

Summit Public Schools
Summit, New Jersey
Grade Level: 6/ Content Area: Language Arts

Overview:

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

Anchor Standards for Reading
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.

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

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

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.

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

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

Integration of Knowledge and Ideas

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

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.

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

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

Note on range and content of student reading

To become college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students' own thinking and writing. Along with high-quality contemporary works, these texts should be chosen from among seminal U.S. documents, the classics of American literature, and the timeless dramas of Shakespeare. Through wide and deep

reading of literature and literary nonfiction of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts.

Anchor Standards for Writing

Text Types and Purposes

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

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

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

Production and Distribution of Writing

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

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

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

Research to Build and Present Knowledge

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

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

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

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.

Note on range and content in student writing

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

Anchor Standards for Speaking and Listening

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.

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

NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

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.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

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

Note on range and content of student speaking and listening

To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

Anchor Standards for Language Conventions of Standard English

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

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

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.

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.

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

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 encountering an unknown term important to comprehension or expression.

Note on range and content of student language use

To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shades of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

Unit 1: (Understanding the Parts of a Story & Narrative Writing)

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

- Identify and analyze key literary elements.
- Engage in meaningful discussion about literature.
- Construct a personal narrative that includes key elements of a story.
- Use the experiences of fictional characters in similar situations to help them navigate sixth grade.

Essential Questions

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

- What are the essential elements that all stories have?
- How and why do we write about our personal experiences?
- How can authors use literary techniques to enrich and enliven their narratives?
- How can I communicate the importance of the experience/story?
- One often experiences points of conflict to help them grow and change.

Enduring Understandings

What will students understand about the big ideas?

Students will understand that:

- All narratives are composed of key literary elements and are structured off a plot mountain.
- Good writers use narrative techniques such as dialogue, pacing, description and sensory language to build a story.

Areas of Focus: Proficiencies (New Jersey Student Learning Standards)

Students will:

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

RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL.6.3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

RL.6.5. 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.

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

Lessons

Reading Lessons:

Targeted plot structure mini-lessons:

1. Naming and parts of a plot on a plot mountain
2. Naming and identifying parts of *New Kid*

Lesson on Crafting Open-Ended Responses

Targeted lesson on crafting open-ended responses using the RACES (Restate, Answer, Cite Evidence, Explain) to respond method.

Introduction to Collegial Discussions

- Discuss and practice collegial speaking skills in small groups.

Vocabulary study to correspond with unit

- Vocabulary related activities including but not limited to: Quizlet exercises, Frayer cards, discussion exercises, application activities

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

A. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

D. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. E. Provide a conclusion that follows from the narrated experiences or events.

W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

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

Career-Ready Practices

CRP1: Act as a responsible and contributing citizen and employee.

CRP2: Apply appropriate academic and technical skills.

CRP3: Attend to personal health and financial well-being.

Integrated character education lessons

- Discussions related to being comfortable in own skin, social pressures, microaggressions

Narrative Writing Lessons:

Lesson Series 1: Mini-lessons related to *planning* narrative writing.

Targeted mini-lessons on:

1. Generating ideas for narratives- Generating ideas for narrative by using personal experience: a time you were the new kid; a time when you felt different or out of your element; a time when you felt judged or judged someone else
2. Using a plot mountain to plan a narrative- plot vs. theme.

Lesson Series 2: Mini-lessons related to *drafting* narrative writing.

Targeted writing instruction mini-lessons including but not limited to the skills:

1. Developing an exposition that orients reader with characters, setting and hints at conflict
2. Flesh out characters using actions and dialogue
3. Conventions of dialogue
4. Using transitional phrases to mark change in time and place.
5. Using sensory details.
6. Providing tension to a story by stretching out the climax
7. Crafting a conclusion that provides a resolution and theme.

Lesson Series 3: Mini-lessons related to *revising* narrative writing.

1. Lessons on sentence fragments, run-ons vs. full sentences.
2. Lesson on revising run-on sentences: individual sentences and use of conjunctions.
3. Peer revision exercise.

CRP4: Communicate clearly and effectively and with reason.

CRP5: Consider the environmental, social and economic impacts of decisions.

CRP6: Demonstrate creativity and innovation.

CRP7: Employ valid and reliable research strategies.

CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9: Model integrity, ethical leadership and effective management.

CRP10: Plan education and career paths aligned to personal goals.

CRP11: Use technology to enhance productivity.

CRP12: Work productively in teams while using cultural global competence.

Differentiation

Interdisciplinary Connections

- Keys to Success/Guidance Curriculum

Technology Integration

- GSuite Technology
- Use of tools related to GoFollet

Global Perspectives

- Concepts of racism and cultural intolerance-microaggressions

Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group

Assessments

Formative Assessments:

*** Journal Responses:** Students will complete a series of constructed response questions related to chapters of *New Kid*.

*** Participation in and written reflections related to discussion exercises:** Students will participate in hot-seat activity and complete reflection of peer's performance with support from text. Students will prepare for and participate in debate.

Summative Assessments, Projects, and Celebrations:

*** Literary Terms Quiz:** Multiple choice assessment on literary terms.

*** Conventions of Dialogue Quiz:** Short assessment on conventions of dialogue.

***Full sentences, Run-ons, Fragments Quiz:** Short grammar quiz.

*** Final Narrative Project:** Students will complete the narrative on the following prompt:

"Jerry Craft shares how much of *New Kid* stems from his own life experiences. Like Craft, many authors use their own life as inspiration for stories. Think about...

- A time you were the new kid
- A time when you felt different or out of your element

Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback)	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

- A time when you felt judged or judged someone else

Think about your experience in this situation and develop a fictional character who goes through a similar conflict. You may change elements of the story's setting, supporting characters, etc. as long as your story has some similarities to your own experience. Your story must be a small moment or seed-sized narrative. The story must be written in first person (from the perspective of your protagonist)."

Recommended Texts to Support Unit:

- *New Kid* by Jerry Craft

Unit 2: (Character Study with *The Julian Chapter* and The Literary Analysis)

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

- Analyze characters using various lenses
- Analyze the impact of external and internal forces/conflict on character development
- Construct a four paragraph literary analysis with a clear thesis statement
- Use text support to enhance and argument

Essential Questions

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

- What should readers notice about characters to help them better understand the character and the story?
- How can a claim be made and supported with textual evidence from multiple texts in a literary analysis?
- How can being aware of parts of speech lead to the use of precise and strong vocabulary in one's writing?

Enduring Understandings

What will students understand about the big ideas?

Students will understand that:

- Characters are essential to the development of and the progression of any story.
- Readers gain deeper understanding about characters by observing their actions, speech, thoughts, physical appearance.
- People, and characters alike, grow and change as a result of the impact of others and the points of conflict they experience.
- A literary analysis uses textual evidence from multiple fiction sources to support a claim (thesis).

Areas of Focus: Proficiencies (New Jersey Student Learning Standards)

Students will:

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

RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

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

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

Lessons

Reading Lessons:

Targeted character analysis mini-lessons:

3. Analyzing character roles- protagonist, antagonist, supporting characters
4. Analyzing characters by noticing their actions, thoughts and speech- (PASTA model)
5. Analyzing character motivations
6. Analyzing character change (static vs. dynamic characters and noticing catalyst for change)

Discussion exercises related to character development:

1. Character Hot Seat & Response
2. Debate: Does Julian deserve forgiveness? (Evidence collection exercise for pre-planning)

Vocabulary study to correspond with unit

- Vocabulary related activities including but not limited

W.6.1. Write arguments to support claims with clear reasons and relevant evidence.

A. Introduce claim(s) and organize the reasons and evidence clearly.

B. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

C. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

D. Establish and maintain a formal/academic style, approach, and form.

E. Provide a concluding statement or section that follows from the argument presented.

W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

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

A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

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

Career-Ready Practices

CRP1: Act as a responsible and contributing citizen and employee.

CRP2: Apply appropriate academic and technical skills.

CRP3: Attend to personal health and financial well-being.

CRP4: Communicate clearly and effectively and with reason.

CRP5: Consider the environmental, social and economic

to: Quizlet exercises, Frayer cards, discussion exercises, application activities

Essay Writing Lessons:

Lesson Series 1: Mini-lessons related to *planning* an essay.

Targeted mini-lessons on:

1. Using an outline to organize writing.
2. Developing a thesis statement.

Lesson Series 2: Mini-lessons related to *drafting* an essay.

Targeted writing instruction mini-lessons including but not limited to the skills:

1. Introduction to parts of a body paragraph
2. Giving context to quotes
3. Introducing quotes
4. Unpacking or explaining quotes
5. Crafting an introduction
6. Crafting a conclusion

Lesson Series 3: Mini-lessons related to *revising and editing* an essay.

1. Concrete vs. abstract nouns
2. Common vs. proper nouns- emphasis on capitalization rules
3. Using pronouns
4. Using appositives
5. Peer editing exercise.

impacts of decisions.

CRP6: Demonstrate creativity and innovation.

CRP7: Employ valid and reliable research strategies.

CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9: Model integrity, ethical leadership and effective management.

CRP10: Plan education and career paths aligned to personal goals.

CRP11: Use technology to enhance productivity.

CRP12: Work productively in teams while using cultural global competence.

Differentiation

Interdisciplinary Connections

- Keys to Success/ Guidance Curriculum

Technology Integration

- GSuite Technology
- Parlay

Global Perspectives

- Bullying
- Accepting differences
- Holocaust/WWII

Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures

Assessments

Formative Assessments:

*** Journal Responses:** Students will complete a series of constructed response questions related to chapters of *New Kid*

Summative Assessments, Projects, and Celebrations:

*** “Julian Chapter” Vocabulary Quiz:** Multiple choice assessment on literary terms.

*** Nouns Quiz:** Short assessment on nouns.

*** Final Essay:** Students will construct four paragraph essay on the following prompt:

“Construct a four paragraph literary analysis on the following prompt: What does it take for one to be forgiven? Use what you have learned by reading R. J. Palacio’s *The Julian Chapter* and Ray Bradbury’s “All Summer in a Day” to write an essay that analyzes how both texts treat this idea of forgiveness. Do this by analyzing how an important character from each story changed or failed to change throughout each story. Discuss their wrong-doings from the beginning, and then evaluate their actions at the end of each story. Consider what their evolution or lack of evolution shows about forgiveness. Develop your essay by providing textual evidence from both sources.”

Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback)	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Recommended Texts to Support Unit:

- *The Julian Chapter* by RJ Palacios
- “All Summer in a Day” by Ray Bradbury

Unit 3: (Themes in Pop Culture: Making Cross Text Connections with Book Clubs)

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

- Analyze conflict and theme
- Make cross text comparisons
- Construct a four paragraph literary analysis with a clear thesis statement
- Use text support to enhance and argument

Essential Questions

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

- How do the obstacles we encounter in life shape us as individuals?
- How can the messages from pieces of literature help us learn and grow?
- What role does conflict play in a piece of literature?
- How are conflict and theme related?
- How can readers find the author's messages or theme within a piece of literature?

Enduring Understandings

What will students understand about the big ideas?

Students will understand that:

- People and characters alike experience points of conflict and grow and change as a result.
- Readers learn from the struggles and experience of characters they experience in literature.
- Themes applicable to a reader's life can be found in the books they read.
- Similar themes can be conveyed differently across different texts.
- A literary analysis uses textual evidence from multiple fiction sources to support a claim (thesis).

Areas of Focus: Proficiencies (New Jersey Student Learning Standards)

Students will:

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

RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

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

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

Lessons

Reading Lessons:

Targeted text analysis mini-lessons:

1. What is conflict? What are the types of conflict?
2. Analyzing character's response to conflict.
3. Finding themes by looking for recurring topics and thinking about what the author is trying to say about these topics.
4. Finding themes by noticing how the character grows and what he/she learns.

Lessons related to book club conversations

1. Making norms for book clubs- view video on what makes a productive book club.
2. Participating in productive book conversations.
3. Video recording and writing reflections on conversations.

W.6.1. Write arguments to support claims with clear reasons and relevant evidence.

A. Introduce claim(s) and organize the reasons and evidence clearly.

B. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

C. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

D. Establish and maintain a formal/academic style, approach, and form.

E. Provide a concluding statement or section that follows from the argument presented.

W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. **A.** Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

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

Career-Ready Practices

CRP1: Act as a responsible and contributing citizen and employee.

CRP2: Apply appropriate academic and technical skills.

CRP3: Attend to personal health and financial well-being.

CRP4: Communicate clearly and effectively and with reason.

CRP5: Consider the environmental, social and economic

Lessons on close reading of non-narrative texts to find theme

1. Close reading exercises with songs- carousel activity with finding themes.
2. Close reading exercise with selected song

Essay Writing Lessons:

Lesson Series 1: Mini-lessons related to *planning* an essay.

Targeted mini-lessons on:

1. Using an outline to organize writing.
2. Developing a thesis statement.

Lesson Series 2: Mini-lessons related to *drafting* an essay.

Targeted writing instruction mini-lessons including but not limited to the skills:

1. Review of introduction to parts of a body paragraph
2. Giving context to quotes
3. Adding depth when unpacking or explaining quotes
4. Crafting an introduction
5. Crafting a conclusion

Lesson Series 3: Mini-lessons related to *revising and editing* an essay.

1. Lessons and continued practice on the conventions of text citations.
2. Lesson and continued practice on rules for punctuating titles
3. Verbs- action and linking
4. Verbs- past and present usage
5. Peer editing exercise.

impacts of decisions.

CRP6: Demonstrate creativity and innovation.

CRP7: Employ valid and reliable research strategies.

CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9: Model integrity, ethical leadership and effective management.

CRP10: Plan education and career paths aligned to personal goals.

CRP11: Use technology to enhance productivity.

CRP12: Work productively in teams while using cultural global competence.

Differentiation

Technology Integration

- GSuite
- FlipGrid
- YouTube

Global Perspectives

- Racism
- Cultural Intolerance

Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures

Assessments

Formative Assessments:

*** Annotation Checks:** Students will complete annotations related to taught skills.

*** Journal Responses:** Students will complete a series of constructed response questions related to their books.

Summative Assessments, Projects, and Celebrations:

*** Conventions of Text Citations and Using Titles Quiz:** Short assessment on text citations.

*** Verbs Quiz:** Short assessment on text verbs

*** Final Essay:** Students will construct four paragraph essay on the following prompt:

“The theme of a literary work is an underlying central idea about life. One of the main methods that an author uses to express a theme in the text is through the conflict of a story. A character usually learns an important lesson by going through an experience of conflict. Identify a common theme between your book club book and song selection. First, consider the conflict that the protagonist and songwriters or subject of the song face. Then, find what lesson the characters and songwriters learn as a result of the conflict. In the song, it may be what message the songwriter is offering to the listener. Craft a four paragraph essay sharing how the common theme is conveyed through both texts.”

Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback)	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Recommended Texts to Support Unit:

- Students will select one of the following novels:
 - Ghost* by Jason Reynolds
 - When Friendship Followed Me Home* by Paul Giffin
 - Restart* by Gordon Korman
 - The Thing About Jellyfish* by Ali Benjamin
 - Because of Mr. Terupt* by Rob Buyea
- Students will select from one of the following songs for their paired text response

- Related to *Ghost*- “Stronger” by Kelly Clarkson, “Firework” by Katy Perry, “Sky Scraper” by Demi Levato, “Everyday” by Bon Jovi,
 - Related to *When Friendship Followed Me Home* - “Everglow” by Coldplay, “For Good” from *Wicked the Musical*, “Fireworks” by Katy Perry, “Stand by You” by Rachel Platten
 - Related to *Restart* - “Start Over Again” by Addison Road
 - Related to *The Thing About Jellyfish* - “The Art of Letting Go” by Mikaela, “Let it Be” by The Beatles
 - Related to *Because of Mr. Terrupt*-“Lean on Me” by Bill Withers, “For Good” from *Wicked the Musical*
- “Party” by Pam Munoz Ryan- suggested mentor text for modeling theme
 - “Sweet Cocoon” and “The Present”- suggested videos for modeling theme

Unit 4: (A Look at Author’s Craft with *Seedfolks*)

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

- Carefully examine author’s craft by identifying techniques used and intent behind each.
- Write for a targeted audience in the form of a letter.

Essential Questions

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

- How do authors use literary techniques to enrich and enliven their narratives?
- How do our preconceived notions affect how we see people?
- How can one person’s actions bring a community together?
- How do readers look at the author’s use of characterization to help understand characters?
- How will readers make inferences to increase comprehension of text?
- How do writers effectively use text to support their arguments?

Enduring Understandings

What will students understand about the big ideas?

Students will understand that:

- Authors use different elements to create believable, dynamic characters
- Authors various techniques, namely figures of speech, to represent big ideas and elicit a response from their reader.
- Writers change their tone and formality when writing for different audiences.

Areas of Focus: Proficiencies

(New Jersey Student Learning Standards)

Lessons

Students will:

Reading Lessons

RL.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. **RL.6.2.** Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

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

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

W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.

B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

C. Use appropriate transitions to clarify the relationships among ideas and concepts.

D. Use precise language and domain-specific vocabulary to inform about or explain the topic.

E. Establish and maintain a formal/academic style, approach, and form.

F. Provide a concluding statement or section that follows from the information or explanation presented.

SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

Introduction of Figures of Speech:

Introduce: simile, metaphor, alliteration, allusion, imagery, pun, hyperbole, idiom, personification and onomatopoeia.

Suggested activities include: Slides with guided notes, Flashcard Factory, sorting exercises, etc.

Building our Cultural Identity Novel Introduction: Prior to reading, students will complete a survey/questions with a family member to understand their cultural background and present to class- discussion, FlipGrid, brochure.

Novel-related Lessons & Activities

Whole class interactive read alouds of *Seedfolks* chapters paired with independent reading of chapters.

Interactive read alouds and independent reading with annotations (Double Entry Journal, post-its) should focus on...

- Character analysis through methods of characterization
- Identifying figures of speech, interpreting them and analyzing how the author uses them to enrich characters, conflict or theme. *Goal and Technique Documents.
- Identifying important excerpts that capture the theme.

Discussion Activities

- Value-line exercise- pre-reading
- Mid-novel prompt with Parlay pre-discussion: *In these chapters so far, we see a lack of community or unity among the members of the Gibb Street Housing Complex. What evidence from any of the chapters that we have read thus far leads you to believe this? Why do you believe this is?*

Try to push yourself to include one or more of the following terms in your response: communication, language, barriers, belonging, safe-space, bias, understanding customs.

- End-of-novel prompt with Parlay pre-discussion: *Do you believe the Gibb Street Housing Complex can be called a community? What can someone learn from the people of Gibb Street?*
- Cross curricular discussion: Hexagonal Thinking Exercise with Social Studies terms (movement, economy, culture, bias, language).

Vocabulary study to correspond with unit

- Vocabulary related activities including but not limited to: Quizlet exercises, Frayer cards, discussion exercises,

<p>D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p> <p>Career-Ready Practices</p> <p>CRP1: Act as a responsible and contributing citizen and employee.</p> <p>CRP2: Apply appropriate academic and technical skills.</p> <p>CRP3: Attend to personal health and financial well-being.</p> <p>CRP4: Communicate clearly and effectively and with reason.</p> <p>CRP5: Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6: Demonstrate creativity and innovation.</p> <p>CRP7: Employ valid and reliable research strategies.</p> <p>CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9: Model integrity, ethical leadership and effective management.</p> <p>CRP10: Plan education and career paths aligned to personal goals.</p> <p>CRP11: Use technology to enhance productivity.</p> <p>CRP12: Work productively in teams while using cultural global competence.</p>	<p>application activities</p> <p>Letter Writing Lessons:</p> <p>Lessons on</p> <ol style="list-style-type: none"> 1. Finding common threads in research/notes to complete organizer (organizing) 2. Fleshing out writing from an organizer (organizing) 3. Writing using a formal tone. (drafting) 4. Lesson on commas <ol style="list-style-type: none"> a. Commas with transitions b. Commas with introductory phrases
Differentiation	Assessments
<p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> ● Eight Traits of Culture (SS) ● India's Caste System (SS) <p>Technology Integration</p> <ul style="list-style-type: none"> ● GSuite Technology ● Parlay ● StoryboardThat ● Flip Grid <p>Global Perspectives</p> <ul style="list-style-type: none"> ● Challenges of living in poverty ● Urban living ● Ageism ● Racism ● Cultural Intolerance 	<p>Formative Assessments:</p> <p>* Annotation Checks: Students will complete annotations related to taught skills- post-its, double entry journals or charts</p> <p>Summative Assessments, Projects, and Celebrations:</p> <p>* Seedfolks Vocabulary Quiz Multiple choice assessment on literary terms.</p> <p>* Using Commas: Short assessment on comma usage with transition and introductory phrases</p> <p>* Timed-Write: "Select one theme represented in <i>Seedfolks</i> from your reading guides or annotations. Explain how the author Paul Fleishman developed this theme. You will have 30 minutes to complete a one-paragraph response with text evidence."</p>

Supports for English Language Learners			<p>* Sculpture Garden Letter: “The city of Summit is designing a new sculpture garden. They are looking for input from the citizens of the city as to which community members should be included in the garden.</p> <p>Undoubtedly, Summit is a GREAT place to live. This is thanks to the people in the community who look to serve one another. You are to select an individual to honor who has made Summit <i>a safer, healthier, educated, inclusive and caring community</i>.</p> <p>You will conduct an interview with your person and research their background and their particular contribution to Summit. After your research is complete, you will formulate a letter to the mayor and Sculpture Garden Committee and introduce your nominee, explain your reasons in detail as to why this individual should be part of the sculpture garden.”</p>
Sensory Supports	Graphic Supports	Interactive Supports	
Real-life objects	Charts	In pairs or partners	
Manipulatives	Graphic Organizers	In triands or small groups	
Pictures	Tables	In a whole group	
Illustrations, diagrams & drawings	Graphs	Using cooperative group	
Magazines & Newspapers	Timelines	Structures	
Physical activities	Number lines	Internet / Software support	
Videos & Film		In the home language	
Broadcasts		With mentors	
Models & Figures			
Intervention Strategies			
Accommodations	Interventions	Modifications	
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations	
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials	
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic	Individualized assessment tools based on student need	

	responding		
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading	

Recommended Texts to Support Unit:

Seedfolks by Paul Fleischman

Unit 5: (RST/A Long Walk to Water- The Importance and Influence of Nonfiction Texts)	
Big Ideas: <i>Course Objectives/ Content Statement(s)</i> <ul style="list-style-type: none"> Examine the main idea of a text and use that information to determine the author's purpose Infer the meaning of unknown vocabulary using context clues Analyze and evaluate different points of view in a text Cite research-based textual evidence from non-fiction sources to defend a thesis statement 	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
<ul style="list-style-type: none"> How do writers use narrative techniques to convey different characters' perspectives? How do author's draw upon real historical events in fictional writing? How do individuals survive in challenging environments? How do culture, time, and place influence the development of an identity? 	Students will understand that: <ul style="list-style-type: none"> Authors provide a clear purpose to their writing in order to create a strong impact upon the reader Context clues are found throughout all types of text to help the readers understand information clearly, so that the text can be further analyzed, examined, and understood Literary elements and techniques are used to show the influence of circumstances and culture on a person's identity through text
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	Lessons
Students will:	Reading Lessons:

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

RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

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

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

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

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

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

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

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

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

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

W.6.1. Write arguments to support claims with clear reasons and relevant evidence.

A. Introduce claim(s) and organize the reasons and evidence clearly. B. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

C. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

D. Establish and maintain a formal/academic style, approach, and form.

E. Provide a concluding statement or section that follows from the argument presented

SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with

Mini-Lesson Focuses:

- Main Idea
- Author's Purpose
- Varying Points of View

Vocabulary: Quizlet exercises, Frayer cards, discussion exercises, application activities

Introduction of Context Clues:

- Introduce: definitions, inference, example, antonym, synonym

Discussion Activities:

- Socratic Seminars:
- This unit will serve as an introduction and guide to Socratic seminar discussions.
- Students will use annotations and journal writing to pre-write discussion questions for socratic discussion. The teacher will guide students during the first two socratic seminars with predetermined questions. There will be 3 throughout the unit. Ideally, the 3rd Socratic discussion will be mostly student led. The goal is to encourage critical thinking, student-student responses, and reflection on topics discussed. Each Socratic Seminar should be completed with a personal reflection by each student.

Writing Lessons:

1. Prompt Analysis
2. Thesis-statement writing
3. How to annotate images, video, and text
5. Lesson on citing evidence from multimedia sources
 - a. In-text citations
 - b. Bibliography
 - c. Comma/quotation mark rules when citing evidence

Mini-lessons:

- Review the parts of a body paragraph
- Review strong analysis of text evidence skills

<p>diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p> <p>Career-Ready Practices</p> <p>CRP1: Act as a responsible and contributing citizen and employee.</p> <p>CRP2: Apply appropriate academic and technical skills.</p> <p>CRP3: Attend to personal health and financial well-being.</p> <p>CRP4: Communicate clearly and effectively and with reason.</p> <p>CRP5: Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6: Demonstrate creativity and innovation.</p> <p>CRP7: Employ valid and reliable research strategies.</p> <p>CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9: Model integrity, ethical leadership and effective management.</p> <p>CRP10: Plan education and career paths aligned to personal goals.</p> <p>CRP11: Use technology to enhance productivity.</p> <p>CRP12: Work productively in teams while using cultural global competence.</p>	
Differentiation	Assessments
<p>Interdisciplinary Connections</p> <p>Technology Integration</p> <ul style="list-style-type: none"> ● GSuite Technology ● Parlay ● StoryboardThat ● Flip Grid <p>Global Perspectives</p> <ul style="list-style-type: none"> ● Bullying 	<p>Formative Assessments:</p> <p>* Annotation Checks: Students will complete annotations related to taught skills- post-its, double entry journals or charts</p> <p>* Journal Writing: Students will complete three short journal assignments. These will include a mix of prompts focused on both creative writing and analyzing text.</p> <p>Summative Assessments, Projects, and Celebrations:</p>

- Racism
- Cultural intolerance
- Disparities in access to water
- Disparities in access to education
- Gender inequality
- Environment conservation

Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triads or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies

Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g.	Differentiated materials

*** *A Long Walk to Water* Vocabulary Quiz** Multiple choice assessment on literary terms.

* **Timed-Write:**

You have read *A Long Walk to Water* and [“Two Million Americans Still Don’t Have Running Water”](#). Both texts develop the theme: *The conflicts people face and their situations may be different, but humans’ basic needs and emotions remain the same.* Write an essay explaining how both texts develop this theme.

*** One- Pager:** A one-pager is a single page response to your reading of a novel. This page should connect the ideas in the book to your thoughts and learning in a creative way.

For this project, you will be reflecting on your reading experience of Linda Sue Park’s novel *A Long Walk to Water*. It is important to know that you will need to fill an entire page with the expected information. Be purposeful about the arrangement of the information you are putting on your one-pager. It would be wise to plan out your one pager before beginning to ensure you have room for everything. Guidelines and a rubric will be provided.

***RST:** Students will choose one of two essay options. Research material will be provided for them. They will not be looking for sources at this point in time. The focus will be only the analysis of multimedia sources.

Research Essay Option 2

In *A Long Walk to Water* readers learn about the impact a lack of formal education has on a community. It also highlights what can be achieved when one receives an education. Education not only has a great impact on the individual receiving an education, but it has a ripple effect on an entire community.

What are the benefits formal education has not only on an individual, but on communities across the world?

Research Essay Option 1

	directions, checks for understanding, feedback		<p>As seen in <i>A Long Walk to Water</i>, one of the major issues in the world is the lack of access people have to clean drinkable water. Many people around the world are exposed to water that causes diseases which could lead to death. Around the world, people are attempting to solve this issue through implementing and providing resources for clean water. Examine the sources below to discover ways this issue is being solved.</p> <p>What are two effective strategies being used to help people access clean water?</p>
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need	
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading	

Recommended Texts to Support Unit:

A Long Walk to Water by Linda Sue Park

[“Two Million Americans Still Don’t Have Running Water” - NewsELA](#)

[Water ATMs erode worries, hardship for residents of Kenyan slum- NewsELA](#)

[Clean Water, Health Lives: PATH & Starbucks In Tanzani- Starbucks](#)

[Clean Water Infographic- Cargo Collective](#)

[P is for Poverty: How Improving Literacy Impacts The Economy- The Borgen Project](#)

[What Makes a Great Education- Global Partnership for Education](#)

[Why Education Matters to Health: Exploring the Causes- VCU Center on Society and Health](#)

["Teen Daughter of Refugees Finds Inspiration in Scientific Research"- NewsELA](#)

Unit 6: Advocacy Through Poetry

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

- Closely read poetry for message and craft
- Construct a piece of poetry using various poetry techniques
- Compose a piece of writing to reach a greater audience that focuses on a social justice issue previously studied during the school year
- Practice presentation skills by presenting poem in poetry slam

Essential Questions

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

Enduring Understandings

What will students understand about the big ideas?

<ul style="list-style-type: none"> ● How have poets used their voices to create change? ● How does the use of voice empower an individual? ● How do we approach a poem to find the meaning behind it? ● How do poetic devices create meaning and emotion? 	<p>Students will understand that:</p> <ul style="list-style-type: none"> ● One can use their voice and speak out for change. ● Poetry differs from prose in the way that it is organized ● Poets use line length, word choice and concentrated language to elicit an emotional response from their reader. ● Poets use rhyme to enhance the performance of their poem. ● Poets read with emphasis and expression when performing their poems as a way to help convey its meaning.
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	Lessons
<p>Students will:</p> <p>RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>RL.6.5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p> <p>RL.6.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.</p> <p>W 6.3 D Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p>W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p> <p>SL.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate</p>	<p>Introduction to Advocacy: Students will complete collaborative close reading exercises with songs throughout history that championed change.</p> <p>Lessons on Interpreting Poetry: Interactive read alouds and independent reading of “The Hill We Climb”, “A Letter to Someone Living Fifty Years from Now” and “Where are the Bees” with focus on...</p> <ul style="list-style-type: none"> ● Organization of poetry (stanzas, lines, rhyme scheme) ● Usage of different types of figures of speech (hyperbole, simile, metaphor, personification, alliteration, onomatopoeia, imagery, idiom) and interpreting their meaning and purpose ● Identifying the speaker ● Identifying the tone ● Finding the theme or message of a poem. <p>Poetry Writing Lessons: Lessons on</p> <ol style="list-style-type: none"> 1. Generating ideas 2. Organizing Poetry (lines, stanzas, free verse vs. rhyme scheme) 3. Using figurative language 4. Word choice- Adverbs <ol style="list-style-type: none"> a. What are adverbs? b. -ly adverbs and improving word choice c. Adverbs as modifiers

<p>main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).</p> <p>SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p> <p>SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>Career-Ready Practices</p> <p>CRP1: Act as a responsible and contributing citizen and employee.</p> <p>CRP2: Apply appropriate academic and technical skills.</p> <p>CRP3: Attend to personal health and financial well-being.</p> <p>CRP4: Communicate clearly and effectively and with reason.</p> <p>CRP5: Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6: Demonstrate creativity and innovation.</p> <p>CRP7: Employ valid and reliable research strategies.</p> <p>CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9: Model integrity, ethical leadership and effective management.</p> <p>CRP10: Plan education and career paths aligned to personal goals.</p> <p>CRP11: Use technology to enhance productivity.</p> <p>CRP12: Work productively in teams while using cultural global competence.</p>	
Differentiation	Assessments
<p>Technology Integration</p> <ul style="list-style-type: none"> ● GSuite Technology ● Parlay ● Storyboard That <p>Global Perspectives</p> <ul style="list-style-type: none"> ● Bullying ● Racism ● Cultural intolerance ● Gender inequality <div data-bbox="66 1730 784 1808"> <p>Supports for English Language Learners</p> </div>	<p>Formative Assessments:</p> <p>* Poem Response Guides: Annotations and response questions to “The Hill We Climb” and “A Letter to Someone Living Fifty Years from Now”</p> <p>Summative Assessments, Projects, and Celebrations:</p> <p>* Adverbs Quiz: Short quiz on adverbs.</p> <p>* Advocacy Poem: Throughout the school year we have read and analyzed novels, short texts, videos, and images that explored various social issues. You now have a broader understanding of some of the issues that affect society. This is your chance to speak out about one of these issues and make your voice heard. Construct an advocacy poem focusing on</p>

Sensory Supports	Graphic Supports	Interactive Supports	one social issue that we have studied this year.
Real-life objects	Charts	In pairs or partners	
Manipulatives	Graphic Organizers	In triands or small groups	
Pictures	Tables	In a whole group	
Illustrations, diagrams & drawings	Graphs	Using cooperative group	
Magazines & Newspapers	Timelines	Structures	
Physical activities	Number lines	Internet / Software support	
Videos & Film		In the home language	
Broadcasts		With mentors	
Models & Figures			
Intervention Strategies			
Accommodations	Interventions	Modifications	
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations	
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials	
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need	

Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading	
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- Recommended Texts to Support Unit:**
- “The Hill we CLimb” by Amanda Gorman
 - “I Look at the World” by Langston Hughes
 - “I am Diversity” by Charles Bennafield
 - “Letter to Someone Living Fifty Years from Now” by Matthew Olzmann
 - “(bullying) Speak Up!” by Kim Bradley