

**MOUNT HOLLY TOWNSHIP SCHOOL DISTRICT
6th GRADE ENGLISH LANGUAGE ARTS CURRICULUM**



**2016 ELA Standards with companion June 2020 NJSLS
Board Approval: August 2022**

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New Jersey English Language Arts Standards:
[2016 New Jersey Student Learning Standards - ELA](#)

2016 New Jersey Student Learning Standards for English Language Arts

The ELA Standards were revised in 2016, with the recommendations of teams of teachers, parents, administrators, supervisors and other stakeholders and reflect the strong beliefs that:

- Literature and informational (nonfiction) text are important for our students and should maintain their rightful place in our classrooms;
- Background knowledge and motivation are critical to the success of students when learning to read and when accessing complex text;
- Research by students provides the opportunity to learn more about a subject, but equally as important, provides students the opportunity to look beyond their research to questions left unanswered (new avenues for student research);
- Using evidence remains a critical skill, interspersed throughout the standards, allowing students to ground their thinking in the work of authors and experts in literature and in the content areas;
- Literacy must be recognized and guided in content areas so that students recognize the academic vocabulary, media representations, and power of language inherent in the work of scholars and experts; and
- The importance of foundational skills in the early grades, as students learn to read, cannot be overstated and calls for targeted, sustained intervention at any point of struggle for a student.

The NJSLS-ELA feature the following elements:

- Anchor Standards: general expectations consistent across grades that must be met for students to be prepared to enter college and workforce training programs ready to succeed.
- Strands: Broad ideas nested within each of the anchor standards that describe the areas of focus for the NJSLS-ELA.
- Progress Indicators: define grade-specific expectations and frame a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.

- Companion Standards: Grades 6-12 feature content area-specific guidance in history/social studies, science, and technical subjects based on anchor standards, and include expectations refined by the unique literacy requirements of the particular discipline(s).

Reading (NJSLA.R): Text complexity and the growth of comprehension

The Reading anchor standards place equal emphasis on the sophistication of what students read and the skill with which they read. NJSLA.R defines a grade-by-grade “staircase” of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.

Writing (NJSLA.W): Text types, responding to reading, and research

The Writing anchor standards acknowledge the fact that whereas some writing skills, such as the ability to plan, revise, edit, and publish, are applicable to many types of writing, other skills are more properly defined in terms of specific writing types: arguments, informative/explanatory texts, and narratives. NJSLA.W stresses the importance of the writing-reading connection by requiring students to draw upon and write about evidence from literary and informational texts. Because of the centrality of writing to most forms of inquiry, research standards are prominently included in this strand, though skills important to research are infused throughout the document.

Speaking and Listening (NJSLA.SL): Flexible communication and collaboration

Including but not limited to skills necessary for formal presentations, the Speaking and Listening anchor standards require students to develop a range of broadly useful oral communication and interpersonal skills. Students must learn to work together, express and listen carefully to ideas, integrate information from oral, visual, quantitative, and media sources, evaluate what they hear, use media and visual displays strategically to help achieve communicative purposes, and adapt speech to context and task.

Language (NJSLA.L): Conventions, effective use, and vocabulary

The Language anchor standards include the essential “rules” of standard written and spoken English, but they also approach language as a matter of craft and informed choice among alternatives. The vocabulary standards focus on understanding words and phrases, their relationships, and their nuances and on acquiring new vocabulary, particularly general academic and domain-specific words and phrases.

New Jersey Computer Science and Design Thinking Standards
[2020 New Jersey Student Learning Standards: Computer Science and Design Thinking](#)

New Jersey Career Readiness, Life Literacies, and Key Skills Standards
[2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies & Key Skills](#)

Pacing Guide

Topic	Unit #	Unit Length
Literary Analysis	1	9 weeks
Research Simulation/Amistad	2	9 weeks
Narrative	3	9 weeks
Holocaust	4	9 weeks

Unit # 1	
Unit Title	Literary Analysis
Reading Genre(s)	Realistic Fiction, Science Fiction, Informational Nonfiction, Narrative Nonfiction
Writing Tasks	Argumentative Essay, Routine Writing, and NJSLA Literary Analysis Task (LAT)
Recommended Pacing	9 weeks
Unit Summary	The Literary Analysis Unit will challenge students to find deeper-level meanings in a text by examining small portions and understanding how they affect the whole. To accomplish this,

Unit # 1

they will analyze poems, short dramas and/or novels that align to the New Jersey Student Learning Standards.

Students will also regularly use technology, such as Google Drive and/or Google Classroom to explore topics through innovative and creative practices. Any project-based activities that are assigned will promote student choice and passion, while simultaneously assessing their content standard knowledge.

During Independent Reading, students will incorporate habits and routines of effective readers into their independent reading. Students will be expected to choose “Just Right” books, use reading logs, create text evidence-based claims, set reading goals, and maintain a literacy binder and/or literacy folder in Google Drive to be used throughout the school year.

During Literary Analysis Tasks, the expected strategy will incorporate the “I Do, We Do, You Do” approach. First, the teacher will model writing strategies for students. Then, the class will write a sample piece together as a whole group. Finally, students will write independently. Writing techniques will be taught through mini-lessons and modeling.

Assessments will vary but may include: Post-Its/Claims, Exit Tickets, Multiple Choice Questions, End of Unit Benchmarks, Writing Pieces, and other formative and summative assessments.

Career Readiness, Life Literacies, and Key Skills Standards

Civic Financial Responsibility

9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.

9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.

Unit # 1

Economic and Government Influences

9.1.8.EG.8: Analyze the impact of currency rates over a period of time and the impact on trade, employment, and income.

Financial Psychology

9.1.8.FP.3: Explain how self-regulation is important to managing money (e.g., delayed gratification, impulse buying, peer pressure, etc.).

Career Awareness and Planning

9.2.8.CAP.1: Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.

9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.

9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.

9.2.8.CAP.4: Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.

9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.

Unit # 1	
	<p>Global and Cultural Awareness</p> <p>9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).</p> <p>9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.</p>
Computer Science and Design Thinking (Technology)	<p>Ethics & Culture</p> <p>8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.</p> <p>8.2.8.EC.2: Examine the effects of ethical and unethical practices in product design and development.</p> <p>Impacts of Computing</p> <p>8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.</p> <p>8.1.8.IC.2: Describe issues of bias and accessibility in the design of existing technologies.</p> <p>Interaction of Technology and Humans</p> <p>8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.</p> <p>8.2.8.ITH.2: Compare how technologies have influenced society over time.</p>

Unit # 1	
	<p>8.2.8.ITH.3: Evaluate the impact of sustainability on the development of a designed product or system.</p> <p>8.2.8.ITH.4: Identify technologies that have been designed to reduce the negative consequences of other technologies and explain the change in impact.</p> <p>8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.</p>
Diversity, Equity, and Inclusion	Anchor texts, shared reads, and leveled readers represent a myriad of cultures, backgrounds, race, and ethnicities. The lives and cultures of diverse people are represented in the materials students interact with daily. Diversity and equity are explored within the study of <u>Middle School: The Worst Years of My Life</u> , with a focus on different social groups and socioeconomic status as well as <u>Maniac Magee</u> , with a focus on racial segregation in American history and socioeconomic status.
Amistad	Addressed in Unit 2
Holocaust	Addressed in Unit 4

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> Authors don't always say things directly or literally. Readers should always consider an author's point of view or choice of narrator. Informational texts employ specific organizational structure. Certain aspects 	<ul style="list-style-type: none"> What makes a theme enduring? How and why do authors use text structure? How does point of view influence the author's message and reader's interpretation? What evidence can I use to support an argument?

<ul style="list-style-type: none"> Proficient writers make deliberate choices. 	<ul style="list-style-type: none"> How do I organize and present an argument?
District/School Required Texts and Media Formats	District/School Supplementary Resources
<p><u>Middle School: The Worst Years of My Life</u> By: James Patterson</p> <ul style="list-style-type: none"> Paired Text: <ul style="list-style-type: none"> “All Summer in a Day,” Ray Bradbury Required Financial Literacy Standard 9.1.8.A.6 <ul style="list-style-type: none"> What Can I Afford? <p>(Advanced) <u>Maniac Magee</u> By: Jerry Spinelli</p> <ul style="list-style-type: none"> Paired Text: <ul style="list-style-type: none"> “Thank You Ma’am” Langston Hughes (Advanced) “When Kids Get Their First Cell Phone Around the World” - CNN.com <ul style="list-style-type: none"> Required Financial Literacy Standard 9.1.8.A.6 <ul style="list-style-type: none"> What Can I Afford? 	<p><u>Middle School: The Worst Years of My Life</u> Optional Resources:</p> <ul style="list-style-type: none"> Pre-Reading Activities <ul style="list-style-type: none"> James Patterson Interview (Video Clip) Anticipatory Guide Paired Texts <ul style="list-style-type: none"> “Eleven,” Sandra Cisneros “The Sniper,” Liam O’Flaherty “The Lady, of the Tiger?” Frank R. Stockton Related Articles <ul style="list-style-type: none"> “Bullies Need to be Brought to Justice” “All Kids Deserve to be Safe- Jake’s Story” <u>Middle School: The Worst Years of My Life</u> Movie (2016) <p><u>Maniac Magee</u> Optional Resources:</p> <ul style="list-style-type: none"> Pre-Reading Activities <ul style="list-style-type: none"> Jerry Spinelli Interview (Video Clip) Jerry Spinelli Biography Anticipatory Guide Paired Texts <ul style="list-style-type: none"> “The All-American Slurp” by Lensey Namioka

	<ul style="list-style-type: none"> ○ <i>Related Articles</i> <ul style="list-style-type: none"> ■ “25 Years On, ‘Maniac Magee’ Is Still Running” by: Shannon Maughan ■ “When Cold Winds Blow, Americans Give Shelter”; NEWSLA ■ “Ending School Segregation in the U.S.”; NEWSLA ○ Maniac Magee Movie (2003) <p>Supplementary Resources:</p> <ul style="list-style-type: none"> ● Read Write Think ● ReadWorks ● Scholastic (SCOPE) ● Core Standards: Appendix B ● NewsELA ● Learning Ally
District/School Formative Assessments	District/School Summative Assessments
<ul style="list-style-type: none"> ● Anecdotal Records ● Writing Portfolios (Argumentative) ● i- Ready Instruction 	<ul style="list-style-type: none"> ● District Benchmarks ● Writing Assessment-(LAT) ● i-Ready Diagnostic
Instructional Best Practices	
<ul style="list-style-type: none"> ● Identifying Similarities and Differences 	<ul style="list-style-type: none"> ● Managing response rates

<ul style="list-style-type: none"> ● Summarizing and Note Taking ● Reinforcing Effort and Providing Recognition ● Homework and Practice ● Modeling ● Cooperative Learning ● Setting Objectives and Providing Feedback ● Cues, Questions, and Advance Organizers ● Gradual Release of Responsibility 	<ul style="list-style-type: none"> ● Checks for Understanding ● Diagrams, Charts and Graphs ● Coaching ● Reading Partners ● Visuals ● Collaborative Problem Solving ● Active Engagement Strategies ● Required Reading and Writing Artifacts (e.g. Word Wall, NJSLA Rubrics, Student Work display with rubric score, teacher feedback, student reflection, Reading Journal, (notebook), student portfolios, conference logs, data charts/logs, etc.)
Learning Plan	
NJSLS	Learning Targets and Exemplar Lessons:
9.1.8.A.6 Explain how income affects spending decisions.	<p>9.1.8.A.6</p> <p>What Can I Afford?</p> <p>https://www.thirteen.org/edonline/lessons/afford/#close</p> <ul style="list-style-type: none"> ● Budget and keep track of expenses to help decide which cell phone plan they can afford. ● Compare cell phone plans using various methods to determine which is the most appropriate for their needs. ● Use direct calculation, tables, and graphs to compare various pricing structures for cell phones, checking accounts, and other services. ● Describe the basics of checking accounts. ● Consider the fees of various checking accounts to determine which one makes the most sense for their needs.

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.6.1

A. Closely read a text

2. Determine what is important

B. Cite evidence from a text

5. Correctly cite evidence from the text

6. Pull evidence to support an opinion and its reasons

C. Gather evidence for making inferences (*predictions, conclusions, context clues*)

7. Use evidence from the text to make predictions

8. Use evidence to check predictions

9. Gather evidence from the text to support conclusions

10. Refer to the text for support when analyzing conclusions and drawing conclusions

D. Multiple and deeper meanings

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.

13. Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of conclusions and predictions

RL.6.2

A. Theme

1. Determine the theme of central message of a text.
2. Analyze the theme using key details from the beginning of the text as evidence.
3. Analyze the theme using key details from the middle of the text as evidence.
4. Analyze the theme using key details from the end of the text as evidence.

B. Central idea

5. Determine the central idea of a text.
6. Analyze the central idea using key details from the beginning of the text as evidence.
7. Analyze the central idea using key details from the middle of the text as evidence.
8. Analyze the central idea using key details from the end of the text as evidence.

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

C. Author's choice

- 10. Identify ideas that are repeated throughout a text.
- 11. Identify changes in characters throughout a text.
- 12. Identify changes in plot throughout a text.
- 13. Analyze ideas that are repeated throughout a text.
- 14. Analyze changes in characters throughout a text.
- 20. Analyze the effectiveness of the author's choice throughout the text.

RL.6.4

A. Figurative language

- 1. Explain the meaning of figurative words and phrases as they are used in a text
- 2. Analyze the impact of figurative words and phrases on meaning and/or tone

C. Word choice

- 5. Analyze why the author chose to use a specific figurative word or phrase
- 6. Analyze the effectiveness of the author's figurative word

RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.

choice

7. Analyze the impact the word choice has on the reader.

RL.6.5

A.Structures

1. Identify the different text structures of a text.
5. Differentiate between different text structures.

B. Components of a text

6. Identify how a particular sentence and chapter contributes to the development of the theme.

C. Impact on the reader

9. Analyze the impact a specific section has on the reader.
(chapter, scene, or stanza, etc.)

10. Analyze why the author included a specific section of a text.

11. Evaluate the effectiveness of the author's choice to include a specific section in a text.

RL.6.6

<p>RL.6.9 Compare and 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><u>A.Point of view</u></p> <ol style="list-style-type: none"> 1. Identify various points of view. 2. Identify point of view and how it affects the reader. 3. Identify how the author develops the point-of-view of the narrator or speaker in the text. 4. Analyze how the author develops the point-of-view of the narrator or speaker in the text. 5. Explain how a portion or scene within a text would change if the narrator/speaker’s point of view was different. 6. Explain how the change in the narrator/speaker’s point-of view of a portion or scene within a text would affect the reader. 7. Analyze how author’s word choice develops the narrator/speaker’s point of view 8. Give an opinion supported by text evidence of the effectiveness of author’s choice in point of view 9. Explain how the author’s point of view impacts the reader. <p>RL.6.9</p> <p><u>A.Theme</u></p> <ol style="list-style-type: none"> 1. Compare and contrast different genres that have similar themes.
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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.

2. Analyze how the same theme is communicated in different ways.

3. Analyze how the differences in genre impacts the reader.

B. Author's approach

4. Analyze how an author's background affects how they present a theme in their work.

5. Compare and contrast how author's philosophy and personality affect their work.

6. Analyze the effectiveness of an author's approach to the theme.

RI.6.1

A. Closely read a text

2. Determine what is important

B. Cite evidence from a text

5. Correctly cite evidence from the text

6. Pull evidence to support an opinion and its reasons

<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><u>C. Gather evidence for making inferences</u> (<i>predictions, conclusions, context clues</i>)</p> <ul style="list-style-type: none"> 7. Use evidence from the text to make predictions 8. Use evidence to check predictions 9. Gather evidence from the text to support conclusions 10. Refer to the text for support when analyzing conclusions and drawing conclusions <p><u>D. Multiple or deeper meaning</u></p> <ul style="list-style-type: none"> 13. Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of conclusions and predictions <p>RI.6.2</p> <p><u>A. Central idea</u></p> <ul style="list-style-type: none"> 1. Identify the central message (idea) 2. Explain the central idea using key details from the beginning of the text as evidence. 3. Explain the central idea using key details from the middle of the text as evidence.
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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.

4. Explain the central idea using key details from the end of the text as evidence.
5. Distinguish key details from all other details.

RI.6.4

A.Figurative language

1. Explain the meaning of figurative words and phrases as they are used in a text
2. Analyze the impact of figurative words and phrases on meaning and/or tone
3. Analyze why the author chose to use a specific figurative word or phrase
4. Evaluate the effectiveness of the author's figurative word choice

RI.6.5

A.Structures

1. Identify the different text structures of an article or essay
4. Differentiate between different text structures

B. Contributions of parts of text to the whole

<p>RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p>	<p>5. Identify how individual sections of a speech, article or essay contributes to the overall idea.</p> <p><u>C. Impact on reader</u></p> <p>9. Analyze the impact a specific section has on the reader.</p> <p>10. Analyze why the author included a specific section of a speech, article or essay.</p> <p>11. Evaluate the effectiveness of the author’s choice to include a specific section in a speech, article or essay.</p> <p>RI.6.6</p> <p><u>A.Point of view</u></p> <ol style="list-style-type: none"> 1. Identify various points of view. 2. Identify point of view and how it affects the reader. 3. Identify how the author develops the point-of-view of the narrator or speaker in the text. 4. Analyze how the author develops the point-of-view of the narrator or speaker in the text.
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RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

- W.6.1** Write arguments to support claims with clear reasons and relevant evidence.
- **W.6.1.A.** Introduce claim(s) and organize the reasons and evidence clearly.

5. Explain how a portion or scene within a text would change if the narrator/speaker's point of view was different.
6. Explain how the change in the narrator/speaker's point-of-view of a portion or scene within a text would affect the reader.
7. Analyze how author's word choice develops the narrator/speaker's point of view
8. Give an opinion supported by text evidence of the effectiveness of author's choice in point of view

RI.6.8

A.Evaluate an argument

2. Analyze arguments in a text.
3. Analyze claims in a text.

B. Supporting an argument

5. Determine arguments that are supported by evidence from arguments that are not supported in a text.
6. Determine claims supported by evidence from claims that are not supported in a text.

W.6.1. Write an Argument Essay

- **W.6.1.B.** Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
- **W.6.1.C.** Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
- **W.6.1.D.** Establish and maintain a formal/academic style, approach, and form.
- **W.6.1.E.** Provide a concluding statement or section that follows from the argument 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.

- Introduce a topic
- Compose a well-developed thesis statement
- Select appropriate text structures and text features for clarity
- Include formatting, graphics, and multimedia when useful to aid comprehension
- Add relevant facts, definitions, concrete details, quotations, or other information and examples to develop the topic
- Cite information correctly by following the proper format
- Transition between ideas and concepts using appropriate words and phrases
- Select specific vocabulary to inform about or explain the topic
- Consistently use a formal style
- Write a conclusion to bring all ideas to a close

W.6.4 Write clearly and coherently

- Identify defining characteristics of different genres of writing
- Unpack a writing prompt
- Write for a specific purpose and audience
- Select an appropriate text structure or format for the task
- Use language that is precise and powerful to create voice
- Create a tone that is appropriate for one's audience

W.6.5 Plan, revise and edit writing

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.

- **W.6.9.A.** Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").
- **W.6.9.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").

- Revise and edit intentionally to improve writing
- Generate ideas to develop topic
- Revise writing with a partner or self-editing checklists
- Distinguish between editing and revising

W.6.6 Use Technology

- Use technological resources to enhance writing
- Give and receive feedback using technology
- Seek out authentic publishing opportunities
- Use tools including blogs and wikis, to develop writing and communicate with students in their classes
- Type a minimum of three pages in a single sitting
- Use keyboarding skills to make typing more efficient
- Type three pages in an appropriate amount of time

W.6.9 Research

- Write a clear thesis statement
- Identify evidence that supports claims in literary analysis
- Incorporate evidence into written pieces, using introductory phrases and transitions
- Logically connect evidence to claims in writing
- Select direct and indirect quotations that relate to the topic as evidence
- Cite in-text direct and indirect quotations appropriately
- Explain quotations used as support to enhance meaning

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.

- **SL.6.1.A.** Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- **SL.6.1.B.** Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

- Provide adequate supporting details for each main idea in writing
- Use and maintain a formal style in writing
- Choose specific language to explain a topic
- Write a concluding statement/section that follows from and supports analysis
- Revise and edit the written piece for improvement
- Apply a specific organizational strategy to a compare-contrast essay

W.6.10 Routine Writing

- Practice writing in a myriad of situations (journals, dialogues, creative tasks, etc.)
- Reflect on and be able to explain purposeful decisions made while writing
- Respond to a wide-variety of topics for an array of purposes and audiences
- Produce written reflections

SL.6.1 Collaborative Discussions

- Read required texts prior to discussions
- Prepare for discussions
- Use previous knowledge to expand discussions about a topic
- Engage in conversations about grade-appropriate topics and texts
- Participate in a variety of rich, structured conversations
- Define and identify rules for discussions, including group and individual roles

<ul style="list-style-type: none"> ● SL.6.1.C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. ● SL.6.1.D. Review the key ideas expressed and demonstrate an understanding of multiple perspectives through reflection and paraphrasing. <p>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.</p> <p>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).</p>	<ul style="list-style-type: none"> ● Model appropriate behavior during discussions ● Craft and respond to specific questions based on the topic or text, elaborating when necessary ● Reflect on and paraphrase what was discussed ● Summarize the ideas expressed <p>SL.6.3 Deconstruct an Argument</p> <ul style="list-style-type: none"> ● Determine the speaker's argument and claims ● Unpack the arguments and claims ● Evaluate whether the speaker's reasoning is rational and legitimate ● Evaluate whether there is enough evidence to support the claims <p>SL.6.4 Presentation of Claims and Findings</p> <ul style="list-style-type: none"> ● Utilize skills that are common to the language production domain of writing ● Organize ideas in a logical, sequential order ● Present information using sound, detailed, and relevant evidence in a coherent manner ● Use appropriate eye contact, adequate volume, and clear pronunciation
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SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)

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

- **L.6.1.B.** Use intensive pronouns (e.g., myself, ourselves).
- **L.6.1.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.

- **L.6.2.A.** Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
- **L.6.2.B.** Spell correctly.

SL.6.6

- Orally present information, using appropriate speech, in a variety of situations
- Manipulate the speech based upon context

L.6.1 Conventions of Grammar

- Define and identify intensive pronouns in reading
- Determine the appropriate instance to use intensive pronouns in writing
- Revise grammatical errors in writing
- Perform peer reviews of writing to identify and correct grammatical errors
- Identify and use strategies to revise writing

L.6.2 Mechanics

- Define and identify nonrestrictive/parenthetical elements in writing
- Determine the appropriate punctuation to set off nonrestrictive/parenthetical elements

<p>L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> ● L.6.3.A. Vary sentence patterns for meaning, reader/listener interest, and style/voice. ● L.6.3.B. Maintain consistency in style and tone. <p>L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> ● L.6.4.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. ● L.6.4.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. ● L.6.4.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). 	<ul style="list-style-type: none"> ● Apply common rules and patterns to spell words correctly <p>L.6.3 Conventions of Language</p> <ul style="list-style-type: none"> ● Identify various sentence patterns ● Incorporate various sentence patterns to create style and voice ● Use a consistent style and tone when writing or speaking <p>L.6.4 Unknown and Multiple Meaning Words</p> <ul style="list-style-type: none"> ● Use a word's position in a sentence as a clue to the meaning of a word ● Use a combination of context clues, structural clues, and the word's position in the sentence to determine the meaning of an unknown word or phrase ● Use dictionaries, glossaries, and/or thesauruses to find the pronunciation of a word ● Use dictionaries, glossaries, and/or thesauruses to determine the actual meaning of a word or its part of speech. ● Use reference materials to check the inferred meaning of words
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L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- **L.6.5.B.** Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words

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.

L.6.5 Figurative Language, Word Relationships and Nuance

- Identify the relationship (cause-effect; part-whole; item-category) of words in reading
- Clarify words by using the relationship between them in writing

L.6.6 Vocabulary

- Understand and apply conversational, academic, and domain-specific vocabulary
- Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level
- Demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression
- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases

Writing Tasks	
<p><u>Primary Focus:</u> Portfolio Pieces</p> <p>Writing:</p> <ul style="list-style-type: none"> ● Argumentative <ul style="list-style-type: none"> ○ Should Balloons Be Banned? ● Literary Analysis Writing Tasks <ul style="list-style-type: none"> ○ Point of View/Theme ● District Benchmark <ul style="list-style-type: none"> ○ LAT <p><u>Secondary Focus:</u> Grammar and Vocabulary</p> <ul style="list-style-type: none"> ● Revise grammatical errors in writing ● Apply common rules and patterns to spell words correctly ● Incorporate various sentence patterns to create style and voice ● Use a consistent style and tone when writing or speaking ● Incorporate unit 	<p><u>Routine Writing:</u></p> <ul style="list-style-type: none"> ● Reading Logs ● Exit Ticket / DOL ● Warm Up ● Note Taking
Content Vocabulary	
<p><i>Teacher selected weekly Tier 2 vocabulary word</i></p> <p><u>Middle School: The Worst Years of My Life</u> - desperate, obnoxious, hazard, representative, assembly, appropriately,</p>	<p><i>Teacher selected weekly Tier 2 vocabulary word</i></p> <p><u>Maniac Magee (Advanced)</u> - trolley, smatter, theories, claim, hinge, hurl, suffice, legend, bellowing, stunned, commotion,</p>

<p>stupendous, lamely, decibels, guilty, execution, tamper, circumstances, hibernation, unemployment, exaggerating, barge, obedience, motivation, requirements, enterprises, sprouted, obvious, subtle, unacceptable, exceptions, introduce, defusing, infomercial, approximately, reputation, sheath, pounces, intense, hovers, disappointed, potential, tortured, exterminate, revenge, ridiculous, reputation, regulation, torture, chamber, beckons, malfunction, transplant, abstract, insisted, paranoid, appreciate, deserted, imitating, arrangement, warp, recruit, jagged, potential, penitentiary, utility, lecturing., stealth, stumble, reign, rearranged, pathetic, shame, mandatory, impatient, bawling, gawking, plowed, behalf, nontraditional, expelled, brochure, easels, evaluate, regulation, delinquent, juvenile, consequences, meningitis, pudgy, portfolio, convinced, mural, application</p>	<p>sacrifice, hallucination, hoisted, maw, clamor, hoist, notion, pandemonium, mere, lurch, solitude, converge, ranting, contort, carcass, stupefied, forbidden, intercept, pelt, convention, befuddled, glare, gape, stoic, languish, mangle, dumbfounded, flaunt, sneered, eons, contortions, disperse, pungent, ornery, grapple, repertoire, throng, proclaim, amble, nonchalant, swagger, prone, forlorn, recollection, preposterous, proclaim, notion, prompt, spree, scoff, shenanigan, exuberance, reprisal, frenzied, gauntlet, frantically, nonchalant, desolation, barricade, vacant, meander, aroma, ignorant, careen, robust, perilous, ecstatic, squabble, persist, highlight, monopoly</p>
Required Speaking and Listening	Suggested Speaking and Listening
<ul style="list-style-type: none"> ● Whole group discussion ● Pair-Share ● Small group discussions ● Teacher directed discussions ● Follow agreed upon rules for discussion ● Questioning techniques ● Active Listening Strategies ● Oral Reading ● Oral response to questions ● Book talk 	<ul style="list-style-type: none"> ● Class debates ● Readers' Theater ● Oral Presentation

Performance Task Options/Interdisciplinary Connections	Professional Resources
<p><u>Social Studies/Financial Literacy:</u> This task focuses on independent research into the Leaning Tower of Pisa. Specifically, it should involve:</p> <ul style="list-style-type: none"> Investigating the physics or structure of the tower, determining if or when it will fall Exploring the tower's history and cultural significance to Pisa and Tuscany Developing an itinerary for a trip to Pisa, similar to the last activity Setting a budget for the trip 	
Academic Vocabulary	
<p><u>Reading Literature</u></p> <p>RL.6.1 analyze, explicit, inference, textual evidence, conclude, author's purpose</p> <p>RL.6.2 theme, central idea, convey, details, summarize, fact, opinion, judgement</p> <p>RL.6.4 figurative meaning, connotative meaning, analyze, specific, impact, meaning, tone, word choice, determine</p> <p>RL.6.5 analyze, scene, stanza text structure, theme, setting, plot</p> <p>RL.6.6 author, point of view, develop, narrator, speaker in the text</p>	<p><u>Writing</u></p> <p>W.6.1 arguments, claims, clear reasons, relevant evidence, facts, reasons, details, credible source, topic, thesis statement, persuade, style, conclusion, transitions, supporting evidence</p> <p>W.6.4 organization, style, task purpose, audience</p> <p>W.6.5 planning, revising , editing, rewriting, organization</p> <p>W.6.6 publish, keyboarding medium, collaborate , interact , skills</p> <p>W.6.9 analyze, evidence, support, research, credible, author, reason</p> <p>W.6.10 reflection, revision, rough draft, editing, summary</p>

Reading Informational

RI.6.1 analyze, explicit, inference, textual evidence, generalizations, accurate, concepts

RI.6.2 theme, idea, convey, details, summary, distinct, fact, opinion, judgment, suggest

RI.6.4 phrases, figurative language, connotative meaning, synonyms, antonyms, analyze, specific, impact, meaning, tone, word choice, determine

RI.6.5 chapter heading, stanza, text structure, section, paragraph, graphics, headings, captions, media

RI.6.6 author, point of view, develop, narrator, speaker in text

RI.6.8 evaluate, argument, distinguishing claim, evidence, valid, validity, claim

Speaking and Listening

SL.6.1 precise language, collaborative, discussion, issues, express support, formal language, evidence, elaborate, perspective, reflection, paraphrase

SL.6.3 delineate, reason, argument, claim, evidence, fact, opinion

SL.6.4 claim finding argument narrative informative response to literature sequence logical pertinent description, nonverbal elements, accentuate, theme, eye contact, adequate volume, clear pronunciation, transitions, concrete details conclusion

SL.6.6 context, demonstrate, formal English, appropriate audience, formal presentation, purpose, language conventions, enunciation

Language

L.6.1. language conventions, standard English proper case intensive pronoun, vague pronouns, conventional language, antecedent subject pronouns, object pronouns, possessive pronoun

L.6.2 phrase, clause, nonrestrictive, parenthetical element

L.6.3. Sentence variety, tone, style, voice

L.6.4 context clues, root word, affix, prefix, suffix, dictionary, glossary, pronunciation, verify, context

L.6.5 planning , revising, editing , rewriting , organization

L.6.6 academic words, domain specific words, vocabulary, comprehension, expression signal spatial and temporal relationships

Modifications/Accommodations for Students with IEPs	Modifications/Accommodations for At-Risk Students
<ul style="list-style-type: none"> ● Review student individual educational plan for instructional, assessment, and environmental support ● Modify activities/assignments/projects ● Breakdown activities/assignments/projects/assessments into manageable units ● Additional time to complete activities/assignments/projects/assessments ● Provide an option for alternative activities/assignments/projects/assessments ● Allow student to receive reading text in various forms (written, verbal, audio) ● Pre-teach new vocabulary ● Modify Content ● Modify Amount of work given ● Modify Assessment ● Modify Homework ● Re-teach skill if needed ● Allow student to make test corrections or retake assessment ● Adjust Pacing of Content ● Small Group Instruction ● Individual Intervention/Remediation ● Additional Support Material ● Lower-Level Text ● Guided Notes ● Graphic Organizers ● Pre-teach vocabulary and terms. ● Provide extra time for completing tasks, checklists and other tasks. ● Provide samples and model each step of the writing process as needed. <p><u>Resources:</u></p>	<ul style="list-style-type: none"> ● Breakdown activities/assignments/projects/assessments into manageable units ● Additional time to complete activities/assignments/projects/assessments ● Provide an option for alternative activities/assignments/projects/assessments ● Small Group Instruction ● Intervention/Remediation ● Individual Intervention/Remediation ● Additional Support Materials ● Guided Notes ● Graphic Organizers ● Tutoring <p><u>Resources:</u></p> <ul style="list-style-type: none"> ● Achieve3000 (Leveled Texts/Activities) ● LearningAlly (Independent novels on student's lexile level) ● Epic! (Texts on student's lexile level) ● IXL Language Arts (Individualized skill-based lessons) ● iReady Teacher Toolbox (Reading) ● iReady Teacher Toolbox (Writing/Grammar)

<ul style="list-style-type: none"> ● Achieve3000 (Leveled Texts/Activities) ● LearningAlly (Independent novels on student's lexile level) ● Epic! (Texts on student's lexile level) ● IXL Language Arts (Individualized skill-based lessons) ● iReady Teacher Toolbox (Reading) ● iReady Teacher Toolbox (Writing/Grammar) ● SeeSaw (Reteach/Reinforce Skills) ● EdPuzzle (Reteach/Reinforce Skills) ● AchieveTheCore ● ReadWorks ● NewsELA ● CommonLit ● Graphic Organizers 	
Modifications/Accommodations for Students with 504s	Modifications/Accommodations for English Language Learners
<ul style="list-style-type: none"> ● Review student individual 504 plan for instructional, assessment, and environmental supports. ● Provide students with flexible seating options while reading depending on need or preference. ● Utilize Multisensory methods such as Google images, gesturing, and meaningful movement. ● Oral reading & oral response options can be used for assignments. ● Extra time for completing tasks, checklists and other tasks. ● Use multi-sensory methods such as hand-over-hand when writing, larger print materials and paper line options. ● Provide samples and model each step of the writing process as needed. ● Use sticky notes to annotate <p><u>Resources:</u></p> <ul style="list-style-type: none"> ● Achieve3000 (Leveled Texts/Activities) 	<p>All WIDA Can Do Descriptors can be found at this link: https://www.wida.us/standards/CAN_DOs/</p> <ul style="list-style-type: none"> ● Realia or concrete objects ● Physical Models, Pictures, Photographs ● Manipulatives ● Videos and Films ● Gestures, Physical Movements, Music and Songs ● Partner Work ● Student Mentor or Coach ● Labeling ● Word Banks ● Sentence Starters, Sentence Frames ● Graphic Organizers

<ul style="list-style-type: none"> ● LearningAlly (Independent novels on student's lexile level) ● Epic! (Texts on student's lexile level) ● IXL Language Arts (Individualized skill-based lessons) ● iReady Teacher Toolbox (Reading) ● iReady Teacher Toolbox (Writing/Grammar) 	
Extensions for Gifted Students	Required/Suggested Activities
<ul style="list-style-type: none"> ● Extend activities/assignments/projects/assessments ● Provide an option for alternative activities/assignments/projects/assessments ● Modify Content ● Adjust Pacing of Content ● Small Group Enrichment ● Individual Enrichment ● Higher-Level Text ● The inclusion of additional subject areas and/or activities (cross curricular). 	<p>Required: Do Now/Warm-Up</p> <ul style="list-style-type: none"> ● Whole Group ● Small Groups ● Guided Practice ● Independent Practice ● Measurable Objective ● Identify and review objectives for lesson ● Guided Reading utilizing Before, During, and After activities ● Intervention/Remediation <p>Suggested: Projects</p> <ul style="list-style-type: none"> ● Academic Games

Unit # 2	
Unit Title	Amistad/Research Simulation
Reading Genre(s)	Informational Nonfiction, Narrative Nonfiction, Historical Fiction

Unit # 2	
Writing Tasks	Informative Writing, and Routine Writing, NJSLA Research Simulation Task (RST)
Recommended Pacing	9 weeks
Unit Summary	<p>Students will explore the history of The Amistad through literary and informational texts. The Research Simulation Unit will challenge students to understand the structure, purpose, and meaning of nonfiction texts. To accomplish this, they will analyze informational, multimedia sources that align with the New Jersey Student Learning Standards.</p> <p>Students will also regularly use technology, such as Google Drive and/or Google Classroom to explore topics through innovative and creative practices. Any project-based activities that are assigned will promote student choice and passion, while simultaneously assessing their content standard knowledge.</p> <p>During Independent Reading, students will incorporate habits and routines of effective readers into their independent reading. Students will be expected to choose “Just Right” books, use reading logs, create text evidence-based claims, set reading goals, and maintain a literacy binder and/or literacy folder in Google Drive to be used throughout the school year.</p> <p>During Research Simulation Tasks, the expected strategy will incorporate the “I Do, We Do, You Do” approach. First, the teacher will model writing strategies for students. Then, the class will write a sample piece together as a whole group. Finally, students will write independently. Writing techniques will be taught through mini-lessons and modeling.</p> <p>Assessments will vary but may include: Post-Its/Claims, Exit Tickets, Multiple Choice Questions, End of Unit Benchmarks, Writing Pieces and other formative and summative assessments.</p>
Career Readiness, Life Literacies, and Key Skills Standards	Financial Psychology

Unit # 2

9.1.8.FP.6: Compare and contrast advertising messages to understand what they are trying to accomplish.

Career Awareness and Planning

9.2.8.CAP.15: Present how the demand for certain skills, the job market, and credentials can determine an individual's earning power.

9.2.8.CAP.18: Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process.

Civic Financial Responsibility

9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.

9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.

Economic and Government Influences

9.1.8.EG.8: Analyze the impact of currency rates over a period of time and the impact on trade, employment, and income.

Information and Media Literacy

Unit # 2

9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.

9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.

9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).

9.4.8.IML.8: Apply deliberate and thoughtful search strategies to access high-quality information on climate change (e.g., 1.1.8.C1b).

9.4.8.IML.9: Distinguish between ethical and unethical uses of information and media (e.g., 1.5.8.CR3b, 8.2.8.EC.2).

9.4.8.IML.10: Examine the consequences of the uses of media (e.g., RI.8.7).

9.4.8.IML.11: Predict the personal and community impact of online and social media activities

Unit # 2

Computer Science and Design Thinking
(Technology)

Interaction of Technology and Humans

8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.

8.2.8.ITH.2: Compare how technologies have influenced society over time.

8.2.8.ITH.3: Evaluate the impact of sustainability on the development of a designed product or system.

8.2.8.ITH.4: Identify technologies that have been designed to reduce the negative consequences of other technologies and explain the change in impact.

8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.

Nature of Technology

8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product.

8.2.12.NT.2: Redesign an existing product to improve form or function.

Ethics & Culture

8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.

8.2.8.EC.2: Examine the effects of ethical and unethical practices in product design and development.

Unit # 2	
Diversity, Equity, and Inclusion	Throughout this unit, the lives and cultures of diverse people are represented in the materials students interact with daily. The story of the Amistad reviews the horrible reality of slavery during the 1800's. Students are introduced to vast diverse scenarios, which include the people (Africans vs. Cubans vs. Americans) and differences between the states (The laws of slavery in New York vs. Connecticut). This topic opens many avenues for discussions on life in the 1800's and how it compares/contrasts to life today. Lastly, anchor texts, shared reads, and leveled readers represent a myriad of cultures, backgrounds, race, and ethnicities.
Amistad	The story of the Amistad is represented predominantly through a text "Aboard the Amistad" by Caitie McAneney. Prior to reading, students will briefly review the events of the Amistad and learn about a dominant character throughout the story, Cinque. Throughout the unit, students will manipulate articles, videos, poems, paired texts and additional resources to assist in their understanding of the story of the Amistad and slavery.
Holocaust	Addressed in Unit 4

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> • Readers support their conclusions (inferences and interpretations) by citing appropriate details within the text. • Readers use strategies to construct meaning from texts. • Readers choose different strategies depending on the types of text they are reading. • There are multiple sources of information and those selected depends on the purpose and audience for writing. • Clear and focused questions help researchers find desired information. • Effective researchers evaluate the credibility, accuracy, and relevance of information. 	<ul style="list-style-type: none"> • How does point of view influence the author's message and reader's interpretation? • How does the type of text influence how I should read it? • What strategies can readers apply to understand complex texts? • How do readers determine the strategies they use for reading different types of text (literary and informational texts)? • How do I know what to believe in what I read, hear, and view? • How do I evaluate a source? • What am I looking for and how do I find it?
District/School Required Texts and Media Formats	District/School Supplementary Resources

<ul style="list-style-type: none"> ● <u>Aboard the Amistad</u> By: Caitie Mcaneney ● Paired Texts <ul style="list-style-type: none"> ○ <u>“Slavery in the American South”</u> ○ <u>Memoir: Fannie Moore</u> <p><i>Teacher Selected Articles:</i></p> <ul style="list-style-type: none"> ○ <u>Scholastic SCOPE Magazine</u> ○ <u>NewsELA</u> ○ <u>Student News Daily</u> ○ <u>Time for Kids</u> <p>Required Financial Literacy Standard 9.1.8.C.9.</p> <ul style="list-style-type: none"> ○ <u>ANALYZE: Why Do Celebrities Go Bankrupt?</u> 	<p><i>Amistad Optional Resources:</i></p> <ul style="list-style-type: none"> ■ <u>NJ Amistad Commission</u> NJDOE ■ <u>“The Amistad Comes to Life!”</u> Education World ■ <u>“The Amistad Slave Rebellion”</u> History.com ■ <u>The Amistad: A Detailed Timeline</u> NPS ■ <u>Revolt Aboard the Amistad</u> Discovery Education <p><i>Supplementary Resources:</i></p> <ul style="list-style-type: none"> ● <u>Read Write Think</u> ● <u>ReadWorks</u> ● <u>Core Standards: Appendix B</u> ● <u>Learning Ally</u>
<p>District/School Formative Assessments</p>	<p>District/School Summative Assessments</p>
<ul style="list-style-type: none"> ● Reading Wonders Bi-Weekly ● Anecdotal Records ● Writing Portfolios (Narrative) ● i- Ready Instruction 	<ul style="list-style-type: none"> ● District Benchmarks ● Writing Assessment-(NT) ● i-Ready Diagnostic
<p>Instructional Best Practices</p>	
<ul style="list-style-type: none"> ● Identifying Similarities and Differences ● Summarizing and Note Taking ● Reinforcing Effort and Providing Recognition ● Homework and Practice 	<ul style="list-style-type: none"> ● Managing response rates ● Checks for Understanding ● Diagrams, Charts and Graphs ● Coaching

<ul style="list-style-type: none"> ● Modeling ● Cooperative Learning ● Setting Objectives and Providing Feedback ● Cues, Questions, and Advance Organizers ● Gradual Release of Responsibility 	<ul style="list-style-type: none"> ● Reading Partners ● Visuals ● Collaborative Problem Solving ● Active Engagement Strategies ● Required Reading and Writing Artifacts (e.g. Word Wall, NJSLA Rubrics, Student Work display with rubric score, teacher feedback, student reflection, Reading Journal, (notebook), student portfolios, conference logs, data charts/logs, etc.)
Learning Plan	
NJSLS	Learning Targets and Exemplar Lessons:
<p>9.1.8.C.9. Summarize the causes and consequences of personal bankruptcy.</p> <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>9.1.8.C.9.</p> <p><u>ANALYZE: Why Do Celebrities Go Bankrupt?</u></p> <ul style="list-style-type: none"> ● Making decisions with money ● Spending habits ● Introducing: bankruptcy, credit, interest and investments <p>RL.6.1.</p> <p><u>A. Closely read a text</u></p> <p>2. Determine what is important</p> <p>4. Examine a text’s explicit content (understand the meaning of what is explicitly stated)</p>

RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.

5. Correctly cite evidence from the text

B. Central idea

D. Summarize

22. Choose the key details to put in a summary about the central idea.

RL.6.6.

B. AUTHOR'S PURPOSE

9. Identify author's purpose.

10. Identify author's purpose and how it affects the reader.

11. Identify how the author develops the purpose of the narrator or speaker in the text.

RL.6.9. Compare and 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.

12. Analyze how the author develops the purpose of the narrator or speaker in the text.

13. Explain how a portion or scene within a text would change if the narrator/speaker's purpose was different.

14. Explain how the change in the narrator/speaker's purpose of a portion within a text would affect the reader.

15. Analyze how the author's word choice develops the narrator/speaker's purpose.

16. Give an opinion supported by text evidence of the effectiveness of author's choice in purpose.

RL.6.9.

A. Theme

1. Compare and contrast different genres that have similar themes.

B. Author's approach

4. Analyze how an author's background affects how they present a theme in their work.

5. Compare and contrast how author's philosophy and personality affect their work.

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.6.1.

A. Closely read a text

4. Examine a text's explicit content (understand the meaning of what is explicitly stated).

B. Cite evidence from a text

5. Correctly cite evidence from the text

C. Gather evidence for making inferences (*predictions, conclusions, context clues*)

9. Gather evidence from the text to support conclusions

10. Refer to the text for support when analyzing conclusions and drawing conclusions

RI.6.2.

A. Central idea

1. Identify the central message (idea)

B. Text features

6. Identify common graphic features (charts, maps, diagrams, captions, illustrations)

<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>	<p>7. Use common graphic features (charts, maps, diagrams, captions, illustrations) to help determine the central idea of a text</p> <p><u>C. Summarize</u></p> <p>9. Choose the key details to put in a summary about the central idea.</p> <p>10. Create an unbiased summary withholding personal opinion and judgment.</p> <p>RI.6.3.</p> <p><u>E. MAIN TOPIC</u></p> <p>10. Identify the main topic of a text.</p> <p>11. Analyze how an author develops the topic of a text.</p> <p><u>F. AUTHOR’S WRITING STYLE</u></p> <p>12. Identify and analyze the author’s tone in a text.</p> <p>13. Identify and analyze the author’s use of diction in a text.</p>
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RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

14. Identify and analyze the author's use of syntax in a text.

15. Analyze the author's presentation using an evaluation guide:

(e.g. accurate information, the delivery, the research sources, the visual aids, the "look" of the slides if a ppt, the flow of information)

G. RELATIONSHIP

16. Identify the relationship between individuals in a text.

17. Identify the relationship between ideas in a text

18. Identify the relationship between events in a text

RI.6.4.

C. TECHNICAL WORDS

9. Explain the meaning of technical words in a text

10. Analyze the impact of technical words on meaning and/or tone

11. Analyze why the author chose to use a particular technical word

12. Evaluate the effectiveness of the author's technical word choice

<p>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.</p>	<p>13. Explain how a portion or scene within a text would change if the narrator/speaker's purpose was different.</p> <p>14. Explain how the change in the narrator/speaker's purpose of a portion within a text would affect the reader.</p> <p>15. Analyze how the author's word choice develops the narrator/speaker's purpose.</p> <p>16. Give an opinion supported by text evidence of the effectiveness of author's choice in purpose.</p> <p>RI.6.7.</p> <p><u>A.Multimedia</u></p> <p>3. Record information from all media.</p> <p>4. Brainstorm how each type of media presents information.</p> <p>6. Record notes from live media to gain insight on an issue.</p> <p><u>B. Text features</u></p> <p>7. Identify different types of text features, charts, graphs, etc.</p> <p>8. Explain different types of text features, charts, graphs, etc.</p>
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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.6.8.

A. Evaluate arguments

1. Analyze data in a text.

B. Supporting an argument

4. Determine data that is supported by evidence from data that is not supported in a text.

RI.6.9.

A. Author's presentation

1. Point out similarities and differences between two author's presentation of similar events.
2. Compare how information is presented depending on the "lens" through which it is being portrayed.
3. Contrast how information is presented depending on the "lens" through which it is being portrayed.
6. Evaluate the effectiveness of each author's presentation of events.

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.

- **W.6.2.A.** Introduce a topic; 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.
- **W.6.2.B.** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- **W.6.2.C.** Use appropriate transitions to clarify the relationships among ideas and concepts.
- **W.6.2.D.** Use precise language and domain-specific vocabulary to inform about or explain the topic.
- **W.6.2.E.** Establish and maintain a formal/academic style, approach, and form.
- **W.6.2.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,

W.6.2. Write an Informative Essay

- Introduce a topic
- Compose a well-developed thesis statement
- Select appropriate text structures and text features for clarity
- Include formatting, graphics, and multimedia when useful to aid comprehension
- Add relevant facts, definitions, concrete details, quotations, or other information and examples to develop the topic
- Cite information correctly by following the proper format
- Transition between ideas and concepts using appropriate words and phrases
- Select specific vocabulary to inform about or explain the topic
- Consistently use a formal style
- Write a conclusion to bring all ideas to a close

W.6.4 Write clearly and coherently

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.6.8. 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

- Identify defining characteristics of different genres of writing
- Unpack a writing prompt
- Write for a specific purpose and audience
- Select an appropriate text structure or format for the task
- Use language that is precise and powerful to create voice
- Create a tone that is appropriate for one’s audience

W.6.5 Plan, revise and edit writing

- Revise and edit intentionally to improve writing
- Generate ideas to develop topic
- Revise writing with a partner or self-editing checklists
- Distinguish between editing and revising

W.6.6 Use Technology

- Use technological resources to enhance writing
- Give and receive feedback using technology
- Seek out authentic publishing opportunities
- Use tools including blogs and wikis, to develop writing and communicate with students in their classes
- Type a minimum of three pages in a single sitting
- Use keyboarding skills to make typing more efficient
- Type three pages in an appropriate amount of time

W.6.8.

plagiarism and providing basic bibliographic information for sources.

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.

- Use search terms effectively
- Assess the credibility and accuracy of each source
- Select direct and indirect quotations that relate to the topic as evidence
- Explain quotations used as support to enhance meaning
- Cite direct and indirect quotations • Identify examples of plagiarism in writing
- Avoid plagiarism in writing
- Follow typing appropriate typing format and conventions

W.6.10 Routine Writing

- Practice writing in a myriad of situations (journals, dialogues, creative tasks, etc.)
- Reflect on and be able to explain purposeful decisions made while writing
- Respond to a wide-variety of topics for an array of purposes and audiences
- Produce written reflections

SL.6.1 Collaborative Discussions

- Read required texts prior to discussions

<ul style="list-style-type: none"> ● SL.6.1.A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. ● SL.6.1.B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. ● SL.6.1.C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. ● SL.6.1.D. Review the key ideas expressed and demonstrate an understanding of multiple perspectives through reflection and paraphrasing. <p>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).</p> <p>SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or</p>	<ul style="list-style-type: none"> ● Prepare for discussions ● Use previous knowledge to expand discussions about a topic ● Engage in conversations about grade-appropriate topics and texts ● Participate in a variety of rich, structured conversations ● Define and identify rules for discussions, including group and individual roles ● Model appropriate behavior during discussions ● Craft and respond to specific questions based on the topic or text, elaborating when necessary ● Reflect on and paraphrase what was discussed ● Summarize the ideas expressed <p>SL.6.4 Presentation of Claims and Findings</p> <ul style="list-style-type: none"> ● Utilize skills that are common to the language production domain of writing ● Organize ideas in a logical, sequential order ● Present information using sound, detailed, and relevant evidence in a coherent manner ● Use appropriate eye contact, adequate volume, and clear pronunciation <p>SL.6.6 Command of formal language</p>
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appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)

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

- **L.6.1.A.** Ensure that pronouns are in the proper case (subjective, objective, possessive).
- **L.6.1.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.

- **L.6.2.A.** Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
- **L.6.2.B.** Spell correctly.

L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- **L.6.3.A.** Vary sentence patterns for meaning, reader/listener interest, and style/voice.

- Orally present information, using appropriate speech, in a variety of situations
- Manipulate the speech based upon context

L.6.1 Conventions of Grammar

- Define and identify intensive pronouns in reading
- Determine the appropriate instance to use intensive pronouns in writing
- Revise grammatical errors in writing
- Perform peer reviews of writing to identify and correct grammatical errors
- Identify and use strategies to revise writing

L.6.2 Mechanics

- Define and identify nonrestrictive/parenthetical elements in writing
- Determine the appropriate punctuation to set off nonrestrictive/parenthetical elements
- Apply common rules and patterns to spell words correctly

L.6.3 Conventions of Language

- Identify various sentence patterns
- Incorporate various sentence patterns to create style and voice

<ul style="list-style-type: none"> ● L.6.3.B. Maintain consistency in style and tone <p>L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> ● L.6.4.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. ● L.6.4.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. ● L.6.4.D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). <p>L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression</p>	<ul style="list-style-type: none"> ● Use a consistent style and tone when writing or speaking <p>L.6.4 Unknown and Multiple Meaning Words</p> <ul style="list-style-type: none"> ● Use a word's position in a sentence as a clue to the meaning of a word ● Use a combination of context clues, structural clues, and the word's position in the sentence to determine the meaning of an unknown word or phrase ● Use dictionaries, glossaries, and/or thesauruses to find the pronunciation of a word ● Use dictionaries, glossaries, and/or thesauruses to determine the actual meaning of a word or its part of speech. ● Use reference materials to check the inferred meaning of words <p>L.6.6 Vocabulary</p> <ul style="list-style-type: none"> ● Understand and apply conversational, academic, and domain specific vocabulary ● Acquire and use accurately a range of general academic and domain-specific
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	<p>words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level</p> <ul style="list-style-type: none"> ● Demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression ● Acquire and use accurately grade appropriate general academic and domain specific words and phrases
Writing Tasks	
<p>Primary Focus: Portfolio Pieces</p> <p>Writing:</p> <ul style="list-style-type: none"> ● Informative Essay <ul style="list-style-type: none"> ○ Informative Prompt ● Research Simulation Writing Task <ul style="list-style-type: none"> ○ Author's Purpose ● District Benchmark <ul style="list-style-type: none"> ○ RST <p>Secondary Focus: Grammar and Vocabulary</p>	<p>Routine Writing:</p> <ul style="list-style-type: none"> ● Reading Logs ● Exit Ticket / DOL ● Warm Up ● Note Taking

<ul style="list-style-type: none"> ● Revise grammatical errors in writing ● Perform peer reviews of writing to identify and correct grammatical errors ● Apply common rules and patterns to spell words correctly ● Incorporate various sentence patterns to create style and voice ● Use a consistent style and tone when writing or speaking 	
Content Vocabulary	
<p><i>Teacher selected weekly Tier 2 vocabulary word</i></p> <p><u>Amistad</u>: Amistad, revolt, Mende, mutiny, malnutrition, abduction, abolitionist, justice, trial, treaty, slave, rebellion, amendment, captivity, case, constitution, declare, defense, delegate, deliberate, escort, guarantee, illegal, impassioned, indisputable, intent, liberty, navigate, perish, pitch, plantation, prevailed, privilege, provisions, provoke, resolve, retain, savor, stench, suffrage, unison</p>	
Required Speaking and Listening	Suggested Speaking and Listening
<ul style="list-style-type: none"> ● Whole group discussion ● Pair-Share ● Small group discussions ● Teacher directed discussions ● Follow agreed upon rules for discussion ● Questioning techniques ● Active Listening Strategies 	<ul style="list-style-type: none"> ● Readers' Theater ● Oral Report

<ul style="list-style-type: none"> • Oral Reading • Oral response to questions • Book talk 	
Performance Task Options/Interdisciplinary Connections	Professional Resources
<p><u>Social Studies:</u> Students will create a short story of a person their age who lived during a critical period in history. Add details that describe the setting and what life was like during the time period selected.</p>	
Academic Vocabulary	
<p><u>Reading Literature</u></p> <p>RL.6.1 analyze, explicit, inference, textual evidence, conclude, author's purpose</p> <p>RL.6.2 theme, central idea, convey, details, summarize, fact, opinion, judgement</p> <p>RL.6.4 phrases, figurative meaning, connotative meaning, analyze, specific, impact, meaning , tone, word choice, determine</p> <p>RL.6.6 author, point of view, develop, narrator, speaker in the text</p> <p>RL.6.9 compare, contrast, similarities, difference, text, genres, theme, historical novels, fantasy, realism</p>	<p><u>Writing</u></p> <p>W.6.2 expository, reason, detail, fact, explanation, elaboration audience, thesis statement, formal style, formal conclusion introduction, transitions, topic/theme, compare/contrast, cause/effect, formatting, heading, classification, selection, organization, analysis, relevant content</p> <p>W.6.4 organization, style, task purpose, audience</p> <p>W.6.5 planning, revising, editing, rewriting, organization</p> <p>W.6.6 publish, keyboarding medium, collaborate, interact , skills</p>

Reading Informational

RI.6.1 analyze, explicit, inference, textual evidence, generalizations, accurate, concepts

RI.6.2 theme, idea, convey, details, summary, distinct, fact, opinion, judgment, suggest

RI.6.3 analyze, detail, event, elaborate, illustrate, explain, anecdotes, individual, elaborate

RI.6.4 phrases, figurative meaning, connotative meaning synonyms, antonyms, analyze, specific, impact, meaning, tone, word choice, determine

RI.6.5 analyze chapter heading, stanza, text structure, section, paragraph, graphics, headings captions media

RI.6.6 author, point of view, develop, narrator, speaker in text

RI.6.7 topic, issue, information, synthesize, summarize

RI.6.8 evaluate, argument, distinguishing claim, evidence, valid, validity, claim

RI.6.9 compare, contrast, similar, difference, presentation, event, point of view, perspective

Speaking and Listening

SL.6.1 precise language, collaborative, discussion, issues, express support, formal language, evidence, elaborate, perspective, reflection, paraphrase

SL.6.4 claim finding argument narrative informative response to literature sequence logical pertinent description, nonverbal elements, accentuate, theme, eye contact, adequate volume, clear pronunciation, transitions, concrete details conclusion

SL.6.6 context, demonstrate, formal English, appropriate audience, formal presentation, purpose, language conventions, enunciation

W.6.8 research source digital source credible quote quotation marks summarize paraphrase plagiarism bibliography

W.6.10 reflection, revision, rough draft, editing, summary

Language

L.6.1 language conventions, standard English proper case intensive pronoun, vague pronouns, conventional language, antecedent subject pronoun, object pronoun, possessive pronoun

L.6.2 phrase, clause, nonrestrictive, parenthetical element

L.6.3 Sentence variety, tone, style, voice

L.6.4 context clues, root word, affix, prefix, suffix, dictionary, glossary, pronunciation, verify, context

L.6.4 context clues, root word, affix, prefix, suffix, dictionary, glossary, pronunciation, verify, context

L.6.6 academic words, domain specific words, vocabulary, comprehension, expression signal spatial and temporal relationships

Modifications/Accommodations for Students with IEPs	Modifications/Accommodations for At-Risk Students
<ul style="list-style-type: none"> ● Review student individual educational plan for instructional, assessment, and environmental support ● Modify activities/assignments/projects ● Breakdown activities/assignments/projects/assessments into manageable units ● Additional time to complete activities/assignments/projects/assessments ● Provide an option for alternative activities/assignments/projects/assessments ● Allow student to receive reading text in various forms (written, verbal, audio) ● Pre-teach new vocabulary ● Modify Content ● Modify Amount of work given ● Modify Assessment ● Modify Homework ● Re-teach skill if needed ● Allow student to make test corrections or retake assessment ● Adjust Pacing of Content ● Small Group Instruction ● Individual Intervention/Remediation ● Additional Support Material ● Lower-Level Text ● Guided Notes ● Graphic Organizers. ● Pre-teach vocabulary and terms. ● Provide extra time for completing tasks, checklists and other tasks. ● Provide samples and model each step of the writing process as needed. 	<ul style="list-style-type: none"> ● Breakdown activities/assignments/projects/assessments into manageable units ● Additional time to complete activities/assignments/projects/assessments ● Provide an option for alternative activities/assignments/projects/assessments ● Small Group Instruction ● Intervention/Remediation ● Individual Intervention/Remediation ● Additional Support Materials ● Guided Notes ● Graphic Organizers ● Tutoring <p><u>Resources:</u></p> <ul style="list-style-type: none"> ● Achieve3000 (Leveled Texts/Activities) ● LearningAlly (Independent novels on student's lexile level) ● Epic! (Texts on student's lexile level) ● IXL Language Arts (Individualized skill-based lessons) ● iReady Teacher Toolbox (Reading) ● iReady Teacher Toolbox (Writing/Grammar)

<p>Resources:</p> <ul style="list-style-type: none"> ● Achieve3000 (Leveled Texts/Activities) ● LearningAlly (Independent novels on student's lexile level) ● Epic! (Texts on student's lexile level) ● IXL Language Arts (Individualized skill-based lessons) ● iReady Teacher Toolbox (Reading) ● iReady Teacher Toolbox (Writing/Grammar) ● SeeSaw (Reteach/Reinforce Skills) ● EdPuzzle (Reteach/Reinforce Skills) ● AchieveTheCore ● ReadWorks ● NewsELA ● CommonLit ● Graphic Organizers 	
Modifications/Accommodations for Students with 504s	Modifications/Accommodations for English Language Learners
<ul style="list-style-type: none"> ● Review student individual 504 plan for instructional, assessment, and environmental supports. ● Provide students with flexible seating options while reading depending on need or preference. ● Utilize Multisensory methods such as Google images, gesturing, and meaningful movement. ● Oral reading & oral response options can be used for assignments. ● Extra time for completing tasks, checklists and other tasks. ● Use multi-sensory methods such as hand-over-hand when writing, larger print materials and paper line options. ● Provide samples and model each step of the writing process as needed. ● Use sticky notes to annotate <p>Resources:</p>	<p>All WIDA Can Do Descriptors can be found at this link: https://www.wida.us/standards/CAN_DOs/</p> <ul style="list-style-type: none"> ● Realia or concrete objects ● Physical Models, Pictures, Photographs ● Manipulatives ● Videos and Films ● Gestures, Physical Movements, Music and Songs ● Partner Work ● Student Mentor or Coach ● Labeling ● Word Banks ● Sentence Starters, Sentence Frames ● Graphic Organizers

<ul style="list-style-type: none"> ● Achieve3000 (Leveled Texts/Activities) ● LearningAlly (Independent novels on student's lexile level) ● Epic! (Texts on student's lexile level) ● IXL Language Arts (Individualized skill-based lessons) ● iReady Teacher Toolbox (Reading) ● iReady Teacher Toolbox (Writing/Grammar) 	
Extensions for Gifted Students	Required/Suggested Activities
<ul style="list-style-type: none"> ● Extend activities/assignments/projects/assessments ● Provide an option for alternative activities/assignments/projects/assessments ● Modify Content ● Adjust Pacing of Content ● Small Group Enrichment ● Individual Enrichment ● Higher-Level Text ● The inclusion of additional subject areas and/or activities (cross curricular). 	<p>Required:</p> <ul style="list-style-type: none"> ● Do Now/Warm-Up ● Whole Group ● Small Groups ● Guided Practice ● Independent Practice ● Measurable Objective ● Identify and review objectives for lesson ● Guided Reading utilizing Before, During, and After activities ● Intervention/Remediation <p>Suggested:</p> <ul style="list-style-type: none"> ● Projects ● Academic Games

Unit # 3	
Unit Title	Narrative

Unit # 3	
Reading Genre(s)	Realistic Fiction, Fantasy, Science Fiction, Informational Nonfiction, Narrative Nonfiction
Writing Tasks	Narrative Writing, and Routine Writing, NJSLA Narrative Task (NT)
Recommended Pacing	9 weeks
Unit Summary	<p>The Narrative Unit will challenge students to understand a text and its development through the author's craft. To accomplish this, they will examine a novel and/or short stories. The learning standards will be incorporated into this unit by exploring reading literature (RL) and reading informational texts (RI) that align with the New Jersey Student Learning Standards.</p> <p>Students will also regularly use technology, such as Google Drive and/or Google Classroom to explore topics through innovative and creative practices. Any project-based activities that are assigned will promote student choice and passion, while simultaneously assessing their content standard knowledge.</p> <p>During Independent Reading, students will incorporate habits and routines of effective readers into their independent reading. Students will be expected to choose “Just Right” books, use reading logs, create text evidence-based claims, set reading goals, and maintain a literacy binder and/or literacy folder in Google Drive to be used throughout the school year.</p> <p>During Narrative Tasks, the expected strategy will incorporate the “I Do, We Do, You Do” approach. First, the teacher will model writing strategies for students. Then, the class will write narratives together as a whole group. Finally, students will write narratives independently. Narrative techniques will be taught through mini-lessons and modeling.</p> <p>Assessments will vary but may include: Post-Its/Claims, Exit Tickets, Multiple Choice Questions, End of Unit Benchmarks, Writing Pieces and other formative and summative assessments.</p>

Unit # 3

Career Readiness, Life Literacies, and Key Skills Standards

Civic Financial Responsibility

9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.

9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.

9.1.8.CR.3: Relate the importance of consumer, business, and government responsibility to the economy and personal finance.

9.1.8.CR.4: Examine the implications of legal and ethical behaviors when making financial decisions.

Financial Psychology

9.1.8.FP.1: Describe the impact of personal values on various financial scenarios.

9.1.8.FP.2: Evaluate the role of emotions, attitudes, and behavior (rational and irrational) in making financial decisions.

9.1.8.FP.3: Explain how self-regulation is important to managing money (e.g., delayed gratification, impulse buying, peer pressure, etc.)

9.1.8.FP.4: Analyze how familial and cultural values influence savings rates, spending, and other financial decisions.

Unit # 3

Career Awareness and Planning

9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.

9.2.8.CAP.4: Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.

- 9.2.8.CAP.9: Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts postsecondary options.

9.2.8.CAP.10: Evaluate how careers have evolved regionally, nationally, and globally

9.2.8.CAP.15: Present how the demand for certain skills, the job market, and credentials can determine an individual's earning power

9.2.8.CAP.18: Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process.

9.2.8.CAP.19: Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability and to potential level

Creativity and Innovation

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

Unit # 3	
	9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6)
Computer Science and Design Thinking (Technology)	<p>Ethics & Culture</p> <p>8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.</p> <p>8.2.8.EC.2: Examine the effects of ethical and unethical practices in product design and development.</p> <p>Interaction of Technology and Humans</p> <p>8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.</p> <p>8.2.8.ITH.2: Compare how technologies have influenced society over time.</p> <p>8.2.8.ITH.3: Evaluate the impact of sustainability on the development of a designed product or system.</p> <p>8.2.8.ITH.4: Identify technologies that have been designed to reduce the negative consequences of other technologies and explain the change in impact.</p> <p>8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.</p>
Diversity, Equity, and Inclusion	Anchor texts, shared reads, and leveled readers represent a myriad of cultures, backgrounds, race, and

Unit # 3	
	ethnicities. The lives and cultures of diverse people are represented in the materials students interact with daily. Diversity and equity are explored within the study of <u>Crash</u> , with a large focus on the Quaker religion and socioeconomic status and <u>The Giver</u> with a focus on different types of societies.
Amistad	Addressed in Unit 2
Holocaust	Addressed in Unit 4

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> • Narratives provide a way to share real or imagined experiences and/or events in writing. • Writing is strengthened through a recursive process involving gathering ideas, planning, drafting, revising, and editing. • Proficient writers make deliberate choices regarding content, language, and style to convey their message to a target audience. • Readers support their conclusions (inferences and interpretations) by citing appropriate details within the text. • Readers summarize key details and ideas. • Readers construct meaning from texts. • Authors don't always say things directly or literally. 	<ul style="list-style-type: none"> • What is this text really about? • How do events, characters, and ideas change within the text? • Why do writers write and share their real or imagined experiences/stories? • What makes a story engaging? • How do I organize and structure my story/narrative writing? • How does a writing process strengthen/support my writing? • How can I get and use helpful feedback to improve my writing?
District/School Required Texts and Media Formats	District/School Supplementary Resources
<u>Crash</u> By: Jerry Spinelli <ul style="list-style-type: none"> ○ Paired Texts <ul style="list-style-type: none"> ■ “Weirdo of the Year,” Teresa Herlinger 	<u>Crash</u> Optional Resources: <ul style="list-style-type: none"> ○ Pre-Reading Activities <ul style="list-style-type: none"> ■ Jerry Spinelli WebQuest

- **Required Financial Literacy Standard 9.1.8.D.1**
 - [Putting Earning, Saving, and Spending Together](#)

(Advanced) The Giver By: Lois Lowry

- **Paired Texts**
 - [“The Lottery,” Shirley Jackson](#)
- **Required Financial Literacy Standard 9.1.8.D.1**
 - [Putting Earning, Saving, and Spending Together](#)

- **Paired Texts**
 - [“Charles,” Shirley Jackson](#)
 - [“Seventh Grade,” Gary Soto](#)
 - [“The Scholarship Jacket,” Marta Salinas](#)
- **Related Articles**
 - [“Quakers” History.com](#)

The Giver Optional Resources:

- **Pre-Reading Activities**
 - [Lois Lowry Interview](#) (Video Clip)
 - [Conformity vs. Non-Conformity](#) (Google SlideShow)
- **Paired Texts**
 - [“Harrison Bergeron,” Kurt Vonnegut Jr.](#)
 - [“The Fun They Had,” Isaac Asimov](#)
 - [Newbery Acceptance Speech - Lois Lowry](#)
- **Related Articles**
 - [“The Seeds of Their Own Destruction” Forbes](#)
 - [“Utopias in America” National Park Service](#)
 - [“How to Recognize a Dystopia” - YouTube](#) (video clip)

	<ul style="list-style-type: none"> ○ <u>The Giver</u> Movie (2014) <p>Supplementary Resources:</p> <ul style="list-style-type: none"> ● Read Write Think ● ReadWorks ● Scholastic (SCOPE) ● Core Standards: Appendix B ● NewsELA ● Learning Ally
District/School Formative Assessments	District/School Summative Assessments
<ul style="list-style-type: none"> ● Reading Wonders Bi-Weekly ● Anecdotal Records ● Writing Portfolios (Narrative) ● i- Ready Instruction 	<ul style="list-style-type: none"> ● District Benchmarks ● Writing Assessment-(NT) ● i-Ready Diagnostic
Instructional Best Practices	
<ul style="list-style-type: none"> ● Identifying Similarities and Differences ● Summarizing and Note Taking ● Reinforcing Effort and Providing Recognition ● Homework and Practice ● Modeling ● Cooperative Learning ● Setting Objectives and Providing Feedback ● Cues, Questions, and Advance Organizers ● Gradual Release of Responsibility 	<ul style="list-style-type: none"> ● Managing response rates ● Checks for Understanding ● Diagrams, Charts and Graphs ● Coaching ● Reading Partners ● Visuals ● Collaborative Problem Solving ● Active Engagement Strategies ● Required Reading and Writing Artifacts (e.g. Word Wall, NJSLA Rubrics, Student Work display with rubric score, teacher feedback, student reflection, Reading Journal, (notebook), student portfolios, conference logs, data

	charts/logs, etc.)
Learning Plan	
NJSLS	Learning Targets and Exemplar Lessons:
<p>9.1.8.D.1 Determine how saving contributes to financial well-being.</p> <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>9.1.8.D.1</p> <p><u>Putting Earning, Saving, and Spending Together</u></p> <ul style="list-style-type: none"> • Manage money • Understand delayed gratification • Practice earning, saving and spending wisely • Introduction to giving <p>RL.6.1.</p> <p><u>A. Closely read a text</u></p> <ol style="list-style-type: none"> 1. Create questions about the text 3. Look for patterns in a text 4. Examine a text's explicit content (understand the meaning of what is explicitly stated) <p><u>D. Multiple and deeper meanings</u></p> <ol style="list-style-type: none"> 11. Probe a segment of text in order to study its multiple, deeper, and varied meanings 12. Evaluate a segment of text for its multiple, deeper and varied meanings

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>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>4. Analyze how the plot develops throughout a text.</p> <p><u>B. Character interaction</u></p> <p>5. Analyze how the characters develop throughout a text.</p> <p>6. Analyze how the characters and plot interact throughout a text.</p> <p>7. Analyze how the story's events impact and help to shape the characters.</p> <p>8. Analyze how the story's setting impacts and helps to shape the characters.</p> <p>9. Describe how specific events may cause the character to respond.</p> <p>10. Describe how the character's response to an event may reveal one or more character traits.</p> <p>RL.6.4.</p> <p><u>B. Words with specific connotations</u></p> <p>3. Explain the connotation of words and phrases as they are used in a text.</p> <p>4. Analyze the impact of words with a specific connotation on meaning and/or tone.</p>
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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.

C.Word choice

8. Analyze why the author chose to use a word with a specific connotation.

9. Evaluate the effectiveness of the author's connotative word choice.

RL.6.5.

A.Structures

2. Identify how individual elements relate to the overall scope of the text. (section, chapter, scene, or stanza, etc.)

3. Identify how form relates to function.

4. Identify how part relates to a whole.

B. Components of a text

7. Identify how individual components contribute to the development of the setting.

8. Identify how individual components contribute to the development of the plot.

RL.6.7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.

RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.6.7.

A.Multimedia

1. Compare and contrast text with the same theme across various genres
2. Analyze multiple approaches to the same subject.
3. Analyze similarities and differences between text and multimedia.
4. Analyze how the differences between text and multimedia impacts the reader.

RI.6.1.

A. Closely read a text

1. Create questions about the text.
3. Look for patterns in a text.
4. Examine a text's explicit content (understand the meaning of what is explicitly stated).

D. Multiple and deeper meaning

11. Analyze a segment of text in order to study its multiple, deeper, and varied meanings.

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.

W.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- **W.6.3.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.

12. Evaluate a segment of text for its multiple, deeper and varied meanings.

14. Reconstruct and understand the text segment's new meaning (*Rewrite text to include reader's new insights*)

RI.6.2.

C. Summarize

8. Distinguish between essential and nonessential details of a text.

9. Choose the key details to put in a summary about the central idea.

10. Create an unbiased summary withholding personal opinion and judgment.

W.6.3 Write a narrative

- Engage and orient the reader by establishing a context
- Engage the reader with a story hook
- Introduce a narrator and/or characters

- **W.6.3.B.** Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters
- **W.6.3.C.** Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- **W.6.3.D.** Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
- **W.6.3.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.

- Organize an event sequence that unfolds naturally and logically
- Use narrative techniques effectively to develop experiences, events, and/or characters
- Transition from one idea to the next by using appropriate words and phrases
- Use figurative language to aid in description
- Describe ideas by using sensory and specific language
- Write a conclusion that brings the story events to a meaningful close
- Clearly convey a conflict and a resolution to the conflict

W.6.4 Write clearly and coherently

- Identify defining characteristics of different genres of writing
- Unpack a writing prompt
- Write for a specific purpose and audience
- Select an appropriate text structure or format for the task
- Use language that is precise and powerful to create voice
- Create a tone that is appropriate for one's audience

<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>SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p>	<p>W.6.5 Plan, revise and edit writing</p> <ul style="list-style-type: none"> ● Revise and edit intentionally to improve writing ● Generate ideas to develop topic ● Revise writing with a partner or self-editing checklists ● Distinguish between editing and revising <p>W.6.6 Use Technology</p> <ul style="list-style-type: none"> ● Use technological resources to enhance writing ● Give and receive feedback using technology ● Seek out authentic publishing opportunities ● Use tools including blogs and wikis, to develop writing and communicate with students in their classes ● Type a minimum of three pages in a single sitting ● Use keyboarding skills to make typing more efficient ● Type three pages in an appropriate amount of time <p>W.6.10 Routine Writing</p> <ul style="list-style-type: none"> ● Practice writing in a myriad of situations (journals, dialogues, creative tasks, etc.) ● Reflect on and be able to explain purposeful decisions made while writing ● Respond to a wide-variety of topics for an array of purposes and audiences ● Produce written reflections
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- **SL.6.1.A.** Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- **SL.6.1.B.** Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- **SL.6.1.C.** Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- **SL.6.1.D.** Review the key ideas expressed and demonstrate an 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.6.1 Collaborative Discussions

- Read required texts prior to discussions
- Prepare for discussions
- Use previous knowledge to expand discussions about a topic
- Engage in conversations about grade-appropriate topics and texts
- Participate in a variety of rich, structured conversations
- Define and identify rules for discussions, including group and individual roles
- Model appropriate behavior during discussions
- Craft and respond to specific questions based on the topic or text, elaborating when necessary
- Reflect on and paraphrase what was discussed
- Summarize the ideas expressed

SL.6.2 Diverse media and format

- Interpret and evaluate information presented in diverse media and formats
- Explain how each medium shapes or influences the audience's perception and understanding of the information presented
- Evaluate the effectiveness of the chosen format for presenting the information

<p>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).</p> <p>SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)</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"> ● L.6.1.C. Recognize and correct inappropriate shifts in pronoun number and person. ● L.6.1.D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). ● L.6.1.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. 	<ul style="list-style-type: none"> ● Observe how various mediums appeal to one or more senses with varying levels of intensity ● Compare the reading of a speech to watching a video of the speech <p>SL.6.4 Presentation of Claims and Findings</p> <ul style="list-style-type: none"> ● Utilize skills that are common to the language production domain of writing ● Organize ideas in a logical, sequential order ● Present information using sound, detailed, and relevant evidence in a coherent manner ● Use appropriate eye contact, adequate volume, and clear pronunciation <p>SL.6.6 Command of formal language</p> <ul style="list-style-type: none"> ● Orally present information, using appropriate speech, in a variety of situations ● Manipulate the speech based upon context <p>L.6.1 Conventions of Grammar</p> <ul style="list-style-type: none"> ● Define and identify intensive pronouns in reading ● Determine the appropriate instance to use intensive pronouns in writing ● Revise grammatical errors in writing
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<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"> ● L.6.2.A. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. ● L.6.2.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"> ● L.6.3.A. Vary sentence patterns for meaning, reader/listener interest, and style/voice. ● L.6.3.B. Maintain consistency in style and tone <p>L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> ● L.6.4.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. ● L.6.4.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. 	<ul style="list-style-type: none"> ● Perform peer reviews of writing to identify and correct grammatical errors ● Identify and use strategies to revise writing <p>L.6.2 Mechanics</p> <ul style="list-style-type: none"> ● Define and identify nonrestrictive/parenthetical elements in writing ● Determine the appropriate punctuation to set off nonrestrictive/parenthetical elements ● Apply common rules and patterns to spell words correctly <p>L.6.3 Conventions of Language</p> <ul style="list-style-type: none"> ● Identify various sentence patterns ● Incorporate various sentence patterns to create style and voice ● Use a consistent style and tone when writing or speaking <p>L.6.4 Unknown and Multiple Meaning Words</p> <ul style="list-style-type: none"> ● Use a word's position in a sentence as a clue to the meaning of a word ● Use a combination of context clues, structural clues, and the word's position in the sentence to determine the meaning of an unknown word or phrase
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<ul style="list-style-type: none"> ● L.6.4.D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). <p>L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> ● L.6.5.A. Interpret figures of speech (e.g., personification) in context. ● L.6.5.C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty). <p>L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression</p>	<ul style="list-style-type: none"> ● Use dictionaries, glossaries, and/or thesauruses to find the pronunciation of a word ● Use dictionaries, glossaries, and/or thesauruses to determine the actual meaning of a word or its part of speech. ● Use reference materials to check the inferred meaning of words <p>L.6.5 Figurative Language, Word Relationships and Nuance</p> <ul style="list-style-type: none"> ● Identify the relationship (cause-effect; part-whole; item-category) of words in reading ● Clarify words by using the relationship between them in writing <p>L.6.6 Vocabulary</p> <ul style="list-style-type: none"> ● Understand and apply conversational, academic, and domain specific vocabulary ● Acquire and use accurately a range of general academic and domain-specific
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	<p>words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level</p> <ul style="list-style-type: none"> ● Demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression ● Acquire and use accurately grade appropriate general academic and domain specific words and phrases
Writing Tasks	
<p>Primary Focus: Portfolio Pieces</p> <p>Writing:</p> <ul style="list-style-type: none"> ● Narrative <ul style="list-style-type: none"> ○ Different perspective ● Narrative (Novel-based) Writing Tasks <ul style="list-style-type: none"> ○ Continuation/Point of View ● District Benchmark <ul style="list-style-type: none"> ○ Narrative <p>Secondary Focus: Grammar and Vocabulary</p> <ul style="list-style-type: none"> ● Revise grammatical errors in writing ● Perform peer reviews of writing to identify and correct grammatical errors ● Apply common rules and patterns to spell words correctly 	<p>Routine Writing</p> <ul style="list-style-type: none"> ● Reading Logs ● Exit Ticket / DOL ● Warm Up ● Note Taking

<ul style="list-style-type: none"> ● Incorporate various sentence patterns to create style and voice ● Use a consistent style and tone when writing or speaking 	
Content Vocabulary	
<p><i>Teacher selected weekly Tier 2 vocabulary word</i></p> <p><u>Crash</u> - stance, bawled, gawking, relays, scrawny, prairie, midlaugh, pansies, snickered, wobbled, bamboozled, Quaker, crouch, spluttered, afterburners, glum, sagging, duet, Conestoga wagon, ruts, depressing, bulged, vegetarians, clamped, consume, infantry, Amish, wincey, pestering, baton, prehistoric, scrimmage, looney, perky, upright, acre, proceeds, blabbered, gender, tormented, dispensers, forfeit, grunted, devour, sputtered, stiff-armed, shifty, outjoke, secondstring, ovation, spatula, scrumptious, bait, clobbered, foothunters, swoon, batten, smirking, cramping, Achilles tendon, unladylike, pathetic, barged, suspension, fumbles, asphalt, secondhand, buzzard, vermin, lateraled, undraped, fumes, herding, camcorder, kazoo, macaroons, walkman, rehab, bloopers, prissy, sogging, sprinter, pneumonia, lecture, washrag</p>	<p><i>Teacher selected weekly Tier 2 vocabulary word</i></p> <p><u>The Giver</u> (Advanced): palpable, distraught, disposition, chastise, petulantly, droning, chortled, prodded, infringed, buoyancy, meticulously, aptitude, wielded, crescendo, benign, jaunty, fleeting, requisitioned, integral, conspicuous, torrent, admonition, wryly, hueless, sinuous, assimilated, daub, assuage, ominous, carnage, pervaded, obsolete, realm, ruefully, stealthily, languid, augmented, taut, vigilant, lethargy</p>
Required Speaking and Listening	Suggested Speaking and Listening
<ul style="list-style-type: none"> ● Whole group discussion ● Pair-Share ● Small group discussions ● Teacher directed discussions ● Follow agreed upon rules for discussion ● Questioning techniques 	<ul style="list-style-type: none"> ● Readers' Theater ● Oral Report

<ul style="list-style-type: none"> • Active Listening Strategies • Oral Reading • Oral response to questions • Book talk 	
Performance Task Options/Interdisciplinary Connections	Professional Resources
<p><u>Performing Arts:</u> Students will work in partners or small groups to select a scene from a book and then rewrite the scene as a script for a play. The script will include characters’ dialogue and stage directions. Then, students will act out the scene of the play.</p>	<p>Critical Thinking Suggested Resources:</p>
Academic Vocabulary	
<p><u>Reading Literature</u></p> <p>RL.6.1 analyze, explicit, inference, textual evidence, conclude, author’s purpose</p> <p>RL.6.2 theme, central idea, convey, details, summarize, fact, opinion, judgement</p> <p>RL.6.3 describe, plot, episodes, characters/character traits, resolution , dialogue</p> <p>RL.6.4 phrases, figurative meaning, connotative meaning, analyze, specific, impact, meaning , tone, word choice, determine</p> <p>RL.6.5 analyze, scene, stanza text structure, theme, setting, plot</p> <p>RL.6.7 compare, contrast, experience, drama, poetry, viewing audio, perception, similarities, differences</p> <p><u>Reading Informational</u></p>	<p><u>Writing</u></p> <p>W.6.3 plot, characters, setting, resolution, point of view, sensory details, concrete, dialogue, rising action, sequence, events, mood, narrator, descriptive language, transitions</p> <p>W.6.4 organization, style, task purpose, audience</p> <p>W.6.5 planning, revising, editing, rewriting, organization</p> <p>W.6.6 publish, keyboarding medium, collaborate, interact , skills</p> <p>W6.10 reflection, revision, rough draft, editing, summary</p> <p><u>Language</u></p> <p>L.6.1 language conventions, standard English proper case intensive pronoun, vague pronouns, conventional language, antecedent subject pronoun, object pronoun, possessive pronoun</p> <p>L.6.2 phrase,clause, nonrestrictive, parenthetical element</p> <p>L.6.3 Sentence variety, tone, style, voice</p>

<p>RI.6.1 analyze, explicit, inference, textual evidence, generalizations, accurate, concepts</p> <p>RI.6.2 theme, idea, convey, details, summary, distinct, fact, opinion, judgment, suggest</p> <p><u>Speaking and Listening</u></p> <p>SL.6.1 precise language, collaborative, discussion, issues, express support, formal language, evidence, elaborate, perspective, reflection, paraphrase</p> <p>SL.6.2 Interpret diverse media formats visually quantitatively, orally, contributes, print media digital media, issue</p> <p>SL.6.4 claim finding argument narrative informative response to literature sequence logical pertinent description, nonverbal elements, accentuate, theme, eye contact, adequate volume, clear pronunciation, transitions, concrete details conclusion</p> <p>SL.6.6 context, demonstrate, formal English, appropriate audience, formal presentation, purpose, language conventions, enunciation</p>	<p>L.6.4 context clues, root word, affix, prefix, suffix, dictionary, glossary, pronunciation, verify, context</p> <p>L.6.5 planning , revising, editing , rewriting , organization</p> <p>L.6.6 academic words, domain specific words, vocabulary, comprehension, expression signal spatial and temporal relationships</p>
Modifications/Accommodations for Students with IEPs	Modifications/Accommodations for At-Risk Students
<ul style="list-style-type: none"> ● Review student individual educational plan for instructional, assessment, and environmental support ● Modify activities/assignments/projects ● Breakdown activities/assignments/projects/assessments into manageable units ● Additional time to complete activities/assignments/projects/assessments ● Provide an option for alternative activities/assignments/projects/assessments ● Allow student to receive reading text in various forms (written, verbal, audio) ● Pre-teach new vocabulary 	<ul style="list-style-type: none"> ● Breakdown activities/assignments/projects/assessments into manageable units ● Additional time to complete activities/assignments/projects/assessments ● Provide an option for alternative activities/assignments/projects/assessments ● Small Group Instruction ● Intervention/Remediation ● Individual Intervention/Remediation ● Additional Support Materials ● Guided Notes ● Graphic Organizers

- Modify Content
- Modify Amount of work given
- Modify Assessment
- Modify Homework
- Re-teach skill if needed
- Allow student to make test corrections or retake assessment
- Adjust Pacing of Content
- Small Group Instruction
- Individual Intervention/Remediation
- Additional Support Material
- Lower-Level Text
- Guided Notes
- Graphic Organizers
- Pre-teach vocabulary and terms.
- Provide extra time for completing tasks, checklists and other tasks.
- Provide samples and model each step of the writing process as needed.

Resources:

- [Achieve3000](#) (Leveled Texts/Activities)
- [LearningAlly](#) (Independent novels on student's lexile level)
- [Epic!](#) (Texts on student's lexile level)
- [IXL Language Arts](#) (Individualized skill-based lessons)
- [iReady Teacher Toolbox](#) (Reading)
- [iReady Teacher Toolbox](#) (Writing/Grammar)
- [SeeSaw](#) (Reteach/Reinforce Skills)
- [EdPuzzle](#) (Reteach/Reinforce Skills)
- [AchieveTheCore](#)
- [ReadWorks](#)
- [NewsELA](#)
- [CommonLit](#)

- Tutoring

Resources:

- [Achieve3000](#) (Leveled Texts/Activities)
- [LearningAlly](#) (Independent novels on student's lexile level)
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- [IXL Language Arts](#) (Individualized skill-based lessons)
- [iReady Teacher Toolbox](#) (Reading)
- [iReady Teacher Toolbox](#) (Writing/Grammar)

<ul style="list-style-type: none"> • Graphic Organizers 	
Modifications/Accommodations for Students with 504s	Modifications/Accommodations for English Language Learners
<ul style="list-style-type: none"> • Review student individual 504 plan for instructional, assessment, and environmental supports. • Provide students with flexible seating options while reading depending on need or preference. • Utilize Multisensory methods such as Google images, gesturing, and meaningful movement. • Oral reading & oral response options can be used for assignments. • Extra time for completing tasks, checklists and other tasks. • Use multi-sensory methods such as hand-over-hand when writing, larger print materials and paper line options. • Provide samples and model each step of the writing process as needed. • Use sticky notes to annotate <p>Resources:</p> <ul style="list-style-type: none"> • Achieve3000 (Leveled Texts/Activities) • LearningAlly (Independent novels on student's lexile level) • Epic! (Texts on student's lexile level) • IXL Language Arts (Individualized skill-based lessons) • iReady Teacher Toolbox (Reading) • iReady Teacher Toolbox (Writing/Grammar) 	<p>All WIDA Can Do Descriptors can be found at this link: https://www.wida.us/standards/CAN_DOs/</p> <ul style="list-style-type: none"> • Realia or concrete objects • Physical Models, Pictures, Photographs • Manipulatives • Videos and Films • Gestures, Physical Movements, Music and Songs • Partner Work • Student Mentor or Coach • Labeling • Word Banks • Sentence Starters, Sentence Frames • Graphic Organizers
Extensions for Gifted Students	Required/Suggested Activities
<ul style="list-style-type: none"> • Extend activities/assignments/projects/assessments 	<p>Required: Do Now/Warm-Up</p> <ul style="list-style-type: none"> • Whole Group

<ul style="list-style-type: none"> ● Provide an option for alternative activities/assignments/projects/assessments ● Modify Content ● Adjust Pacing of Content ● Small Group Enrichment ● Individual Enrichment ● Higher-Level Text ● The inclusion of additional subject areas and/or activities (cross curricular). 	<ul style="list-style-type: none"> ● Small Groups ● Guided Practice ● Independent Practice ● Measurable Objective ● Identify and review objectives for lesson ● Guided Reading utilizing Before, During, and After activities ● Intervention/Remediation <p>Suggested:</p> <ul style="list-style-type: none"> ● Projects ● Academic Games
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Unit # 4	
Unit Title	Holocaust
Reading Genre(s)	Historical Fiction, Informational Nonfiction, Narrative Nonfiction, Poetry
Writing Tasks	Research Project, Explanatory Writing, and Routine Writing, NJSLA Research Task (RT)
Recommended Pacing	9 weeks
Unit Summary	The Holocaust Unit will introduce genocidal events to students. Most of the unit will be dedicated to The Holocaust, but students will also explore past and current genocides. To accomplish this, they will read a historical-fiction novel or play, as well as, informational texts. The learning standards will be incorporated into this unit by exploring reading literature (RL) and reading informational texts (RI) that align with the New Jersey Student Learning Standards.

Unit # 4

Students will also regularly use technology, such as Google Drive and/or Google Classroom to explore topics through innovative and creative practices. Any project-based activities that are assigned will promote student choice and passion, while simultaneously assessing their content standard knowledge.

During Independent Reading, students will incorporate habits and routines of effective readers into their independent reading. Students will be expected to choose “Just Right” books, use reading logs, create text evidence-based claims, set reading goals, and maintain a literacy binder and/or literacy folder in Google Drive to be used throughout the school year.

Assessments will vary but may include: Post-Its/Claims, Exit Tickets, Multiple Choice Questions, End of Unit Benchmarks, Writing Pieces and other formative and summative assessments.

Career Readiness, Life Literacies, and Key Skills Standards

Civic Financial Responsibility

9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.

9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.

Economic and Government Influences

9.1.8.EG.8: Analyze the impact of currency rates over a period of time and the impact on trade, employment, and income.

Unit # 4

Information and Media Literacy

9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.

9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.

9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).

9.4.8.IML.9: Distinguish between ethical and unethical uses of information and media (e.g., 1.5.8.CR3b, 8.2.8.EC.2).

9.4.8.IML.10: Examine the consequences of the uses of media (e.g., RI.8.7).

9.4.8.IML.11: Predict the personal and community impact of online and social media activities

Critical Thinking and Problem Solving

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).

Unit # 4

9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).

9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3)

Global and Cultural Awareness

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8)

Computer Science and Design Thinking
(Technology)

Interaction of Technology and Humans

8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.

8.2.8.ITH.2: Compare how technologies have influenced society over time.

8.2.8.ITH.3: Evaluate the impact of sustainability on the development of a designed product or system.

8.2.8.ITH.4: Identify technologies that have been designed to reduce the negative

Unit # 4

	<p>consequences of other technologies and explain the change in impact.</p> <p>8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.</p> <p>Ethics & Culture</p> <p>8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.</p> <p>8.2.8.EC.2: Examine the effects of ethical and unethical practices in product design and development.</p>
Diversity, Equity, and Inclusion	Throughout this unit, the lives and cultures of diverse people are represented in the materials students interact with daily. The events of the Holocaust reviews the horrible reality of the lives of Jewish people during the 1930s-1940s. This topic opens many avenues for discussions on life during World War II and how it compares/contrasts to life today. Anchor texts, shared reads, and leveled readers represent a myriad of cultures, backgrounds, race, and ethnicities.
Amistad	Addressed in Unit 2
Holocaust	The events of the Holocaust are represented predominately through the anchor text, <u>Once</u> by Morris Gleitzman, and <u>The Devil's Arithmetic</u> by Jane Yolen, as well as numerous articles, videos, poems, primary sources, and additional resources. Prior to reading, students will briefly review the events of the Holocaust to gauge prior knowledge and understanding. Throughout this unit, students will use all these resources to assist in their understanding of the events of the Holocaust and the impact it had/has on modern/contemporary life. The instruction will further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> • Readers support their conclusions (inferences and interpretations) by citing appropriate details within the text. • Readers use strategies to construct meaning from texts. • Readers choose different strategies depending on the types of text they are reading. • There are multiple sources of information and those selected depends on the purpose and audience for writing. • Clear and focused questions help researchers find desired information. • Effective researchers evaluate the credibility, accuracy, and relevance of information. 	<ul style="list-style-type: none"> • How do readers use evidence-from the text to support their understanding of what they read? • How do enduring themes develop across the text(s)? • How does point of view influence the author's message and reader's interpretation? • How does the type of text influence how I should read it? • What strategies can readers apply to understand complex texts? • How do readers determine the strategies they use for reading different types of text (literary and informational texts)? • How do I know what to believe in what I read, hear, and view? • How do I evaluate a source? • What am I looking for and how do I find it?
District/School Required Texts and Media Formats	District/School Supplementary Resources
<p><u>Once By</u>: Morris Gleitzman</p> <ul style="list-style-type: none"> ○ Paired Texts <ul style="list-style-type: none"> ■ “The Children Who Escaped the Nazis”Scholastic SCOPE ○ Required Financial Literacy Standard 9.1.8.E.4 <ul style="list-style-type: none"> ■ COMPARE: Wants v. Needs <p>(Advanced) <u>The Devil’s Arithmetic</u> By: Jane Yolen</p> <ul style="list-style-type: none"> ○ Paired Texts 	<p><i>Holocaust Optional Resources:</i></p> <ul style="list-style-type: none"> ○ Pre-Reading Activities <ul style="list-style-type: none"> ■ Introduction to the Holocaust ■ Holocaust Timeline ■ Holocaust Vocabulary ○ Paired Texts <ul style="list-style-type: none"> ■ “I Cannot Forget,” Alexander Kimel (Poem) ■ Collection of Holocaust Poems ■ “The Watch,” Elie Wiesel ■ “Suzy and Leah,” Jane Yolen ○ Related Articles

- [“The Children Who Escaped the Nazis”](#)Scholastic SCOPE
- ***Required Financial Literacy Standard*** 9.1.8.E.4
 - [COMPARE: Wants v. Needs](#)

- [“Former Nazi Gaurd, 94, Goes on Trial in German Juvenile Court”](#) NBC News
- [“World War II - The Holocaust”](#) Ducksters
- [“This Holocaust Survivor is Pushing Schools to Teach Students About Genocide”](#) CNN

○ ***Media***

- [Oprah’s Interview with Elie Wiesel](#)
- [Marion Lazan Speech](#)
- [Paper Clips](#) Documentary (2004)
- ***(Advanced)*** [The Devil’s Arithmetic](#) Movie (1999)
- [Miracle at Midnight Movie](#) Movie (1998)

Supplementary Resources:

- [Read Write Think](#)
- [ReadWorks](#)
- [Scholastic](#) (SCOPE)
- [Core Standards: Appendix B](#)
- [NewsELA](#)
- [Learning Ally](#)

District/School Formative Assessments	District/School Summative Assessments
<ul style="list-style-type: none"> ● Reading Wonders Bi-Weekly ● Anecdotal Records ● Writing Portfolios (Research) ● i- Ready Instruction 	<ul style="list-style-type: none"> ● District Benchmarks ● Writing Assessment-(RT) ● i-Ready Diagnostic
Instructional Best Practices	
<ul style="list-style-type: none"> ● Identifying Similarities and Differences ● Summarizing and Note Taking ● Reinforcing Effort and Providing Recognition ● Homework and Practice ● Modeling ● Cooperative Learning ● Setting Objectives and Providing Feedback ● Cues, Questions, and Advance Organizers ● Gradual Release of Responsibility 	<ul style="list-style-type: none"> ● Managing response rates ● Checks for Understanding ● Diagrams, Charts and Graphs ● Coaching ● Reading Partners ● Visuals ● Collaborative Problem Solving ● Active Engagement Strategies ● Required Reading and Writing Artifacts (e.g. Word Wall, NJSLA Rubrics, Student Work display with rubric score, teacher feedback, student reflection, Reading Journal, (notebook), student portfolios, conference logs, data charts/logs, etc.)
Learning Plan	
NJSLs	Learning Targets and Exemplar Lessons:
9.1.8.E.4 Prioritize personal wants and needs when making purchases.	9.1.8.E.4 <u>COMPARE: Wants v. Needs</u> <ul style="list-style-type: none"> ● Create a budget ● Understand the difference between wants and needs ● Spend money wisely ● Prioritize

<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.6.1.</p> <p><u>A. Closely read a text</u></p> <ol style="list-style-type: none"> 1. Create questions about the text 2. Determine what is important. <p><u>B. Cite evidence from a text</u></p> <ol style="list-style-type: none"> 5. Correctly cite evidence from the text <p>RL.6.2.</p> <p><u>A. Theme</u></p> <ol style="list-style-type: none"> 1. Determine the theme of central message of a text <p><u>B. Central Idea</u></p> <ol style="list-style-type: none"> 5. Determine the central idea of a text. <p>RL.6.3.</p> <p><u>A. Plot</u></p> <ol style="list-style-type: none"> 4. Analyze how the plot develops throughout a text.
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<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.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.</p> <p>RL.6.9. Compare and 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.6.4.</p> <p><u>D. Poetic devices</u></p> <p>10. Identify poetic devices used in a text. (<i>rhyme scheme, alliteration, consonance, etc</i>)</p> <p>11. Analyze the impact of poetic devices on a section of a text.</p> <p>RL.6.6.</p> <p><u>A.Point of view</u></p> <p>1. Identify various points of view.</p> <p>RL.6.9.</p> <p><u>A.Theme</u></p> <p>1. Compare and contrast different genres that have similar themes.</p>
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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.

2. Analyze how the same theme is communicated in different ways.
3. Analyze how the differences in genre impacts the reader.

B. Author's approach

4. Analyze how an author's background affects how they present a theme in their work.
5. Compare and contrast how author's philosophy and personality affect their work.
6. Analyze the effectiveness of an author's approach to the theme.

RI.6.1.

A. Closely read a text

1. Create questions about the text.
2. Determine what is important

B. Cite evidence from a text

5. Correctly cite evidence from the text

C. Gather evidence for making inferences (*predictions, conclusions, context clues*)

7. Use evidence from the text to make predictions

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

9. Gather evidence from the text to support conclusions

RI.6.3.

A.Key individuals

1. Identify key individuals of a text
2. Track key individuals using teacher selected graphic organizer
3. Analyze how individuals are elaborated in a text.

B. Key events

4. Identify key events of a text.
5. Track key events using teacher selected graphic organizer
6. Analyze how events are elaborated in a text.

C. Key ideas

7. Identify key ideas of a text.
8. Track key ideas using teacher selected graphic organizer
9. Analyze how ideas are elaborated in a text.

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.6.4.

B. Words with specific connotations

5. Explain the connotation of words and phrases as they are used in a text (technical)

6. Analyze the impact of words with a specific connotation on meaning and/or tone

7. Analyze why the author chose to use a word with a specific connotation

8. Evaluate the effectiveness of the author's connotative word choice

RI.6.5.

B. Contributions of parts of text to the whole

5. Identify how individual sections of a speech, article or essay contributes to the overall idea.

6. Analyze how a chapter contribute to a speech, article or essay's overall purpose.

7. Analyze how a paragraph contribute to a speech, article or essay's overall purpose.

<p>RI.6.6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p> <p>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.</p> <p>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).</p>	<p>8. Analyze how a chapter contribute to a speech, article or essay's overall purpose.</p> <p>RI.6.6.</p> <p><u>A.Point of view</u></p> <p>1. Identify various points of view.</p> <p><u>B. Author's purpose</u></p> <p>9. Identify author's purpose.</p> <p>RI.6.7.</p> <p><u>A.Multimedia</u></p> <p>1. Compare and contrast text with the same topic across various genres</p> <p>2. Research an issue from multiple perspectives.</p> <p>5. Highlight information from articles to gain insight on an issue.</p> <p>RI.6.9.</p>
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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.

- **W.6.2.A.** Introduce a topic; 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.
- **W.6.2.B.** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- **W.6.2.C.** Use appropriate transitions to clarify the relationships among ideas and concepts.
- **W.6.2.D.** Use precise language and domain-specific vocabulary to inform about or explain the topic.
- **W.6.2.E.** Establish and maintain a formal/academic style, approach, and form.
- **W.6.2.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,

A. Author's Presentation

4. Make connections across different author's perspectives of events.

5. Explain the effect of different author's perspectives of events.

W.6.2. Write an Explanatory Essay

- Introduce a topic
- Compose a well-developed thesis statement
- Select appropriate text structures and text features for clarity
- Include formatting, graphics, and multimedia when useful to aid comprehension
- Add relevant facts, definitions, concrete details, quotations, or other information and examples to develop the topic
- Cite information correctly by following the proper format
- Transition between ideas and concepts using appropriate words and phrases
- Select specific vocabulary to inform about or explain the topic
- Consistently use a formal style
- Write a conclusion to bring all ideas to a close

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.6.4 Write clearly and coherently

- Identify defining characteristics of different genres of writing
- Unpack a writing prompt
- Write for a specific purpose and audience
- Select an appropriate text structure or format for the task
- Use language that is precise and powerful to create voice
- Create a tone that is appropriate for one's audience

W.6.5 Plan, revise and edit writing

- Revise and edit intentionally to improve writing
- Generate ideas to develop topic
- Revise writing with a partner or self-editing checklists
- Distinguish between editing and revising

W.6.6 Use Technology

- Use technological resources to enhance writing
- Give and receive feedback using technology
- Seek out authentic publishing opportunities
- Use tools including blogs and wikis, to develop writing and communicate with students in their classes
- Type a minimum of three pages in a single sitting
- Use keyboarding skills to make typing more efficient
- Type three pages in an appropriate amount of time

W.6.7. Conduct Research Project

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.

- **SL.6.1.A.** Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- **SL.6.1.B.** Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- **SL.6.1.C.** Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

- Explore inquiry topics through short research projects
- Research and synthesize information from several sources
- Conduct research and synthesize multiple sources of information
- Compile a list of sources to use for a project
- Refocus the intent of the research when appropriate

W.6.10 Routine Writing

- Practice writing in a myriad of situations (journals, dialogues, creative tasks, etc.)
- Reflect on and be able to explain purposeful decisions made while writing
- Respond to a wide-variety of topics for an array of purposes and audiences
- Produce written reflections

SL.6.1 Collaborative Discussions

- Read required texts prior to discussions
- Prepare for discussions
- Use previous knowledge to expand discussions about a topic
- Engage in conversations about grade-appropriate topics and texts
- Participate in a variety of rich, structured conversations
- Define and identify rules for discussions, including group and individual roles
- Model appropriate behavior during discussions
- Craft and respond to specific questions based on the topic or text, elaborating when necessary

<ul style="list-style-type: none"> ● SL.6.1.D. Review the key ideas expressed and demonstrate an understanding of multiple perspectives through reflection and paraphrasing. <p>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.</p> <p>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).</p>	<ul style="list-style-type: none"> ● Reflect on and paraphrase what was discussed ● Summarize the ideas expressed <p>SL.6.2 Diverse Media and Format</p> <ul style="list-style-type: none"> ● Interpret and evaluate information presented in diverse media and formats ● Explain how each medium shapes or influences the audience's perception and understanding of the information presented ● Evaluate the effectiveness of the chosen format for presenting the information ● Observe how various mediums appeal to one or more senses with varying levels of intensity ● Compare the reading of a speech to watching a video of the speech <p>SL.6.4 Presentation of Claims and Findings</p> <ul style="list-style-type: none"> ● Utilize skills that are common to the language production domain of writing ● Organize ideas in a logical, sequential order ● Present information using sound, detailed, and relevant evidence in a coherent manner ● Use appropriate eye contact, adequate volume, and clear pronunciation
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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. (See grade 6 Language standards 1 and 3 for specific expectations.)

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

- **L.6.1.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.

SL.6.5. Multimedia Components

- Incorporate multimedia and visual displays into presentations to add clarity to their content
- Incorporate posters outlining charts/graphs to clarify information and captivate their audience
- Incorporate music and/or sound effects into their presentation to bring the information “to life” and allow for greater engagement with the audience
- Incorporate technology to enhance the presentation

SL.6.6. Command of Formal Language

- Orally present information, using appropriate speech, in a variety of situations
- Manipulate the speech based upon context

L.6.1 Conventions of Grammar

- Define and identify intensive pronouns in reading
- Determine the appropriate instance to use intensive pronouns in writing
- Revise grammatical errors in writing
- Perform peer reviews of writing to identify and correct grammatical errors
- Identify and use strategies to revise writing

L.6.2 Mechanics

L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- **L.6.2.A.** Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
- **L.6.2.B.** Spell correctly.

L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- **L.6.3.A.** Vary sentence patterns for meaning, reader/listener interest, and style/voice.
- **L.6.3.B.** Maintain consistency in style and tone

L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

- **L.6.4.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.
- **L.6.4.B.** Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
- **L.6.4.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.

- Define and identify nonrestrictive/parenthetical elements in writing
- Determine the appropriate punctuation to set off nonrestrictive/parenthetical elements
- Apply common rules and patterns to spell words correctly

L.6.3 Conventions of Language

- Identify various sentence patterns
- Incorporate various sentence patterns to create style and voice
- Use a consistent style and tone when writing or speaking

L.6.4 Unknown and Multiple Meaning Words

- Use a word's position in a sentence as a clue to the meaning of a word
- Use a combination of context clues, structural clues, and the word's position in the sentence to determine the meaning of an unknown word or phrase
- Use dictionaries, glossaries, and/or thesauruses to find the pronunciation of a word
- Use dictionaries, glossaries, and/or thesauruses to determine the actual meaning of a word or its part of speech.
- Use reference materials to check the inferred meaning of words

<ul style="list-style-type: none"> ● L.6.4.D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). <p>L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression</p>	<p>L.6.6 Vocabulary</p> <ul style="list-style-type: none"> ● Understand and apply conversational, academic, and domain specific vocabulary ● Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level ● Demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression ● Acquire and use accurately grade appropriate general academic and domain specific words and phrases
<p>Writing Tasks</p>	
<p>Primary Focus: Portfolio Pieces</p> <p>Writing:</p> <ul style="list-style-type: none"> ● Research Project <ul style="list-style-type: none"> ○ Holocaust Research ● Explanatory Essay 	<p>Routine Writing:</p> <ul style="list-style-type: none"> ● Reading Logs ● Exit Ticket / DOL ● Warm Up ● Note Taking

<ul style="list-style-type: none"> ○ Holocaust Prompts ● End of Novel Assessment <ul style="list-style-type: none"> ○ <i>Teacher Selected</i> <p>Secondary Focus: Grammar and Vocabulary</p> <ul style="list-style-type: none"> ● Revise grammatical errors in writing ● Perform peer reviews of writing to identify and correct grammatical errors ● Apply common rules and patterns to spell words correctly ● Incorporate various sentence patterns to create style and voice ● Use a consistent style and tone when writing or speaking ● Use a word's position in a sentence as a clue to the meaning of a word ● Use a combination of context clues, structural clues, and the word's position in the sentence to determine the meaning of an unknown word or phrase ● Use the definition of known prefixes and suffixes to define new words ● Use known root words to aid in defining unknown words ● Use dictionaries, glossaries, and/or thesauruses to find the pronunciation of a word ● Use dictionaries, glossaries, and/or thesauruses to determine the actual meaning of a word or its part of speech. ● Use reference materials to check the inferred meaning of words 	
Content Vocabulary	
<i>Teacher selected weekly Tier 2 vocabulary word</i>	<i>Teacher selected weekly Tier 2 vocabulary word</i>

<p><u>Once</u> - riot, admired, fiddle, criticized, sympathetic, sneering, scarce, dormitory, queue, convent, viciously, scowls, singe, corridor, charred, torture, weepy, vivid, excursion, barracks, anxious, sentry, bombarding, throbbing, trudging, indignant, sodden, grovel, gawking, sprawled, bayonets, trembling, frenzy, syringes, disgruntled, resistance, lurch</p>	<p><u>The Devil's Arithmetic</u> (Advanced): unleavened, gruesome, uncomprehendingly, distorted, guttural, steerage, compensation, droned, injustice, rousing, cascades, exodus, mortified, cloying, conspiratorial, furrow, companionable, sloven, timidity, appalled, vigor, compression, mesmerized, jostling, dour, undecipherable, lucid, involuntary, indistinguishable, adamant, decree, billet, desecrate, crematoria, periphery, protruding, tremulous, alienates, impudent, vehemence, vulnerable, discernible, garish, affirmation, ingrate, ominous, dissipating, arbitrary, fervor, elusive, raucous, pervasive, gaudy, meager, luminous, burnished, sonorous, sanctuary, chaos, riveted, relentlessly</p>
Required Speaking and Listening	Suggested Speaking and Listening
<ul style="list-style-type: none"> • Whole group discussion • Pair-Share • Small group discussions • Teacher directed discussions • Follow agreed upon rules for discussion • Questioning techniques • Active Listening Strategies • Oral Reading • Oral response to questions • Book talk 	<ul style="list-style-type: none"> • Readers' Theater • Oral Report
Performance Task Options/Interdisciplinary Connections	Professional Resources
<p>Science/Math: This task leads students to explore the question: "Are You Getting Enough Sleep?" Students will track their sleep</p>	

<p>patterns for a week, collect data and share it with others to determine how sleep affects them. Organizational skills will be honed as students create a SLOG (Sleep Log) that documents their sleeping patterns and the perceivable physiological results. Data collection follows as students compare and chart their SLOG results.</p> <p>http://www.educationworld.com/a_curr/curr340.shtml https://faculty.washington.edu/chudler/chsleep.html</p>	
Academic Vocabulary	
<p><u>Reading Literature</u></p> <p>RL.6.1 analyze, explicit, inference, textual evidence, conclude, author's purpose RL.6.2 theme, central idea, convey, details, summarize, fact, opinion, judgement RL.6.3 describe, plot, episodes, characters/character traits resolution, dialogue RL.6.6 author, point of view, develop, narrator, speaker in the text RL.6.9 compare, contrast, similarities, difference, text, genres, theme, historical novels, fantasy, realism</p> <p><u>Reading Informational</u></p> <p>RI.6.1 analyze, explicit, inference, textual evidence, generalizations, accurate, concepts RI.6.3 analyze, detail, event, elaborate, illustrate, explain, anecdotes, individual, elaborate RI.6.4 phrases, figurative meaning, connotative meaning synonyms, antonyms, analyze, specific, impact, meaning, tone, word choice, determine</p>	<p><u>Writing</u></p> <p>W.6.2 expository, reason, detail, fact, explanation, elaboration audience, thesis statement, formal style, formal conclusion introduction, transitions, topic/theme, compare/contrast, cause/effect, formatting, heading, classification, selection, organization, analysis, relevant content W.6.4 organization, style, task purpose, audience W.6.5 planning, revising, editing, rewriting, organization W.6.6 publish, keyboarding medium, collaborate, interact, skills W.6.7 key words, site words, research, project, inquiry, investigation, precise W.6.10 reflection, revision, rough draft, editing, summary</p> <p><u>Language</u></p> <p>L.6.1 language conventions, standard English proper case intensive pronoun, vague pronouns, conventional language, antecedent subject pronoun, object pronoun, possessive pronoun L.6.2 phrase, clause, nonrestrictive, parenthetical element L.6.3 Sentence variety, tone, style, voice</p>

<p>RI.6.5 analyze chapter heading, stanza, text structure, section, paragraph, graphics, headings captions media</p> <p>RI.6.6 author, point of view, develop, narrator, speaker in text</p> <p>RI.6.7 topic, issue, information, synthesize, summarize</p> <p>RI.6.9 compare, contrast, similar, difference, presentation, event, point of view, perspective</p> <p><u>Speaking and Listening</u></p> <p>SL.6.1 precise language, collaborative, discussion, issues, express support, formal language, evidence, elaborate, perspective, reflection, paraphrase</p> <p>SL.6.2 Interpret diverse media formats visually quantitatively, orally, contributes, print media digital media, issue</p> <p>SL.6.4 claim finding argument narrative informative response to literature sequence logical pertinent description, nonverbal elements, accentuate, theme, eye contact, adequate volume, clear pronunciation, transitions, concrete details conclusion</p> <p>SL.6.5 textual, elements, graphics, audio, video , interactive elements, images, formats, digital, clarify, multimedia components</p> <p>SL.6.6 context, demonstrate, formal English, appropriate audience, formal presentation, purpose, language conventions, enunciation</p>	<p>L.6.4 context clues, root word, affix, prefix, suffix, dictionary, glossary, pronunciation, verify, context</p> <p>L.6.6 academic words, domain specific words, vocabulary, comprehension, expression signal spatial and temporal relationships</p>
Modifications/Accommodations for Students with IEPs	Modifications/Accommodations for At-Risk Students
<ul style="list-style-type: none"> ● Review student individual educational plan for instructional, assessment, and environmental support. ● Modify activities/assignments/projects ● Breakdown activities/assignments/projects/assessments into manageable units 	<ul style="list-style-type: none"> ● Breakdown activities/assignments/projects/assessments into manageable units ● Additional time to complete activities/assignments/projects/assessments

<ul style="list-style-type: none"> • Additional time to complete activities/assignments/projects/assessments • Provide an option for alternative activities/assignments/projects/assessments • Allow student to receive reading text in various forms (written, verbal, audio) • Pre-teach new vocabulary • Modify Content • Modify Amount of work given • Modify Assessment • Modify Homework • Re-teach skill if needed • Allow student to make test corrections or retake assessment • Adjust Pacing of Content • Small Group Instruction • Individual Intervention/Remediation • Additional Support Material • Lower-Level Text • Guided Notes • Graphic Organizers • Pre-teach vocabulary and terms. • Provide extra time for completing tasks, checklists and other tasks. • Provide samples and model each step of the writing process as needed. • <p><u>Resources:</u></p> <ul style="list-style-type: none"> • Achieve3000 (Leveled Texts/Activities) • LearningAlly (Independent novels on student's lexile level) • Epic! (Texts on student's lexile level) • IXL Language Arts (Individualized skill-based lessons) • iReady Teacher Toolbox (Reading) 	<ul style="list-style-type: none"> • Provide an option for alternative activities/assignments/projects/assessments • Small Group Instruction • Intervention/Remediation • Individual Intervention/Remediation • Additional Support Materials • Guided Notes • Graphic Organizers • Tutoring <p><u>Resources:</u></p> <ul style="list-style-type: none"> • Achieve3000 (Leveled Texts/Activities) • LearningAlly (Independent novels on student's lexile level) • Epic! (Texts on student's lexile level) • IXL Language Arts (Individualized skill-based lessons) • iReady Teacher Toolbox (Reading) • iReady Teacher Toolbox (Writing/Grammar)
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<ul style="list-style-type: none"> ● iReady Teacher Toolbox (Writing/Grammar) ● SeeSaw (Reteach/Reinforce Skills) ● EdPuzzle (Reteach/Reinforce Skills) ● AchieveTheCore ● ReadWorks ● NewsELA ● CommonLit ● Graphic Organizers 	
Modifications/Accommodations for Students with 504s	Modifications/Accommodations for English Language Learners
<ul style="list-style-type: none"> ● Review student individual 504 plan for instructional, assessment, and environmental supports. ● Provide students with flexible seating options while reading depending on need or preference. ● Utilize Multisensory methods such as Google images, gesturing, and meaningful movement. ● Oral reading & oral response options can be used for assignments. ● Extra time for completing tasks, checklists and other tasks. ● Use multi-sensory methods such as hand-over-hand when writing, larger print materials and paper line options. ● Provide samples and model each step of the writing process as needed. ● Use sticky notes to annotate <p>Resources:</p> <ul style="list-style-type: none"> ● Achieve3000 (Leveled Texts/Activities) ● LearningAlly (Independent novels on student's lexile level) ● Epic! (Texts on student's lexile level) ● IXL Language Arts (Individualized skill-based lessons) ● iReady Teacher Toolbox (Reading) 	<p>All WIDA Can Do Descriptors can be found at this link: https://www.wida.us/standards/CAN_DOs/</p> <ul style="list-style-type: none"> ● Realia or concrete objects ● Physical Models, Pictures, Photographs ● Manipulatives ● Videos and Films ● Gestures, Physical Movements, Music and Songs ● Partner Work ● Student Mentor or Coach ● Labeling ● Word Banks ● Sentence Starters, Sentence Frames ● Graphic Organizers

<ul style="list-style-type: none"> ● iReady Teacher Toolbox (Writing/Grammar) 	
Extensions for Gifted Students	Required/Suggested Activities
<ul style="list-style-type: none"> ● Extend activities/assignments/projects/assessments ● Provide an option for alternative activities/assignments/projects/assessments ● Modify Content ● Adjust Pacing of Content ● Small Group Enrichment ● Individual Enrichment ● Higher-Level Text ● The inclusion of additional subject areas and/or activities (cross curricular). 	<p>Required:</p> <ul style="list-style-type: none"> ● Do Now/Warm-Up ● Whole Group ● Small Groups ● Guided Practice ● Independent Practice ● Measurable Objective ● Identify and review objectives for lesson ● Guided Reading utilizing Before, During, and After activities ● Intervention/Remediation <p>Suggested:</p> <ul style="list-style-type: none"> ● Projects ● Academic Games