: none"> ● Using different forms/formats, students draft their own poetry
Formative Assessments (Ongoing assessments during the learning period to inform instruction)	<ul style="list-style-type: none"> ● Think, pair, share ● Collaborative writing ● Independent writing ● Conferences
Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)	<ul style="list-style-type: none"> ● Students choose which forms of poetry to write ● Students draft 2 poems
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	<p>Writing: ELA Department will be administering <i>embedded</i> writing benchmark assessments. The assessments will consist of short, grade level texts (2 fiction, 2 non-fiction, or 1 and 1) thematically linked to the unit being taught.</p> <p>Penguin/Seabird Writing Benchmark: Spring</p>

RESOURCES

Core instructional materials:
Serafina’s Promise by Anne E. Burg (non-prose)

Supplemental materials:
 Scholastic SCOPE Magazine Resources & Texts
 Independent books at various lexile levels in the classroom library
Inside Out and Back Again by Thanhha Lai (non-prose) (AAPI)
House Arrest by K. A. Holt (non-prose) (Amistad)
Love That Dog by Sharon Creech (non-prose)
Witness by Karen Hesse (non-prose) (Amistad/Holocaust)
Out of the Dust by Karen Hesse (non-prose)
Locomotion by Jacqueline Woodson (non-prose) (Amistad)

Modifications for Learners

See [appendix](#)

