



**Totowa Public Schools**

**English Language Arts / Reading**

**Grade 6**

**Aligned to NJSL 2020**

**BOE Adopted: 08/31/2022**

**Revised: 12/14/2022**

### Units of Study & Pacing Guide

<u>Unit of Study</u>	<u>Timeline</u>	<u>Notes</u>
Lion, Witch, and the Wardrobe	8 Weeks	
Bridge to Terabithia	6 Weeks	
Wonder	8 Weeks	Lessons satisfy LGBT & People w/ Disabilities, DEI laws
Independent Nonfiction Study	6 Weeks	Lessons satisfy LGBT & People w/ Disabilities, DEI, AAPI, Holocaust, Climate Change laws
Freak the Mighty	8 Weeks	Lessons satisfy LGBT & People w/ Disabilities, DEI. laws
		<a href="#">Curricular Mandate List</a>

<b>Unit Title</b>	Lion, Witch, and the Wardrobe
<b>Unit Duration</b>	8 Weeks
<b>Unit Summary &amp; Rationale</b>	<i>Students will read the novel and focus on the following skills; narrative elements, plot development, characterization, setting, theme development, narration, vocabulary development through context clues and use of reference; drawing conclusions, making inferences, forming opinions, comparing and contrasting, understanding literary devices; writing responses to short answer and open ended questions in a manner that includes text references as support and extended thinking; fluent and expressive oral reading.</i>
<b>Unit Goals</b>	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How do literary elements affect a story?</li> <li>• What distinguishes fantasy from reality?</li> <li>• What does the character's actions and thoughts reveal about the character?</li> </ul>
<b>Enduring Understandings</b>	<ul style="list-style-type: none"> <li>• Personal experience affects the reader's point of view and his/her ability to connect with the story.</li> <li>• Proficient readers are able to understand the story and also to extend their ideas beyond the text.</li> <li>• Proficient readers are able to use comprehension strategies to enhance their understanding of a story.</li> <li>• Literature is a reflection of real life</li> </ul>
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Analyze the literary elements</li> <li>• Use context clues and glossary skills to determine meaning of unfamiliar words.</li> </ul>

- Identify fiction/fantasy
- Engage in a collaborative discussion.
- Compare and contrast texts in different forms.
- Use the following reading and thinking skills: inferring, sequence of events, drawing conclusions, cause and effect, identifying author's purpose, comparing and contrasting, fact and opinion, and generalizing.
- Identify the following literary elements: style, mood, imagery, foreshadowing, personification, theme, characterization, plot, metaphor, alliteration, tone, point of view, conflict, allusion, and setting.
- Write open-ended responses.
- Respond to literature circles.
- Independently read selection
- Practice comprehension skills.
- Demonstrate understanding of vocabulary

<b>Assessment Evidence</b>	
<b>Formative</b>	Class discussions, "my student interactive" workbook (online and print) activities, in-class activities, Graphic Organizers, Kahoot, Exit Tickets, book clubs, questions from leveled readers, teacher observations of student's phonic awareness, and oral reading skills, running records of students, Latic checklists, conferences.
<b>Summative</b>	Test, Quiz, Project, Leveled-Reading Assessments, Writing Assessments, Problem Based Learning Student Presentations.
<b>Alternative &amp; Benchmark</b>	<p>Alternative - Read to the student and chart oral responses. Word banks, sentence frames, oral responses, graphic organizers, observations, portfolios of student work, orally administered assessments, and anecdotal notes.</p> <p>Benchmark – LinkIt Benchmark Assessment, Reading Levels, TPA</p>

	<a href="#">Formative, Summative, Alternative and Benchmark Assessments</a>
<b>Resources to Promote Learning</b>	
<b>Resources: Digital and Print</b>	Textbooks, Maps, Laptops, Smart Board, Primary & Secondary Source Documents, <i>Lion Witch and the Wardrobe</i> by C.S. Lewis, Commonlit.org, Readworks.org, Leveled Readers, Online Platform <a href="#">Approved Class Resource List</a>
<b>Content &amp; Interdisciplinary Standards</b>	
<b>2016 New Jersey Student Learning Standards for English Language Arts</b>	
<p>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.</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p>NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p>NJSLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p>Craft and Structure</p>	

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.

- 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.

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

- W.6.1. Write arguments to support claims with clear reasons and relevant evidence.
- W.6.1a. Introduce claim(s) and organize the reasons and evidence clearly.
- W.6.1b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
- W.6.1c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
- W.6.1d. Establish and maintain a formal/academic style, approach, and form.
- W.6.1e. Provide a concluding statement or section that follows from the argument presented.

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.

- 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.6.2a. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.
- W.6.2b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- W.6.2c. Use appropriate transitions to clarify the relationships among ideas and concepts.
- W.6.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- W.6.2e. Establish and maintain a formal/academic style, approach, and form.
- W.6.2f. Provide a concluding statement or section that follows from the information or explanation presented.

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

- 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.6.3a. 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.
- W.6.3b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- W.6.3c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- W.6.3d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
- W.6.3e. Provide a conclusion that follows from the narrated experiences or events.

#### 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.

- 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.)

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

- 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.

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

- 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.

#### Research to Build and Present Knowledge

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

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

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.

- 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.

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

- W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.6.9a. 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.6.9b. 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”).

#### 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.

- 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.

#### Comprehension and Collaboration



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.

- 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.6.1a. 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.6.1b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- SL.6.1c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- SL.6.1d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

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

- 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.

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

- L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.6.1a. Ensure that pronouns are in the proper case (subjective, objective, possessive).
- L.6.1b. Use intensive pronouns (e.g., myself, ourselves).
- L.6.1c. Recognize and correct inappropriate shifts in pronoun number and person.\*
- L.6.1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).\*
- L.6.1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.\*

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

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

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

#### Knowledge of Language

NJSLSA.L3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.6.3a. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
- L.6.3b. Maintain consistency in style and tone.\*

#### Vocabulary Acquisition and Use

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.

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

NJSLSA.L5 Demonstrate understanding of word relationships and nuances in word meanings.

- L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.6.5a. Interpret figures of speech (e.g., personification) in context.
- L.6.5b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.

- L.6.5c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).

NJSLSA.L6 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 considering a word or phrase important to comprehension or expression.

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.

### **2020 SLS: Computer Science & Design Thinking**

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

### **2020 SLS: Career Readiness, Life Literacies, and Key Skills**

- 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.3: Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping (e.g., 6.SP.B.4, 7.SP.B.8b).
- 9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations.
- 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.
- 9.4.8.TL.4: Synthesize and publish information about a local or global issue or event.
- 9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose
- 9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.
- 9.4.8.DC.1: Analyze the resource citations in online materials for proper use.

- 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products.
- 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.

### Interdisciplinary / 21st Century Connections

<b>Connections and Skills</b>	<ul style="list-style-type: none"> <li>• Global and Cultural Awareness</li> <li>• Creativity and Innovation</li> <li>• Information and Media Literacy</li> <li>• Critical Thinking and Problem Solving</li> <li>• Digital Citizenship</li> </ul>
<b>SEL</b>	<ul style="list-style-type: none"> <li>• Self-Awareness</li> <li>• Responsible Decision-Making</li> <li>• Self-Management</li> <li>• Relationship Skills</li> <li>• Social Awareness</li> </ul> <p><a href="#">New Jersey Social and Emotional Learning Competencies and Sub Competencies.docx</a></p>

<b>Unit Title</b>	Reading Literature: Bridge to Terabithia
<b>Unit Duration</b>	6 Weeks
<b>Unit Summary &amp; Rationale</b>	<i>Students will read the novel and focus on the following skills; narrative elements, plot development, characterization, setting, theme development, narration, vocabulary development through context clues and use of reference; drawing conclusions, making inferences, forming opinions, comparing and contrasting, understanding literary devices; writing responses to short answer and open ended</i>

	<i>questions in a manner that includes text references as support and extended thinking; fluent and expressive oral reading.</i>
<b>Unit Goals</b>	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What are the narrative elements?</li> <li>• How do readers extract meaning from text?</li> <li>• How do author's craft their work?</li> <li>• How do parts of a literary piece contribute to the whole?</li> <li>• How do life experience impact reading comprehension and interpretation?</li> </ul>
<b>Enduring Understandings</b>	<ul style="list-style-type: none"> <li>• Personal experience affects the reader's point of view and his/her ability to connect to the story.</li> <li>• Proficient readers can think critically and creatively beyond the text</li> <li>• Proficient readers are able to understand and apply reading strategies to foster comprehension</li> </ul>
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Use context clues and glossary skills to determine meaning of unfamiliar words.</li> <li>• Use the following reading and thinking skills: inferring, sequence of events, drawing conclusions, cause and effect, compare and contrast, generalizing, author's purpose, fact and opinion, and summarizing.</li> <li>• Identify the following literary elements: style, mood, imagery, foreshadowing, personification, theme, character, setting, point of view, and irony.</li> <li>• Learn to reread to make sense of difficult paragraphs.</li> <li>• Engage in a collaborative discussion.</li> <li>• Compare and contrast texts in different forms.</li> <li>• Ask questions to gain understanding.</li> <li>• Use RACE to write open-ended responses.</li> <li>• Respond to literature circles.</li> </ul>

- Independently read selections.
- Create pre-reading journals.

### Assessment Evidence

<b>Formative</b>	Class discussions, “my student interactive” workbook (online and print) activities, in-class activities, Graphic Organizers, Kahoot, Exit Tickets, book clubs, questions from leveled readers, teacher observations of student’s phonic awareness, and oral reading skills, running records of students, Latic checklists, conferences.
<b>Summative</b>	Test, Quiz, Project, Leveled-Reading Assessments, Writing Assessments, Problem Based Learning Student Presentations.
<b>Alternative &amp; Benchmark</b>	<p>Alternative - Read to the student and chart oral responses. Word banks, sentence frames, oral responses, graphic organizers, observations, portfolios of student work, orally administered assessments, and anecdotal notes.</p> <p>Benchmark – LinkIt Benchmark Assessment, Reading Levels, TPA</p> <p><a href="#">Formative, Summative, Alternative and Benchmark Assessments</a></p>

### Resources to Promote Learning

<b>Resources: Digital and Print</b>	Textbooks, Maps, Laptops, Smart Board, Primary & Secondary Source Documents, Commonlit.org, Readworks.org, Leveled Readers, Online Platform Novel: Bridge to Terabithia by Katherine Paterson, <a href="#">Approved Class Resource List</a>
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### Content & Interdisciplinary Standards

**2016 New Jersey Student Learning Standards for English Language Arts**

#### Reading: Literature Key Ideas and Details

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.

- 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.

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

- 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.

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

- 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.

#### Craft and Structure

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.

- 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.

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.

- 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.

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

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

#### Integration of Knowledge and Ideas

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

- 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.

NJSLSA.R8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

- RL.6.8. (Not applicable to literature)

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.

- RL.6.9 Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

#### Range of Reading and Level of Text Complexity

NJSLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

- RL.6.10 \*\*By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (See Appendix A) or above, scaffolding as needed.

Reading: Informational Text



### Key Ideas and Details

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.

- 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.

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

- 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.

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

- RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

### Craft and Structure

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.

- RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

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.

- 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.

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

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

#### Integration of Knowledge and Ideas

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

- 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.

NJSLSA.R8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

- 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.

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.

- 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).

#### Range of Reading and Level of Text Complexity

NJSLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

- RI.6.10. \*\*By the end of the year read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above, with scaffolding as needed.

#### 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.

- 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.)

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

- W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.6.9a. 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.6.9b. 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”).

#### 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.

- 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.

#### Comprehension and Collaboration

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.

- 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.6.1a. 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.6.1b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

- SL.6.1c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- SL.6.1d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

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

- 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.

Presentation of Knowledge and Ideas

NJSLSA.SL4 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.

- 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).

NJSLSA.SL6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

- SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Language

Conventions of Standard English

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

- L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.6.1a. Ensure that pronouns are in the proper case (subjective, objective, possessive).

### Vocabulary Acquisition and Use

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.

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

NJSLSA.L6 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 considering a word or phrase important to comprehension or expression.

- 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.

### **2020 SLS: Computer Science & Design Thinking**

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

### 2020 SLS: Career Readiness, Life Literacies, and Key Skills

- 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.3: Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping (e.g., 6.SP.B.4, 7.SP.B.8b).
- 9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations.
- 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.
- 9.4.8.TL.4: Synthesize and publish information about a local or global issue or event.
- 9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose
- 9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.
- 9.4.8.DC.1: Analyze the resource citations in online materials for proper use.
- 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products.
- 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.

### Interdisciplinary / 21st Century Connections

#### Connections and Skills

- Global and Cultural Awareness
- Creativity and Innovation
- Information and Media Literacy
- Critical Thinking and Problem Solving

#### SEL

- Self-Awareness
- Responsible Decision-Making
- Self-Management
- Relationship Skills
- Social Awareness

	<a href="#">New Jersey Social and Emotional Learning Competencies and Sub Competencies.docx</a>
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<b>Unit Title</b>	Wonder
<b>Unit Duration</b>	8 Weeks
<b>Unit Summary &amp; Rationale</b>	<i>Students will read the novel and focus on the following skills; narrative elements, plot development, characterization, setting, theme development, narration, vocabulary development through context clues and use of reference; drawing conclusions, making inferences, forming opinions, comparing and contrasting, understanding literary devices; writing responses to short answer and open ended questions in a manner that includes text references as support and extended thinking; fluent and expressive oral reading.</i>
<b>Unit Goals</b>	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How does point of view influence a character's description of an event?</li> <li>• What are the narrative elements?</li> <li>• How do readers extract meaning from the text?</li> <li>• How do the parts of a literary piece contribute to the whole?</li> <li>• How do life experiences impact reading comprehension and interpretation?</li> </ul>
<b>Enduring Understandings</b>	<ul style="list-style-type: none"> <li>• Some difficult situations bring out the best in people.</li> <li>• Literature is a reflection of real life</li> <li>• Proficient readers use comprehension strategies to enhance their understanding of the story</li> <li>• Proficient readers can think critically and creatively beyond the text.</li> </ul>

<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Use context clues and glossary skills to determine meaning of unfamiliar words.</li> <li>• Use graphic aids to enhance comprehension.</li> <li>• Learn to reread to make sense of difficult paragraphs.</li> <li>• Engage in a collaborative discussion.</li> <li>• Use the following reading and thinking skills: summarizing, generalizing, problems and solutions, skimming and scanning; sequence of events, synthesizing, and elaborating.</li> <li>• Identify author's purpose, character, point of view, mood, and literary language.</li> <li>• Ask questions to gain understanding.</li> <li>• Use RACE to write open-ended responses.</li> <li>• Respond to literature circles.</li> <li>• Independently read selections.</li> <li>• Practice comprehension skills.</li> <li>• Demonstrate understanding of vocabulary.</li> <li>• Students will read and analyze the following readings: <i>What is Braille? Do you know how to Sign? (DEI/LGBTQ Pw/D)</i></li> </ul>
<b>Assessment Evidence</b>	
<b>Formative</b>	Class discussions, "my student interactive" workbook (online and print) activities, in-class activities, Graphic Organizers, Kahoot, Exit Tickets, book clubs, questions from leveled readers, teacher observations of student's phonic awareness, and oral reading skills, running records of students, Latic checklists, conferences.
<b>Summative</b>	Test, Quiz, Project, Leveled-Reading Assessments, Writing Assessments, Problem Based Learning Student Presentations.



<b>Alternative &amp; Benchmark</b>	<p>Alternative - Read to the student and chart oral responses. Word banks, sentence frames, oral responses, graphic organizers, observations, portfolios of student work, orally administered assessments, and anecdotal notes.</p> <p>Benchmark – LinkIt Benchmark Assessment, Reading Levels, TPA</p> <p><a href="#">Formative, Summative, Alternative and Benchmark Assessments</a></p>
<b>Resources to Promote Learning</b>	
<b>Resources: Digital and Print</b>	<p>Textbooks, Maps, Laptops, Smart Board, Primary &amp; Secondary Source Documents, Commonlit.org, Readworks.org, Leveled Readers, Online Platform, Novel: <i>Wonder</i> by RJ Palacio, <i>What is Braille? Do you know how to Sign? (DEI/LGBT Pw/D)</i></p> <p><a href="#">Approved Class Resource List</a></p>
<b>Content &amp; Interdisciplinary Standards</b>	
<b>2016 New Jersey Student Learning Standards for English Language Arts</b>	
<p>Reading: Literature Key Ideas and Details</p> <p>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.</p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p>NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <ul style="list-style-type: none"> <li>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.</li> </ul>	

#### Craft and Structure

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.

- 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.

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

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

#### Integration of Knowledge and Ideas

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

- 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.

NJSLSA.R8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

- RL.6.8. (Not applicable to literature)

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.

- RL.6.9 Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

#### Range of Reading and Level of Text Complexity

NJSLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

- RL.6.10 \*\*By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (See Appendix A) or above, scaffolding as needed.

#### Reading: Informational Text

##### Key Ideas and Details

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.

- 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.

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

- 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.

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

- RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

##### Craft and Structure

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.

- RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

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.

- 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.

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

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

Integration of Knowledge and Ideas

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

- 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.

NJSLSA.R8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

- 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.

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.

- 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).

#### Range of Reading and Level of Text Complexity

NJSLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

- RI.6.10. \*\*By the end of the year read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above, with scaffolding as needed.

#### 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.

- 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.)

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

- W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.6.9a. 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.6.9b. 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”).

#### 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.

- 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.

### Comprehension and Collaboration

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.

- 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.6.1a. 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.6.1b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- SL.6.1c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- SL.6.1d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

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

- 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.

### Presentation of Knowledge and Ideas

NJSLSA.SL4 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.

- 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).

NJSLSA.SL6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

- SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

## Language

### Conventions of Standard English

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

- L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.6.1a. Ensure that pronouns are in the proper case (subjective, objective, possessive).

### Vocabulary Acquisition and Use

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.

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

NJSLSA.L6 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 considering a word or phrase important to comprehension or expression.

- 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.

### **2020 SLS: Computer Science & Design Thinking**

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

### **2020 SLS: Career Readiness, Life Literacies, and Key Skills**

- 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.3: Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping (e.g., 6.SP.B.4, 7.SP.B.8b).
- 9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations.
- 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.
- 9.4.8.TL.4: Synthesize and publish information about a local or global issue or event.
- 9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose
- 9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.
- 9.4.8.DC.1: Analyze the resource citations in online materials for proper use.
- 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products.
- 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.

### **Interdisciplinary / 21st Century Connections**

#### **Connections and Skills**

- Global and Cultural Awareness
- Creativity and Innovation
- Information and Media Literacy



	<ul style="list-style-type: none"> <li>• Critical Thinking and Problem Solving</li> </ul>
<b>Social Studies</b>	<ul style="list-style-type: none"> <li>• 6.3.8.CivicsHR.1: Construct an argument as to the source of human rights and how they are best protected.</li> </ul>
<b>SEL</b>	<ul style="list-style-type: none"> <li>• Self-Awareness</li> <li>• Responsible Decision-Making</li> <li>• Self-Management</li> <li>• Relationship Skills</li> <li>• Social Awareness</li> </ul> <p><a href="#">New Jersey Social and Emotional Learning Competencies and Sub Competencies.docx</a></p>

<b>Unit Title</b>	Nonfiction Study
<b>Unit Duration</b>	8 Weeks
<b>Unit Summary &amp; Rationale</b>	<p><i>Students will read a variety of informational texts including historical, scientific, technical, persuasive, and biographical/autobiographical selections. Skills include vocabulary, development through context and reference resources; central ideas and supporting details. Students will develop strategies for comprehending informational and other nonfiction texts as this is the reading necessary for success in college and careers and life. In addition to building content area/technical vocabulary from the texts, thinking critically about them is important. Students also need to understand how informational reading has a direct bearing on everyday tasks and how it affects their ability to communicate orally and in writing.</i></p>
<b>Unit Goals</b>	

<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How do readers extract meaning from nonfiction text?</li> <li>• How do graphic text features help in comprehending non-fiction?</li> <li>• How does reading informational text apply to daily life?</li> </ul>
<b>Enduring Understandings</b>	<ul style="list-style-type: none"> <li>• Proficient readers can think critically and creatively beyond the text.</li> <li>• Proficient readers use comprehension strategies to enhance their understanding of a text.</li> <li>• Biography and autobiography can be sources of inspiration and motivation.</li> </ul>
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Use context clues and glossary skills to determine meaning of unfamiliar words.</li> <li>• Learn to reread to make sense of difficult paragraphs.</li> <li>• Engage in a collaborative discussion.</li> <li>• Use the following reading and thinking skills: problem and solution, verifying predictions, drawing conclusions, steps in a process, cause and effect, inferring, making critical judgements, and comparing and contrasting.</li> <li>• Ask questions to gain understanding.</li> <li>• Write open-ended responses.</li> <li>• Respond to literature circles.</li> <li>• Independently read selections.</li> <li>• Practice comprehension skills.</li> <li>• Demonstrate understanding of vocabulary</li> <li>• Students will read and analyze selected poems from Maya Angelou (<i>Amistad</i>)</li> <li>• Students will read and analyze <i>A Child in Hiding</i> (<i>Holocaust</i>), <i>The White Umbrella</i> (<i>AAP</i>)</li> <li>• The Man in the Red Bandana (video/activity)</li> <li>• Climate's Troublesome Kids (text set) - (<b><u>Climate Change</u></b>)</li> <li>• Carrer Exploration – Students will explore a career related to the helping others.</li> </ul>

<b>Assessment Evidence</b>	
<b>Formative</b>	Class discussions, “my student interactive” workbook (online and print) activities, in-class activities, Graphic Organizers, Kahoot, Exit Tickets, book clubs, questions from leveled readers, teacher observations of student’s phonic awareness, and oral reading skills, running records of students, Latic checklists, conferences.
<b>Summative</b>	Test, Quiz, Project, Leveled-Reading Assessments, Writing Assessments, Problem Based Learning Student Presentations.
<b>Alternative &amp; Benchmark</b>	<p>Alternative - Read to the student and chart oral responses. Word banks, sentence frames, oral responses, graphic organizers, observations, portfolios of student work, orally administered assessments, and anecdotal notes.</p> <p>Benchmark – LinkIt Benchmark Assessment, Reading Levels, TPA</p> <p><a href="#">Formative, Summative, Alternative and Benchmark Assessments</a></p>
<b>Resources to Promote Learning</b>	
<b>Resources: Digital and Print</b>	Textbooks, Maps, Laptops, Smart Board, Primary & Secondary Source Documents, Commonlit.org, Readworks.org, Leveled Readers, Online Platform, Students will read a variety of informational articles and texts from Readworks, CommonLit and Newsela, Selected Poems from Maya Angelou, <i>A Child in Hiding</i> , <i>The Man in the Red Bandana</i> , <i>The White Umbrella</i> . <a href="#">Approved Class Resource List</a>
<b>Content &amp; Interdisciplinary Standards</b>	
<b>2016 New Jersey Student Learning Standards for English Language Arts</b>	

#### Reading: Literature Key Ideas and Details

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.

- 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.

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

- 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.

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

- 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.

#### Craft and Structure

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.

- 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.

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.

- 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.

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

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

#### Integration of Knowledge and Ideas

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

- 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.

NJSLSA.R8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

- RL.6.8. (Not applicable to literature)

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.

- RL.6.9 Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

#### Range of Reading and Level of Text Complexity

NJSLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

- RL.6.10 \*\*By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (See Appendix A) or above, scaffolding as needed.

Reading: Informational Text

### Key Ideas and Details

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.

- 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.

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

- 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.

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

- RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

### Craft and Structure

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.

- RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

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.

- 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.

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

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

Integration of Knowledge and Ideas

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

- 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.

NJSLSA.R8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

- 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.

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.

- 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).

Range of Reading and Level of Text Complexity

NJSLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

- RI.6.10. \*\*By the end of the year read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above, with scaffolding as needed.

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.

- 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.)

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

- W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.6.9a. 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.6.9b. 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”).

#### 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.

- 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.

#### Comprehension and Collaboration

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.

- 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.6.1a. 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.6.1b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.



- SL.6.1c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- SL.6.1d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

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

- 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.

Presentation of Knowledge and Ideas

NJSLSA.SL4 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.

- 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).

NJSLSA.SL6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

- SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Language

Conventions of Standard English

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

- L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.6.1a. Ensure that pronouns are in the proper case (subjective, objective, possessive).

## Vocabulary Acquisition and Use

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.

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

NJSLSA.L6 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 considering a word or phrase important to comprehension or expression.

- 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.

## 2020 SLS: Computer Science & Design Thinking

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

## 2020 SLS: Career Readiness, Life Literacies, and Key Skills

- 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.3: Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping (e.g., 6.SP.B.4, 7.SP.B.8b).
- 9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations.
- 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.
- 9.4.8.TL.4: Synthesize and publish information about a local or global issue or event.
- 9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose
- 9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.
- 9.4.8.DC.1: Analyze the resource citations in online materials for proper use.
- 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products.
- 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.

## Interdisciplinary / 21st Century Connections

<b>Connections and Skills</b>	<ul style="list-style-type: none"> <li>• Global and Cultural Awareness</li> <li>• Creativity and Innovation</li> <li>• Information and Media Literacy</li> <li>• Critical Thinking and Problem Solving</li> </ul>
<b>SEL</b>	<ul style="list-style-type: none"> <li>• Self-Awareness</li> <li>• Responsible Decision-Making</li> <li>• Self-Management</li> <li>• Relationship Skills</li> <li>• Social Awareness</li> </ul> <p><a href="#"><u>New Jersey Social and Emotional Learning Competencies and Sub Competencies.docx</u></a></p>

<b>Unit Title</b>	Freak the Mighty
<b>Unit Duration</b>	8 Weeks
<b>Unit Summary &amp; Rationale</b>	<i>Students will read the novel and focus on the following skills; narrative elements, plot development, characterization, setting, theme development, narration, vocabulary development through context clues and use of reference; drawing conclusions, making inferences, forming opinions, comparing and contrasting, understanding literary devices; writing responses to short answer and open ended questions in a manner that includes text references as support and extended thinking; fluent and expressive oral reading. Students need to develop strategies and skills for comprehending a novel. They need to build vocabulary through reading, attention to context clues, and the use of glossaries and to apply reading strategies when reading a novel. Students need to make personal connections to literature. Students need to be able to develop proficiency with skills of oral communication.</i>
<b>Unit Goals</b>	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How does point of view influence a character's description of an event?</li> <li>• What are the narrative elements?</li> <li>• How do readers extract meaning from the text?</li> <li>• How do the parts of a literary piece contribute to the whole?</li> <li>• How do life experiences impact reading comprehension and interpretation?</li> </ul>
<b>Enduring Understandings</b>	<ul style="list-style-type: none"> <li>• Literature is a reflection of real life</li> <li>• Proficient readers use comprehension strategies to enhance their understanding of the story</li> <li>• Proficient readers can think critically and creatively beyond the text.</li> </ul>

<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Use context clues and glossary skills to determine meaning of unfamiliar words.</li> <li>• Learn to reread to make sense of difficult paragraphs.</li> <li>• Engage in a collaborative discussion.</li> <li>• Use the following reading and thinking skills: verifying predictions, inferring, sequence of events, analyzing conflict, cause and effect, making critical judgements, analyzing arguments, fact and opinion, drawing conclusions, identifying author's purpose, and main idea.</li> <li>• Identify literary elements found in short stories, poetry and biographies.</li> <li>• Ask questions to gain understanding.</li> <li>• Use RACE to write open-ended responses.</li> <li>• Respond to literature circles.</li> <li>• Independently read selections.</li> <li>• Practice comprehension skills.</li> <li>• Demonstrate understanding of vocabulary</li> <li>• Students will read and analyze the following: <i>Great Ability - Not Disability Essay, Biography - Louis Braille Biography - Hellen Keller (DEI/LGBT Pw/D)</i></li> </ul>
<b>Assessment Evidence</b>	
<b>Formative</b>	Class discussions, "my student interactive" workbook (online and print) activities, in-class activities, Graphic Organizers, Kahoot, Exit Tickets, book clubs, questions from leveled readers, teacher observations of student's phonic awareness, and oral reading skills, running records of students, Latic checklists, conferences.
<b>Summative</b>	Test, Quiz, Project, Leveled-Reading Assessments, Writing Assessments, Problem Based Learning Student Presentations.

<b>Alternative &amp; Benchmark</b>	<p>Alternative - Read to the student and chart oral responses. Word banks, sentence frames, oral responses, graphic organizers, observations, portfolios of student work, orally administered assessments, and anecdotal notes.</p> <p>Benchmark – LinkIt Benchmark Assessment, Reading Levels, TPA</p> <p><a href="#">Formative, Summative, Alternative and Benchmark Assessments</a></p>
<b>Resources to Promote Learning</b>	
<b>Resources: Digital and Print</b>	<p>Textbooks, Maps, Laptops, Smart Board, Primary &amp; Secondary Source Documents, Commonlit.org, Readworks.org, Leveled Readers, Online Platform, Freak the Mighty, and other articles from Newsela, CommonLit, and Readworks. Great Ability - Not Disability Essay Biography - Louis Braille, <a href="#">Biography - Hellen Keller</a> (DEI/LGBT Pw/D) <a href="#">Approved Class Resource List</a></p>
<b>Content &amp; Interdisciplinary Standards</b>	
<b>2016 New Jersey Student Learning Standards for English Language Arts</b>	
<p>Reading: Literature Key Ideas and Details</p> <p>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.</p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p>NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <ul style="list-style-type: none"> <li>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.</li> </ul>	

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

- 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.

#### Craft and Structure

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.

- 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.

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.

- 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.

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

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

#### Integration of Knowledge and Ideas

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

- 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.

NJSLSA.R8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

- RL.6.8. (Not applicable to literature)

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.

- RL.6.9 Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

Range of Reading and Level of Text Complexity

NJSLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

- RL.6.10 \*\*By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (See Appendix A) or above, scaffolding as needed.

Reading: Informational Text

Key Ideas and Details

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.

- 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.

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



- 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.

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

- RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

#### Craft and Structure

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.

- RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

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.

- 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.

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

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

#### Integration of Knowledge and Ideas

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

- 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.

NJSLSA.R8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

- 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.

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.

- 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).

Range of Reading and Level of Text Complexity

NJSLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

- RI.6.10. \*\*By the end of the year read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above, with scaffolding as needed.

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.

- 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.)

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

- W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.6.9a. 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.6.9b. 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”).

#### 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.

- 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.

#### Comprehension and Collaboration

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.

- 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.6.1a. 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.6.1b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- SL.6.1c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- SL.6.1d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

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

- 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.

### Presentation of Knowledge and Ideas

NJSLSA.SL4 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.

- 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).

NJSLSA.SL6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

- SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

### Language

#### Conventions of Standard English

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

- L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.6.1a. Ensure that pronouns are in the proper case (subjective, objective, possessive).

#### Vocabulary Acquisition and Use

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.

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

- L.6.4c. 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.6.4d. 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).

NJSLSA.L6 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 considering a word or phrase important to comprehension or expression.

- 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.

### **2020 SLS: Computer Science & Design Thinking**

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

### **2020 SLS: Career Readiness, Life Literacies, and Key Skills**

- 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.3: Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping (e.g., 6.SP.B.4, 7.SP.B.8b).
- 9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations.
- 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.
- 9.4.8.TL.4: Synthesize and publish information about a local or global issue or event.
- 9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose

- 9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.
- 9.4.8.DC.1: Analyze the resource citations in online materials for proper use.
- 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products.
- 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.

### **Interdisciplinary / 21st Century Connections**

<b>Connections and Skills</b>	<ul style="list-style-type: none"> <li>• Global and Cultural Awareness</li> <li>• Creativity and Innovation</li> <li>• Information and Media Literacy</li> <li>• Critical Thinking and Problem Solving</li> </ul>
<b>SEL</b>	<ul style="list-style-type: none"> <li>• Self-Awareness</li> <li>• Responsible Decision-Making</li> <li>• Self-Management</li> <li>• Relationship Skills</li> <li>• Social Awareness</li> </ul> <p><a href="#"><u>New Jersey Social and Emotional Learning Competencies and Sub Competencies.docx</u></a></p>

### **Accommodations & Modifications**

**Special Education Students, 504 students, English Language Learners, Students at-Risk Based on Students' Individual Needs**

<p><b>Time/General</b></p> <ul style="list-style-type: none"> <li>• Allow extra time</li> <li>• Repeat and clarify directions</li> <li>• Provide breaks in between tasks</li> <li>• Have student verbalize directions</li> <li>• Provide timelines/due dates for reports and projects</li> </ul>	<p><b>Processing</b></p> <ul style="list-style-type: none"> <li>• Provide extra response time</li> <li>• Have student verbalize steps</li> <li>• Repeat directions</li> <li>• Provide small group instruction</li> <li>• Include partner work</li> </ul>	<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>• Provide reading material on student's level</li> <li>• Have student underline important points</li> <li>• Assist student on how to use context clues to identify words/phrases</li> <li>• Ensure short manageable tasks</li> </ul>
<p><b>Tests/Quizzes/Grading</b></p> <ul style="list-style-type: none"> <li>• Provide extended time</li> <li>• Provide study guides</li> <li>• Limit number of responses</li> </ul>	<p><b>Behavior/Attention</b></p> <ul style="list-style-type: none"> <li>• Establish classroom rules</li> <li>• Write a contract with the student specifying expected behaviors</li> <li>• Provide preferential seating</li> <li>• Re-focus student as needed</li> <li>• Reinforce student for staying on task</li> </ul>	<p><b>Organization</b></p> <ul style="list-style-type: none"> <li>• Monitor the student and provide reinforcement of directions</li> <li>• Verify the accurateness of homework assignments</li> <li>• Display a written agenda</li> </ul>
<p><b>ELL, Enrichment, Gifted &amp; Talented Strategies</b></p>		
<p>Accommodations Based on Students' Individual Needs</p> <p>ELL Strategies</p> <ul style="list-style-type: none"> <li>• Provide explicit, systematic instruction in vocabulary.</li> <li>• Ensure that ELLs have ample opportunities to talk with both adults and peers and provide ongoing feedback and encouragement.</li> <li>• Expose ELLs to rich language input.</li> <li>• Scaffolding for ELLs language learning.</li> </ul>		

- Encourage continued L1 language development.
- Alphabet knowledge
- Phonological awareness
- Print awareness
- Design instruction that focuses on all of the foundational literacy skills.
- Recognize that many literacy skills can transfer across languages.
- English literacy development by helping ELLs make the connection between what they know in their first language and what they need to know in English.
- Graphic organizers
- Modified texts
- Modified assessments
- Written/audio instruction
- Shorter paragraph/essay length
- Homogeneously grouped by level

Accommodations Based on Students' Individual Needs:

Enrichment Strategies

- Evaluate vocabulary
- Elevate Text Complexity
- Incorporate inquiry based assignments and projects
- Extend curriculum
- Balance individual, small group and whole group instruction
- Provide tiered/multi-level activities
- Include purposeful learning centers
- Provide open-ended activities and projects
- Offer opportunities for heterogeneous grouping to work with age and social peers as well as homogeneous grouping to provide time to work with individual peers
- Provide pupils with experiences outside the 'regular' curriculum



- Alter the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level
- Require a higher quality of work than the norm for the given age group
- Promote higher level of thinking and making connections.
- Focus on process learning skills such as brainstorming, decision making and social skills
- Use supplementary materials in addition to the normal range of resources.
- Encourage peer to peer mentoring
- Integrate cross-curricular lessons
- Incorporate real-world problem solving activities
- Facilitate student-led questioning and discussions

#### Gifted & Talented Strategies

- More elaborate, complex, and in-depth study of major ideas, problems, and themes that integrate knowledge within and across systems of thought.
- Development and application of productive thinking skills to enable students to reconceptualize existing knowledge and/or generate new knowledge.
- Explore constantly changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.
- Encourage exposure to, selection, and use of appropriate and specialized resources.
- Promote self-initiated and self-directed learning and growth.
- Provide for the development of self-understanding and the understanding of one's relationship to persons, societal institutions, nature, and culture.
- Flexible pacing
- Use of more advanced or complex concepts, abstractions, and materials
- Encourage students to move through content areas at their own pace. If they master a particular unit, they need to be provided with more advanced learning activities, not more of the same activity.
- Questions that require a higher level of response and/or open-ended questions that stimulate inquiry, active exploration, and discovery.
- Encourage students to think about subjects in more abstract and complex ways

- Activity selection based on student interests, that encourage self-directed learning
- Group interaction and simulations
- Guided self-management
- Encourage students to demonstrate what they have learned in a wide variety of forms that reflect both knowledge and the ability to manipulate ideas.
- Engage students in active problem-finding and problem-solving activities and research.
- Provide students opportunities for making connections within and across systems of knowledge by focusing on issues, themes, and ideas.