

Summit Public Schools
Summit, New Jersey

Lawton C. Johnson Summit Middle School
Grade 6 / English Language Arts Curriculum
Length of Course: Full Year
(revised 2016-2017)

Course Description: Sixth Grade Language Arts provides students with the literacy skills to access meaning in written texts and synthesize it to create personal meaning. Students develop their critical and interpretive reading skills through close reading of both fiction and nonfiction texts. While reading students make connections to themselves, the world around them and across texts. Students engage in meaningful discourse to help promote their interpretation of texts. Students write for a variety of purposes and audiences in the form of literary analyses, research-based argumentative essays, narratives, and poetry. Students hone their writing skills through a comprehensive writing process including thorough planning, drafting, self-editing, peer-editing, and conferencing. Through this process students become thoughtful, well-versed writers. Throughout the course students engage with multimedia as both a resource and a product of their understanding. Students employ reading, writing, and speaking skills across other disciplines as they engage in cross-curricular projects.

Unit 1
Putting Our Heads Together - A Unit on Getting to Know Others
(Character Analysis & Explanatory Writing)

Anchor Standards

NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.R7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R9 Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

NJSLSA.W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

NJSLSA.W10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range tasks, purposes, and audiences.

NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Big Ideas: *Course Objectives / Content Statement(s)*

- Draw inferences about characters and their traits based on details from text
- Compare literary texts to compose claims supported through argument and textual support
- Craft formal written explanatory essay through structured writing

| | |
|--|--|
| <p>Essential Questions</p> <p><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p> <ul style="list-style-type: none"> ● How will students make inferences to increase comprehension of text? ● How will students determine the meaning of words and phrases within context? ● How will students analyze and compare texts? ● How will students develop and support claims? | <p>Enduring Understandings</p> <p><i>What will students understand about the big ideas?</i></p> <ul style="list-style-type: none"> ● Inferences are based on textual evidence ● Unknown words may be defined based on context ● Claims are supported with arguments and specific textual evidence ● Literary texts are compared critically using domain specific vocabulary ● Comparative analysis is written providing claim, argument, textual support and citations |
| <p>Areas of Focus: Proficiencies (Cumulative Progress Indicators) Students will: NJSLELA</p> <p><u>NJSLELA.RL.6.2.</u> Determine a theme or central idea of a text and how it is conveyed through particular</p> | <p>Examples, Outcomes, Assessments <i>(see note below about the content of this section)</i></p> <p>Instructional Focus: (Objectives)</p> <ul style="list-style-type: none"> ● Closely read the text to make inferences about the characters based on their speech and actions ● Use context and context clues to determine the meaning of unknown words when reading ● Use details from the text to draw relevant inferences |

details; provide a summary of the text distinct from personal opinions or judgments.

NJSLSLARL.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.

NJSLSLARL.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.

NJSLSLARL.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.

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

NJSLSLAW.6.1. Write arguments to support claims with clear reasons and relevant evidence. (A-E)

NJSLSLA.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.

NJSLSLA.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.)

- Differentiate between the use of vague and specific support when citing text
- Utilize specific support in writing
- Analyze structure of an explanatory essay
- Write explanatory essay using effective claim, analysis, text evidence, and transitions
- Analyze literature using literary terms including characterization and sequencing
- Compare and contrast characters and their traits from different pieces of literature
- When writing formally students will adhere to the conventions of standard English
- Engage in collaborative book group
- discussions

Sample Assessments: (name and describe assessments- ie. journal entries, mindmap, essay on --, etc)

- Summer Reading Essay
 - Writing a 4-paragraph explanatory essay, following 5-step writing process
 - Comparing the friendship qualities of two characters from two texts
 - Using specific textual support of arguments
 - Assessed using the 6-point PARCC writing rubric
- [Mind Map](#)
 - Creating a visual exploration of students' connections to characters within the literature
 - Identifying character traits and supporting evidence
 - Assessed using teacher-developed rubric
- A Character's Journey- Character plot mountain
 - Track how a character's traits change throughout a story as plot unfolds
 - Identifying character traits and supporting evidence
- Reading Comprehension and Writing Pre-Assessment
 - Based on short story, "I Used to Live Here Once"
 - Literal and inferential based reading comprehension questions
 - Respond to a topic related to the reading through an explanatory paragraph
 - Writing assessed using the 6-point PARCC writing rubric
- Answering Reading Comprehension Questions
- Literary Term Quizlet (Quiz)
- Literary Term Test
- Grammar Quiz
- Writer's Notebook
 - Entries with mentor texts that model proper grammar use
- [Landfill Harmonic Assessment](#)
 - Based on video, "The Landfill Harmonic"
 - Applying literary terms to narrative

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

NJSLSLA.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.

NJSLSLA.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.

- Identifying character traits
- Providing specific support from the video to support answers

Instructional Strategies: (all activities over the course of the unit- at least 10)

- Character Trait Card Game (Wonder)
- [Flocabulary: I Have Traits](#)
- Book Group Discussions (Summer Reading Books)
- Read & Listen to “Eleven”
- Identifying Specific vs. Vague Examples (using paddles)
- Deconstructing Summer Reading Essay
- Writer’s Workshop (self-editing, peer-editing, teacher conferences, graphic organizers, editing phones)
- Foldable for paragraph structure
- Brainstorming
- Study Tools for Specific vs. Vague Support
- [Flocabulary: Who, What, Why Where, When](#)
- Task Statement Write-Around with pictures (Introduction to Unit)
- Website (Putting Our Heads Together) Scavenger Hunt
- Literary Terms Matching Game (with examples from story)
- Use nesting dolls to discuss theme of “Eleven”
- Literary Term Nursery Rhyme Practice
- ‘Simon’s Cat Literary Term Practice
- Little Red Theatre
- Human Paragraph
- Grammar Exercises
- [Flocabulary: The Thesis](#)
- Whole Group Lessons
 - Plot
 - Character Traits
 - Google Docs & Classroom
 - Paragraph Format
 - Topic Sentence
 - Claim (Answer Sentence)
 - Using Example
 - Text Citations
 - Introductory & Concluding Paragraphs

Interdisciplinary Connections

- iPad Case Product Review (Science)

| | |
|---|--|
| | <p>Technology Integration</p> <ul style="list-style-type: none"> • Students will use the suite of Google Apps (GSuite) during this unit. They collaboratively write in Google Docs, view teacher presentations in Google Slides and use Google Classroom for resources and assignments. • The Mind Map project can be done using a variety of apps on the Chromebooks (those include: MindMeister, Lucidpress, and MindMup. • The reading and writing extensions and Google docs tools that allow for students to highlight and use speech to text will also be explored • Websites and subscriptions used also include: IXL, Newsela, Readworks, Learning Ally and teacher created sites with all unit materials • Pre-recorded readings will be posted to Google Classroom and teacher website • Review Apps and Games include: Quizlet, Socrative, Kahoot, and PearDeck <p>Global Perspectives</p> <ul style="list-style-type: none"> • “Zelda”-Australia • Landfill Harmonic- Paraguay • Articles from Newsela provide a global perspective and can be selected for reading comprehension practice and ties to overall theme. |
| <p>Texts & Resources:</p> <p><u>Wonder</u> by RJ Palacio <u>Pax</u> by Sara Pennypacker <u>Because of Winn-Dixie</u> by Kate DiCamillo <u>Belly Up</u> by Stuart Gibbs <u>Out of My Mind</u> by Sharon M. Draper <u>A Long Way From Chicago</u> by Richard Peck <u>Joey Pigza Swallowed the Key</u> by Jack Gantos “Zelda” by Emily Rodda in <u>Who’s Who</u> anthology Text of "Zelda" “Eleven” by Sandra Cisneros in <u>Who’s Who</u> anthology Text of "Eleven" “Flowers and Freckle Cream” by Elizabeth Ellis "Flowers and Freckle Cream" on pg. 430 “Seventh Grade” by Gary Soto "Seventh Grade" “Jimmy Jet and His TV Set” by Shel Silverstein "Jimmy Jet and His TV Set" “The Whatifs” by Shel Silverstein "The Whatifs" “The Marble Champ” by Gary Soto "The Marble Champ" The Landfill Harmonic (https://www.youtube.com/watch?v=sJxxdQox7n0)</p> | |

Newsela (www.newsela.com)

Alternate Strategies (Accom. / Mod.)

- Audio versions of “Eleven” and “Zelda” <https://vimeo.com/9245804>
- Speech to text (Co-Writer)
- Text to speech (Snap & Read)
- Graphic organizers for writing and mind map
- modification to assignments (length)

[Learn Zillion: How Evidence Supports a Reason](#)

[Learn Zillion: Identify Relevant Evidence](#)

| Unit 1 Grade 6 Putting Our Heads Together - A Unit on Getting to Know Others (Character Analysis & Explanatory Writing) | |
|--|---|
| District/School Formative Assessment Plan | District/School Summative Assessment Plan |
| <ul style="list-style-type: none">● Reading Comprehension and Writing Pre-Assessment<ul style="list-style-type: none">○ Based on short story, “I Used to Live Here Once”○ Literal and inferential based reading comprehension questions○ Respond to a topic related to the reading through an explanatory paragraph○ Writing assessed using the 6-point PARCC writing rubric● Google Drive/Classroom/Docs to participate in teacher-student writing conferences as well as peer editing● Teacher-student conferences throughout writing process● Student-paced/self-guided essay editing guides, peer assistance as needed● Optional student-selected review mini-lessons for essay writing● Small group (assigned according to self-selected summer reading book) discussions to review reading | <ul style="list-style-type: none">● Summer Reading Essay<ul style="list-style-type: none">○ Writing a 4-paragraph explanatory essay, following 5-step writing process○ Comparing the friendship qualities of two characters from two texts○ Using specific textual support of arguments○ Assessed using the 6-point PARCC writing rubric● Mind Map<ul style="list-style-type: none">○ Creating a visual exploration of students’ connections to characters within the literature○ Identifying character traits and supporting evidence○ Assessed using teacher-developed rubric● Literary Term Test● Landfill Harmonic Assessment<ul style="list-style-type: none">○ Based on video, “The Landfill Harmonic”○ Applying literary terms to narrative○ Identifying character traits○ Providing specific support from the video to |

| | | |
|---|---|--|
| | | support answers |
| District/School Texts | | District/School Supplementary Resources |
| <p> <u>Wonder</u> by RJ Palacio <u>Pax</u> by Sara Pennypacker <u>Because of Winn-Dixie</u> by Kate DiCamillo <u>Belly Up</u> by Stuart Gibbs <u>Out of My Mind</u> by Sharon M. Draper <u>A Long Way From Chicago</u> by Richard Peck <u>Joey Pigza Swallowed the Key</u> by Jack Gantos </p> <p> “Zelda” by Emily Rodda in <u>Who’s Who</u> anthology Text of "Zelda" “Eleven” by Sandra Cisneros in <u>Who’s Who</u> anthology Text of "Eleven" “Flowers and Freckle Cream” by Elizabeth Ellis "Flowers and Freckle Cream" on pg. 430 “Seventh Grade” by Gary Soto "Seventh Grade" “Jimmy Jet and His TV Set” by Shel Silverstein "Jimmy Jet and His TV Set" “The Whatifs” by Shel Silverstein "The Whatifs" “The Marble Champ” by Gary Soto "The Marble Champ" </p> | | <p> The Landfill Harmonic (https://www.youtube.com/watch?v=sJxxdQox7n0) Flocabulary: Who, What, Why Where, When Learn Zillion: How Evidence Supports a Reason Learn Zillion: Identify Relevant Evidence </p> |
| “District/School Writing Tasks | | |
| Primary Focus <ul style="list-style-type: none"> Literary: As a summative assessment, students will analyze their findings using evidence from the texts in an expository essay. | Secondary Focus <ul style="list-style-type: none"> Students will identify characters, and character traits throughout the cose of the novel | Routine Writing <ul style="list-style-type: none"> Short Answer Reading Comprehension Questions Practice Paragraphs |
| Instructional Best Practices and Exemplars | | |
| <ul style="list-style-type: none"> Activity lists are used for individual and collaborative group activities. Variety of teaching methods are utilized, including benchmark lessons, mini-lessons, and one-on-one writing conferences | | |

Unit 2

A Bystander's Tale- An Interdisciplinary Unit on Multiple Perspectives During the Civil Rights Movement (Point of View & Narrative Writing)

Anchor Standards

NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.R6 Assess how point of view or purpose shapes the content and style of a text.

NJSLSA.W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

NJSLSA.W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.W7 Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Big Ideas: *Course Objectives / Content Statement(s)*

- Closely read and interpret text by examining point of view
- Gain understanding of a period in time through a variety of sources
- Craft historical narrative with first person point of view

Essential Questions

Enduring Understandings

| | |
|---|---|
| <p><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p> <ul style="list-style-type: none"> • How and why do people give back to the community? • How does perspective influence the way a story is told and understood? • How will readers gather information from print and digital sources, including art? • How will we organize information we take from texts? • How will writers develop intriguing, authentic and meaningful narratives? | <p><i>What will students understand about the big ideas?</i></p> <p>Students will understand that...</p> <ul style="list-style-type: none"> • Perspective influences the way a story is told and understood • Texts and other media sources can be interpreted through close reading • Text structures and content determines the way readers organize and hold onto information • Narratives are written by including conflict, character development, setting and tight plot lines that share a theme • Good writers use narratives techniques such as dialogue, pacing, description and sensory language to build a story • Unknown words may be defined based on context |
| <p>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</p> <p>Students will:</p> <p><u>NJSLSELA.RL.6.1.</u> 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><u>NJSLSELA.RL.6.2.</u> 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><u>NJSLSELA.RL.6.3.</u> 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><u>NJSLSELA.RL.6.4.</u> Determine the meaning of words and phrases as they are used in a text, including</p> | <p>Examples, Outcomes, Assessments (see <i>note</i> below about the content of this section)</p> <p>Instructional Focus:</p> <ul style="list-style-type: none"> • Define elements of historical narrative • Identify elements of first person narratives by analyzing sample narratives • Analyze literature for theme and plot • Employ close reading skills • Interpret various mediums including videos, photos, paintings and ekphrastic art with close reading skills • Extract and synthesize information from text by selecting appropriate notetaking formats based on text structure • Paraphrase or directly quote information from texts • Write a first person historical fiction narrative which includes conflict, character development, setting and tight plot that shares a theme • Use narrative techniques such as dialogue, pacing and description (sensory language) • Integrate relevant facts, definitions and concrete details into narrative writing to build context • Link meaning to unknown words by using context clues (definition, synonym, antonym, inference, example, description) • Write with domain specific vocabulary • Use technology to gather resources, develop, edit and publish historical narrative <p>Sample Assessments:</p> <ul style="list-style-type: none"> • In-Class Essay- "Discoveries" |

figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

NJSLSLA.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.

NJSLSLA.RL.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).

NJSLSLA.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.

NJSLSLA.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.

NJSLSLA.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.

NJSLSLA.W.6.1. Write arguments to support claims with clear reasons and relevant evidence. (A-E)

NJSLSLA.W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts,

- Evidence of learning from 3 Civil Rights Exploration activities
- Hands Narrative
 - Based on photo set of different hands
 - Crafting a narrative using several elements of a narrative
 - Self/Peer assessed
- Vocabulary Quiz (civil rights vocabulary and narrative vocabulary)
- Civil Rights Research
- Historical Narrative
 - Historical narrative written from the perspective of a bystander during the Civil Rights Movement
 - Includes elements of an historical narrative such as, accurate details about time period, and Martin Luther King Jr., first person perspective, full character development, meaningful dialogue, setting description, limited plot, and emotional theme
 - Assessed using teacher-developed rubric

Instructional Strategies:

- Discoveries- Learning Centers
 - Vietnam 5 Facts
 - Close reading of “Discoveries My Name Is San Ho” and first person narratives “Coming to America”
 - **iBrainstorm** Venn Diagram comparing texts
 - Paired/grouped discussion questions regarding story’s theme and plot
 - Using context clues
- Deconstructing a Narrative
- [Flocabulary: Point of View](#)
- Narrative videos on website with questions (Chasing a Hummingbird & Elements of a Narrative)
- Narrative vocabulary flashcards
- Analysis of PARCC style writing prompts
- BML Close Reading
- [Flocabulary: Read Between the Lines](#)
- Multimedia activity showing theme through narration using resources listed below
- Character PASTA figures to develop as planning tool
- Plot mountain planning tool
- [Flocabulary: Show It, Don't Tell It](#)
- BMLs on Narrative
 - Baby Steps
 - Thoughtshots

and information through the selection, organization, and analysis of relevant content. (A-F)

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

NJSLSELA.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.)

NJSLSELA.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.

NJSLSELA.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.

NJSLSELA.W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

NJSLSELA.W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Apply *grade 6 Reading standards* to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and

- Setting (Sensory Webs)
- Meaningful Dialogue
- Incorporating historical facts
- BML on Notetaking
- Writing Workshop (brainstorm, experiment with points of view, create plot mountain, study exemplars, self-edit, peer-edit, editing stations, conferences)
- Civil Rights Multimedia Interdisciplinary Exploration
- One a day context clue practice
- Grammar Activities

Interdisciplinary Connections

- Civil Rights Multimedia Interdisciplinary Exploration (with Social Studies)

Technology Integration

- Students will use the suite of Google Apps during this unit. They collaboratively write in Google Docs, view teacher presentations in Google Slides and use Google Classroom for resources and assignments.
- The Mind Map project has been completed using iBrainstorm but can be done using a variety of apps on the Chromebooks (those include: MindMeister, Lucidpress, and MindMup.
- The reading and writing extensions and Google docs tools that allow for students to highlight and use speech to text will also be explored
- Websites and subscriptions used also include: IXL, Newsela, Readworks, Learning Ally and teacher created sites with all unit materials
- Pre-recorded readings will be posted to Google Classroom and teacher website
- Review Apps and Games include: Quizlet, Socrative, Kahoot, and PearDeck

Global Perspectives

- “Coming to America”- Personal narratives of Italian and Lithuanian immigrants
- “Discoveries” Learning Centers - Research information about life in Vietnam during the war
- Civil Rights Multimedia Interdisciplinary Exploration- Learning about multiple perspectives regarding race relations

fantasy stories] in terms of their approaches to similar themes and topics”).

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”).

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

NJSLELA.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.

NJSLELA.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.

NJSLELA.L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (A-B)

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

NJSLELA.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. | |
|---|--|

Texts and Resources

“Discoveries, My Name is San Ho” by Jayne Pettit - Also in Who’s Who

Coming to America by Emsden, Katherine, ed. *Coming to America: A New Life in a New Land*. N.P.: Discovery Enterprises, 1993. Print.

Freedom on the Menu by Carol Boston Weatherford as mentor

A Bystander’s Tale Google Site:

<https://sites.google.com/a/summit.k12.nj.us/civilrights/language-arts-activities>

Civil Rights Resources:

- “Letter From Birmingham City Jail”
- March on Selma
- March on Washington Video 1
- March on Washington Video 2
- Montgomery Bus Boycott
- “The Little Girl from Little Rock” (Poem)
- Little Rock 9 forgive their tormentors, Little Rock 9 Video: <http://www.youtube.com/watch?v=oodolEmUg2g>
- Little Rock Nine - Forgiveness Video
[http://www.oprah.com/own-tv-guide-magazines-top-25-best-oprah-show-moments/Moment-20-Members-of-the-Little-Rock-Nine-Forgive-Vid](http://www.oprah.com/own-tv-guide-magazines-top-25-best-oprah-show-moments/Moment-20-Members-of-the-Little-Rock-Nine-Forgive-Video)
[eo](http://www.oprah.com/own-tv-guide-magazines-top-25-best-oprah-show-moments/Moment-20-Members-of-the-Little-Rock-Nine-Forgive-Vid)

Newsela- Camden Step Team

6 Steps to Writing a Narrative

“Chasing a Hummingbird”

“The Scribe” by Kristen Hunter - Also in Who’s Who

Tombstone a painting by Jacob Lawrence *Tombstone*

“Through My Eyes” by Ruby Bridges

"The Story of Ruby Bridges"

Close Reading Modifications/Accommodations

<https://www.teachingchannel.org/videos/student-annotated-reading-strategy>

Alternate Strategies (Accom. / Mod.)

- Limiting essay requirements, allow students to copy a model [Model Intros & Conclusions for Summer Reading](#)
- Text to speech (Snap & Read)
- Speech to text (Co-Writer)
- Limited choice of scenarios/events (ie Children's March and Bus Boycott)

| Unit 2 Grade 6 A Bystander's Tale- An Interdisciplinary Unit on Multiple Perspectives During the Civil Rights Movement (Point of View & Narrative Writing) | | |
|--|--|---|
| District/School Formative Assessment Plan | | District/School Summative Assessment Plan |
| <ul style="list-style-type: none"> ● Google Drive/Classroom/Docs to participate in teacher-student writing conferences as well as peer editing ● Civil Rights research/evidence of learning from Civil Rights Exploration ● Vocabulary Quiz (civil rights vocabulary and narrative vocabulary) ● Teacher-student conference throughout narrative writing process (at least two (2) conferences per student) ● Student-paced/self-guided essay editing guides, peer assistance as needed | | <ul style="list-style-type: none"> ● Historical Narrative <ul style="list-style-type: none"> ○ Assessed using teacher-developed rubric ○ Historical narrative written from the perspective of a bystander during the Civil Rights Movement ○ Includes elements of an historical narrative such as, accurate details about time period, and Martin Luther King Jr., first person perspective, full character development, meaningful dialogue, setting description, limited plot, and emotional theme |
| District/School Texts | | District/School Supplementary Resources |
| <ul style="list-style-type: none"> ● "Discoveries, My Name is San Ho" by Jayne Pettit - in Who's Who ● Coming to America by Emsden, Katherine, ed. <i>Coming to America: A New Life in a New Land</i>. N.P.: Discovery Enterprises, 1993. Print. ● Freedom on the Menu by Carol Boston Weatherford as mentor ● "The Scribe" by Kristen Hunter - in Who's Who ● "Through My Eyes" by Ruby Bridges | | Civil Rights Resources: <ul style="list-style-type: none"> ● "Letter From Birmingham City Jail" ● March on Selma ● March on Washington Video 1 ● March on Washington Video 2 ● Montgomery Bus Boycott ● "The Little Girl from Little Rock" (Poem) |
| "District/School Writing Tasks" | | |
| Primary Focus | Secondary Focus | Routine Writing |
| <ul style="list-style-type: none"> ● <i>Literary: Students will apply first person point of view to their writing while incorporating historical facts.</i> | <ul style="list-style-type: none"> ● Students will write the narrative from the perspective of a bystander during the Civil Rights Movement, while incorporating historical facts/research. | <ul style="list-style-type: none"> ● Short Answer Reading Response Questions ● Quick Writes ● Journal Writing |
| Instructional Best Practices and Exemplars | | |
| <ul style="list-style-type: none"> ● Language Arts and Social Studies classes work together to make inter/intradisciplinary connections. | | |

- Writer's workshop used to draft the narrative
- Activity lists are used for individual and collaborative group activities.

Unit 3
Knocking Our Heads Together- A Unit on New Beginnings
(Conflict, Theme & Literary Analysis)

Anchor Standards

NJSLSA. R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA. R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA. R6 Assess how point of view or purpose shapes the content and style of a text.

NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.W7 Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

NJSLSA.W10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

NJSLSA.L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

NJSLSA L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

Big Ideas:

- Conflict and theme are connected in literature
- Analyze two pieces of literature in formal writing
- Arguments are effectively supported by well chosen citations

| | |
|--|--|
| <p>Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p> <ul style="list-style-type: none"> • How do readers identify themes in texts? • What are the connections between the themes of remorse, forgiveness and new beginnings? • How does the presence of multiple perspectives shape the reader's experience? • How do writers effectively compare and contrast two pieces of literature in an essay? • How do writers effectively use text to support their arguments? • How do readers use different types of context clues to uncover unknown words meaning? | <p>Enduring Understandings <i>What will students understand about the big ideas?</i> Students will understand that...</p> <p>Themes may be found by examining characters and conflict</p> <ul style="list-style-type: none"> • Similar themes can be developed differently by authors • Perspective influences readers perception of storyline and emotional response • Comparing and contrasting texts can deepen a reader's understanding of literature • Writers support claims by listing specific and relevant details from the text. • Unknown words may be defined based on context |
| <p>Areas of Focus: Proficiencies (Cumulative Progress Indicators) Students will:</p> <p><u>NJSLSLA.RL.6.1</u> 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><u>NJSLSLA.RL.6.2.</u> 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><u>NJSLSLA.RL.6.3.</u> 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>Examples, Outcomes, Assessments <i>(see note below about the content of this section)</i></p> <p>Instructional Focus:</p> <ul style="list-style-type: none"> • Context Clues • Exploring connection between conflict and theme in literature • Explore characters' different perspective and their impact on the text • Journal as a way to interact literature • Acquire domain specific vocabulary • Close Reading of nonfiction and to determine central idea and to connect thematically to literature • Compare and contrast short stories, novellas, and nonfiction texts • Explore themes of remorse and forgiveness • Identify the elements and structure of literary analysis • Follow the writing process to compose a literary analysis essay <p>Sample Assessments:</p> <ul style="list-style-type: none"> • Context Clues Quiz <ul style="list-style-type: none"> ○ Defining unknown words using context ○ Identifying five types of context clues |

NJSLELA.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.

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

NJSLELA.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.

NJSLELA.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.

NJSLELA.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

NJSLELA.RI 6.6 Determine the author's point of view or purpose in a text and explain how it is conveyed in a text

NJSLELA.RI 6.8 Trace and evaluate the argument and specific claims in a text, distinguish claims that are supported by reason and evidence from claims that are not

- Book Group Discussions (with discussion rubric)
- Journal Entries
 - Reflecting on themes in texts
 - Connecting to characters
 - Writing weekly for ten minutes to develop fluency
- Literary Analysis
 - 4-paragraph literary analysis, following 5-step writing process
 - Comparing texts using a literary term such as theme
 - Focusing on essay structure, transitions, and text citations
 - Assessed using 6-point PARCC style rubric
- “All Summer In A Day” reading comprehension questions
- “All Summer In A Day” quiz

Instructional Strategies:

- Character Sketches (jigsaw to share)
- Read/Listen to “All Summer In a Day”
- Aurasma Scavenger Hunt
- Newsela Close Reading
- Remorse and Forgiveness Attribute Chart
- [Conflict & Theme BML](#)
- Theme Skits
- What Comes Next Skit
- T-Chart for Character Comparison (how characters change)
- BML on literary analysis
- BML on text citations
- Anatomy of a Bully (The Julian body activity)
- I have...Who has...Lit Term Practice
- Book Groups
- Paragraph Structure Daily Do Now Review
- Writer's Workshop for Literary Analysis
- Grammar Activities

Interdisciplinary Connections

- Discussion of Bullying- Advisory

Technology Integration

- Students will use the suite of Google Apps during this unit. They collaboratively write in Google Docs, view teacher presentations in Google Slides and use Google Classroom for resources and

NJSLSLA.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.)

NJSLSLA.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.

NJSLSLA.W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

NJSLSLA.W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

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”).

NJSLSLA.W.6.10 Write routinely over extended time frames (time for research, reflection, metacognition/self corrections, and revision) and

assignments.

- The Mind Map project has been completed using iBrainstorm but can be done using a variety of apps on the Chromebooks (those include: MindMeister, Lucidpress, and MindMup.
- The reading and writing extensions and Google docs tools that allow for students to highlight and use speech to text will also be explored
- Websites and subscriptions used also include: IXL, Newsela, Readworks, Learning Ally and teacher created sites with all unit materials
- Pre-recorded readings will be posted to Google Classroom and teacher website
- Review Apps and Games include: Quizlet, Socrative, Kahoot, and PearDeck

Global Perspectives

- Newsela Articles, European Life during WWII

shorter time frames (a single sitting or day or two) for a range of discipline-specific tasks, purpose and audiences.

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

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

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

Texts & Resources

“The Julian Chapter: A Wonder Story” by R.J. Palacio

“All Summer in a Day” by Ray Bradbury

Rube Goldberg Video - grammar

Newsela Articles

Talking about a chocolate tub, and escaping the Nazis in World War II

<https://newsela.com/articles/holocaust-escape/id/732/>

The Art of War: How one German artist saved hundreds during WWII

<https://newsela.com/articles/germany-forger/id/5163/>

Recipes for life: Baker still makes strudels that saved him from the Nazis

<https://newsela.com/articles/baker-worldwarII/id/8862/>

Unit 3 - Grade 6
Knocking Our Heads Together - A Unit on New Beginnings
(Conflict, Theme & Literary Analysis)

| Unit 3 - Grade 6 Knocking Our Heads Together - A Unit on New Beginnings (Conflict, Theme & Literary Analysis) | | |
|---|--|--|
| District/School Formative Assessment Plan | | District/School Summative Assessment Plan |
| <ul style="list-style-type: none"> Context Clues Quiz Book Group Discussions (with discussion rubric) Journal Entries <ul style="list-style-type: none"> Reflecting on themes in texts Connecting to characters Reading comprehension questions- short constructed responses Reading comprehension quizzes Screencasts detailing writing process | | <ul style="list-style-type: none"> Literary Analysis <ul style="list-style-type: none"> 4-paragraph literary analysis, following 5-step writing process Comparing texts using a literary term such as theme Focusing on essay structure, transitions, and text citations Assessed using 6-point PARCC style rubric |
| District/School Texts | | District/School Supplementary Resources |
| <ul style="list-style-type: none"> <u>The Julian Chapter: A Wonder Story</u> by R.J. Palacio “All Summer in a Day” by Ray Bradbury Talking about a chocolate tub, and escaping the Nazis in World War II https://newsela.com/articles/holocaust-escape/id/732/ The Art of War: How one German artist saved hundreds during WWI https://newsela.com/articles/germany-forger/id/5163/ Recipes for life: Baker still makes strudels that saved him from the Nazis https://newsela.com/articles/baker-worldwarii/id/8862/ | | <i>Districts or schools choose supplementary resources that are not considered “texts.”</i> |
| “District/School Writing Tasks | | |
| Primary Focus | Secondary Focus | Routine Writing |
| <ul style="list-style-type: none"> Literary Analysis: Structured Literary Essay- Comparing texts using a literary term such as theme while focusing on essay structure, transitions, and text citations | <ul style="list-style-type: none"> Literary analysis skills- analyzing characters actions, conflict and change as it relates to the theme | <ul style="list-style-type: none"> Journal Writing Post-its or annotations Short Constructed Responses |
| Instructional Best Practices and Exemplars | | |
| <ul style="list-style-type: none"> Partner, small group and whole group literature discussions Whole group benchmark lessons Conferences during writing workshop Teacher and student created models of writing and process-print, hyperdoc and screencast tutorials Activity lists are used for collaborative group activities | | |

Unit 4A

**How Does the Author Do It? - A Study on Author's Craft
(Characterization, Inference, Figures of Speech)**

Unit 4B

**How Does the Author Do It? - Study on Author's Craft
(Close Reading of Informational Texts, Author's Intent, RST)**

Anchor Standards

NJSLSA. R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA. R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA. R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

NJSLSA. W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA. W8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

| | |
|--|---|
| <p>Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p> <ul style="list-style-type: none"> • How do readers look at the author’s use of characterization to help understand characters? • How will readers make inferences to increase comprehension of text? • How do readers use symbolism and figures of speech to convey ideas? • How do readers closely read to determine the author’s intent? • How do writers effectively use text to support their arguments? | <p>Enduring Understandings <i>What will students understand about the big ideas?</i> Students will understand that...</p> <ul style="list-style-type: none"> • Authors use different elements to create believable, dynamic characters • Inferences are based on textual evidence • Authors use symbolism and figures of speech to represent big ideas and elicit a response from their reader. • Readers interpret author’s intent by noticing information included and omitted and word choice. • Writers generate thesis statements by noticing and interpreting common threads and ideas across texts. • A research synthesis response is written providing claim, argument, textual support and citations |
| <p>Areas of Focus: Proficiencies (Cumulative Progress Indicators) Students will: <i>(Enter NJCCCS or Common Core CPI’s here)</i></p> <p><u>NJSLSLA.RI.6.1</u> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><u>NJSLSLA.RI.6.2</u> 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>NJSLSLA.RI.6.3</u> 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><u>NJSLSLA.RI.6.6</u> Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p> | <p>Examples, Outcomes, Assessments <i>(see <u>note</u> below about the content of this section)</i></p> <p>Instructional Focus:</p> <p>Sample Assessments:</p> <ul style="list-style-type: none"> • “Charles” Figures of Speech Poem • Characterization and Figures of Speech Quiz • Reading Check Responses • Practice RST • Model RST (student generated second body paragraph) • Final RST <p>Instructional Strategies:</p> <ul style="list-style-type: none"> • Character Carousel • BML- Figures of Speech (Blackbird) • <u>Flocabulary "Wordplay"</u> • <u>Flocabulary: Similes & Metaphors</u> • Rime of the Mariner Figures of Speech Practice • The Wind’s Visit Figures of Speech Practice (Learnzillion) • BML- Methods of Characterization (Minnie Miller Characterization Chart) • BML- Static and Dynamic Characters (independent note taking) • Read “Charles” |

NJSLSLA.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.

NJSLSLA.RL.6.1

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

NJSLSLA.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.

NJSLSLA.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.

NJSLSLA.RL.6.6

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

NJSLSLA.W.6.1

Write arguments to support claims with clear reasons and relevant evidence.

NJSLSLA.W.6.8

Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

NJSLSLA.W.6.4

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

- Reading Comprehension Questions
- Characterization Chart
- “January” Figures of Speech Practice
- Read “The All American Slurp”
 - Reading Comprehension Questions
 - Literary Term Poster
- Reading Cloze Notes & Discussion Questions
- Moving Debates/Roll Arounds

- (Seedfolks) Comparison of Play to Novel
- Newsela Pro & Con Analysis
- Notetaking on Sources
- Generate big ideas based on common threads
- RST Foldable/Notes
 - BML- Prompt Analysis
 - BML- Thesis Writing
 - BML- Body Paragraphs
- RST Planning Sheet

Interdisciplinary Connections:

- Rime of the Ancient Mariner Figure of Speech Practice (connection to science)

Technology Integration:

- Digital Sources
- Flocabulary

Global Perspectives:

- Newsela
- (Seedfolks) Class Community Discussion

| | |
|--|--|
| <p>1-3 above.)</p> <p><u>NJSLSLA.W.6.5</u></p> <p>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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 here.)</p> <p><u>NJSLSLA.L.6.5.B</u></p> <p>Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p><u>NJSLSLA.L.6.5.C</u></p> <p>Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i>, <i>scrimping</i>, <i>economical</i>, <i>unwasteful</i>, <i>thrifty</i>).</p> | |
| <p>Text Resources :</p> <p><i>Seedfolks</i> by Paul Fleischman “Charles” by Shirley Jackson “The All American Slurp” by Lensey Namioka Various Newsela Articles Miscellaneous Sources for RST</p> | |

| <p align="center">Unit 4 Grade 6</p> <p align="center">How Does the Author Do It? - A Study on Author’s Craft</p> <p align="center"><i>Unit 4A</i>(Characterization, Inference, Figures of Speech) <i>Unit 4B</i> (Close Reading of Informational Texts, Author’s Intent, RST)</p> | |
|---|---|
| District/School Formative Assessment Plan | District/School Summative Assessment Plan |
| <ul style="list-style-type: none"> • Characterization and Figures of Speech Quiz • Reading Check Responses • Practice RST • Model RST (student generated second body paragraph) | <ul style="list-style-type: none"> • Final RST Essay |

| District/School Texts | | District/School Supplementary Resources | |
|---|---|--|---|
| <ul style="list-style-type: none">● <i>Seedfolks</i> by Paul Fleischman● “Charles” by Shirley Jackson● “The All American Slurp” by Lensey Namioka● Various Newsela Articles | | Miscellaneous Sources for RST (“Text” set dependent on selected topic) | |
| “District/School Writing Tasks | | | |
| Primary Focus | Secondary Focus | | Routine Writing |
| <ul style="list-style-type: none">● Research Synthesis Task: Structured Research Essay- Integrates research from various topics to support argument while focusing on essay structure, transitions, and text citations | <ul style="list-style-type: none">● Nonfiction reading skills- extracting key information, looking at author’s stance, analyzing how authors craft their points, looking for common themes among nonfiction texts | | <ul style="list-style-type: none">● Post-its or annotations● Short Constructed Responses |
| Instructional Best Practices and Exemplars | | | |
| <ul style="list-style-type: none">● Partner, small group and whole group literature discussions● Whole group benchmark lessons● Conferences during writing workshop● Teacher and student created models of writing and process-print, hyperdoc and screencast tutorials● Activity lists are used for collaborative group activities | | | |

Unit 5

Literary Appreciation- Conversations about Elements of Fictions

Anchor Standards for Writing

Text Types and Purposes

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Production and Distribution of Writing

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Range of Writing

NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Research to Build and Present Knowledge (Choose at least one from W7, W8 or 9A or B

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

| | |
|---|---|
| <p>Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p> <ul style="list-style-type: none">• How do plot events relate to one another in the story?• How is symbolism used in literature?• How do authors include greater meaning in their stories?• How do authors hint at what is to come later in the story? | <p>Enduring Understandings <i>What will students understand about the big ideas?</i> Students will understand that...</p> <ul style="list-style-type: none">• Authors use cause and effect relationships to build plotlines.• Symbolism allows authors to share abstract, meaningful ideas through concrete images.• Authors use foreshadowing to help develop intrigue and suspense• Theme can be conveyed through the characters' conflicts and changes. |
| <p>Areas of Focus: Proficiencies (Cumulative Progress Indicators) Students will:</p> <p><u>NJSLSELA.RI.6.1</u> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><u>NJSLSELA.RI.6.2</u> 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>NJSLSELA.RI.6.3</u> Analyze in detail how a key individual, event,</p> | <p>Examples, Outcomes, Assessments <i>(see note below about the content of this section)</i></p> <p>Instructional Focus:</p> <p>Sample Assessments: (Could include...)</p> <ul style="list-style-type: none">• Journal Writing• Cause & Effect Quiz• Literary Elements Quiz• Thinglink Project• Debate <p>Instructional Strategies:</p> <ul style="list-style-type: none">• Book clubs or literature circles• Cloze Notes• Double Entry Journaling• Book Clubs or Literature Circles |

or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

NJSLSLA.RI.6.6

Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

NJSLSLA.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.

NJSLSLA.RL.6.1

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

NJSLSLA.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.

NJSLSLA.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.

NJSLSLA.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

NJSLSLA.RL.6.6

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

- Novel Vocabulary Blocks
- Character Analysis Blog
- Cause & Effect (BML)
- Cause & Effect Practice (with Newsela articles)
- [Flocabulary: Cause & Effect](#)
- Symbolism (BML- flipped classroom)
- My Life in Symbols
- Pinterest or Padlet Symbolism Board
- Foreshadowing Frozen Activity
- The Land Lady Foreshadowing Practice
- Read “Thank You Ma’am” or “Those Shoes”
- Cause & Effect Poster connected to short story
- Character or Theme Playlist
- Analyzing song lyrics for theme
- Comparing theme in stories and lyrics

Interdisciplinary Connections:

- Should people be able to live forever? Journal/Newsela article connecting to ecosystems and the impact of overpopulation

Technology Integration:

- Digital Sources
- Thinglink

Global Perspectives:

- Exploring lifespans in other countries
- Exploring importance of water in other countries
- Connecting to cultures of characters/authors (when applicable)

NJSLELA.SL.6.5

Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

NJSLELA.W.6.4

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

NJSLELA.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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 [here](#).)

Text Resources :

Tuck Everlasting by Natalie Babbitt

“Thank You Ma’am” by Langhston Hughes

“Those Shoes” by Maribeth Boelts

Newsela Articles

Potential Titles

The War the Saved my Life

Raymie Nightingale

The Paperboy

Dreamer

Mockingbird

Fish in a Tree

| Unit 5 - Grade 6 | | |
|--|-----------------|--|
| Literary Appreciation- Conversations about Elements of Fictions | | |
| District/School Formative Assessment Plan | | District/School Summative Assessment Plan |
| <ul style="list-style-type: none"> • Book clubs or literature circles • Cloze Notes • Double Entry Journaling • Book Clubs or Literature Circles • Novel Vocabulary Blocks • Character Analysis Blog • Cause & Effect (BML) • Cause & Effect Practice (with Newsela articles) • Symbolism (BML- flipped classroom) • My Life in Symbols • Pinterest or Padlet Symbolism Board • Foreshadowing Frozen Activity • The Land Lady Foreshadowing Practice • Read “Thank You Ma’am” or “Those Shoes” • Cause & Effect Poster connected to short story • Character or Theme Playlist • Analyzing song lyrics for theme • Comparing theme in stories and lyrics • Journal Writing • Debate | | <ul style="list-style-type: none"> • Cause & Effect Quiz • Literary Elements Quiz • Thinglink Project |
| District/School Texts | | District/School Supplementary Resources |
| <p><i>Tuck Everlasting</i> by Natalie Babbitt “Thank You Ma’am” by Langhston Hughes “Those Shoes” by Maribeth Boelts Newsela Articles</p> <p><u>Potential Titles</u> <i>The War the Saved my Life</i> <i>Raymie Nightingale</i> <i>The Paperboy</i> <i>Dreamer</i> <i>Mockingbird</i> <i>Fish in a Tree</i></p> | | <ul style="list-style-type: none"> • Flocabulary: Cause & Effect • Thinglink • Newsela |
| “District/School Writing Tasks | | |
| Primary Focus | Secondary Focus | Routine Writing |
| | | <ul style="list-style-type: none"> • Journal Writing |

| | | |
|---|--|--|
| Literary: Analyzing the novel's use of literary elements, such as foreshadowing, symbolism, and cause and effect. | <i>This may be to develop a skill or connect to writing from resources or research writing.</i> Synthesizing the novel's use of literary elements and presenting them in a format which displays understanding. | <ul style="list-style-type: none"> • Blog Posts |
| Instructional Best Practices and Exemplars | | |
| <ul style="list-style-type: none"> • Activity lists are used for collaborative group activities. • Interdisciplinary connections made when possible | | |

Unit 6

Poetry

Anchor Standards

NJSLSA. R1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA. R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA. R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA. R.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA. W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA. SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA. SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Essential Questions

What provocative questions will foster inquiry, understanding, and transfer of learning?

- How does poetry differ from

Enduring Understandings

What will students understand about the big ideas?

Students will understand that...

- Poetry differs from prose in the way that it is organized

| | |
|--|---|
| <p>prose?</p> <ul style="list-style-type: none"> • How does the poet elicit an emotional response from the reader? • How do poets enhance the performance of their poems? | <ul style="list-style-type: none"> • Poets use line length, word choice and concentrated language to elicit an emotional response from their reader. • Poets use rhyme to enhance the performance of their poem. • Poets read with emphasis and expression when performing their poems as a way help convey its meaning. |
| <p>Areas of Focus: Proficiencies (Cumulative Progress Indicators) Students will:</p> <p><u>NJSLSLA.RI.6.2</u> 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>CCSS.ELA-LITERACY.RI.6.3</u> 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><u>NJSLSLA.RI.6.6</u> Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p> <p><u>NJSLSLA.RL.6.4</u> 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><u>NJSLSLA.RL.6.6</u> Explain how an author develops the point of view of the narrator or speaker in a text.</p> <p><u>NJSLSLA.W.6.1</u></p> | <p>Examples, Outcomes, Assessments <i>(see note below about the content of this section)</i></p> <p>Instructional Focus:</p> <ul style="list-style-type: none"> • Compare and contrast prose and poetry • Find the twists in poetry • Interpret how mood is created in poetry • Interpret how concentrated language is used in poetry • Interpret how word choice enhances poems • Understand rhyme and line length • Construct a poem that includes basic conventions of poetry • Read poetry with fluency and expression <p>Sample Assessments:</p> <ul style="list-style-type: none"> • Poem analysis • Poems for Poetry Slam • Performance of Slam Poem <p>Instructional Strategies:</p> <ul style="list-style-type: none"> • Definition of Poetry (BML) <ul style="list-style-type: none"> ◦ Prose vs. Poetry • Whopper Readings 1-3 • Fantasy/Twist (BML) • Read and analyze “The Adventures of Isabel” and “The Dentist and the Crocodile” • Mining for an Idea (poetry planning sheet) • In-Class Planning, Writing, Conferencing, and Practice Presenting Poems • View and analyze past slam winners • View and analyze poetry slams/How to present (BML) • Elements of Poetry Write Around • Organizing Poetry (BML) • Rhyme & Line Length (BML) <ul style="list-style-type: none"> ◦ Learnzillion Daffodils |

| | |
|---|--|
| <p>Write arguments to support claims with clear reasons and relevant evidence.</p> <p><u>NJSLSLA.SL.6.5</u> Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p> <p><u>NJSLSLA.W.6.4</u> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above)</p> | <ul style="list-style-type: none"> ● Word Choice (BML) ● Haiku Analysis of Concentrated Language ● Flocabulary: What is Poetry? <p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"> ● Poems relating to social studies and science (Rome/Earthquakes) ● Translations of poems (World Languages) <p>Technology Integration:</p> <ul style="list-style-type: none"> ● Flocabulary <p>Global Perspectives:</p> <ul style="list-style-type: none"> ● Exploring poems from different countries and cultures ● Exploring poets from different countries and cultures |
| <p>Text Resources :</p> <p>“Stopping by Woods on a Snowy Evening” by Robert Frost Airplane Poem by Unknown “Patient Little Snail” by Unknown “The Fog” by Carl Sandburg “Tugboat at Daybreak” by Lillian Morrison “Whopper” by _____ “The Adventures of Isabel” by Ogden Nash “The Dentist and the Crocodile” by Roald Dahl “Just So Stories” by Rudyard Kipling</p> | |

| Grade 6 - Unit 6 Poetry | |
|---|---|
| District/School Formative Assessment Plan | District/School Summative Assessment Plan |
| <ul style="list-style-type: none"> ● Conferencing and practice presenting poems ● Poem analysis | <ul style="list-style-type: none"> ● Poems for Poetry Slam ● Performance of Slam Poem |

| District/School Texts | | District/School Supplementary Resources | |
|---|--|---|--|
| <ul style="list-style-type: none">● “Stopping by Woods on a Snowy Evening” by Robert Frost● Airplane Poem by Unknown● “Patient Little Snail” by Unknown● “The Fog” by Carl Sandburg● “Tugboat at Daybreak” by Lillian Morrison● “Whopper” by _____● “The Adventures of Isabel” by Ogden Nash● “The Dentist and the Crocodile” by Roald Dahl● “Just So Stories” by Rudyard Kipling | | <i>Districts or schools choose supplementary resources that are not considered “texts.”</i> | |
| “District/School Writing Tasks | | | |
| Primary Focus <ul style="list-style-type: none">● Poem analysis - analyze and interpret poetry for mood, concentrated language, word choice, structure (rhyme and line length)● Construct a poem that includes basic conventions of poetry | Secondary Focus <ul style="list-style-type: none">● Compare and contrast prose and poetry● Read poetry with fluency and expression | | Routine Writing <ul style="list-style-type: none">● In-Class Planning & Writing, Conferencing● Short Answer Reading Response Questions |
| Instructional Best Practices and Exemplars | | | |
| <ul style="list-style-type: none">● Language Arts, Social Studies, and Science classes work together to make interdisciplinary connections.● Writer’s Workshop used to create poems● Activity lists are used for collaborative group activities. | | | |

NOTE re: Examples, Outcomes and Assessments

The following skills and themes should be reflected in the design of units and lessons for this course or content area.

21st Century Skills:

Critical Thinking and Problem Solving: Using the Problem-Based Learning Approach, students will synthesize skills and knowledge to answer an authentic question that guides each unit.

Communication and Collaboration: Students will participate in book clubs discussions, whole class socratic circles and debates synthesizing details from texts to develop and/or refine arguments. Students will be able to work together on problem-based tasks.

Information Literacy: During the nonfiction units, students will be able to extract key information from texts along with identify bias and credibility.

Media Literacy: Students will use multimedia sources as a way to gain information. Students will learn how to evaluate stance and

bias in sources to assist them in approaching a source. Students will collaborate using form of technology such as the Google conferencing tool, blog postings, Padlet entries, collaboration on Google projects. Students will use tools as a way to share knowledge and skill including screencasts, Thinglinks, Google Slides, Google Draw, Google Docs, Google Sheets, etc.

Life and Career Skills: Students will work together in collaborative groups. Using activity lists, students will work on self-scheduling to meet deadlines. Students will be asked to present ideas orally and in writing.

21st Century Themes (as applies to content area):

Civic Literacy & Health Literacy: Students will evaluate the meaning of healthy and unhealthy peer and family relationships by analyzing the relationships of other characters. Students will be able to understand cause and effect relationships to help them make thoughtful choices that further their well-being. By studying characters, students will identify coping, problem solving and leadership skills modeled by characters in texts.