

NEPTUNE TOWNSHIP SCHOOL DISTRICT

English Language Arts Curriculum Grade 6



NEPTUNE TOWNSHIP SCHOOL DISTRICT
Office of the Superintendent
60 Neptune Blvd.
Neptune, NJ 07753-4836

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NEPTUNE TOWNSHIP SCHOOL DISTRICT

ENGLISH LANGUAGE ARTS CURRICULUM GRADE 6

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NEPTUNE TOWNSHIP SCHOOL DISTRICT

English Language Arts Grade 6

Acknowledgements

Neptune Township School District is dedicated to preparing our students with the skills and knowledge necessary to be effective contributors and active participants of the 21st century. Recognizing the need for students to be able to read widely and deeply from a broad range of high-quality, increasingly challenging literary and informational texts, this curriculum has been updated to reflect such rigor.

Recent updates to this curriculum ensure alignment with the New Jersey Student Learning Standards. Units have been revised and re-aligned based on best instructional practices, teacher feedback, and the need for more opportunities to master analytical reading and writing skills.

With guidance of the district's curriculum steering committee members including, Lakeda Demery-Alston, Supervisor of Humanities and ESL/ Bilingual and Sally A. Millaway, Ed.D., Director for Curriculum, Instruction, and Assessment, Stephanie Lombardy is to be commended for her talent, endless hours of collaboration and undying commitment to ensuring that the students of Neptune Township School District have the best educational opportunities that foster critical thinking in preparation for the 21st century workplace.

It is our hope that this curriculum will serve as a valuable resource for the staff members who teach English Language Arts and that they will provide feedback and make recommendations for improvement.

NEPTUNE TOWNSHIP SCHOOL DISTRICT

DISTRICT MISSION STATEMENT

The primary mission of the Neptune Township School District is to prepare all of our students for a life-long learning process and to become confident, competent, socially, and culturally- conscious citizens in a complex and diverse world. It is with high expectations that our schools foster:

- A strong foundation in academic and modern technologies.
- A positive, equitable, and varied approach to teaching and learning.
- An emphasis on critical thinking skills and problem-solving techniques.
- A respect for and an appreciation of our world, its resources, and its diverse people.
- A sense of responsibility, good citizenship, and accountability.
- An involvement by the parents and the community in the learning process.

Neptune Township School District

Educational Outcome Goals

The students in the Neptune Township schools will become life-long learners and will:

- Become fluent readers, writers, speakers, listeners, and viewers with comprehension and critical thinking skills.
- Acquire the mathematical skills, understandings, and attitudes that are needed to be successful in their careers and everyday life.
- Understand fundamental scientific principles, develop critical thinking skills, and demonstrate safe practices, skepticism, and open-mindedness when collecting, analyzing, and interpreting information.
- Become technologically literate.
- Demonstrate proficiency in all New Jersey Student Learning Standards (NJSLS).
- Develop the ability to understand their world and to have an appreciation for the heritage of America with a high degree of literacy in civics, history, economics and geography.
- Develop a respect for different cultures and demonstrate trustworthiness, responsibility, fairness, caring, and citizenship.
- Become culturally literate by being aware of the historical, societal, and multicultural aspects and implications of the arts.
- Demonstrate skills in decision-making, goal setting, and effective communication, with a focus on character development.
- Understand and practice the skills of family living, health, wellness and safety for their physical, mental, emotional, and social development.
- Develop consumer, family, and life skills necessary to be a functioning member of society.
- Develop the ability to be creative, inventive decision-makers with skills in communicating ideas, thoughts and feelings.
- Develop career awareness and essential technical and workplace readiness skills, which are significant to many aspects of life and work.

**ENGLISH LANGUAGE ARTS
GRADE 6**

COURSE DESCRIPTION

The sixth grade English Language Arts course focuses on several key areas to develop students' literacy skills, critical thinking, and proficiency in reading, writing, speaking, and listening.

Components of the course include:

- Reading Literature and Informational Texts- Students analyze and interpret a variety of literary genres and informational texts. They identify themes, central ideas, and key details in texts. They learn to cite textual evidence to support analysis and draw inferences.
- Writing instruction includes writing for different purposes and audiences, including narratives, arguments, and explanatory texts. They develop and strengthen writing through planning, revising, editing, and rewriting. Emphasis is placed on using technology to produce and publish writing and to collaborate with others.
- Students also demonstrate command of the conventions of Standard English grammar and usage. They expand their vocabulary knowledge through reading, word study, and explicit instruction. They understand figurative language, word relationships, and nuances in word meanings.
- Students critically evaluate the credibility and accuracy of digital sources. They use digital tools to produce and publish writing and to collaborate with peers.
- Students conduct research projects, gathering relevant information from multiple print and digital sources. They assess the credibility and accuracy of each source and integrate information to support analysis, reflection, and research questions.

Overall, the Grade 6 English Language Arts course aims to equip students with the skills necessary to comprehend complex texts, communicate effectively, and engage critically with information across various platforms.

Pacing Guide

Unit	Suggested Timeframe	Topic	Notes
	2 Days	Gr 6 ELA Linkit! NJSL Form A	Testing window consistent with District Assessment Calendar
	1 Day	Fall STAR Assessment	Testing window consistent with District Assessment Calendar
Grammar Launch	10 Days	Grammar Launch	
1	26 Days	Unit 1 Reading Narrative Reading and Mixed Genre Analysis	
	1 Day	Grade 6: Unit 1 Assessment: Reading (Linkit!)	Department Common Assessment
1	22 Days	Unit 1 Writing: Narrative Essay	
	1 Day	Grade 6: Unit 1 Assessment: Writing (Linkit!)	Department Common Assessment
2	26 Days	Unit 2 Reading: Analyzing Informational Texts	
2	16 Days	Unit 2 Writing: Informational Essay	
	2 Days	Grade 6: Unit 2 Assessment (Linkit!)	
3	13 Days	Unit 3 Reading: Analyzing Argumentative Text	
3	15 Days	Unit 3 Writing: Argument Essay	
	2 Days	Grade 6: Unit 3 Assessment (Linkit!)	Department Common Assessment
	2 Days	LinkIt Benchmark Assessment Form B	Testing window consistent with District Assessment Calendar
	1 Day	Winter STAR Assessment	Testing window consistent with District Assessment Calendar
4	25 Days	Unit 4 Reading: Historical Fiction Book Clubs	
4	10 Days	Unit 4 Writing: Historical Fiction Writing (Literary Analysis Through OEQ)	
	2 Days	Grade 6: Unit 4 Assessment (Linkit!)	Department Common Assessment
	1 Day	Spring STAR Assessment	Testing window consistent with District Assessment Calendar
	2 Days	Gr 6 ELA Linkit! NJSL Form C	Testing window consistent with District Assessment Calendar
Total	180 Days		

INTEGRATED SOCIAL AND EMOTIONAL LEARNING COMPETENCIES

The following social and emotional competencies are integrated in this curriculum:

Self-Awareness

x	Recognize one's own feelings and thoughts
x	Recognize the impact of one's feelings and thoughts on one's own behavior
x	Recognize one's personal traits, strengths and limitations

Self-Management

x	Understand and practice strategies for managing one's own emotions, thoughts and behaviors
x	Recognize the skills needed to establish and achieve personal and educational goals
x	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

x	Recognize and identify the thoughts, feelings, and perspectives of others
x	Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
x	Demonstrate an understanding of the need for mutual respect when viewpoints differ

Responsible Decision Making

x	Develop, implement and model effective problem solving and critical thinking skill
x	Identify the consequences associated with one's action in order to make constructive choices
x	Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

x	Establish and maintain healthy relationships
x	Utilize positive communication and social skills to interact effectively with others
x	Identify ways to resist inappropriate social pressure
x	Demonstrate the ability to present and resolve interpersonal conflicts in constructive ways
x	Identify who, when, where, or how to seek help for oneself or others when needed

Accommodations/Modifications

Below please find a list of suggestions for accommodations and modifications to meet the diverse needs of our students. Teachers should consider this a resource and understand that they are not limited to the recommendations included below.

An **accommodation** *changes HOW a student learns*; the change needed does not alter the grade-level standard. A **modification** *changes WHAT a student learns*; the change alters the grade-level expectation.

Special Education and 504 Plans

All modifications and accommodations must be specific to each individual child's IEP (Individualized Educational Plan) or 504 Plan.

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments
- Repetition and time for additional practice
- Model skills/techniques to be mastered
- Extended time to complete task/assignment/work
- Provide a copy of class notes
- Strategic seating (with a purpose - eg. less distraction)
- Flexible seating
- Repetition and additional practice
- Use of manipulatives
- Use of assistive technology (as appropriate)
- Assign a peer buddy
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Provide oral reminders and check student work during independent practice
- Chunk the assignment - broken up into smaller units, work submitted in phases
- Encourage student to proofread assignments and tests
- Provide regular home/school communication
- Teacher checks student planner
- Provide students with clear expectations in writing and grading criteria for assignments (rubrics)

Testing Accommodations:

Students should receive all testing accommodations for Benchmark assessments that they receive for State testing.

Multilingual Learners:

All modifications and accommodations should be specific to each individual child's LEP level as determined by the WIDA screening or ACCESS, utilizing the WIDA Can Do Descriptors.

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Scaffold language based on their Can Do Descriptors
- Alter materials and requirements according to Can Do Descriptors
- Adjust number of paragraphs or length of writing according to their Can Do Descriptor
- TPR (Total Physical Response-Sheltered Instruction strategy) Demonstrate concepts through multi sensory forms such as with body language, intonation
- Pair visual prompts with verbal presentations
- Repetition and additional practice
- Model skills and techniques to be mastered
- Native Language translation (peer, assistive technology, bilingual dictionary)
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Use of self-assessment rubrics
- Increase one-on-one conferencing; frequent check ins
- Use study guide to organize materials
- Make vocabulary words available in a student created vocabulary notebook, vocabulary bank, Word Wall, or vocabulary ring
- Extended time
- Select text complexity and tiered vocabulary according to Can Do Descriptors
- Projects completed individually or with partners
- Use online dictionary that includes images for words:
<http://visual.merriamwebster.com/>.
- Use an online translator to assist students with pronunciation:
http://www.reverso.net/text_translation.aspx?lang=EN.

Students at Risk of Failure:

- Use of self-assessment rubrics for check-in
- Pair visual prompts with verbal presentations
- Ask students to restate information and/or directions
- Opportunity for repetition and additional practice
- Model skills/techniques to be mastered
- Extended time
- Provide copy of class notes

- Strategic seating with a purpose
- Provide student opportunity to make corrections and/or explain their answers
- Support organizational skills
- Check daily planner
- Encourage student to their proofread work
- Assign a peer buddy
- Build on students' strengths based on Multiple Intelligences: Linguistic (verbal); Logical (reasoning); Musical/Rhythmic; Intrapersonal Intelligence (understanding of self); Visual Spatial Intelligence; Interpersonal Intelligence (the ability to interact with others effectively); Kinesthetic (bodily); Naturalist Intelligence; and Learning Styles: Visual; Auditory; Tactile; Kinesthetic; Verbal

High Achieving:

Extension Activities

- Allow for student choice from a menu of differentiated outcomes; choices grouped by complexity of thinking skills; variety of options enable students to work in the mode that most interests them
- Allow students to pursue independent projects based on their individual interests
- Provide enrichment activities that include more complex material
- Allow opportunities for peer collaboration and team-teaching
- Set individual goals
- Conduct research and provide presentation of appropriate topics
- Provide student opportunity to design surveys to generate and analyze data to be used in discussion
- Allow students to move through the assignment at their own pace (as appropriate)

Strategies to Differentiate to Meet the Needs of a Diverse Learning Population

- Vocabulary Sorts-students engage with the vocabulary word by sorting into groups of similar/different rather than memorizing definitions
- Provide "Realia" (real life objects to relate to the five senses) and ask questions relating to the senses
- Role Play-students create or participate in role playing situations or Reader's Theater
- Moving Circle-an inside and outside circle partner and discuss, circles moves to new partner (Refer to Kagan Differentiated Strategies)
- Brainstorm Carousel-Large Post Its around the room, group moves in a carousel to music. Group discusses topics and responses on paper. Groups rotate twice to see comments of others. (Refer to Kagan Differentiated Strategies)
- Gallery Walk-Objects, books, or student work is displayed. Students examine artifacts and rotate.
- Chunking-chunk reading, tests, questions, homework, etc to focus on particular elements.
- Think Pair Share Write
- Think Talk Write

- Think Pair Share
- Note-taking -can be done through words, pictures, phrases, and sentences depending on level
- KWL (Know, Want to Know, Learned)/KWLH(Know, What to Know, How Will I Learn, learned)/KWLS (Know, Want to Know, Learned, Still Want to Know) /KWLQ (Know, What to Know, Learned, Questions I Still Have) Charts
- Corners Cooperative Learning Strategy:
<http://cooperativelearningstrategies.pbworks.com/w/page/28234420/Corners>.
- Circle Map strategy- place the main topic in a small circle and add student ideas in a bigger circle around the topic. Students may use their native language with peers to brainstorm.
- Flexible grouping -as a whole class, small group, or with a partner, temporary groups are created: <http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy>.
- Jigsaw Activities -cooperative learning in a group, each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team: <http://www.adlit.org/strategies/22371/>.

Unit Plan Title	Grammar Launch
Suggested Time Frame	10 Days

Overview / Rationale
The focus of the Grammar Launch mini unit is to prepare students for grammar based reading and writing success at the middle school level. Students will have opportunities to practice grammar strategies as they participate in partner and whole class discussions, track their thinking in their notebooks and confer with the teacher. Students will receive a core grammar structure that will foster small group lessons throughout the school year.

Stage 1 – Desired Results
<p>Established Goals: New Jersey Student Learning Standards for English Language Arts (2023) L.SS.6.1. Demonstrate command of the system and structure of the English language when writing or speaking.</p> <ul style="list-style-type: none"> A. Ensure that pronouns are in the proper case (subjective, objective, possessive). B. Use intensive pronouns (e.g., myself, ourselves). C. Recognize and correct inappropriate shifts in pronoun number and person. D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). E. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical elements. F. Recognize spelling conventions. <p>L.KL.6.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases. B. Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. C. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice. D. Maintain consistency in style and tone. <p>L.VL.6.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies.</p>

- A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings.
- C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
- D. 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.
- E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.VI.6.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- A. Interpret figures of speech (e.g., personification) in context.
- B. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
- C. Analyze the impact of a specific word choice on meaning and tone.
- D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).

SL.PE.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.

Essential Questions	Enduring Understandings
What is the purpose of grammar?	Written communication and proper grammar mechanics promote fluency of communication.

Why is it important to speak and write using proper grammar?	
Who or what determines what constitutes proper grammar?	
Knowledge <i>Students will know...</i>	Skills <i>Students will be able to...</i>
Writers effectively communicate their ideas by using proper grammar and spelling.	Identify and utilize proper nouns, verbs, adjectives and pronouns. Apply proper grammar to writing and speaking Identify and construct subjects and predicates

Interdisciplinary Connections
2020 New Jersey Student Learning Standards for Computer Science and Design Thinking NJSLS 8.1 Computer Science <ul style="list-style-type: none"> ● 8.1.8.NI.1: Model how information is broken down into smaller pieces, transmitted as addressed packets through multiple devices over networks and the Internet, and reassembled at the destination. ● 8.1.12.AP.6: Refine a solution that meets users' needs by incorporating feedback from team members and users. NJSLS 8.2 Design Thinking <ul style="list-style-type: none"> ● 8.2.8.ED.6: Analyze how trade-offs can impact the design of a product. ● 8.2.8.ITH.2: Compare how technologies have influenced society over time. ● 8.2.8.ED.3: Develop a proposal for a solution to a real-world problem that includes a model. 2020 New Jersey Student Learning Standards - Career Readiness, Life Literacies, and Key Skills NJSLS 91. Credit and Debt Management <ul style="list-style-type: none"> ● 9.1.8.CDM.1: Compare and contrast the use of credit cards and debit cards for specific purchases and the advantages and disadvantages of using each. ● 9.1.8.CDM.2: Demonstrate an understanding of the terminology associated with different types of credit (e.g., credit cards, installment loans, mortgages, lines of credit) and compare and calculate the interest rates associated with each. NJSLS 9.2 Career Awareness, Exploration, Preparation and Training <ul style="list-style-type: none"> ● 9.2.8.CAP.15: Present how the demand for certain skills, the job market, and credentials can determine an individual's earning power. ● 9.2.8.CAP.19: Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability and to potential level.

NJSLS 9.4 Life Literacies and Key Skills

- **9.4.8.TL.2:** Gather data and digitally represent information to communicate a real-world problem.
- **9.4.8.TL.5:** Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.
- **9.4.8.TL.6:** Collaborate to develop and publish work that provides perspectives on a real-world problem.

Student Resources

Student Texts: Students will select books at their independent reading level from the classroom library, bookroom inventory and school library inventory.

Teacher Resources

Instructional Guidance:

Bell to Bell Instruction:  NMS-Bell to Bell Instructional Tool

Neptune Township Board of Education Approved Technology List:

<https://www.educationframework.com/Districts/main.aspx?districtid=30623>

Important Note: Use grade level (or slightly above grade level) text as your teaching resource when choosing additional text from the Board of Education approved resources.

 MS- How to Use The Reading Strategies Book 2.0 for Whole Group Lessons.docx

Use the NJDOE NJSLA Constructed Response Rubric to Score the Assignments-

<https://nj.mypearsonsupport.com/resources/reporting/ELAWritingRubricsGrades3-HighSchool.pdf>

New Meridian Resource Center-<https://resources.newmeridiancorp.org/released-items/>

- Google Suite - Docs, Sheets, Slides, Forms
- LinkIt! Assessments
- STAR Reading - Accelerated Reader

Notice and Note, Beers & Probst

Guiding Readers and Writers, Fountas and Pinnell

The Reading Strategies Book 2.0, J. Serravallo

Teaching Reading in Small Groups, Serravallo

When Kids Can't Read, Beers

Additional Lessons and Adapted Lessons (in lesson order):

- [Grammar basics: understanding nouns | Bedrock Learning](#)
- [Teaching grammar basics: types of nouns | Bedrock Learning](#)
- [Teaching grammar basics: understanding verbs | Bedrock Learning](#)
- [What Are Adjectives? \(Definition, Usage, And Examples\) - My English Pages](#)
- [Grammar Lessons: Get Full Insight Of The Subject In English Grammar \(Easy Explanation\) \(myenglishpages.com\)](#)
- [What Is The Predicate In A Sentence? Definition, Types, And Examples \(A Comprehensive Guide\) \(myenglishpages.com\)](#)
- [What Are Pronouns In English? Definition, Usage, Types, And Examples \(A Comprehensive Guide\) \(myenglishpages.com\)](#)

Stage 2 – Assessment Evidence

Pre-Assessments:

Gr. 6 ELA Linkit! NJSLS Form A
Fall STAR Reading Assessment

Formative Assessments:

Reading Interest Inventory
On Demand Writing

Reader's / Writer's Notebook:

Signpost entries
Post-it Notes
End of Unit Student reflections on strategies / goal attainment / next goals
Quick writes

Summative Assessments:

Short constructed responses

Stage 3 – Learning Plan

Grade 6 English Language Arts Curriculum

Grammar Launch

Time: Approximately 10 days

Reminder: Students should have genre specific books for each unit that they can read during independent reading.

Unit of Study: Grammar Launch	Lesson 1: Topic: Nouns
Suggested Length: 2 Days	
<p>Focus Standard(s):</p> <p>L.SS.6.1. Demonstrate command of the system and structure of the English language when writing or speaking.</p> <ul style="list-style-type: none"> A. Ensure that pronouns are in the proper case (subjective, objective, possessive). B. Use intensive pronouns (e.g., myself, ourselves). C. Recognize and correct inappropriate shifts in pronoun number and person. D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). E. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical elements. F. Recognize spelling conventions. <p>Additional Standards:</p> <p>L.KL.6.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases. B. Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. C. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice. D. Maintain consistency in style and tone. <p>L.VL.6.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. B. Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings. C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). D. 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.

E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.VI.6.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

A. Interpret figures of speech (e.g., personification) in context.

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

C. Analyze the impact of a specific word choice on meaning and tone.

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

SL.PE.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.

Teacher Objective:

Teacher will teach students the different types of nouns and how to apply them to their writing.

Student Objective:

SWBAT:

Identify different types of nouns and apply them to their writing.

“A noun is a naming word. Everything we can see and talk about is represented by a word which names it. That word we use to name it is known as a noun. There are many different types of nouns. People, places, animals, objects, qualities, measures, actions, substances - these can all be represented by different nouns.”

Types of nouns to address:

Singular vs. Plural

Concrete vs. Abstract

Proper

Common

Collective

Compound

Lesson adapted from:

[-Grammar basics: understanding nouns | Bedrock Learning](#)

[-Teaching grammar basics: types of nouns | Bedrock Learning](#)

Formative Assessment

At the conclusion of each lesson, there must be a formative assessment to determine the students' mastery of the skill taught.

Formative assessments can include but are not limited to:

- Do Now and Closure Activities
- Group Work
- Class Discussions
- Text analysis
- Tiered Assignments
- Open ended questions using the NJSLA Rubric to score
 - [NJSLA Rubric for Scoring](#)

Unit of Study: Grammar Launch

**Lesson 2:
Topic: Verbs**

Suggested Length: 2 Days

Focus Standard(s):

L.SS.6.1. Demonstrate command of the system and structure of the English language when writing or speaking.

- A. Ensure that pronouns are in the proper case (subjective, objective, possessive).
- B. Use intensive pronouns (e.g., myself, ourselves).
- C. Recognize and correct inappropriate shifts in pronoun number and person.
- D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
- E. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical elements.
- F. Recognize spelling conventions.

Additional Standards:

L.KL.6.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- B. Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- C. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
- D. Maintain consistency in style and tone.

L.VL.6.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies.

- A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings.
- C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
- D. 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.
- E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.VI.6.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- A. Interpret figures of speech (e.g., personification) in context.
- B. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
- C. Analyze the impact of a specific word choice on meaning and tone.
- D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).

SL.PE.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.

Teacher Objective:

Teacher will teach students the different types of verbs and how to apply them to their writing.

Student Objective:

SWBAT:

Identify different types of verbs and apply them to their writing.

“A verb is a word that describes an action (I run to school) or a state of being (I am a runner). Every sentence needs at least one verb, and there are thousands of them in the English language, each belonging to different categories that have specific rules. The sheer number of rules behind using verbs is one of the reasons they are so challenging to learn.

Verbs are primarily used alongside a subject, which is a noun or a pronoun representing the person or thing that is doing or being. Different verb forms are required depending on the subject, but also depending on the tense, and this further complicates things.”

Types of verbs:

Regular
 Irregular
 Dynamic
 Stative
 Auxiliary
 Transitive
 Intransitive
 Phrasal
 Linking Verbs and tenses

Lesson adapted from:

[Teaching grammar basics: understanding verbs | Bedrock Learning](#)

Formative Assessment

At the conclusion of each lesson, there must be a formative assessment to determine the students' mastery of the skill taught.

Formative assessments can include but are not limited to:

- Do Now and Closure Activities
- Group Work
- Class Discussions
- Text analysis
- Tiered Assignments
- Open ended questions using the NJSLA Rubric to score
 - [NJSLA Rubric for Scoring](#)

Unit of Study: Grammar Launch	Lesson 3:
	Topic: Adjectives

Suggested Length: 1 Day

Focus Standard(s):

L.SS.6.1. Demonstrate command of the system and structure of the English language when writing or speaking.

- A. Ensure that pronouns are in the proper case (subjective, objective, possessive).
- B. Use intensive pronouns (e.g., myself, ourselves).
- C. Recognize and correct inappropriate shifts in pronoun number and person.
- D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
- E. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical elements.
- F. Recognize spelling conventions.

Additional Standards:

L.KL.6.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- B. Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- C. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
- D. Maintain consistency in style and tone.

L.VL.6.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies.

- A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings.
- C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
- D. 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.
- E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.VI.6.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- A. Interpret figures of speech (e.g., personification) in context.
- B. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
- C. Analyze the impact of a specific word choice on meaning and tone.
- D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).

SL.PE.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.

Teacher Objective:

Teacher will teach students the different types of adjectives and how to apply them to their writing.

Student Objective:**SWBAT:**

Identify different types of adjectives and apply them to their writing.

“An adjective, one of the eight essential parts of speech, modifies a noun or pronoun. It provides more detail or description. For instance, in the sentence “*she is wearing a beautiful jacket*,” the word “beautiful” acts as an adjective describing the noun “jacket.” Typically positioned before nouns, adjectives can also find their place after linking verbs like “be,” “feel,” “seem,” etc.”

Degrees of adjectives:

- Positive
- Superlative
- Comparative

Positive of adjectives:

- Before nouns
- After linking verbs

Lesson adapted from:

[What Are Adjectives? \(Definition, Usage, And Examples\) - My English Pages](#)

Formative Assessment

At the conclusion of each lesson, there must be a formative assessment to determine the students’ mastery of the skill taught.

Formative assessments can include but are not limited to:

- Do Now and Closure Activities
- Group Work
- Class Discussions
- Text analysis
- Tiered Assignments
- Open ended questions using the NJSLA Rubric to score
 - [NJSLA Rubric for Scoring](#)

Unit of Study: Unit 2 Informational Writing

Lesson 4:

Topic: Subjects and Predicates

Suggested Length: 3 Days

Focus Standard(s):**Focus Standard(s):**

L.SS.6.1. Demonstrate command of the system and structure of the English language when writing or speaking.

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

- B. Use intensive pronouns (e.g., myself, ourselves).
- C. Recognize and correct inappropriate shifts in pronoun number and person.
- D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
- E. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical elements.
- F. Recognize spelling conventions.

Additional Standards:

L.KL.6.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- B. Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- C. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
- D. Maintain consistency in style and tone.

L.VL.6.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies.

- A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings.
- C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
- D. 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.
- E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.VI.6.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- A. Interpret figures of speech (e.g., personification) in context.
- B. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.

- C. Analyze the impact of a specific word choice on meaning and tone.
- D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).

SL.PE.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.

Teacher Objective:

Teacher will teach students to identify subjects and predicates and apply them to their writing.

Student Objective:

SWBAT: Identify subjects and predicates and apply them to their writing.

“The **subject**, one of the main components of a sentence, is traditionally defined as the doer of the action. It is closely linked with the predicate, which modifies the subject. In simple terms, the subject is what the sentence is about. The predicate, on the other hand, provides information about the subject's action or state.”

Identifying the subject is crucial for understanding the structure of a sentence. Here are some tips to identify the subject in a sentence:

- The subject can be a single word, a group of words, or even a clause.
 - A single word (A Noun): Cats sleep on the windowsill.”
 - A group of words (A Noun Phrase): The tall man with a hat greeted us at the entrance.
 - A clause: That nothing else is good enough shouldn't come as a surprise.
- It generally answers the question “who” or “what” the sentence is about.
 - To identify the subject, ask yourself:
 - Who or what is performing the action?
 - Example: “The big man hurt him.” Who hurt him? =>”The big man”.

“The **predicate** in a sentence or clause refers to the words that describe the action carried out by the subject. It does not include the subject itself. A predicate, essentially, contains a verb and gives information about the subject.”

Predicates provide information about the subject, such as what the subject is doing or what the subject is like. It must contain a verb but may also contain other sentence elements. These elements may be:

1. Objects (Direct and Indirect):
 - *She sent him an email.* (“*Him*” and “*an email*” are indirect and direct objects, respectively.)
2. Adverbs:
 - *She walked quickly.* (“*Quickly*” is an adverb modifying the verb “*walked*”.)
3. Phrases:
 - *They went into the room.* (“*Into the room*” is a prepositional phrase showing where they went.)
4. Clauses:
 - *I saw the man who was walking into the room.* (“*The man who was walking into the classroom*” is a clause indicating what was seen.)
5. Subject Complement:
 - *He is an engineer.* (“*An engineer*” is a subject complement)

Lesson adapted from:

[-Grammar Lessons: Get Full Insight Of The Subject In English Grammar \(Easy Explanation\) \(myenglishpages.com\)](#)

[-What Is The Predicate In A Sentence? Definition, Types, And Examples \(A Comprehensive Guide\) \(myenglishpages.com\)](#)

Formative Assessment

At the conclusion of each lesson, there must be a formative assessment to determine the students’ mastery of the skill taught.

Formative assessments can include but are not limited to:

- Do Now and Closure Activities
- Group Work
- Class Discussions
- Text analysis
- Tiered Assignments
- Open ended questions using the NJSLA Rubric to score
 - [NJSLA Rubric for Scoring](#)

Unit of Study: Grammar Launch**Lesson 5:
Topic: Pronouns****Suggested Length: 2 Days****Focus Standard(s):**

L.SS.6.1. Demonstrate command of the system and structure of the English language when writing or speaking.

- A. Ensure that pronouns are in the proper case (subjective, objective, possessive).
- B. Use intensive pronouns (e.g., myself, ourselves).
- C. Recognize and correct inappropriate shifts in pronoun number and person.
- D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
- E. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical elements.
- F. Recognize spelling conventions.

Additional Standards:

L.KL.6.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- B. Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- C. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
- D. Maintain consistency in style and tone.

L.VL.6.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies.

- A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings.
- C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
- D. 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.

E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.VI.6.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

A. Interpret figures of speech (e.g., personification) in context.

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

C. Analyze the impact of a specific word choice on meaning and tone.

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

SL.PE.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.

Teacher Objective:

Teacher will teach students the different types of pronouns and how to apply them to their writing.

Student Objective:

SWBAT:

Identify different types of pronouns and how to apply them to their writing.

“Pronouns in English are words that replace nouns in sentences. They can refer to people, places, things, or ideas. Pronouns help to make sentences shorter and clearer, as they stand in for nouns that have already been mentioned or are easily understood in context.”

Types of pronouns:

-Personal

-Reflexive

-Demonstrative

- Relative
- Interrogative
- Indefinite

Lesson adapted from:

[What Are Pronouns In English? Definition, Usage, Types, And Examples \(A Comprehensive Guide\) \(myenglishpages.com\)](http://myenglishpages.com)

Formative Assessment

At the conclusion of each lesson, there must be a formative assessment to determine the students' mastery of the skill taught.

Formative assessments can include but are not limited to:

- Do Now and Closure Activities
- Group Work
- Class Discussions
- Text analysis
- Tiered Assignments
- Open ended questions using the NJSLA Rubric to score
 - [NJSLA Rubric for Scoring](#)

Unit Plan Title	Unit 1 Reading: Reading and Analyzing Mixed Genres
Suggested Time Frame	26 Days

Overview / Rationale
<p>The focus of this unit is to prepare students for independent and shared reading success at the middle school level. Routines and expectations for reading will be established. Students will have opportunities to practice active reading strategies as they participate in partner and whole class discussions, track their thinking in their notebooks and confer with the teacher.</p> <p>Students will receive the close reading strategies from Notice and Note, Strategies for Close Reading by Beers and Probst. Utilizing these close reading strategies will help students cultivate the critical reading habits that will make them more attentive, thoughtful independent readers.</p> <p>Through conferences and strategy groups, students will also be taught strategies to become more thoughtful, active and analytical readers as they focus on the characters of narrative texts.</p> <p>Students interpret, analyze, and evaluate short stories and a novel to study how an author develops a point of view and a theme over the course of a text, as well as how a character handles conflict and how those conflicts contribute to the theme. In addition, students need to determine the figurative and connotative meanings of words and consider the significant impact of the author's word choices as a whole on the text's tone or overall meaning.</p>

Stage 1 – Desired Results
<p>Established Goals: New Jersey Student Learning Standards for English Language Arts (2023) Reading Domain</p> <p>RL.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.</p> <p>RL.CI.6.2. Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RL.IT.6.3. Describe how a particular text's structure unfolds in a series of episodes and use textual evidence to describe how the characters respond or change as the plot moves toward a resolution.</p>

RL.TS.6.4. Analyze how a particular piece (e.g., sentence, chapter, scene, stanza, or section) fits into the overall structure of a text and contributes to the development of the ideas, theme, setting, or plot.

RL.PP.6.5. Determine how an author conveys or develops perspective in a text (through the narrator or speaker when appropriate).

RL.MF.6.6. Compare and contrast information or texts to develop a coherent understanding of a theme, topic, or issue when reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text.

RL.CT.6.8. Compare and contrast literary texts in different forms, by different authors, or from different genres (e.g., stories and poems; historical novels and primary source documents, scientific journals and fantasy stories) in terms of their approaches to similar themes and topics.

L.SS.6.1. Demonstrate command of the system and structure of the English language when writing or speaking.

- A. Ensure that pronouns are in the proper case (subjective, objective, possessive).
- B. Use intensive pronouns (e.g., myself, ourselves).
- C. Recognize and correct inappropriate shifts in pronoun number and person.
- D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
- E. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical elements.
- F. Recognize spelling conventions.

L.KL.6.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- B. Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- C. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
- D. Maintain consistency in style and tone.

L.VL.6.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies.

- A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings.
- C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
- D. 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.
- E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.VI.6.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- A. Interpret figures of speech (e.g., personification) in context.
- B. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
- C. Analyze the impact of a specific word choice on meaning and tone.
- D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).

W.NW.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.WP.6.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.

SL.PE.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.

Essential Questions	Enduring Understandings
<p>What strategies do readers use to make sense of text?</p> <p>How can a reader determine theme and how it is conveyed through details?</p> <p>How do authors develop the narrator's (and/or their own) point of view?</p> <p>How can conversations with my partner about our reading make us stronger readers?</p>	<p>Readers look for evidence in the text to support their predictions, inferences, ideas, and opinion about the plot, character, and theme of the text.</p> <p>Readers read closely to become engaged in their story and also look for the bigger ideas (themes) that run through their story.</p> <p>Readers use their writing about reading to support discussions with their partners as they explore the big ideas in their books.</p>
Knowledge <i>Students will know...</i>	Skills <i>Students will be able to...</i>
<p>Readers draw from all of the strategies they have learned when encountering difficult text.</p> <p>Readers research their reading habits (reading logs) and think about themselves as a reader to make choices and set goals that will help them become stronger readers.</p> <p>Readers read between the lines of a text, working to figure out what the details suggest or imply and look at the role and perspective of the narrator.</p>	<p>Learn routines and expectations so they can work together and independently.</p> <p>Reflect upon their reading through written response, peer discussion, and reading conferences.</p> <p>Refer to the text for support when analyzing and drawing inferences.</p> <p>Write about their reading to remember their thinking and to think deeply about an idea.</p>

<p>Readers read with imagination to create vivid images as they read. Readers are aware of shifts of time and place in a story and will imagine what has happened in between the scenes presented in the book.</p> <p>Readers deepen their thinking by discussing their reading with a partner.</p>	<p>Compare and contrast books when having a discussion</p>
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Interdisciplinary Connections	
2020 New Jersey Student Learning Standards for Computer Science and Design Thinking	
NJSLS 8.1 Computer Science	
<ul style="list-style-type: none"> ● 8.1.8.NI.1: Model how information is broken down into smaller pieces, transmitted as addressed packets through multiple devices over networks and the Internet, and reassembled at the destination. ● 8.1.12.AP.6: Refine a solution that meets users' needs by incorporating feedback from team members and users. 	
NJSLS 8.2 Design Thinking	
<ul style="list-style-type: none"> ● 8.2.8.ED.6: Analyze how trade-offs can impact the design of a product. ● 8.2.8.ITH.2: Compare how technologies have influenced society over time. ● 8.2.8.ED.3: Develop a proposal for a solution to a real-world problem that includes a model. 	
2020 New Jersey Student Learning Standards - Career Readiness, Life Literacies, and Key Skills	
NJSLS 91. Credit and Debt Management	
<ul style="list-style-type: none"> ● 9.1.8.CDM.1: Compare and contrast the use of credit cards and debit cards for specific purchases and the advantages and disadvantages of using each. ● 9.1.8.CDM.2: Demonstrate an understanding of the terminology associated with different types of credit (e.g., credit cards, installment loans, mortgages, lines of credit) and compare and calculate the interest rates associated with each. 	
NJSLS 9.2 Career Awareness, Exploration, Preparation and Training	
<ul style="list-style-type: none"> ● 9.2.8.CAP.15: Present how the demand for certain skills, the job market, and credentials can determine an individual's earning power. ● 9.2.8.CAP.19: Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability and to potential level. 	
NJSLS 9.4 Life Literacies and Key Skills	
<ul style="list-style-type: none"> ● 9.4.8.TL.2: Gather data and digitally represent information to communicate a real-world problem. ● 9.4.8.TL.5: Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration. 	

- **9.4.8.TL.6:** Collaborate to develop and publish work that provides perspectives on a real-world problem.

Student Resources

Student Texts: Students will select books at their independent reading level from the classroom library, bookroom inventory and school library inventory

Suggested Whole Class Novels:

See You in the Cosmos, by Jack Cheng

The House on Mango Street by Sandra Cisneros

Among the Hidden, by Margaret Peterson Haddix

Wonder by R.J. Palacio

Trapped Between the Lash and the Gun by Arvella Whitmore

Suggested Short Stories:

Thank You Ma'am by Langston Hughes

Eleven by Sandra Cisneros

The Gun by Carol Ellis

Crazy Hair Day by Barney Saltzberg

How I Spent My Summer Vacation by Mark Teague

Suggested Poems:

The Rose That Grew From Concrete, by Tupac Shakur

Mother to Son by Langston Hughes

The Hill We Climb by Amanda Gorman

Phenomenal Woman by Maya Angelou

Fire and Ice by Robert Frost

Identity by Julio Noboa Polanco

Nothing Gold Can Stay by Robert Frost

Teacher Resources

Instructional Guidance:

Bell to Bell Instruction:  NMS-Bell to Bell Instructional Tool

Neptune Township Board of Education Approved Technology List:

<https://www.educationframework.com/Districts/main.aspx?districtid=30623>

Important Note: Use grade level (or slightly above grade level) text as your teaching resource when choosing additional text from the Board of Education approved resources.

W MS- How to Use The Reading Strategies Book 2.0 for Whole Group Lessons.docx

Use the NJDOE NJSLA Constructed Response Rubric to Score the Assignments-

<https://nj.mypearsonsupport.com/resources/reporting/ELAWritingRubricsGrades3-HighSchool.pdf>

New Meridian Resource Center-<https://resources.newmeridiancorp.org/released-items/>

- Google Suite - Docs, Sheets, Slides, Forms
- LinkIt! Assessments
- STAR Reading - Accelerated Reader

Notice and Note, Beers & Probst

Guiding Readers and Writers, Fountas and Pinnell

The Reading Strategies Book 2.0, J. Serravallo

Teaching Reading in Small Groups, Serravallo

When Kids Can't Read, Beers

Additional Lessons and Adapted Lessons (in lesson order):

-<https://www.differentiatedteaching.com/character-traits/>

-<https://ny.pbslearningmedia.org/resource/vtl07.la.ws.process.lpsetting/the-importance-of-setting-to-a-story-pesky-critters/>

-[Literary Elements and Techniques | Conflict | PBS LearningMedia](#)

-<https://www.readwritethink.org/classroom-resources/lesson-plans/plot-structure-literary-element-s#ResourceTabs4>

-[Theme Presentation](#)

-[Theme Video](#)

-[RACE Strategy](#)

-[What is Poetry Slides](#)

-[Figurative Language](#)

-[Figurative Language \(Taylor's Version\)](#)

-[Unlocking Poetry Analysis with the TPCASTT Method \(heynatayle.com\)](#)

-<https://www.commonlit.org/en/texts/the-rose-that-grew-from-concrete>

-<https://www.commonlit.org/en/texts/mother-to-son>

Stage 2 – Assessment Evidence

Pre-Assessments:

Gr. 6 ELA Linkit! NJSL Form A

Fall STAR Reading Assessment

Formative Assessments:

Reading Interest Inventory

On Demand Writing

Reader's / Writer's Notebook:

Signpost entries

Post-it Notes

End of Unit Student reflections on strategies / goal attainment / next goals

Quick writes

Summative Assessments:

Short constructed responses

Performance Task(s): Grade 6: Unit 1 Assessment: Reading (Linkit!)**Stage 3 – Learning Plan****Grade 6 English Language Arts Curriculum****Unit 1 Reading: Reading and Analyzing Mixed Genres****Time: Approximately 26 days****Reminder:** Students should have genre specific books for each unit that they can read during independent reading.**Part 1: Elements of Fiction****Unit of Study: Unit 1 Reading: Narrative
Reading and Mixed Genre Analysis****Lesson 1****Topics:****-Developing perspective through a character****Suggested Length:** 2 days**Focus Standard(s):****RL.PP.6.5.** Determine how an author conveys or develops perspective in a text (through the narrator or speaker when appropriate).**Additional Standard(s):****RL.CR.6.1** Cite textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.**L.KL.6.2.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

L.KL.6.2.B. Gather vocabulary knowledge when considering a word or phrase important to

comprehension or expression.

L.VL.6.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

L.VL.6.3.B Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings.

W.WP.6.4 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.

Teacher Objective: You will teach the students how to determine the ways in which an author conveys or develops perspective through characters.

Student Objective: SWBAT describe how the author develops perspective through the character's thoughts, actions and dialogue.

Teacher will open lesson with a mini lesson on internal vs. external character traits. During the lesson, the teacher will use a read aloud from the mentor text selected and have students pay attention to the main character's **thoughts, dialogue, actions, and feelings**. Stop to discuss character traits they can infer along the way.

Teacher will allow time for students to continue reading, identifying **thoughts, dialogue, actions, and feelings**, what can be inferred about the character **and how these traits develop perspective in the narrative.**

Lesson Adapted from: <https://www.differentiatedteaching.com/character-traits/>

For additional support with this lesson, refer to the following resources for small groups:

-The Reading Strategies Book by Jennifer Serravallo Strategy 6.1 Identifying Characters Using Pictures or Names, page 207

-The Reading Strategies Book by Jennifer Serravallo Strategy 6.5 Think about How the Character is Feeling, page 211

-The Reading Strategies Book by Jennifer Serravallo Strategy 6.9 Backup Ideas About Characters with Evidence, page 215

-The Reading Strategies Book by Jennifer Serravallo Strategy 6.22 Analyzing Character

Relationships, page 228

-Notice and Note Strategies for Close Reading, Contrast and Contradictions, page 114

-Notice and Note Strategies for Close Reading, Again and Again, page 163

-Notice and Note Strategies for Close Reading, Memory Moment, page 176

--When Kids Can't Read What Teachers Can Do by K. Beers - Context Clues, pages 193-202

-When Kids Can't Read What Teachers Can Do by K. Beers - Dialogic Questions, pages 308-310

Formative Assessment

At the conclusion of each lesson, there must be a formative assessment to determine the students' mastery of the skill taught.

Formative assessments can include but are not limited to:

- Do Now and Closure Activities
- Group Work
- Class Discussions
- Text analysis
- Tiered Assignments
- Open ended questions using the NJSLA Rubric to score
 - [NJSLA Rubric for Scoring](#)

NJSLA Test Prep:

- [NJSLA Sample Grade 6 Test](#)
 - Students will read the article titled "The Boy's Life" and then answer question #3.
- For additional questions to use, please visit this site: [NJ Digital Item Library](#)
- New Meridian Resource Center-<https://resources.newmeridiancorp.org/released-items/>

Unit of Study: Unit 1 Reading: Narrative Reading and Mixed Genre Analysis	Lesson 2 Topics: -How a setting is developed -The influence setting has on the story
Suggested Length: 2 days	
<p>Focus Standard(s): RL.TS.6.4 Analyze how a particular piece (e.g., sentence, chapter, scene, stanza, or section) fits into the overall structure of a text and contributes to the development of the ideas, theme, setting, or plot.</p> <p>Additional Standard(s): RL.CR.6.1 Cite textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.</p> <p>L.KL.6.2.A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.</p> <p>L.KL.6.2.B Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>L.VL.6.3.A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>L.VL.6.3.B Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings.</p> <p>W.WP.6.4 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.</p>	
<p>Teacher Objective: You will teach the students how a particular piece fits into the overall structure of a text and contributes to the development of the ideas, themes, setting, or plot while also focusing on how to assess the development and influence of the setting.</p>	
<p>Lesson 2a Focus - How a Setting is Developed</p> <p>Student Objective: SWBAT analyze how a particular scene fits into the overall structure of a text and contributes to the development of the setting.</p> <p>Teacher will begin the lesson by selecting a passage from the mentor text chosen and have the students analyze how the passage builds the setting of the story. Students will discuss the various setting elements and cite textual evidence that supports their answers.</p>	

Lesson 2b Focus - How a Setting Influences the Story

Student Objective: SWBAT assess the development and influence of setting on the selected mentor text.

Teacher will begin the lesson by selecting a passage from the mentor text chosen and have the students analyze how the passage builds the setting of the story. Students will then explain how the setting influences the story. Students will cite textual evidence to support their claims.

Lesson Adapted from:

<https://ny.pbslearningmedia.org/resource/vtl07.la.ws.process.lpsetting/the-importance-of-setting-to-a-story-pesky-critters/>

For additional support with this lesson, refer to the following resources for small groups:

-The Reading Strategies Book Strategy 5.4 Think: Where Am I? page 168

-The Reading Strategies Book Strategy 5.5 Map It, page 169

-The Reading Strategies Book Strategy 5.27 Consider the Importance of Setting to the Plot, page 191

-The Reading Strategies Book Strategy 5.28 Consider How Setting Impacts the Character, page 192

-Notice and Note Strategies for Close Reading, Again and Again, page 163

-When Kids Can't Read What Teachers Can Do by K. Beers - Context Clues, pages 193-202

-When Kids Can't Read What Teachers Can Do by K. Beers - Dialogic Questions pages 308-310

Formative Assessment

At the conclusion of each lesson, there must be a formative assessment to determine the students' mastery of the skill taught.

Formative assessments can include but are not limited to:

- Do Now and Closure Activities
- Group Work
- Class Discussions
- Text analysis
- Tiered Assignments
- Open ended questions using the NJSLA Rubric to score
 - [NJSLA Rubric for Scoring](#)

NJSLA Test Prep:

- [NJSLA Sample Grade 6 Test](#)
 - Students will read the article titled "The Boy's Life" and then answer question #2.

- For additional questions to use, please visit this site: [NJ Digital Item Library](https://resources.newmeridiancorp.org/released-items/)
- New Meridian Resource Center-<https://resources.newmeridiancorp.org/released-items/>

Unit of Study: Unit 1 Reading: Narrative Reading and Mixed Genre Analysis

Lesson 3

Topics:

- Development of conflict
- How characters develop in response to conflict

Suggested Length: 2 days

Focus Standard(s):

RL.IT.6.3 . Describe how a particular text’s structure unfolds in a series of episodes and use textual evidence to describe how the characters respond or change as the plot moves toward a resolution.

RL.PP.6.5 Determine how an author conveys or develops perspective in a text (through the narrator or speaker when appropriate).

Additional Standard(s):

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

L.KL.6.2.A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

L.KL.6.2.B Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.6.3.A. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.

L.VL.6.3.B. Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings.

W.WP.6.4 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.

Teacher Objective:

You will teach students how the conflict unfolds in a story, how the characters respond to the change/conflict, and how the conflict moves the plot toward a resolution.

Lesson 3a Focus- How conflict is developed

Student Objective

SWBAT: analyze how an author develops conflict throughout a text.

SWBAT: cite textual evidence to support their responses.

-Begin with addressing that readers must pay attention to clues that reveal conflict, the nature of the conflict and how it gets resolved.

-Use [Conflict Video](#) to define and model the four types of conflict:

Character vs. Self

Character vs. Character

Character vs. Nature

Character vs. Society

- Model example of conflict (evidence/clue and type of conflict) in selected text.

Lesson 3b Focus - How characters develop and respond to conflict

SWBAT: describe how a character responds to change/conflict and the plot moves towards a resolution.

-Discuss that characters face many conflicts, not all are major-some are minor. These conflicts can shape or change characters. In our own lives, we learn from our own experiences with conflict. Conflict propels plot and can ultimately teach characters important lesson(s) (THEME).

-During reading, discuss clues that reveal conflict, type of conflict, and resolution if applicable.

-Allow time for students to continue reading, identifying conflict clues, type of conflict and resolution.

For additional support with this lesson, refer to the following resources for small groups:

-The Reading Strategies Book Strategy 5.14 Using Story Elements to Identify Problems, page 178

-The Reading Strategies Book Strategy 5.15 Find the Problem by Focusing on Reactions, page 179

-The Reading Strategies Book Strategy 5.18 Summarize with "Somebody... Wanted... But... So..." page 182

-The Reading Strategies Book Strategy 5.20 Identifying Internal and External Problems page 184

-The Reading Strategies Book Strategy 5.22 Notice if Problems are Solved or Resolved, page 186

-Notice and Note Strategies for Close Reading, Tough Questions, page 140

-When Kids Can't Read What Teachers Can Do by K. Beers - Context Clues, pages 193-202

-When Kids Can't Read What Teachers Can Do by K. Beers - Dialogic Questions, pages 308-310

Formative Assessment

At the conclusion of each lesson, there must be a formative assessment to determine the students' mastery of the skill taught.

Formative assessments can include but are not limited to:

- Do Now and Closure Activities
- Group Work
- Class Discussions
- Text analysis
- Tiered Assignments
- Open ended questions using the NJSLA Rubric to score
 - [NJSLA Rubric for Scoring](#)

NJSLA Test Prep:

- [NJSLA Sample Grade 6 Test](#)
- Students will read the article titled "Emancipation: A Life Fable" and then answer question #5.
- For additional questions to use, please visit this site: [NJ Digital Item Library](#)
- New Meridian Resource Center-<https://resources.newmeridiancorp.org/released-items/>

Unit of Study: Unit 1 Reading: Narrative Reading and Mixed Genre Analysis

Lesson 4
Topic:
-How plot is developed

Suggested Length: 2 days

Focus Standard(s):

RL.TS.6.4 Analyze how a particular piece (e.g., sentence, chapter, scene, stanza, or section) fits into the overall structure of a text and contributes to the development of the ideas, theme, setting, or plot.

Additional Standard(s):

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

L.KL.6.2.A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

L.KL.6.2.B Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.6.3.A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

L.VL.6.3.B. Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings.

W.WP.6.4 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.

Teacher Objective:

You will teach the students how a particular piece fits into the overall structure of a text and contributes to the development of the ideas, theme, setting, or plot while focusing on the development of the story.

Student Objective:

SWBAT: analyze how a scene contributes to the development of plot.

SWBAT: cite textual evidence to support their responses.

-Introduce students to plot structure. Alternately, display overheads or pass out handouts to accompany the introduction to plot structure.

-Explain that plot structure is used for more than just the literature that they read in class. It is used in oral storytelling, television, movies, and more.

-Using a story that all students are familiar with (such as a whole class novel or recent short story) and asking the class to brainstorm the significant events in the beginning of the story. As students make suggestions, write the events on the board.

-Discuss the difference between significant events and the other events in the story.

-In groups, or individually, have students complete a [plot diagram](#).

-Share key questions that they must negotiate as they complete their pyramids, such as the following:

1. What did the author need to explain to readers in the exposition section?
2. What inciting event causes the action to begin to "rise"?
3. Where does the story peak? Is there a clear climax?
4. Which events lead up to the conclusion?
5. How is the story resolved?

Due to the complexity of plot structure, this lesson may span over the course of multiple mini lessons. One suggestion is to break it up into three parts:

1. Exposition and Rising Action
2. Climax
3. Falling Action and Resolution

Lesson adapted from:

<https://www.readwritethink.org/classroom-resources/lesson-plans/plot-structure-literary-elements#ResourceTabs4>

For additional support with this lesson, refer to the following resources for small groups:

-The Reading Strategies Book Strategy 5.14 Using Story Elements to Identify Problems, page 178

-The Reading Strategies Book Strategy 5.18 Summarize with "Somebody... Wanted... But... So..." page 182

-The Reading Strategies Book Strategy 5.33 Use Basic Story Archetypes to Think About Plot, page 197

-The Reading Strategies Book Strategy 5.34 Consider Literary Traditions to Compare and Contrast Plots page 198

-The Reading Strategies Book Strategy 5.25 Use Two or More Plot Mountains, page 189

-Notice and Note Strategies for Close Reading, Aha Moment, page 128

-Notice and Note Strategies for Close Reading, Again and Again, page 163

-Notice and Note Strategies for Close Reading, Memory Moment, page 176

-When Kids Can't Read What Teachers Can Do by K. Beers - Context Clues, pages 193-202

-When Kids Can't Read What Teachers Can Do by K. Beers - Dialogic Questions, pages 308-310

Formative Assessment

At the conclusion of each lesson, there must be a formative assessment to determine the students' mastery of the skill taught.

Formative assessments can include but are not limited to:

- Do Now and Closure Activities
- Group Work
- Class Discussions
- Text analysis
- Tiered Assignments
- Open ended questions using the NJSLA Rubric to score
 - [NJSLA Rubric for Scoring](#)

NJSLA Test Prep:

- [NJSLA Sample Grade 6 Test](#)
 - Students will read the article titled "A Boy's Life" and then answer question #2.
 - **AND/OR:**
 - Students will read the article titled "Emancipation: A Life Fable" and then answer question #5.
- For additional questions to use, please visit this site: [NJ Digital Item Library](#)

- New Meridian Resource
Center-<https://resources.newmeridiancorp.org/released-items/>

Unit of Study: Unit 1 Reading: Narrative Reading and Mixed Genre Analysis	Lesson 5 -How theme is developed
Suggested Length: 4 days	
<p>Focus Standard(s): RL.CI.6.2 Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>Additional Standard(s): RL.CR.6.1 Cite textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.</p> <p>L.KL.6.2.A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.</p> <p>L.KL.6.2.B Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>L.VL.6.3.A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>L.VL.6.3.B. Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings.</p> <p>W.WP.6.4 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.</p>	
<p>Teacher Objective: You will teach the students how to determine the theme of a story and how it is supported by key details, providing textual evidence that is free from personal opinions or judgments.</p>	
<p>Student Objectives: SWBAT: analyze how a particular scene fits into the overall structure of a text and contributes to the development of the setting. SWBAT: determine the theme of a text by analyzing a character's actions and dialogue and the consequences of those actions/dialogue. SWBAT: cite textual evidence to support their responses.</p>	

-Begin with [Theme Presentation](#). This presentation follows the following plan:

-Show [Theme Video](#)

-Define Theme: Lesson the author wants us to learn from a story

-Use Theme Formula to assist in finding theme:

Step 1: Observe what the characters in the story say and do.

Step 2: Ask yourself, “What are the consequences of those actions?”

*Consequences can be +/-

*The answers to steps 1 and 2 are the textual evidence.

The answers will lead us to a theme of the story.

-Theme Ground Rules:

- Are ALWAYS a complete sentence
- NEVER contain character names
- Applies to everyone
- Tell us what we should or should not do to ensure success/happiness in our lives

*Due to the complexity of identifying theme with supporting evidence, this lesson may span over the course of multiple mini lessons.

For additional support with this lesson, refer to the following resources for small groups:

-The Reading Strategies Book Strategy 7.2 Give Advice to the Characters, page 240

-The Reading Strategies Book Strategy 7.3 Look Up to Characters, page 241

-The Reading Strategies Book Strategy 7.5 Notice How Characters Respond, page 243

-The Reading Strategies Book Strategy 7.16 Say More About a Theme, page 254

-The Reading Strategies Book Strategy 7.19 Find Different Themes in Different Plotlines, page 257

-The Reading Strategies Book Strategy 7.25 Analyze the Development of Theme, page 263

-Notice and Note Strategies for Close Reading, Words of the Wiser, page 152

-Notice and Note Strategies for Close Reading, Memory Moment, page 176

-When Kids Can't Read What Teachers Can Do by K. Beers - Context Clues, pages 193-202

-When Kids Can't Read What Teachers Can Do by K. Beers - Dialogic Questions, pages 308-310

[RACE Strategy](#) - Adopted from ELA Matters

Formative Assessment

At the conclusion of each lesson, there must be a formative assessment to determine the students' mastery of the skill taught.

Formative assessments can include but are not limited to:

- Do Now and Closure Activities
- Group Work
- Class Discussions
- Text analysis
- Tiered Assignments
- Open ended questions using the NJSLA Rubric to score
 - [NJSLA Rubric for Scoring](#)

NJSLA Test Prep:

- [NJSLA Sample Grade 6 Test](#)
 - Students will read the article titled “Emancipation: A Life Fable” and then answer question #6.
- For additional questions to use, please visit this site: [NJ Digital Item Library](#)
- New Meridian Resource Center-<https://resources.newmeridiancorp.org/released-items/>

Part 2: Elements of Poetry

Unit of Study: Unit 1 Reading: Narrative Reading and Mixed Genre Analysis

**Lesson 6
Topic:
-Elements of poetry**

Suggested Length: 2 days

Focus Standard(s):

RL.TS.6.4 Analyze how a particular piece (e.g., sentence, chapter, scene, stanza, or section) fits into the overall structure of a text and contributes to the development of the ideas, theme, setting, or plot.

Additional Standard(s):

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

L.KL.6.2.A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

L.KL.6.2.B Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.6.3.A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's

position or function in a sentence) as a clue to the meaning of a word or phrase.

L.VL.6.3.B. Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings.

L.VI.6.4.A Interpret figures of speech (e.g., personification) in context.

L.VI.6.4.C Analyze the impact of a specific word choice on meaning and tone.

L.VI.6.4.D Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).

W.WP.6.4 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.

Teacher Objective:

You will teach the elements of poetry and how a particular piece (line, stanza, or section, etc.) fits into the overall structure of a text and contributes to the development of the ideas, theme or setting.

Student Objectives:

SWBAT: analyze how a particular stanza fits into the overall structure of a poem and contributes to the development of the poem.

SWBAT: Identify elements of poetry.

-Begin with defining poetry, show slides [What is Poetry Slides](#)

-Provide definitions for the following terms: **Structure, Rhythm, Rhyme and Imagery.**

-After note taking, display a variety of poems on the board. Each poem can be a different style, for example a humorous poem, a contemporary poem and a “classic” poem.

-With their notes available, model identifying elements of poetry with selected mentor poems.

-Continue this practice with another poem together as a class.

Independently, students will identify terms within each of the poetry examples and use the margins to label each term within each poem.

Important points to discuss:

-Structures in poetry can vary

-Although a poem may look very different from a traditional story structure, good readers of poetry should expect to pay close attention to what the overall meaning of a poem could be, what the poem mostly is about and what it demonstrates or teaches.

For additional support with this lesson, refer to the following resources for small groups:

-The Reading Strategies Book Strategy 9.3 Check Yourself, page 303

- The Reading Strategies Book Strategy 9.4 Monitor for Clicks and Chunks, page 304*
- The Reading Strategies Book Strategy 11.20 Use Mood as a Clue to Meaning, page 380*
- The Reading Strategies Book Strategy 11.5
Insert a Synonym, page 365*
- The Reading Strategies Book Strategy 11.12 Look for Word Part Clues: Prefixes and Suffixes, page 373*
- When Kids Can't Read What Teachers Can Do by K. Beers - Context Clues, pages 193-202*
- When Kids Can't Read What Teachers Can Do by K. Beers - Dialogic Questions, pages 308-310*

Formative Assessment

At the conclusion of each lesson, there must be a formative assessment to determine the students' mastery of the skill taught.

Formative assessments can include but are not limited to:

- Do Now and Closure Activities
- Group Work
- Class Discussions
- Text analysis
- Tiered Assignments
- Open ended questions using the NJSLA Rubric to score
 - [NJSLA Rubric for Scoring](#)

NJSLA Test Prep:

- [NJSLA Sample Grade 6 Test](#)
 - Students will read the passage titled, "Song of the Sailor Boy" from "The Life of a Ship from the Launch to the Wreck" and then answer question #30.
- For additional questions to use, please visit this site: [NJ Digital Item Library](#)
- New Meridian Resource Center-<https://resources.newmeridiancorp.org/released-items/>

Unit of Study: Unit 1 Reading: Narrative Reading and Mixed Genre Analysis	Lesson 7 Topic: -Figurative language and word relationships in poetry -Impact of word choice on meaning and tone
Suggested Length: 2 days	
<p>Focus Standard(s): L.VI.6.4 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.VI.6.4.A Interpret figures of speech (e.g., personification) in context.</p> <p>L.VI.6.4.B Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p>L.VI.6.4.C Analyze the impact of a specific word choice on meaning and tone.</p> <p>Additional Standard(s): RL.CR.6.1 Cite textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.</p> <p>L.KL.6.2.A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.</p> <p>L.KL.6.2.B Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>L.VL.6.3.A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>L.VL.6.3.B. Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings.</p> <p>W.WP.6.4 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.</p>	
<p>Teacher Objectives: You will teach the following figurative language terms: Simile, Metaphor, Personification, Hyperbole, Alliteration, Onomatopoeia and Idiom and their word relationships in poetry.</p>	

You will teach the impact specific words have on meaning and tone.

Lesson 7a

Student Objectives:

SWBAT: demonstrate understanding of figurative language and word relationships in poetry.

SWBAT: Interpret figures of speech

-Begin by defining Figurative Language

-The following terms should be included in this lesson: **Simile, Metaphor, Personification, Hyperbole, Alliteration, Onomatopoeia and Idiom.**

-Utilize previously discussed poems to study and analyze for examples of figurative language

Lesson 7b Impact on word choice on meaning and tone

SWBAT: Analyze the impact of a specific word choice on meaning and tone

-Define tone (attitude of speaker)

-Discuss the impact word choice has on meaning and tone; using words with different connotations and denotations can change the meaning of a word or phrase and add to the dramatic effect of a poem.

Lesson adapted from:

S.Lombardy - [Figurative Language](#)

S. Lombardy - [Figurative Language \(Taylor's Version\)](#)

For additional support with this lesson, refer to the following resources for small groups:

-The Reading Strategies Book Strategy 11.20 Use Mood as a Clue to Meaning, page 380

-The Reading Strategies Book Strategy 11.22 Consider the Type of Figurative Language 382

-The Reading Strategies Book Strategy 11.23 Picture It, page 383

-When Kids Can't Read What Teachers Can Do by K. Beers - Context Clues, pages 193-202

-When Kids Can't Read What Teachers Can Do by K. Beers - Dialogic Questions, pages 308-310

Formative Assessment

At the conclusion of each lesson, there must be a formative assessment to determine the students' mastery of the skill taught.

Formative assessments can include but are not limited to:

- Do Now and Closure Activities
- Group Work
- Class Discussions
- Text analysis

- Tiered Assignments
- Open ended questions using the NJSLA Rubric to score
 - [NJSLA Rubric for Scoring](#)

NJSLA Test Prep:

- [NJSLA Sample Grade 6 Test](#)
 - Students will read the passage titled, “Song of the Sailor Boy” from “The Life of a Ship from the Launch to the Wreck” and then answer question #28.
- New Meridian Resource Center-<https://resources.newmeridiancorp.org/released-items/>

Unit of Study: Unit 1 Reading: Narrative Reading and Mixed Genre Analysis

Lesson 8
Topic:
-Poetry Analysis

Suggested Length: 2 days

Focus Standard(s):

RL.IT.6.3 Analyze how a particular text’s (e.g., article, brochure, technical manual, procedural text) structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.

RL.TS.6.4 Analyze how a particular piece (e.g., sentence, chapter, scene, stanza, or section) fits into the overall structure of a text and contributes to the development of the ideas, theme, setting, or plot.

Additional Standard(s):

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

L.KL.6.2.A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

L.KL.6.2.B Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.6.3.A. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.

L.VL.6.3.B. Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings.

L.VI.6.4.A Interpret figures of speech (e.g., personification) in context.

L.VI.6.4.C Analyze the impact of a specific word choice on meaning and tone.

L.VI.6.4.D Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).

W.WP.6.4 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.

Teacher Objective:

You will teach how a poem's structure unfolds and how a particular stanza and/or line fits into the overall structure of a text and contributes to the development of ideas.

Student Objective:

SWBAT: Describe how a poem's structure unfolds

SWBAT: analyze how a particular stanza and/or line fits into the overall structure of a text and contributes to the development of ideas.

-Begin with Poetry Analysis Method: TPCASTT is a poetry analysis acronym that stands for **Title, Paraphrase, Connotation, Attitude, Shifts, Title, & Theme**. It's a step-by-step guide that will help your students look at the many different layers of a poem to better understand and appreciate it.

STEP 1: TITLE

STEP 2: PARAPHRASE

STEP 3: CONNOTATION

STEP 4: ATTITUDE

STEP 5: SHIFT

STEP 7: THEME/CENTRAL IDEA/MESSAGE

Lesson adapted from: [Unlocking Poetry Analysis with the TPCASTT Method \(heynatayle.com\)](http://heynatayle.com)

For additional support with this lesson, refer to the following resources for small groups:

-The Reading Strategies Book Strategy 9.3 Check Yourself, page 303

-The Reading Strategies Book Strategy 9.4 Monitor for Clicks and Chunks, page 304

-The Reading Strategies Book Strategy 11.5

Insert a Synonym, page 365

-The Reading Strategies Book Strategy 11.12 Look for Word Part Clues: Prefixes and Suffixes, page 373

-The Reading Strategies Book Strategy 11.20 Use Mood as a Clue to Meaning, page 380

-When Kids Can't Read What Teachers Can Do by K. Beers - Context Clues, pages 193-202

-When Kids Can't Read What Teachers Can Do by K. Beers - Dialogic Questions, pages 308-310

Formative Assessment

At the conclusion of each lesson, there must be a formative assessment to determine the students' mastery of the skill taught.

Formative assessments can include but are not limited to:

- Do Now and Closure Activities
- Group Work
- Class Discussions
- Text analysis
- Tiered Assignments
- Open ended questions using the NJSLA Rubric to score
 - [NJSLA Rubric for Scoring](#)

NJSLA Test Prep:

- [NJSLA Sample Grade 6 Test](#)
 - Students will read the passage titled, "Song of the Sailor Boy" from "The Life of a Ship from the Launch to the Wreck" and then answer question #31.
- For additional questions to use, please visit this site: [NJ Digital Item Library](#)
- New Meridian Resource Center
[-https://resources.newmeridiancorp.org/released-items/](https://resources.newmeridiancorp.org/released-items/)

**Unit of Study: Unit 1 Reading: Narrative
Reading and Mixed Genre Analysis**

**Lesson 9
Topic:
-Paired Poem Analysis**

Suggested Length: 2 days

Focus Standard(s):

RL.MF.6.6 Compare and contrast information or texts to develop a coherent understanding of a theme, topic, or issue when reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text.

RL.TS.6.4 Analyze how a particular piece (e.g., sentence, chapter, scene, stanza, or section) fits

into the overall structure of a text and contributes to the development of the ideas, theme, setting, or plot.

Additional Standard(s):

RL.IT.6.3 Analyze how a particular text's (e.g., article, brochure, technical manual, procedural text) structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.

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

L.KL.6.2.A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

L.KL.6.2.B Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.6.3.A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

L.VL.6.3.B. Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings.

L.VI.6.4.A Interpret figures of speech (e.g., personification) in context.

L.VI.6.4.C Analyze the impact of a specific word choice on meaning and tone.

L.VI.6.4.D Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).

W.WP.6.4 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.

Teacher Objective:

You will teach students to compare and contrast two poems to develop a coherent understanding of a theme, topic or issue.

SWBAT: Compare and contrast two poems to develop a coherent understanding of a theme, topic or issue.

-Review previous poetry lessons (Elements of Poetry, Figurative Language & Analyzing Poetry)

-Provide two poems with similar themes; Suggested poems: The Rose that Grew from Concrete by Tupac Shakur and Mother to Son by Langston Hughes

- Model how the poems have similarities and differences.
- Have students compare/contrast the poetic elements, figurative language and themes.

Lesson Adapted from:

<https://www.commonlit.org/en/texts/the-rose-that-grew-from-concrete>

<https://www.commonlit.org/en/texts/mother-to-son>

For additional support with this lesson, refer to the following resources for small groups:

- The Reading Strategies Book Strategy 9.3 Check Yourself*, page 303
- The Reading Strategies Book Strategy 9.4 Monitor for Clicks and Chunks*, page 304
- The Reading Strategies Book Strategy 11.5*
- Insert a Synonym*, page 365
- The Reading Strategies Book Strategy 11.12 Look for Word Part Clues: Prefixes and Suffixes*, page 373
- The Reading Strategies Book Strategy 11.20 Use Mood as a Clue to Meaning*, page 380
- When Kids Can't Read What Teachers Can Do* by K. Beers - *Context Clues*, pages 193-202
- When Kids Can't Read What Teachers Can Do* by K. Beers - *Dialogic Questions*, pages 308-310

Formative Assessment

At the conclusion of each lesson, there must be a formative assessment to determine the students' mastery of the skill taught.

Formative assessments can include but are not limited to:

- Do Now and Closure Activities
- Group Work
- Class Discussions
- Text analysis
- Tiered Assignments
- Open ended questions using the NJSLA Rubric to score
 - [NJSLA Rubric for Scoring](#)

NJSLA Test Prep:

- [NJSLA Sample Grade 6 Test](#)
 - Students will read the passage titled, "Song of the Sailor Boy" from "The Life of a Ship from the Launch to the Wreck" and then answer question #29.
- For additional questions to use, please visit this site: [NJ Digital Item Library](#)
- New Meridian Resource Center
 - <https://resources.newmeridiancorp.org/released-items/>

Part 3: Elements of Short Stories

Unit of Study: Unit 1 Reading: Narrative Reading and Mixed Genre Analysis	Lesson 10 Topic: Compare/Contrast Short Story Elements to Novel Elements
Suggested Length: 6 days	
<p>Focus Standard(s): RL.CT.6.8 Compare and contrast literary texts in different forms, by different authors, or from different genres (e.g., stories and poems; historical novels and primary source documents, scientific journals and fantasy stories) in terms of their approaches to similar themes and topics.</p> <p>Additional Standard(s): RL.IT.6.3 Analyze how a particular text's (e.g., article, brochure, technical manual, procedural text) structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.</p> <p>RL.TS.6.4 Analyze how a particular piece (e.g., sentence, chapter, scene, stanza, or section) fits into the overall structure of a text and contributes to the development of the ideas, theme, setting, or plot.</p> <p>RL.CR.6.1 Cite textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.</p> <p>L.KL.6.2.A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.</p> <p>L.KL.6.2.B Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>L.VL.6.3.A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>L.VL.6.3.B. Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings.</p> <p>W.WP.6.4 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.</p>	
<p>Teacher Objective: You will teach students to compare and contrast literary texts from varying genres in terms of their approaches to the development of similar story elements, themes and topics.</p>	

Student Objectives:

SWBAT: Compare and Contrast the development of similar story elements, themes and topics of two stories from different genres.

SWBAT: cite textual evidence to support their responses.

-See **Lessons 1-5** to review Narrative Story Elements.

-Students will use their notes as well as class anchor charts to analyze narrative story elements in a short story.

-**Compare and Contrast** approaches to development of characters, setting and conflict, plot, themes and topics in novels vs short stories. (See teaching tools from Lessons 1-5)

For additional support with this lesson, refer to the following resources for small groups:

Review Narrative Story Elements (**development of characters, setting, conflict, plot and theme.**)

Using Data collected from Lessons 1-5, reteach and review any lessons (whole group or small group) that may be needed.

Formative Assessment

At the conclusion of each lesson, there must be a formative assessment to determine the students' mastery of the skill taught.

Formative assessments can include but are not limited to:

- Do Now and Closure Activities
- Group Work
- Class Discussions
- Text analysis
- Tiered Assignments
- Open ended questions using the NJSLA Rubric to score
 - [NJSLA Rubric for Scoring](#)

NJSLA Test Prep:

- [NJSLA Sample Grade 6 Test](#)
 - Students will read the article titled “Magic Elizabeth” and then answer question #21-24.
- For additional questions to use, please visit this site: [NJ Digital Item Library](#)
- New Meridian Resource Center
 - <https://resources.newmeridiancorp.org/released-items/>

Unit Plan Title	Unit 1 Writing: Narrative Essay
Suggested Time Frame	22 Days

Unit Overview
<p>In this unit students will shift their focus to narrative writing. They will use a writer’s lens to analyze aspects of a good story. Students will write a narrative that extends the story from a new perspective. They will develop skills in writing dialogue with a purpose, effectively using transitions to move their stories along, and bringing their narratives to life by incorporating both figurative language and sensory details. Lessons will focus on narrative techniques to produce story extensions that have well developed characters, detailed conflicts, and an obvious change in perspective that is true to the original story.</p> <p>Teachers will conduct writing conferences to work with students to establish individualized writing goals. These goals will change as writing skills are honed. Small group instruction will also be conducted for specific areas in need of focused teaching.</p>

Stage 1 – Desired Results
<p>Established Goals: New Jersey Student Learning Standards for English Language Arts (2023)</p> <p>W.NW.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> 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. <p>W.WP.6.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.</p> <p>L.SS.6.1. Demonstrate command of the system and structure of the English language when writing or speaking.</p> <ul style="list-style-type: none"> A. Ensure that pronouns are in the proper case (subjective, objective, possessive). B. Use intensive pronouns (e.g., myself, ourselves).

<p>C. Recognize and correct inappropriate shifts in pronoun number and person.</p> <p>D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</p> <p>E. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical elements.</p> <p>F. Recognize spelling conventions.</p> <p>L.KL.6.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.</p> <p>B. Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>C. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.</p> <p>D. Maintain consistency in style and tone.</p> <p>L.VI.6.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>SL.PE.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p>

Essential Questions	Enduring Understandings
How does perspective influence the way a story is told and understood?	Perspective influences the way a story is told and understood.
How can understanding elements of stories help writers draft stronger narratives centered on a theme?	Writers use narratives techniques such as dialogue, pacing, description and sensory language to build a story.
What literary techniques do writers use to create narratives?	Proficient writers understand that planning, revising, editing, rewriting, and trying a new approach are critical to the development of strong writing pieces.
Knowledge <i>Students will know...</i>	Skills <i>Students will be able to...</i>
Writers study other writers they admire trying to improve their writing.	Engage and orient the reader by establishing a context and a story hook.

<p>Writers generate ideas for stories by finding inspiration in their own lives.</p> <p>Writers orient their readers from the start by introducing the situation and the narrator/characters.</p> <p>Writers bring their characters and stories to life by using different narrative techniques.</p> <p>Writers know that stories usually end with the resolution of problems, the learning of lessons, or the changing of feelings.</p> <p>Writers revise their writing by finding the powerful moments in their piece and adding more to those moments.</p> <p>Writers use a balance of thought, action, and dialogue in their writing.</p> <p>Writers use their knowledge of story structure when revising their work.</p> <p>Writers choose the kinds of details that will be a focus in their writing.</p>	<p>Organize an event sequence that unfolds naturally and logically.</p> <p>Use narrative techniques effectively to develop experiences, events, and/or characters.</p> <p>Transition from one idea to the next by using appropriate words and phrases.</p> <p>Use mentor text to improve narrative writing by identifying the use of descriptive language with the use of similes, proper nouns, descriptive verbs and adjectives.</p> <p>Describe ideas by using sensory and figurative language.</p> <p>Write a conclusion that brings the story events to a meaningful close.</p> <p>Clearly convey a conflict and a resolution to the conflict.</p>
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Interdisciplinary Connections	
2020 New Jersey Student Learning Standards for Computer Science and Design Thinking	
NJSLS 8.1 Computer Science	
<ul style="list-style-type: none"> ● 8.1.8.NI.1: Model how information is broken down into smaller pieces, transmitted as addressed packets through multiple devices over networks and the Internet, and reassembled at the destination. ● 8.1.12.AP.6: Refine a solution that meets users' needs by incorporating feedback from team members and users. 	
NJSLS 8.2 Design Thinking	
<ul style="list-style-type: none"> ● 8.2.8.ED.6: Analyze how trade-offs can impact the design of a product. ● 8.2.8.ITH.2: Compare how technologies have influenced society over time. ● 8.2.8.ED.3: Develop a proposal for a solution to a real-world problem that includes a model. 	
2020 New Jersey Student Learning Standards - Career Readiness, Life Literacies, and Key Skills	
NJSLS 91. Credit and Debt Management	

- **9.1.8.CDM.1:** Compare and contrast the use of credit cards and debit cards for specific purchases and the advantages and disadvantages of using each.
- **9.1.8.CDM.2:** Demonstrate an understanding of the terminology associated with different types of credit (e.g., credit cards, installment loans, mortgages, lines of credit) and compare and calculate the interest rates associated with each.

NJSLS 9.2 Career Awareness, Exploration, Preparation and Training

- **9.2.8.CAP.15:** Present how the demand for certain skills, the job market, and credentials can determine an individual's earning power.
- **9.2.8.CAP.19:** Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability and to potential level.

NJSLS 9.4 Life Literacies and Key Skills

- **9.4.8.TL.2:** Gather data and digitally represent information to communicate a real-world problem.
- **9.4.8.TL.5:** Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.
- **9.4.8.TL.6:** Collaborate to develop and publish work that provides perspectives on a real-world problem.

Student Resources

Student Texts: Students will select books at their independent reading level from the classroom library, bookroom inventory and school library inventory.

Teacher Resources

- Google Suite - Docs, Sheets, Slides, Forms
- LinkIt! Assessments
- STAR Reading
- Accelerated Reader

[Grade 6 Narrative Writing Checklist](#)

[Grade 6 Narrative Writing Checklist Modified](#)

[Grade 6 Narrative Writing Rubric](#)

[Sensory Words List](#)

[Transition Words and Phrases List](#)

The Writing Strategies Book J. Serravallo

Adapted lessons & additional suggested lessons: (In lesson order)

-[Developing Story Structure With Paper-Bag Skits | Read Write Think](#)

-<https://www.readwritethink.org/classroom-resources/lesson-plans/fishing-readers-identifying-writing>

-<https://www.readwritethink.org/classroom-resources/lesson-plans/choosing-clear-varied-dialogue#ResourceTabs1>

[-https://www.readwritethink.org/classroom-resources/lesson-plans/creating-feast-senses](https://www.readwritethink.org/classroom-resources/lesson-plans/creating-feast-senses)
[-https://rockinresources.com/2015/07/writing-mini-lesson-25-revising.html](https://rockinresources.com/2015/07/writing-mini-lesson-25-revising.html)
[-Figurative Language](#)
[-Figurative Language \(Taylor's Version\)](#)
[-https://www.readwritethink.org/classroom-resources/lesson-plans/once-they-hooked-reel](https://www.readwritethink.org/classroom-resources/lesson-plans/once-they-hooked-reel)
[-To Grammar or Not to Grammar: That Is Not the Question! | Read Write Think](#)
[-The Magnetism of Language: Parts of Speech, Poetry, and Word Play | Read Write Think](#)
[-Sixth Grade Grammar That Makes Sense – Language Arts Classroom](#)

Stage 2 – Assessment Evidence

Formative and Summative:

- Published narrative writing

Other evidence of learning:

- Teacher observations / anecdotal notes
- Conference Notes
- Reader's/Writer's notebook
- Signpost entries / Stop & Jot /Post-it Notes
- Quick writes / Response to Reading
- End of Unit Student reflections on strategies / goal attainment / next goals

Performance Task:

21-22 Grade 6: Unit 1 Assessment: Writing (Linkit!)

Stage 3 – Learning Plan

Grade 6 English Language Arts Curriculum

Unit 1 Writing: Narrative Story

Time: Approximately 22 days

Reminder: Students should have genre specific books for each unit that they can read during independent reading.

-This unit is designed for students to extend a story from a shared mentor text.

Accommodations and Modifications:

See Accommodations and Modifications Document- choose those that align to the grade level and/or content area.

Part 1: Brainstorming/Outlining and Drafting

Unit of Study: Unit 1 Writing: Narrative	Lesson 1 Topic: Brainstorming/Outlining/Planning
Suggested Length: 4 days	
Focus Standard(s): W.NW.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. E. 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. Additional Standard(s): W.WP.6.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.	
Teacher Objectives: Teacher will teach students to write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details and well structured event sequences. Teacher will teach students to 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.	
Student Objective: SWBAT: Engage and Orient the reader by organizing and outlining an event sequence that unfolds naturally and logically. *This unit is designed for students to extend a story from a shared mentor text.* -Begin by reviewing selected mentor text that students will be extending. -Explain that students are going to write the next chapter of the book or a Part II of the short story. <u>Requirements:</u> -Must stay true to what the author has already written. -Need to identify key characters and the main conflict in the existing story and select another existing character to extend the story from his/her perspective. -A new conflict must be developed. <u>Brainstorming/Outlining Steps:</u>	

1. Students will decide what character they are going to extend the story as. (Review Point of View)
2. Provide a Plot Map (Review Plot Structure)
 - a. Begin with creating a new conflict that the main character will face. (Review Conflict) This will be the Climax.
3. Compose Exposition and Rising Action
4. Compose Falling Action and Resolution
5. What Lesson will the character learn? (Review Theme)

This outline will assist in the creating and organization of the narrative.

Lesson adapted from:

<https://www.readwritethink.org/classroom-resources/lesson-plans/fishing-readers-identifying-writing>

For additional support with this lesson, refer to the following resources for small groups:

-The Reading Strategies Book, by Jennifer Serravallo, Strategy 5.14 Using Story Elements to Identify Problems, page 178

-The Reading Strategies Book, by Jennifer Serravallo, Strategy 5.18 Summarize with "Somebody... Wanted... But... So..." page 182

-The Reading Strategies, by Jennifer Serravallo, Book Strategy 5.25 Use Two or More Plot Mountains, page 189

The Reading Strategies Book, by Jennifer Serravallo, Strategy 5.33 Use Basic Story Archetypes to Think About Plot, page 197

-The Reading Strategies Book, by Jennifer Serravallo, Strategy 5.34 Consider Literary Traditions to Compare and Contrast Plots page 198

-The Writing Strategies Book, by Jennifer Serravallo, Strategy 3.2, Moments with Strong Feelings, page 95

-The Writing Strategies, by Jennifer Serravallo, Book Strategy 3.5, Mapping the Heart, page 98

-The Writing Strategies, by Jennifer Serravallo, Book Strategy 3.7, Writing to Change the World, page 100

-The Writing Strategies, by Jennifer Serravallo, Book Strategy 3.11, Mine Mentor Texts for Topics page 104

Formative Assessment

At the conclusion of each lesson, there must be a formative assessment to determine the students'

mastery of the skill taught.

Formative assessments can include but are not limited to:

- Do Now and Closure Activities
- Group Work
- Class Discussions
- Text analysis
- Tiered Assignments
- Open ended questions using the NJSLA Rubric to score
 - [NJSLA Rubric for Scoring](#)

NJSLA Test Prep:

- [NJSLA Sample Grade 6 Test](#)
 - Students will read the article titled “Magic Elizabeth,” and then answer question #25.
- For additional questions to use, please visit this site: [NJ Digital Item Library](#)
- New Meridian Resource Center
[-https://resources.newmeridiancorp.org/released-items/](https://resources.newmeridiancorp.org/released-items/)

Unit of Study: Unit 1 Writing: Narrative

Lesson 2

Topic: Drafting a narrative

Suggested Length: 2 days

Focus Standard(s):

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

Additional Standard(s):

W.WP.6.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.

Teacher Objective:

Teacher will teach students to draft a narrative that develops real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences by outlining and organizing thoughts first.

Student Objective:

SWBAT: Draft a narrative to develop real or imagined experiences.

-Begin by reviewing completed Plot Maps

-Model how to chunk the plot map into the beginning, middle and end of a narrative.

-Example:

- Exposition and Rising Action = Beginning
- [Some] Rising Action, Climax, [Some Falling Action] = Middle
- Resolution = End

*This will vary and can be adjusted as needed, however, chunking the plot map into a beginning, middle and end will assist in the organization of the draft.

-Provide a Beginning, Middle, End graphic organizer for students to write their drafts in. Remind them to utilize their plot maps to assist in writing their narratives.

-By the end of this lesson, students will have a very rough draft of their narratives. This rough draft will be strengthened with narrative writing elements in the next.

Additional lesson:

[Developing Story Structure With Paper-Bag Skits | Read Write Think](#)

For additional support with this lesson, refer to the following resources for small groups:

-*The Writing Strategies*, by Jennifer Serravallo, Book Strategy 2.4 , *Use the Room*, page 65

-*The Writing Strategies Book*, by Jennifer Serravallo, Strategy 2.22, *One Bite at a Time*, page 83

-*The Writing Strategies*, by Jennifer Serravallo, Book Strategy 6.4 , *Act it Out...Then Get it Down*, page 215

-*The Writing Strategies*, by Jennifer Serravallo, Book Strategy 6.9 , *What Else Happened?*, page 221

-*The Writing Strategies Book*, by Jennifer Serravallo, Strategy 6.12, *Cracking Open Nouns*, page 223

-*The Writing Strategies*, by Jennifer Serravallo, Book Strategy 6.16, *Read Mentor Texts with Two Lenses...*, page 227

-*The Writing Strategies*, by Jennifer Serravallo, Book Strategy 6.25 , *Cracking Open Verbs*, page 236

-*The Writing Strategies*, by Jennifer Serravallo, Book Strategy 6.32 , *Writing Through a Mask*, page 243

Formative Assessment

At the conclusion of each lesson, there must be a formative assessment to determine the students' mastery of the skill taught.

Formative assessments can include but are not limited to:

- Do Now and Closure Activities
- Group Work

- Class Discussions
- Text analysis
- Tiered Assignments
- Open ended questions using the NJSLA Rubric to score
 - [NJSLA Rubric for Scoring](#)

NJSLA Test Prep:

- [NJSLA Sample Grade 6 Test](#)
 - Students will read the article titled “Magic Elizabeth,” and then answer question #25.
- For additional questions to use, please visit this site: [NJ Digital Item Library](#)
- New Meridian Resource Center
-<https://resources.newmeridiancorp.org/released-items/>

Part 2: Strengthening Writing with Narrative Writing Elements

Unit of Study: Unit 1 Writing: Narrative	Lesson 3 Topic: -Hooks/Leads
Suggested Length: 2 days	
<p>Focus Standard(s):</p> <p>W.NW.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>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.</p> <p>Additional Standard(s):</p> <p>W.WP.6.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.</p>	
<p>Teacher Objective:</p> <p>Teach students to engage and orient the reader by establishing context and introducing a narrator and/or characters using a strong hook/lead.</p>	
<p>Student Objective:</p> <p>SWBAT: Write a strong hook/lead that will capture the reader’s attention.</p> <p>-At this point, students should have a rough draft completed.</p> <p>-Have a sample [rough draft] completed to show students. For example, if using “Thank You,</p>	

Ma'am," by Langston Hughes, create a continuation from Mrs. Luella Bates Washington Jones' perspective.

-Begin by introducing types and examples of Hooks/Leads: **Onomatopoeia, Dialogue, Question, Action, Setting, Character, Event.**

-Model example of Hook/Lead in sample narrative

-Allow time for students to select a style and apply to their narratives

Lesson adapted from:

<https://www.readwritethink.org/classroom-resources/lesson-plans/fishing-readers-identifying-writing>

For additional support with this lesson, refer to the following resources for small groups:

-The Writing Strategies, by Jennifer Serravallo, Book Strategy 6.20 , External Character Description, page 231

-The Writing Strategies, by Jennifer Serravallo, Book Strategy 6.26 , Exploring Options for Setting, page 237

-The Writing Strategies, by Jennifer Serravallo, Book Strategy 6.27 , Picture Your Character, page 238

-The Writing Strategies, by Jennifer Serravallo, Book Strategy 6.35 , Use Imagery to Make a Fact Come Alive, page 246

-The Writing Strategies, by Jennifer Serravallo, Book Strategy 6.36 , Get the Sound in your Head, page 247

-The Writing Strategies, by Jennifer Serravallo, Book Strategy 7.1, Onomatopoeia, page 262

Formative Assessment

At the conclusion of each lesson, there must be a formative assessment to determine the students' mastery of the skill taught.

Formative assessments can include but are not limited to:

- Do Now and Closure Activities
- Group Work
- Class Discussions
- Text analysis
- Tiered Assignments
- Open ended questions using the NJSLA Rubric to score
 - [NJSLA Rubric for Scoring](#)

NJSLA Test Prep:

- [NJSLA Sample Grade 6 Test](#)
 - Students will read the article titled “Magic Elizabeth,” and then answer question #25.
- For additional questions to use, please visit this site: [NJ Digital Item Library](#)
- New Meridian Resource Center
-<https://resources.newmeridiancorp.org/released-items/>

Unit of Study: Unit 1 Writing: Narrative	Lesson 4 Topic: -Dialogue
Suggested Length: 4 days	
Focus Standard(s): W.NW.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	
Additional Standard(s): W.WP.6.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.	
Teacher Objective: Teach students to use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	
Student Objective: SWBAT: add dialogue to their narrative to develop experiences, events or characters. -Begin by introducing and defining dialogue and importance/purpose. -Model example of Dialogue in sample narrative. Describe how this line of dialogue develops the character, experience or event. <i>“What can we infer from this line of dialogue?”</i> -Allow time for students to apply to their narratives. Additional Suggested Lesson: https://www.readwritethink.org/classroom-resources/lesson-plans/choosing-clear-varied-dialogue#ResourceTabs1	
For additional support with this lesson, refer to the following resources for small groups:	

-The Writing Strategies, by Jennifer Serravallo, Book Strategy 6.4 , Speech Bubbles Let Your Characters Talk, page 215

-The Writing Strategies, by Jennifer Serravallo, Book Strategy 6.15 , Let Your Readers Know Who's Talking, page 237

-The Writing Strategies, by Jennifer Serravallo, Book Strategy 6.33 , How Does Your Character Talk?, page 244

-The Writing Strategies, by Jennifer Serravallo, Book Strategy 6.34 , Character Dialogue and Dialect for Historical Accuracy, page 245

Formative Assessment

At the conclusion of each lesson, there must be a formative assessment to determine the students' mastery of the skill taught.

Formative assessments can include but are not limited to:

- Do Now and Closure Activities
- Group Work
- Class Discussions
- Text analysis
- Tiered Assignments
- Open ended questions using the NJSLA Rubric to score
 - [NJSLA Rubric for Scoring](#)

NJSLA Test Prep:

- [NJSLA Sample Grade 6 Test](#)
 - Students will read the article titled "Magic Elizabeth," and then answer question #25.
- For additional questions to use, please visit this site: [NJ Digital Item Library](#)
- New Meridian Resource Center
 - <https://resources.newmeridiancorp.org/released-items/>

Unit of Study: Unit 1 Writing: Narrative

Lesson 5

Topic: Sensory Details

Suggested Length: 2 days

Focus Standard(s):

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

D. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

Additional Standard(s):

W.WP.6.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.

Teacher Objective:

Teacher will teach students to use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

Objective:

SWBAT: Use sensory language to convey experiences and events.

- Begin by introducing sensory language and its importance/purpose.
- Provide a list of sensory detail words for notebook
- Model example of sensory details in sample narrative. Describe how this example of sensory detail conveys experiences, events, characters, etc. *“What can you picture, taste, smell, hear or feel from this example of a sensory detail?”*
- Allow time for students to apply to their narratives

Sample Sensory Words List:

[Sensory Words List](#)

Additional Suggested Lesson:

<https://www.readwritethink.org/classroom-resources/lesson-plans/creating-feast-senses>

For additional support with this lesson, refer to the following resources for small groups:

- The Writing Strategies*, by Jennifer Serravallo, Book Strategy 6.6 , *Teach with Diagrams*, page 217
- The Writing Strategies*, by Jennifer Serravallo, Book Strategy 6.11 , *Take Notes from and Illustration or Photo*, page 222
- The Writing Strategies*, by Jennifer Serravallo, Book Strategy 6.12 , *Cracking Open Nouns*, page 223
- The Writing Strategies*, by Jennifer Serravallo, Book Strategy 6.13 , *Show, Don't Tell: Using Senses to Describe Places*, page 224
- The Writing Strategies*, by Jennifer Serravallo, Book Strategy 6.14 , *Show, Don't Tell: Emotions*, page 225

Formative Assessment

At the conclusion of each lesson, there must be a formative assessment to determine the students' mastery of the skill taught.

Formative assessments can include but are not limited to:

- Do Now and Closure Activities
- Group Work
- Class Discussions
- Text analysis
- Tiered Assignments
- Open ended questions using the NJSLA Rubric to score
 - [NJSLA Rubric for Scoring](#)

NJSLA Test Prep:

- [NJSLA Sample Grade 6 Test](#)
 - Students will read the article titled “Magic Elizabeth,” and then answer question #25.
- For additional questions to use, please visit this site: [NJ Digital Item Library](#)
- New Meridian Resource Center
-<https://resources.newmeridiancorp.org/released-items/>

Unit of Study: Unit 1 Writing: Narrative	Lesson 6
	Topic: Transition Words and Phrases

Suggested Length: 2 days

Focus Standard(s):

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

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

Additional Standard(s):

W.WP.6.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.

Teacher Objective:

Teacher will teach students to use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

Student Objective:

SWBAT: apply a variety of transition words to convey sequence and signal shifts from one

point to another.

- Begin by introducing transition words/phrases and importance/purpose.
- Provide list of transition words/phrases words for notebook
- Model example of transition words/phrases in sample narrative. Describe how this example of a transition word or phrase conveys sequence and signals a shift from one point to another. *“When you hear this word or phrase, you know we are about to shift from one time frame, experience, event, etc”*
- Allow time for students to apply to their narratives.

Sample Transition Words List:

[Transition Words and Phrases List](#)

Additional Suggested Lesson:

<https://rockinresources.com/2015/07/writing-mini-lesson-25-revising.html>

For additional support with this lesson, refer to the following resources for small groups:

-The Writing Strategies, by Jennifer Serravallo, Book Strategy 9.16, Paragraph Starters, page 338

The Writing Strategies, by Jennifer Serravallo, Book Strategy 9.17, Read Your Draft Aloud, and Listen, page 339

The Writing Strategies, by Jennifer Serravallo, Book Strategy 9.22, Eliminating Repetition with Sentence Combining, page 345

The Writing Strategies, by Jennifer Serravallo, Book Strategy 9.23, Revising Run On Sentences, page 346

Formative Assessment

At the conclusion of each lesson, there must be a formative assessment to determine the students' mastery of the skill taught.

Formative assessments can include but are not limited to:

- Do Now and Closure Activities
- Group Work
- Class Discussions
- Text analysis
- Tiered Assignments
- Open ended questions using the NJSLA Rubric to score
 - [NJSLA Rubric for Scoring](#)

NJSLA Test Prep:

- [NJSLA Sample Grade 6 Test](#)

- Students will read the article titled “Magic Elizabeth,” and then answer question #25.
- For additional questions to use, please visit this site: [NJ Digital Item Library](https://resources.newmeridiancorp.org/released-items/)
- New Meridian Resource Center
-<https://resources.newmeridiancorp.org/released-items/>

Unit of Study: Unit 1 Writing: Narrative	Lesson 7 Topic: Writing Figurative Language
Suggested Length: 2 days	
<p>Focus Standard(s): W.NW.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p style="padding-left: 40px;">D. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>L.VI.6.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>Additional Standard(s): W.WP.6.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.</p>	
<p>Teacher Objectives: Teacher will teach students to use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>Teacher will teach students how to apply figurative language to their narratives.</p>	
<p>Student Objectives: SWBAT: Use precise words and phrases to convey experiences and events</p> <p>SWBAT: apply figurative language to their narratives.</p> <p>-Define Figurative Language -The following terms should be included in this writing lesson: Simile, Metaphor, Personification, Hyperbole, Alliteration, Onomatopoeia and Idiom. -Model examples of figurative language in sample narrative. Describe how this example of figurative language conveys experiences, events, characters, etc. <i>“Is this a literal or figurative meaning? Does it make my writing more interesting? Does it engage you as a reader? Why yes, yes it does.”</i></p>	

-Allow time for students to apply to their narratives

Additional suggested lesson:

-[Figurative Language](#)

-[Figurative Language \(Taylor's Version\)](#)

For additional support with this lesson, refer to the following resources for small groups:

-*The Writing Strategies*, by Jennifer Serravallo, Book Strategy 6.7, *See the World Like a Poet (Similes and Metaphors)*, page 218

The Writing Strategies, by Jennifer Serravallo, Book Strategy 7.1, *Onomatopoeia: Sound Effects*, page 262

The Writing Strategies, by Jennifer Serravallo, Book Strategy 7.3, *Use Precise Nouns*, page 264

-*The Writing Strategies*, by Jennifer Serravallo, Book Strategy 7.17, *Hyperbole*, page 278

NJSLA Test Prep:

- [NJSLA Sample Grade 6 Test](#)

- Students will read the article titled “Magic Elizabeth,” and then answer question #25.

- For additional questions to use, please visit this site: [NJ Digital Item Library](#)

- New Meridian Resource Center

-<https://resources.newmeridiancorp.org/released-items/>

Unit of Study: Unit 1 Writing: Narrative

Lesson 8

Topic: Conclusions/Endings

Suggested Length: 2 days

Focus Standard(s):

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

D. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

Additional Standard(s):

W.WP.6.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.

Teacher Objective:

Teacher will teach students to write a well structured conclusion to their narrative using precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

Student Objective:

SWBAT: write a strong conclusion to their narrative.

-Begin by introducing types of closures and importance/purpose.

Examples: Learn a Lesson, Get Happy, Cliffhanger, Epilogue, Flashforward, etc.

-Model example of closure in sample narrative. Describe how this example of a conclusion provides closure, wraps up the story, is a resolution or solution. *“Does this ending wrap up the story? Is there a resolution or solution to the main conflict?”*

-Allow time for students to apply to their narratives.

Additional Suggested Lesson:

<https://www.readwritethink.org/classroom-resources/lesson-plans/once-they-hooked-reel>

For additional support with this lesson, refer to the following resources for small groups:

-The Writing Strategies, by Jennifer Serravallo, Book Strategy 5.11, End in the Moment, page 178

-The Writing Strategies, by Jennifer Serravallo, Book Strategy 5.12, End with Last Words from the Character, page 179

-The Writing Strategies, by Jennifer Serravallo, Book Strategy 5.35, Coming Full Circle, page 202

-The Writing Strategies, by Jennifer Serravallo, Book Strategy 5.37, Conclude with the Big Idea, page 204

Formative Assessment

At the conclusion of each lesson, there must be a formative assessment to determine the students' mastery of the skill taught.

Formative assessments can include but are not limited to:

- Do Now and Closure Activities
- Group Work
- Class Discussions
- Text analysis
- Tiered Assignments
- Open ended questions using the NJSLA Rubric to score
 - [NJSLA Rubric for Scoring](#)

NJSLA Test Prep:

- [NJSLA Sample Grade 6 Test](#)
 - Students will read the article titled “Magic Elizabeth,” and then answer question #25.
- For additional questions to use, please visit this site: [NJ Digital Item Library](#)
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Unit of Study: Unit 1 Writing: Narrative

Lesson 9

Topic: Revise/Edit

Suggested Length: 1 day

Focus Standard(s):

L.SS.6.1. Demonstrate command of the system and structure of the English language when writing or speaking.

- G. Ensure that pronouns are in the proper case (subjective, objective, possessive).
- H. Use intensive pronouns (e.g., myself, ourselves).
- I. Recognize and correct inappropriate shifts in pronoun number and person.
- J. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
- K. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical elements.
- L. Recognize spelling conventions.

L.KL.6.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- E. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- F. Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- G. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
- H. Maintain consistency in style and tone.

Additional Standard(s):

W.WP.6.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.

Teacher Objective:

Teacher will teach students to demonstrate command of the system and structure of the English language when writing or speaking.

Student Objective:

SWBAT: Revise and edit their narratives to ensure proper use of the English language and its conventions.

-Provide copy of an editing checklist of Grade 6 Narrative Writing Checklist for students to use
-Model reflecting on sample narrative using selected checklist. Demonstrate editing using the Narrative Checklist and Writing Rubric.

*This is the last lesson before students write or complete final drafts.

Sample Checklists & Rubric:

- 6th Narrative Checklist.pdf
- 6th Narrative Checklist.pdf (Modified Version)
- ☰ Copy of UNIT 1-NARRATIVE WRITING RUBRIC

Additional lessons to support grammar instruction:

- [To Grammar or Not to Grammar: That Is Not the Question! | Read Write Think](#)
- [The Magnetism of Language: Parts of Speech, Poetry, and Word Play | Read Write Think](#)
- [Sixth Grade Grammar That Makes Sense – Language Arts Classroom](#)

For additional support with this lesson, refer to the following resources for small groups:

-*The Writing Strategies*, by Jennifer Serravallo, Book Strategy 9.4, *Repeated Rereadings to Check a Checklist*, page 327

-*The Writing Strategies*, by Jennifer Serravallo, Book Strategy 10.7, *Tell Me: Does it Make Sense?*, page 370

-*The Writing Strategies*, by Jennifer Serravallo, Book Strategy 10.13, *Dig for Fictional Details with a Partner*, page 376

Formative Assessment

At the conclusion of each lesson, there must be a formative assessment to determine the students' mastery of the skill taught.

Formative assessments can include but are not limited to:

- Do Now and Closure Activities
- Group Work
- Class Discussions
- Text analysis
- Tiered Assignments
- Open ended questions using the NJSLA Rubric to score
 - [NJSLA Rubric for Scoring](#)

NJSLA Test Prep:

- [NJSLA Sample Grade 6 Test](#)
 - Students will read the article titled “Magic Elizabeth,” and then answer question #25.
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-<https://resources.newmeridiancorp.org/released-items/>

Unit of Study: Unit 1 Writing: Narrative**Lesson 10****Topic: Publish/Celebrate****Suggested Length:** 1 day**Focus Standard(s):**

SL.PE.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.

Additional Standard(s):

N/A

Teacher Objective:

Teacher will teach students to 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.

Student Objective:

SWBAT: Present their finished work and engage in collaborative discussions with peers.

-In this lesson, students will celebrate and share their published writing pieces.

-Allow time for students to discuss their ideas and stories with classmates.

*The purpose of a celebration is for students to reflect on what they are doing well as writers. We make a big deal of their efforts and encourage them to keep up the inspiring work.

Additional lessons to support grammar instruction from previous lesson:

-[To Grammar or Not to Grammar: That Is Not the Question! | Read Write Think](#)

-[The Magnetism of Language: Parts of Speech, Poetry, and Word Play | Read Write Think](#)

-[Sixth Grade Grammar That Makes Sense – Language Arts Classroom](#)

For additional support with this lesson, refer to the following resources for small groups:

N/A

Unit Plan Title	Unit 2 Reading: Analyzing Informational Text
Suggested Time Frame	26 Days

Unit Overview
<p>Nonfiction is a rich, engaging genre offering a variety of topics that will engage any reader. In this unit, students will read and examine two types of nonfiction: narrative nonfiction and expository text. Students will develop an understanding of various forms, features, and purposes of nonfiction. Students will learn and apply specific reading skills and strategies that will enable them to think critically. They will be exposed to a wide variety of texts as they analyze text structure, author's purpose, point of view and compare how information on the same topic is presented by different authors.</p>

Stage 1 – Desired Results
<p>Established Goals: New Jersey Student Learning Standards for English Language Arts (2023)</p> <p>RI.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.</p> <p>RI.CI.6.2. Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RI.IT.6.3. Analyze how a particular text's (e.g., article, brochure, technical manual, procedural text) structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.</p> <p>RI.TS.6.4. Use text structures (e.g., cause-effect, problem-solution), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information.</p> <p>RI.PP.6.5. Identify the author's purpose, perspective or potential bias in a text and explain the impact on the reader's interpretation.</p> <p>RI.MF.6.6. Integrate information when presented in different media or formats (e.g., visually, quantitatively) to develop a coherent understanding of a topic or issue.</p> <p>RI.CT.6.8. Compare and contrast informational texts in different forms, by different authors, or from different genres (e.g., a memoir written by and a biography on the same person, historical</p>

novels and primary source documents, infographics and scientific journals) in terms of their approaches to similar themes and topics.

W.IW.6.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) 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 aid in 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. Acknowledge and attempt a formal/academic style, approach, and form.
- F. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows from and supports the information or explanation presented.

W.RW.6.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

L.VL.6.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies.

- A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings.
- C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
- D. 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.
- E. 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).

SL.PE.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.

Essential Questions	Enduring Understandings
<p>How can I become an expert on a topic through reading nonfiction texts?</p> <p>What are some strategies I can use when I read nonfiction text?</p> <p>How do nonfiction readers identify the overall point of view in a text?</p> <p>How does knowing the purpose of an informational text help to understand the author's claim or intent?</p> <p>Why is understanding text features important in order to comprehend informational texts.</p> <p>How can readers identify an author's claim, intent or argument in a piece of informational text?</p> <p>Why do readers of informational text analyze two or more texts on the same topic?</p>	<p>Readers of informational text understand that texts have multiple purposes (i.e., to inform, to inform and entertain, to offer help or advice, to persuade, to involve, to entertain) and they identify the purpose(s) in order to understand the author's intent.</p> <p>Readers of informational text notice, analyze, and interpret text features to clarify the author's intent or purpose.</p> <p>Readers of informational text use multiple strategies to determine meanings of content-specific words and phrases.</p> <p>Readers of informational text connect the structural elements and text features to clarify and evaluate the author's claim.</p> <p>Readers of informational text need to look at multiple texts on the topic they are studying because information comes from a wide range of sources and the critical reader analyzes them all.</p>

Knowledge <i>Students will know...</i>	Skills <i>Students will be able to...</i>
<p>Readers draw from all of the strategies they have learned when encountering difficult text.</p> <p>Readers of informational text break apart a topic into smaller, more manageable subtopics.</p> <p>Readers of informational texts find ways to teach others about their specialized topics.</p> <p>Readers recognize that some text focuses on one main idea while other texts introduce more than one main idea.</p> <p>Readers know that answers to their questions can be inferred by thinking back over everything they have learned on the topic up to that point.</p> <p>Readers understand the importance of previewing nonfiction.</p>	<p>Categorize information into main ideas and supporting details.</p> <p>Critically examine an author's point of view and analyze how well the author supported it.</p> <p>Create boxes-and-bullets notes.</p> <p>Determine the important supporting details of a text and write objective summaries using the central idea(s) and key supporting details.</p> <p>Pay attention to text features and their purpose in the text.</p> <p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others (including identifying bias).</p> <p>Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject.</p>

Interdisciplinary Connections
<p>2020 New Jersey Student Learning Standards for Computer Science and Design Thinking</p> <p>NJSLS 8.1 Computer Science</p> <ul style="list-style-type: none"> ● 8.1.8.NI.1: Model how information is broken down into smaller pieces, transmitted as addressed packets through multiple devices over networks and the Internet, and reassembled at the destination. ● 8.1.12.AP.6: Refine a solution that meets users' needs by incorporating feedback from team members and users. <p>NJSLS 8.2 Design Thinking</p> <ul style="list-style-type: none"> ● 8.2.8.ED.6: Analyze how trade-offs can impact the design of a product. ● 8.2.8.ITH.2: Compare how technologies have influenced society over time.

- **8.2.8.ED.3:** Develop a proposal for a solution to a real-world problem that includes a model.

2020 New Jersey Student Learning Standards - Career Readiness, Life Literacies, and Key Skills

NJSLS 91. Credit and Debt Management

- **9.1.8.CDM.1:** Compare and contrast the use of credit cards and debit cards for specific purchases and the advantages and disadvantages of using each.
- **9.1.8.CDM.2:** Demonstrate an understanding of the terminology associated with different types of credit (e.g., credit cards, installment loans, mortgages, lines of credit) and compare and calculate the interest rates associated with each.

NJSLS 9.2 Career Awareness, Exploration, Preparation and Training

- **9.2.8.CAP.15:** Present how the demand for certain skills, the job market, and credentials can determine an individual's earning power.
- **9.2.8.CAP.19:** Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability and to potential level.

NJSLS 9.4 Life Literacies and Key Skills

- **9.4.8.TL.2:** Gather data and digitally represent information to communicate a real-world problem.
- **9.4.8.TL.5:** Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.
- **9.4.8.TL.6:** Collaborate to develop and publish work that provides perspectives on a real-world problem.

Student Resources

Student Texts: Students will select books at their independent reading level from the classroom library, bookroom inventory and school library inventory.

Suggested Interactive Read Aloud / Mentor Texts:

[The Health Effects of Too Much Gaming](#)

[Detriments of Video Games](#)

[Game On! New Says Suggests Video Games Could Be Good For You](#)

[Study Suggests Video Games Could Help Mental Health](#)

[How Video Games are Teaching the World to Speak English](#)

Teacher Resources

- Google Suite - Docs, Sheets, Slides, Forms
- LinkIt! Assessments
- STAR Reading
- Accelerated Reader
- Newsela.com

- Commonlit.org

[www.Newsela.com](http://www.newsela.com)

<https://www.readworks.org/lessons-and-units>

<http://www.readingandwritingproject.org/resources/text-sets>

Notice and Note Reading Nonfiction, Beers & Probst

The Reading Strategies Book, J. Serravallo

When Kids Can't Read What Teachers Can Do, K. Beers

Additional resources and adapted lessons: (in lesson order)

- [Fiction vs. non-fiction: what is the difference? | Speechify](#)
- [What Are Text Features? Examples and a Teaching Guide \(weareteachers.com\)](#)
- [Best Point of View Videos for Teachers and Students - WeAreTeachers](#)
- [15 Helpful Anchor Charts for Teaching Point of View - We Are Teachers](#)
- [Sixth grade Lesson Close Reading | BetterLesson](#)
- [Teaching Context Clues in 3 Quick and Easy Steps \(stellarteacher.com\)](#)
- [Teaching Text Structure | Reading Rockets](#)
- [How to Write an Objective Summary | The Learning Cafe \(msbecksnewsletter.blogspot.com\)](#)
- [ELA | Lesson 8 | Interpreting Information in Diverse Formats | PBS LearningMedia](#)

Stage 2 – Assessment Evidence

Formative and Summative:

- On Demand Writing

Reader's / Writer's Notebook

- Signpost entries
- Post-it Notes
- End of Unit Student reflections on strategies / goal attainment / next goals
- Quick writes

Teacher observations / anecdotal notes

- Reading and Writing conference notes

Stage 3 – Learning Plan

Grade 6 English Language Arts Curriculum

Unit 2 Reading: Analyzing Informational Texts

Time: Approximately 26 days

Reminder: Students should have genre specific books for each unit that they can read during independent reading.

Unit of Study: Unit 2 Analyzing Informational Texts	Lesson 1 Topic: Differentiation between texts
Suggested Length: 1 Day	
<p>Focus Standard(s): RI.TS.6.4. Use text structures (e.g., cause-effect, problem-solution), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information.</p> <p>Additional Standard(s): RI.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text. RI.IT.6.3. Analyze how a particular text's (e.g., article, brochure, technical manual, procedural text) structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated in a text. RI.PP.6.5. Identify the author's purpose, perspective or potential bias in a text and explain the impact on the reader's interpretation. W.RW.6.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. SL.PE.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. 	
Teacher Objective:	

Teacher will teach students the differences between grade level nonfiction and fiction so they can comprehend literary nonfiction at grade level or above text complexity.

Student Objective:

SWBAT:

Differentiate between fiction and nonfiction texts.

- Gather a collection of fiction and nonfiction books for students to practice sorting by identifying characteristics of each type.
- Create a chart illustrating the differences between Fiction and Nonfiction.
- Allow students the opportunity to create their own list of fiction and nonfiction books that they have read.
- Students must select their own informational book to read based on an area of their own interest.
- At the beginning of the unit, make sure to sample a variety of informational texts. Teacher may take readers on a tour of the classroom library and/or school library. Make sure that readers are aware of the sections in the classroom library which includes the nonfiction/informational texts.
- Teacher can consider creating an anchor chart of text features for a visual display throughout the unit.
- Be sure that students use Post-its, pencils, and their notebooks.
- "Good readers use their knowledge of nonfiction texts and their features to gain key information. Today we are going to examine the differences between fiction and nonfiction that will help us grow as readers."*

Additional lesson:

[Fiction vs. non-fiction: what is the difference? | Speechify](#)

For additional support with this lesson, refer to the following resources for small groups:

- The Reading Strategies Book by Jennifer Serravallo Goal 10, Comprehending Text Features, pages 323-352*
- Notice and Note Reading Nonfiction, Contrast and Contradictions, page 123*
- Notice and Note Reading Nonfiction, Extreme or Absolute Language, page 136*
- Notice and Note Reading Nonfiction, Numbers and Stats, page 148*
- Notice and Note Reading Nonfiction, Quoted Words, page 158*
- Notice and Note Reading Nonfiction, Word Gaps, page 168*
- When Kids Can't Read What Teachers Can Do by K. Beers - Nonfiction Signposts, pages 128-130*

Formative Assessment

At the conclusion of each lesson, there must be a formative assessment to determine the students' mastery of the skill taught.

Formative assessments can include but are not limited to:

- Do Now and Closure Activities
- Group Work

- Class Discussions
- Text analysis
- Tiered Assignments
- Open ended questions using the NJSLA Rubric to score
 - [NJSLA Rubric for Scoring](#)

NJSLA Test Prep:

- [NJSLA Sample Grade 6 Test](#)
 - Students will read the article titled “Alligator’s Super Sense,” and then answer question #8.
- For additional questions to use, please visit this site: [NJ Digital Item Library](#)
- New Meridian Resource Center
-<https://resources.newmeridiancorp.org/released-items/>

Unit of Study: Unit 2 Analyzing Informational Texts

Lesson 2 Topic: Text Features

Suggested Length: 3 Days

Priority NJSLs:

RI.IT.6.3. Analyze how a particular text’s (e.g., article, brochure, technical manual, procedural text) structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.

RI.TS.6.4. Use text structures (e.g., cause-effect, problem-solution), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information.

Supporting NJSLs:

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

W.RW.6.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.PE.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.

Teacher Objective:

Teacher will teach students to analyze text features to locate and integrate key information.

Student Objective:

SWBAT: analyze text features for key details.

- Create “Text Features” anchor chart to illustrate/explain purpose/examples of text features.
- Gather various examples of text features for students to view.
- “Nonfiction readers work hard to determine a text’s central ideas. As we read and go through a text, we can see that authors include a variety of text features to give us information. Good readers notice important details in the text features and think, ‘How do these details fit together?’ There are many different types of text features. They all have a similar purpose: to give us key information.”

Additional lesson:

[What Are Text Features? Examples and a Teaching Guide \(weareteachers.com\)](http://www.weareteachers.com/what-are-text-features-examples-and-a-teaching-guide/)

For additional support with this lesson, refer to the following resources for small groups:

-The Reading Strategies Book by Jennifer Serravallo Goal 10, Comprehending Text Features, pages 323-352

-Notice and Note Reading Nonfiction, Contrast and Contradictions, page 123

-Notice and Note Reading Nonfiction, Extreme or Absolute Language, page 136

-Notice and Note Reading Nonfiction, Numbers and Stats, page 148

-Notice and Note Reading Nonfiction, Quoted Words, page 158

-Notice and Note Reading Nonfiction, Word Gaps, page 168

-When Kids Can’t Read What Teachers Can Do by K. Beers - Nonfiction Signposts, pages 128-130

Formative Assessment

At the conclusion of each lesson, there must be a formative assessment to determine the students' mastery of the skill taught.

Formative assessments can include but are not limited to:

- Do Now and Closure Activities
- Group Work
- Class Discussions
- Text analysis
- Tiered Assignments
- Open ended questions using the NJSLA Rubric to score
 - [NJSLA Rubric for Scoring](#)

NJSLA Test Prep:

- [NJSLA Sample Grade 6 Test](#)
 - Students will read the article titled “Alligator’s Super Sense,” and then answer question #9.
- For additional questions to use, please visit this site: [NJ Digital Item Library](#)
- New Meridian Resource Center
-<https://resources.newmeridiancorp.org/released-items/>

**Unit of Study: Unit 2 Analyzing
Informational Texts**

**Lesson 3
Topic: Author’s POV**

Suggested Length: 2 Days

Priority NJSLs:

RI.PP.6.5. Identify the author's purpose, perspective or potential bias in a text and explain the impact on the reader’s interpretation.

RI.MF.6.6. Integrate information when presented in different media or formats (e.g., visually, quantitatively) to develop a coherent understanding of a topic or issue.

Supporting NJSLs:

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

W.RW.6.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.PE.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.

Teacher Objective:

Teacher will teach students to identify the author's purpose/perspective and explain the impact on the reader's interpretation.

Student Objective:

SWBAT: identify the author's point of view.

- Select two texts on the same nonfiction topic that approach this topic from completely different—even opposing—stances. Make sure cover illustrations, titles, or photos inside clearly emphasizes this difference.
- Create a chart, “Point of View in Nonfiction” to explain an author's point of view in nonfiction.
- *“Today, I want to teach you that every writer’s version of the truth is colored by his or her own understanding or experience. Just like every artist in a still-life class can’t possibly be sitting in exactly the same spot, seeing the same angles, the same shadows, so too, every author writing about the same topic won’t report from the same stance or point of view.”*

Additional lessons:

[Best Point of View Videos for Teachers and Students - WeAreTeachers](#)

[15 Helpful Anchor Charts for Teaching Point of View - We Are Teachers](#)

For additional support with this lesson, refer to the following resources for small groups:

- The Reading Strategies Book* by Jennifer Serravallo Strategy 6.23, *Analyze Author’s Choices*, page 229
- The Reading Strategies Book* by Jennifer Serravallo Strategy 8.19, *Research and Recognize the Author’s Authority and Bias*, page 291
- Notice and Note Reading Nonfiction, Contrast and Contradictions*, page 123
- Notice and Note Reading Nonfiction, Extreme or Absolute Language*, page 136
- Notice and Note Reading Nonfiction, Numbers and Stats*, page 148
- Notice and Note Reading Nonfiction, Quoted Words*, page 158
- Notice and Note Reading Nonfiction, Word Gaps*, page 168
- When Kids Can’t Read What Teachers Can Do* by K. Beers - *Nonfiction Signposts*, pages 128-130

Formative Assessment

At the conclusion of each lesson, there must be a formative assessment to determine the students' mastery of the skill taught.

Formative assessments can include but are not limited to:

- Do Now and Closure Activities
- Group Work
- Class Discussions
- Text analysis
- Tiered Assignments
- Open ended questions using the NJSLA Rubric to score
 - [NJSLA Rubric for Scoring](#)

NJSLA Test Prep:

- [NJSLA Sample Grade 6 Test](#)
 - Students will read the article titled “The Stripes Will Survive,” and then answer question #13.
- For additional questions to use, please visit this site: [NJ Digital Item Library](#)
- New Meridian Resource Center
-<https://resources.newmeridiancorp.org/released-items/>

Unit of Study: Unit 2 Analyzing Informational Texts

Lesson 4
Topic: Central Idea and Supporting Details

Suggested Length: 5 Days

Priority NJSLs:

RI.CI.6.2. Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.

RI.MF.6.6. Integrate information when presented in different media or formats (e.g., visually, quantitatively) to develop a coherent understanding of a topic or issue.

Supporting NJSLs:

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

W.RW.6.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.PE.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.

Teacher Objective:

Teacher will teach students to determine the central idea of a text and explain how it is supported by key details.

Student Objective:

SWBAT: Identify the main idea and supporting details of an informational text.

- Define Main Idea, create an anchor chart with strategies/clues how to find the main idea.
- Select and an informational text to model how to find the main idea.
- Model analyzing the various text features that could assist in identifying the main idea.
- Utilize [Close Reading Annotations](#) (underline the main idea and put a star next to the important/supporting details.)
- “Today I want to teach you that when people read nonfiction books on a topic, we become experts on that topic, teaching others what we know. To teach someone, you need to know the main idea and supporting details. Ask yourself, “What is the author trying to teach me?”

Additional lesson:

[Sixth grade Lesson Close Reading | BetterLesson](#)

For additional support with this lesson, refer to the following resources for small groups:

-*The Reading Strategies Book* by Jennifer Serravallo Goal 8, *Comprehending Topics and Main Ideas*, pages 273-293

-*The Reading Strategies Book* by Jennifer Serravallo Goal 9, *Comprehending Key Details*, pages 301-318

-*Notice and Note Reading Nonfiction, Contrast and Contradictions*, page 123

-*Notice and Note Reading Nonfiction, Extreme or Absolute Language*, page 136

-*Notice and Note Reading Nonfiction, Numbers and Stats*, page 148

-*Notice and Note Reading Nonfiction, Quoted Words*, page 158

-*Notice and Note Reading Nonfiction, Word Gaps*, page 168

-*When Kids Can't Read What Teachers Can Do* by K. Beers - *Nonfiction Signposts*, pages 128-130

Formative Assessment

At the conclusion of each lesson, there must be a formative assessment to determine the students' mastery of the skill taught.

Formative assessments can include but are not limited to:

- Do Now and Closure Activities
- Group Work
- Class Discussions
- Text analysis
- Tiered Assignments
- Open ended questions using the NJSLA Rubric to score
 - [NJSLA Rubric for Scoring](#)

NJSLA Test Prep:

- [NJSLA Sample Grade 6 Test](#)
 - Students will read the article titled “The Stripes Will Survive,” and “The Zoos Go Wild” and then answer question #16.
- For additional questions to use, please visit this site: [NJ Digital Item Library](#)
- New Meridian Resource Center
-<https://resources.newmeridiancorp.org/released-items/>

**Unit of Study: Unit 2 Analyzing
Informational Texts**

**Lesson 5
Topic: Effective Note Taking**

Suggested Length: 3 Days

Priority NJSLs:

RL.CI.6.2. Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.

RI.IT.6.3. Analyze how a particular text's (e.g., article, brochure, technical manual, procedural text) structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.

RI.TS.6.4. Use text structures (e.g., cause-effect, problem-solution), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information.

Supporting NJSLs:

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

W.RW.6.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or

two) for a range of discipline-specific tasks, purposes, and audiences.

SL.PE.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.

Teacher Objective:

Teacher will teach students to determine the central idea of a text and explain how it is supported by key details.

Student Objective:

SWBAT: Take notes on a text by identifying the central idea and supporting details.

- Prepare/share a reading passage for students to reference for note-taking strategies.
- Create a “Box and Bullet” anchor chart that illustrates how to identify and record key details and information.
- Readers should be encouraged to utilize [Close Reading Annotations](#).
- “Today, I want to remind you that good readers take notes about the main points in a nonfiction text. They also recall the details and think, ‘Does this detail go with one of the main points? Is this important? How does what I’m learning fit with what I’ve already learned? Is this a new big point or does it fit under an existing point?’ Instead of trying to memorize all that information, it helps to take notes. That way, as we read, we sort the little bits of information under bigger main points, creating a boxes-and-bullets outline that matches the text.”

Additional lesson:

[Sixth grade Lesson Close Reading | BetterLesson](#)

For additional support with this lesson, refer to the following resources for small groups:

-*The Reading Strategies Book* by Jennifer Serravallo Goal 8, Comprehending Topics and Main Ideas, pages 273-293

-*The Reading Strategies Book* by Jennifer Serravallo Goal 9, Comprehending Key Details, pages 301-318

-*The Reading Strategies Book*, by Jennifer Serravallo, Strategy 13.6, Organize Your Jots, page 424

-*Notice and Note Reading Nonfiction, Contrast and Contradictions*, page 123

-Notice and Note Reading Nonfiction, *Extreme or Absolute Language*, page 136
 -Notice and Note Reading Nonfiction, *Numbers and Stats*, page 148
 -Notice and Note Reading Nonfiction, *Quoted Words*, page 158
 -Notice and Note Reading Nonfiction, *Word Gaps*, page 168

-*When Kids Can't Read What Teachers Can Do* by K. Beers - Nonfiction Signposts, pages 128-130

Formative Assessment

At the conclusion of each lesson, there must be a formative assessment to determine the students' mastery of the skill taught.

Formative assessments can include but are not limited to:

- Do Now and Closure Activities
- Group Work
- Class Discussions
- Text analysis
- Tiered Assignments
- Open ended questions using the NJSLA Rubric to score
 - [NJSLA Rubric for Scoring](#)

NJSLA Test Prep:

- [NJSLA Sample Grade 6 Test](#)
 - Students will read the article titled “The Stripes Will Survive,” and “The Zoos Go Wild” and then answer question #16.
- For additional questions to use, please visit this site: [NJ Digital Item Library](#)
- New Meridian Resource Center
[-https://resources.newmeridiancorp.org/released-items/](https://resources.newmeridiancorp.org/released-items/)

Unit of Study: Unit 2 Analyzing Informational Texts

**Lesson 6
Topic: Vocabulary**

Suggested Length: 2 Days

Priority NJSLs:

L.VL.6.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies.

- A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings.

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

D. 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.

E. 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).

RL.CI.6.2. Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.

Supporting NJSLS:

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

W.RW.6.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.PE.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.

Teacher Objective:

Teacher will teach students strategies to assist in determining the meaning of unknown words and phrases based on grade 6 reading and content.

Student Objective:

SWBAT:

Define unknown words in a text.

- Choose a familiar nonfiction text used in previous lessons.

- Create an anchor chart with Context Clues or “Ways to Figure out Unfamiliar Vocabulary.”
- Model using [Close Reading Annotations](#) (put a box around unknown word)
- *“Here’s the secret to what I want to teach you today. The most powerful readers don’t already know what every single word in a book means. The most powerful readers work hard to figure out what a tricky word means. One of the ways we can do that is to get a mental picture of what’s going on in that part of the story and to think about what would make sense.”*

Additional lesson:

[Teaching Context Clues in 3 Quick and Easy Steps \(stellarteacher.com\)](#)

For additional support with this lesson, refer to the following resources for small groups:

-The Reading Strategies Book by Jennifer Serravallo Goal 11, Comprehending Vocabulary and Figurative Language, pages 361-385

-Notice and Note Reading Nonfiction, Contrast and Contradictions, page 123

-Notice and Note Reading Nonfiction, Extreme or Absolute Language, page 136

-Notice and Note Reading Nonfiction, Numbers and Stats, page 148

-Notice and Note Reading Nonfiction, Quoted Words, page 158

-Notice and Note Reading Nonfiction, Word Gaps, page 168

-When Kids Can’t Read What Teachers Can Do by K. Beers - Nonfiction Signposts, pages 128-130

Formative Assessment

At the conclusion of each lesson, there must be a formative assessment to determine the students’ mastery of the skill taught.

Formative assessments can include but are not limited to:

- Do Now and Closure Activities
- Group Work
- Class Discussions
- Text analysis
- Tiered Assignments
- Open ended questions using the NJSLA Rubric to score
 - [NJSLA Rubric for Scoring](#)

NJSLA Test Prep:

- [NJSLA Sample Grade 6 Test](#)
 - Students will read the article titled “The Zoos Go Wild” and then answer question #14.
- For additional questions to use, please visit this site: [NJ Digital Item Library](#)
- New Meridian Resource Center
 - <https://resources.newmeridiancorp.org/released-items/>

Unit of Study: Unit 2 Analyzing Informational Texts	Lesson 7 Topic: Text Structures
Suggested Length: 4 Days	
<p>Priority NJSLS:</p> <p>RI.IT.6.3. Analyze how a particular text’s (e.g., article, brochure, technical manual, procedural text) structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.</p> <p>RI.TS.6.4. Use text structures (e.g., cause-effect, problem-solution), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information.</p> <p>Supporting NJSLS:</p> <p>RI.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.</p> <p>RI.CT.6.8. Compare and contrast informational texts in different forms, by different authors, or from different genres (e.g., a memoir written by and a biography on the same person, historical novels and primary source documents, infographics and scientific journals) in terms of their approaches to similar themes and topics.</p> <p>W.RW.6.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>SL.PE.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p style="padding-left: 40px;">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 style="padding-left: 40px;">B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p>	
<p>Teacher Objective: Teacher will teach students how to analyze a text’s structure to gain understanding and how specific features aid in understanding of the text.</p>	
<p>Student Objective: SWBAT: identify the structure of a text and analyze features to gain key information.</p>	

- Have anchor charts from previous lessons available for reference.
- Define Text Structure: the way authors organize information in text.
 - *“Text structure is the “skeleton” that gives a “shape” and organizes the ideas within a text. Understanding how a text is organized makes it easier to understand the author’s meaning — and helps students focus attention on key concepts and relationships, anticipate what is to come, monitor their comprehension as they read, and summarize the central ideas. Understanding text structure also helps students with their own writing.”* - See additional lesson below
- Create “Text Structures” anchor chart illustrating the various types of text structures including compare/contrast, chronological order, problem/solution, and cause/effect.
-
- Model various types of text structures and how to analyze for key details.
- *“To be really great readers, we’ve got to be able to recognize text structures and let those structures help us know how to read. The point is that sometimes we have to change our approach to solve problems. In other words, we don’t read all texts the same way... we don’t read an instruction manual the way we would read another type of reading material. The different text structures share information in various ways.”*

Additional lesson:

[Teaching Text Structure | Reading Rockets](#)

For additional support with this lesson, refer to the following resources for small groups:

-The Reading Strategies Book by Jennifer Serravallo Strategies 8.13-8.20, pages 285-292

-Notice and Note Reading Nonfiction, Contrast and Contradictions, page 123

-Notice and Note Reading Nonfiction, Extreme or Absolute Language, page 136

-Notice and Note Reading Nonfiction, Numbers and Stats, page 148

-Notice and Note Reading Nonfiction, Quoted Words, page 158

-Notice and Note Reading Nonfiction, Word Gaps, page 168

-When Kids Can’t Read What Teachers Can Do by K. Beers - Nonfiction Signposts, pages 128-130

Formative Assessment

At the conclusion of each lesson, there must be a formative assessment to determine the students’ mastery of the skill taught.

Formative assessments can include but are not limited to:

- Do Now and Closure Activities
- Group Work
- Class Discussions
- Text analysis
- Tiered Assignments
- Open ended questions using the NJSLA Rubric to score
 - [NJSLA Rubric for Scoring](#)

NJSLA Test Prep:

- [NJSLA Sample Grade 6 Test](#)
 - Students will read the article titled “The Stripes Will Survive” and then answer question #12.
- For additional questions to use, please visit this site: [NJ Digital Item Library](#)
- New Meridian Resource Center
-<https://resources.newmeridiancorp.org/released-items/>

**Unit of Study: Unit 2 Analyzing
Informational Texts**

**Lesson 8
Topic: Objective Summaries**

Suggested Length: 2 Days

Priority NJSLs:

RI.CR6.2. Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.

RI.MF.6.6. Integrate information when presented in different media or formats (e.g., visually, quantitatively) to develop a coherent understanding of a topic or issue.

RI.CT.6.8. Compare and contrast informational texts in different forms, by different authors, or from different genres (e.g., a memoir written by and a biography on the same person, historical novels and primary source documents, infographics and scientific journals) in terms of their approaches to similar themes and topics.

W.IW.6.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) 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 aid in 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. Acknowledge and attempt a formal/academic style, approach, and form.

F. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows from and supports the information or explanation presented.

Supporting NJSLS:

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

W.RW.6.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.PE.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.

Teacher Objective:

Teacher will teach students to write an objective summary that is free of bias, personal opinions or judgements.

Student Objective:

SWBAT: Write an objective summary that is free of bias, personal opinions or judgements,

- Teacher should have available specific selections of text so that students can practice identifying key details to create an objective summary.
- Create “Objective Summary Essentials” anchor chart illustrating how to create an objective summary with specifics of what to include or what not to include.
 - Example: Title/Author + Verb + Central/Main Idea + Supporting Details + Conclusion
- You may need to review the difference between facts and opinions.
- Model example of an objective summary from previously read informational text.
- *“To be really great readers, we have to be able to understand what we read and be able to give an objective summary of the important details and central idea of the text. An objective summary must be free from personal opinion or judgment. Readers, you must remember that your objective summary should not include your own thoughts but rather*

the exact information from the text that you feel are the details that give a thorough, objective summary.”

Lesson adapted from:

[How to Write an Objective Summary | The Learning Cafe \(msbecksnewsletter.blogspot.com\)](http://msbecksnewsletter.blogspot.com)

For additional support with this lesson, refer to the following resources for small groups:

-The Writing Strategies Book by Jennifer Serravallo Strategies 3.30, Subtopics Hiding in Topics, page 123

-The Writing Strategies Book by Jennifer Serravallo Strategies 3.33, Scan the Newspaper, page 126

-The Writing Strategies Book by Jennifer Serravallo Strategies 3.34, Read Something on an Unfamiliar Topic, page 127

-Notice and Note Reading Nonfiction, Contrast and Contradictions, page 123

-Notice and Note Reading Nonfiction, Extreme or Absolute Language, page 136

-Notice and Note Reading Nonfiction, Numbers and Stats, page 148

-Notice and Note Reading Nonfiction, Quoted Words, page 158

-Notice and Note Reading Nonfiction, Word Gaps, page 168

-When Kids Can't Read What Teachers Can Do by K. Beers - Nonfiction Signposts, pages 128-130

Formative Assessment

At the conclusion of each lesson, there must be a formative assessment to determine the students' mastery of the skill taught.

Formative assessments can include but are not limited to:

- Do Now and Closure Activities
- Group Work
- Class Discussions
- Text analysis
- Tiered Assignments
- Open ended questions using the NJSLA Rubric to score
 - [NJSLA Rubric for Scoring](#)

NJSLA Test Prep:

- [NJSLA Sample Grade 6 Test](#)
 - Students will read the article titled “The Alligator’s Super Sense” and then answer question #11.
- For additional questions to use, please visit this site: [NJ Digital Item Library](#)
- New Meridian Resource Center
 - <https://resources.newmeridiancorp.org/released-items/>

Unit of Study: Unit 2 Analyzing Informational Texts	Lesson 9 Topic: Synthesizing/Integrating Info
Suggested Length: 4 Days	
<p>Priority NJSLS:</p> <p>RI.CI.6.2. Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RI.MF.6.6. Integrate information when presented in different media or formats (e.g., visually, quantitatively) to develop a coherent understanding of a topic or issue.</p> <p>Supporting NJSLS:</p> <p>RI.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.</p> <p>W.RW.6.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>SL.PE.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p style="padding-left: 40px;">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 style="padding-left: 40px;">B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p>	
<p>Teacher Objective: Teacher will teach students to integrate/synthesize information presented in different media or formats to develop a coherent understanding of a topic.</p>	
<p>Student Objective: SWBAT: integrate/synthesize details to develop an understanding of a topic.</p> <ul style="list-style-type: none"> ● Gather a variety of evidence from various ways including charts/graphs, narratives and a video clip on the specific topic. If you use the selected mentor text, find other sources of information to support endangered species, including a video clip. ● Define integrate/synthesize and create anchor chart ● Model how varied sources can be combined to gain a deeper understanding of a topic. 	

- “Good readers integrate all information on a topic that is presented in the different media or formats by analyzing charts/graphs, narrative or multimedia sources. They gain a better understanding of the information and include it in their bank of knowledge.

Additional lesson:

[ELA | Lesson 8 | Interpreting Information in Diverse Formats | PBS LearningMedia](#)

For additional support with this lesson, refer to the following resources for small groups:

-*The Reading Strategies Book* by Jennifer Serravallo Goal 8, Comprehending Topics and Main Ideas, pages 273-293

-*The Reading Strategies Book* by Jennifer Serravallo Goal 9, Comprehending Key Details, pages 301-318

-*The Writing Strategies Book* by Jennifer Serravallo Strategies 3.34, Read Something on an Unfamiliar Topic, page 127

-*Notice and Note Reading Nonfiction, Contrast and Contradictions*, page 123

-*Notice and Note Reading Nonfiction, Extreme or Absolute Language*, page 136

-*Notice and Note Reading Nonfiction, Numbers and Stats*, page 148

-*Notice and Note Reading Nonfiction, Quoted Words*, page 158

-*Notice and Note Reading Nonfiction, Word Gaps*, page 168

-*When Kids Can't Read What Teachers Can Do* by K. Beers - *Nonfiction Signposts*, pages 128-130

Formative Assessment

At the conclusion of each lesson, there must be a formative assessment to determine the students' mastery of the skill taught.

Formative assessments can include but are not limited to:

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NJSLA Test Prep:

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- For additional questions to use, please visit this site: [NJ Digital Item Library](#)
- New Meridian Resource Center
[-https://resources.newmeridiancorp.org/released-items/](https://resources.newmeridiancorp.org/released-items/)

-[G6_ELA_ReleasedItems_ResearchSimulationTask-ItemSet_Final.pdf-Video.pdf \(newmeridiancorp.org\)](#)

-Read, “Miss Me?” / “Clues to Ancient Life” / Croc Fossil Found in Cave” and answer questions.

Unit Plan Title	Unit 2 Writing: Informational Writing
Suggested Time Frame	18 Days

Unit Overview
Informational writing is an essential skill that allows writers to convey ideas and information. Students will have opportunities to improve informational writing throughout the unit by applying their understanding of the author's perspective and point of view from reading a variety of expository texts. This unit allows students the opportunity to analyze and explain information presented from multiple texts, apply their understanding of the various text structures and features, and create a feature article to inform an audience about a chosen topic.

Stage 1 – Desired Results
<p>Established Goals: New Jersey Student Learning Standards for English Language Arts (2023)</p> <p>RI.CI.6.2. Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RI.IT.6.3. Analyze how a particular text's (e.g., article, brochure, technical manual, procedural text) structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.</p> <p>RI.TS.6.4. Use text structures (e.g., cause-effect, problem-solution), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information.</p> <p>RI.MF.6.6. Integrate information when presented in different media or formats (e.g., visually, quantitatively) to develop a coherent understanding of a topic or issue.</p> <p>W.IW.6.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p style="padding-left: 40px;">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 aid in comprehension.</p> <p style="padding-left: 40px;">B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p style="padding-left: 40px;">C. Use appropriate transitions to clarify the relationships among ideas and concepts.</p>

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

E. Acknowledge and attempt a formal/academic style, approach, and form.

F. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows from and supports the information or explanation presented.

W.WP.6.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.

W.WR.6.5. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W.SE.6.6. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

W.RW.6.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.PE.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.

L.SS.6.1. Demonstrate command of the system and structure of the English language when writing or speaking.

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

B. Use intensive pronouns (e.g., myself, ourselves).

- C. Recognize and correct inappropriate shifts in pronoun number and person.
- D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
- E. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical elements.
- F. Recognize spelling conventions.

L.KL.6.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- B. Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- C. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
- D. Maintain consistency in style and tone.

L.VL.6.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies.

- A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings.
- C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
- D. 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.
- E. 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).

SL.PI.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).

Essential Questions	Enduring Understandings
<p>How can I organize my ideas around a variety of topics in informative writing?</p> <p>How does one author advance a different interpretation of the facts as compared to the other author?</p>	<p>Informational writers use various structures to present their information.</p> <p>Informational writers support their writing with other sources, putting information into their own words, and citing carefully to let readers know the source of the information.</p>
Knowledge <i>Students will know...</i>	Skills <i>Students will be able to...</i>
<p>Informational writers develop their ideas with relevant facts, quotations, examples, etc. to support their main point.</p> <p>Informational writers are experts on a topic, so they use the technical vocabulary of that subject.</p> <p>Informational writers organize their thoughts (and paragraph accordingly) so their reader can follow their ideas easily.</p>	<p>Use various research strategies to help them answer their research questions.</p> <p>Focus ideas around main points and supporting details to best teach their audience about a topic.</p> <p>Summarize the most important points in a text objectively.</p> <p>Collect information using boxes and bullets.</p> <p>Support the ideas presented with unbiased evidence.</p> <p>Make a note of sources to give credit to the publication.</p> <p>Organize, plan and draft their information.</p> <p>Revise with the audience in mind.</p> <p>Use grammar and conventions to convey ideas precisely and powerfully.</p>

Interdisciplinary Connections

2020 New Jersey Student Learning Standards for Computer Science and Design Thinking

NJSLS 8.1 Computer Science

- **8.1.8.NI.1:** Model how information is broken down into smaller pieces, transmitted as addressed packets through multiple devices over networks and the Internet, and reassembled at the destination.
- **8.1.12.AP.6:** Refine a solution that meets users' needs by incorporating feedback from team members and users.

NJSLS 8.2 Design Thinking

- **8.2.8.ED.6:** Analyze how trade-offs can impact the design of a product.
- **8.2.8.ITH.2:** Compare how technologies have influenced society over time.
- **8.2.8.ED.3:** Develop a proposal for a solution to a real-world problem that includes a model.

2020 New Jersey Student Learning Standards - Career Readiness, Life Literacies, and Key Skills

NJSLS 91. Credit and Debt Management

- **9.1.8.CDM.1:** Compare and contrast the use of credit cards and debit cards for specific purchases and the advantages and disadvantages of using each.
- **9.1.8.CDM.2:** Demonstrate an understanding of the terminology associated with different types of credit (e.g., credit cards, installment loans, mortgages, lines of credit) and compare and calculate the interest rates associated with each.

NJSLS 9.2 Career Awareness, Exploration, Preparation and Training

- **9.2.8.CAP.15:** Present how the demand for certain skills, the job market, and credentials can determine an individual's earning power.
- **9.2.8.CAP.19:** Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability and to potential level.

NJSLS 9.4 Life Literacies and Key Skills

- **9.4.8.TL.2:** Gather data and digitally represent information to communicate a real-world problem.
- **9.4.8.TL.5:** Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.
- **9.4.8.TL.6:** Collaborate to develop and publish work that provides perspectives on a real-world problem.

Student Resources
<p>Student Texts: Students will select books at their independent reading level from the classroom library, bookroom inventory and school library inventory.</p> <p>Suggested Interactive Read Aloud / Mentor Texts:</p> <ul style="list-style-type: none"> • <i>Tales of Childhood</i>, Roald Dahl • <i>A Black Hole is Not a Hole</i>, Carolyn Cinami DeCristofano • <i>Can We Save the Tiger</i>, Martin Jenkins • <i>You Never Heard of Sandy Koufax</i>, Jonah Winter • <i>The Universe</i>, Seymour Simon • <i>Sky Boys: How They Built the Empire State Building</i>, Deborah Hopkinson
Teacher Resources
<ul style="list-style-type: none"> • Google Suite - Docs, Sheets, Slides, Forms • LinkIt! Assessments • STAR Reading • Accelerated Reader • Newsela.com • Commonlit.org <p><i>A Curricular Plan for The Reading Workshop, Grade 6</i> by Lucy Calkins and Colleagues from The Reading and Writing Project www.Newsela.com https://www.readworks.org/lessons-and-units http://www.readingandwritingproject.org/resources/text-sets</p> <p><i>Notice and Note Nonfiction</i>, Beers & Probst <i>The Writing Strategies Book</i>, J. Serravallo <i>When Kids Can't Read What Teachers Can Do</i>, K. Beers 6th Grade Informational Writing Checklist</p> <p>Additional resources and adapted lessons: (in lesson order) -Essential Parts of an Informative Essay (youtube.com) -Essays in 6th Grade: A Basic Format that Elevates the Standard 5-Paragraph Structure (readwriteteachela.com) -Summarizing & Plagiarism - Excelsior OWL -Leading to Great Places in the Middle School Classroom Read Write Think -Great Informational Writing Leads Anchor Chart and Tips -How to Write a Conclusion</p>

Stage 2 – Assessment Evidence
<p>Summative:</p> <ul style="list-style-type: none"> Published feature article <p>Reader’s / Writer’s Notebook</p> <ul style="list-style-type: none"> Signpost entries Post-it Notes End of Unit Student reflections on strategies / goal attainment / next goals Quick writes <p>Teacher observations / anecdotal notes</p> <ul style="list-style-type: none"> Reading and Writing conference notes

Stage 3 – Learning Plan
<p>Grade 6 English Language Arts Curriculum</p> <p>Unit 2 Writing: Informational Essay</p> <p>Time: Approximately 18 days</p>

Unit of Study: Informational Writing	Lesson 1 Topic: Purpose of Informational Writing
Suggested Length: 1 Day	
<p>Focus Standard(s): W.SE.6.6. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p> <p>Additional Standard(s): RI.CI.6.2. Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments. RI.IT.6.3. Analyze how a particular text’s (e.g., article, brochure, technical manual, procedural text) structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated in a text. RI.TS.6.4. Use text structures (e.g., cause-effect, problem-solution), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information. W.RW.6.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	

SL.PE.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.

Teacher Objective: Teach students the purpose and importance of informational writing through the gathering of relevant information from various sources.

Student Objective:

SWBAT: gather information on a topic to develop an informational essay

- Display anchor chart that highlights features of an informational essay, titled "Parts of an Informational Essay."
- Discuss the informational articles previously read in class.
 - What did we learn?
 - What was the purpose of these articles?
 - Which topic do we feel we are most knowledgeable about? Allow students time to look through articles we analyzed from the previous reading unit.
- *"Today I want to teach you that when people read nonfiction books, we do it to become experts on that topic. Then, we need to teach others what we know through the informational writing that we will begin. To teach something through our own writing we must learn how to use nonfiction texts including feature articles. We can use the nonfiction articles that we have been reading and analyzing to understand the purpose and structure of informational text, so that we can really become an expert."*

Additional Resource:

[Essential Parts of an Informative Essay \(youtube.com\)](https://www.youtube.com/watch?v=...)

For additional support with this lesson, refer to the following resources for small groups:

-The Writing Strategies, by Jennifer Serravallo, Book Strategy 2.21, Why Do You Write?, Page 82

-The Writing Strategies, by Jennifer Serravallo, Book Strategy 2.22 One Bite at a Time, Page 83

Formative Assessment

At the conclusion of each lesson, there must be a formative assessment to determine the students' mastery of the skill taught.

Formative assessments can include but are not limited to:

- Do Now and Closure Activities
- Group Work
- Class Discussions
- Text analysis
- Tiered Assignments
- Open ended questions using the NJSLA Rubric to score
 - [NJSLA Rubric for Scoring](#)

NJSLA Test Prep:

- [NJSLA Sample Grade 6 Test](#)
 - Students will read the article titled “The Stripes Will Survive,” “The Zoos Go Wild,” and “Our Beautiful Macaws” and then answer question #20.
- For additional questions to use, please visit this site: [NJ Digital Item Library](#)
- New Meridian Resource Center
 - <https://resources.newmeridiancorp.org/released-items/>

Unit of Study: Informational Writing

Lesson 2

Topic: Deciding and Developing a Topic

Suggested Length: 1 Day

Focus Standard(s):

W.IW.6.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- A. 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 aid in 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. Acknowledge and attempt a formal/academic style, approach, and form.

- F. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows from and supports the information or explanation presented.

W.WR.6.5. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W.SE.6.6. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

W.RW.6.7. 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.

Additional Standard(s):

RI.CI.6.2. Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.

RI.IT.6.3. Analyze how a particular text's (e.g., article, brochure, technical manual, procedural text) structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.

RI.TS.6.4. Use text structures (e.g., cause-effect, problem-solution), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information.

W.RW.6.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.PE.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.

L.SS.6.1. Demonstrate command of the system and structure of the English language when writing or speaking.

- A. Ensure that pronouns are in the proper case (subjective, objective, possessive).
- B. Use intensive pronouns (e.g., myself, ourselves).
- C. Recognize and correct inappropriate shifts in pronoun number and person.
- D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
- E. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical elements.
- F. Recognize spelling conventions.

L.KL.6.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- B. Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- C. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
- D. Maintain consistency in style and tone.

L.VL.6.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies.

- A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings.
- C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
- D. 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.

E. 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).

Teacher Objective: Teach students to ask themselves questions about their chosen topic to determine a strong understanding of the topic.

Student Objective:

SWBAT: Determine their informational essay topic by asking themselves questions to ensure strong understanding of the topic.

- Teacher models creating a list of topics that were discussed in the reading section of this unit.
- Students will continue to utilize their notes from articles that were previously analyzed.
- Create a T-Chart for Topics which include the following questions:
 - Do I really know a lot of facts about this topic?
 - Can I teach someone else about this topic?
 - Can I spend my writing time for the next week writing facts about this topic?
- *When writers are choosing the topic that they would like to teach others about, they need to make sure that they are an expert before beginning. You can pick a topic off the top of your head that you know a lot about but when it comes time to write, you realize it was not the perfect topic. Today, I am going to teach you that in order to choose a topic that will create a well-informed piece, there are questions you can ask yourself before beginning to see if it is a good topic for you. Once you have a few possible choices, good writers then determine if they have enough information to write an article."*

For additional support with this lesson, refer to the following resources for small groups:

-The Writing Strategies, by Jennifer Serravallo, Book Strategy 2.21, Why Do You Write? Page 82

-The Writing Strategies, by Jennifer Serravallo, Book Strategy 2.22 One Bite at a Time, Page 83

-The Writing Strategies, by Jennifer Serravallo, Book Strategy 2.27 Be Realistic, Page 88

-The Writing Strategies, by Jennifer Serravallo, Book Strategy 3.12, These Are a Few of My Favorite Things, Page 105

-The Writing Strategies, by Jennifer Serravallo, Book Strategy 3.32 Abstract Issues, Specific Examples, Page 125

Formative Assessment

At the conclusion of each lesson, there must be a formative assessment to determine the students'

mastery of the skill taught.

Formative assessments can include but are not limited to:

- Do Now and Closure Activities
- Group Work
- Class Discussions
- Text analysis
- Tiered Assignments
- Open ended questions using the NJSLA Rubric to score
 - [NJSLA Rubric for Scoring](#)

NJSLA Test Prep:

- [NJSLA Sample Grade 6 Test](#)
 - Students will read the article titled “The Stripes Will Survive,” “The Zoos Go Wild,” and “Our Beautiful Macaws” and then answer question #20.
- For additional questions to use, please visit this site: [NJ Digital Item Library](#)
- New Meridian Resource Center
[-https://resources.newmeridiancorp.org/released-items/](https://resources.newmeridiancorp.org/released-items/)

Unit of Study: Informational Writing

Lesson 3

Topic: Writing Organization: Outline

Suggested Length: 3 Days

Focus Standard(s):

W.IW.6.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) 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 aid in 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. Acknowledge and attempt a formal/academic style, approach, and form.
- F. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows from and supports the information or explanation presented.

W.SE.6.6. 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.

Additional Standard(s):

RI.CI.6.2. Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.

RI.TS.6.4. Use text structures (e.g., cause-effect, problem-solution), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information.

W.RW.6.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.PE.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.

L.SS.6.1. Demonstrate command of the system and structure of the English language when writing or speaking.

- A. Ensure that pronouns are in the proper case (subjective, objective, possessive).
- B. Use intensive pronouns (e.g., myself, ourselves).
- C. Recognize and correct inappropriate shifts in pronoun number and person.
- D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
- E. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical elements.
- F. Recognize spelling conventions.

L.KL.6.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- B. Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- C. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
- D. Maintain consistency in style and tone.

L.VL.6.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies.

- A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings.
- C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
- D. 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.
- E. 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).

Teacher Objective: Teach students to organize their thoughts and ideas into an essay outline.

Student Objective:

SWBAT: Outline their essay in order to visualize the expectations and organize their ideas.

- Present the previously prepared “Essay Outline” anchor chart for writers to review text structures.
- Teacher should also be prepared to display an example of outline so that writers can visualize the expectation of an informational article/essay.
- Provide an outline graphic organizer to record essential details/information.
- Students continue to read/research on their specific topic for their feature article.
- *“Today I want to teach you that information writers organize the information they have collected within each subsection in a way that best teaches the reader. One way writers do this is by saying big or general ideas that the reader needs to know about the subtopic first, before getting to the smaller details. After you have gathered your details, writers will outline their details in order to effectively organize their writing.”*

Lesson adapted from:

[Essays in 6th Grade: A Basic Format that Elevates the Standard 5-Paragraph Structure \(readwriteteachela.com\)](http://readwriteteachela.com)

For additional support with this lesson, refer to the following resources for small groups:

-The Writing Strategies, by Jennifer Serravallo, Book Strategy 2.22 One Bite at a Time, Page 83

-The Writing Strategies, by Jennifer Serravallo, Book Strategy 2.23 Your Aim Black on White? Page 84

-The Writing Strategies, by Jennifer Serravallo, Book Strategy 2.27 Be Realistic, Page 88

-The Writing Strategies, by Jennifer Serravallo, Book Strategy 3.15 Jot Today, Write Tomorrow, Page 108

-The Writing Strategies, by Jennifer Serravallo, Book Strategy 5.7 Organize in Sequence, Page 174

-The Writing Strategies, by Jennifer Serravallo, Book Strategy 5.23 Draw your Layout, Page 190

-The Writing Strategies, by Jennifer Serravallo, Book Strategy 5.24 Outline, Reoutline, Outline Again, Page 191

Formative Assessment

At the conclusion of each lesson, there must be a formative assessment to determine the students' mastery of the skill taught.

Formative assessments can include but are not limited to:

- Do Now and Closure Activities
- Group Work
- Class Discussions
- Text analysis
- Tiered Assignments
- Open ended questions using the NJSLA Rubric to score
 - [NJSLA Rubric for Scoring](#)

NJSLA Test Prep:

- [NJSLA Sample Grade 6 Test](#)
 - Students will read the article titled “The Stripes Will Survive,” “The Zoos Go Wild,” and “Our Beautiful Macaws” and then answer question #20.
- For additional questions to use, please visit this site: [NJ Digital Item Library](#)
- New Meridian Resource Center
 - <https://resources.newmeridiancorp.org/released-items/>

Unit of Study: Informational Writing**Lesson 4****Topic: Using Your Own Voice****Suggested Length: 5 Days****Focus Standard(s):**

W.IW.6.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) 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 aid in 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. Acknowledge and attempt a formal/academic style, approach, and form.

F. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows from and supports the information or explanation presented.

W.WP.6.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.

Additional Standard(s):

RI.CI.6.2. Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.

RI.IT.6.3. Analyze how a particular text's (e.g., article, brochure, technical manual, procedural text) structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.

RI.TS.6.4. Use text structures (e.g., cause-effect, problem-solution), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information.

W.RW.6.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.PE.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.

L.SS.6.1. Demonstrate command of the system and structure of the English language when writing or speaking.

- A. Ensure that pronouns are in the proper case (subjective, objective, possessive).
- B. Use intensive pronouns (e.g., myself, ourselves).
- C. Recognize and correct inappropriate shifts in pronoun number and person.
- D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
- E. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical elements.
- F. Recognize spelling conventions.

L.KL.6.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- B. Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- C. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
- D. Maintain consistency in style and tone.

L.VL.6.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies.

- A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

- B. Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings.
- C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
- D. 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.
- E. 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).

Teacher Objective: Teach students to use their own voice instead of copying directly from the text.

Student Objective:

SWBAT: Paraphrase information and use their own voice to convey their ideas.

- Writers continue to take notes in writer's notebook and carefully select useful, important information.
- Teacher provides student exemplars for students to review.
- Writers should be encouraged to utilize the writing outline to organize their own words.
- Discuss the differences between "Summary vs Plagiarism."
- Writers begin to draft, collect information and research (if necessary) for the feature article.
- *"Today I want to teach you that information writers use their knowledge and research to create writing that has their own voice shine throughout the written text. They can support their writing with other sources, putting information into their own words and citing carefully to let readers know where the information came from. Writers must be careful to select appropriate wording that is true to their own voice."*

Additional lesson:

[Summarizing & Plagiarism - Excelsior OWL](#)

For additional support with this lesson, refer to the following resources for small groups:

-The Writing Strategies, by Jennifer Serravallo, Book Strategy 7.2 Write with Authority: Domain Specific Vocabulary, Page 263

-The Writing Strategies, by Jennifer Serravallo, Book Strategy 7.5 Verbs that Match Meaning, Page 266

-The Writing Strategies, by Jennifer Serravallo, Book Strategy 7.18 Vary Words to Eliminate Repetitions, Page 279

Formative Assessment

At the conclusion of each lesson, there must be a formative assessment to determine the students' mastery of the skill taught.

Formative assessments can include but are not limited to:

- Do Now and Closure Activities
- Group Work
- Class Discussions
- Text analysis
- Tiered Assignments
- Open ended questions using the NJSLA Rubric to score
 - [NJSLA Rubric for Scoring](#)

NJSLA Test Prep:

- [NJSLA Sample Grade 6 Test](#)
 - Students will read the article titled “The Stripes Will Survive,” “The Zoos Go Wild,” and “Our Beautiful Macaws” and then answer question #20.
- For additional questions to use, please visit this site: [NJ Digital Item Library](#)
- New Meridian Resource Center
-<https://resources.newmeridiancorp.org/released-items/>

Unit of Study: Informational Writing**Lesson 5****Topic: Strong Intros****Suggested Length: 2 Days****Focus Standard(s):**

RI.MF.6.6. Integrate information when presented in different media or formats (e.g., visually, quantitatively) to develop a coherent understanding of a topic or issue.

W.IW.6.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) 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 aid in 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. Acknowledge and attempt a formal/academic style, approach, and form.
- F. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows from and supports the information or explanation presented.
- G.

W.WP.6.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.

Additional Standard(s):

RI.CI.6.2. Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.

RI.IT.6.3. Analyze how a particular text's (e.g., article, brochure, technical manual, procedural text) structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.

RI.TS.6.4. Use text structures (e.g., cause-effect, problem-solution), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information.

W.RW.6.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.PE.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.

L.SS.6.1. Demonstrate command of the system and structure of the English language when writing or speaking.

- A. Ensure that pronouns are in the proper case (subjective, objective, possessive).
- B. Use intensive pronouns (e.g., myself, ourselves).
- C. Recognize and correct inappropriate shifts in pronoun number and person.
- D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
- E. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical elements.
- F. Recognize spelling conventions.

L.KL.6.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- B. Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- C. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
- D. Maintain consistency in style and tone.

L.VL.6.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies.

- A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings.
- C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
- D. 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.
- E. 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).

Teacher Objective: Teach students how to introduce their topic and begin their informational essay with a strong leading statement.

Student Objective:

SWBAT: Draft a strong lead that will grab their reader's attention.

- As writers prepare to write their first draft, make sure they write on alternating lines in the writer's notebook in preparation for the revision and editing process.
- Review or create the anchor chart "Effective Leads" so that students know how to craft an effective, engaging introduction
- Teacher can distribute copies of "Writing Effective Leads" or may create their own sample for writers to practice.
- Students can partner and share different leads to practice creating effective leads.
- Continue to encourage students to research and take notes on the topic, if necessary.
- Allow students to use post its, colored pencils to aid in the writing process.
- *"Nonfiction writers draft text that will grab the reader's attention right from the beginning with a catchy, interesting introduction that reels the reader in. A good introduction is an invitation to keep on reading to discover more about the topic. As the writer's draft the text, they should be thinking of ways to make it more interesting and understandable to their readers. We revise the introduction so that our readers are set up to be experts about the topic from the beginning."*

Lesson adapted from:

[Leading to Great Places in the Middle School Classroom | Read Write Think](#)
[Great Informational Writing Leads Anchor Chart and Tips](#)

For additional support with this lesson, refer to the following resources for small groups:

-The Writing Strategies, by Jennifer Serravallo, Book Strategy 5.13, Start with a Table of Contents, Page 180

-The Writing Strategies, by Jennifer Serravallo, Book Strategy 5.14, Parts of a Topic, Page 181

-The Writing Strategies, by Jennifer Serravallo, Book Strategy 5.18, Start with a Plan in Mind, Page 185

-The Writing Strategies, by Jennifer Serravallo, Book Strategy 5.20, Nonfiction Leads, Page 187

-The Writing Strategies, by Jennifer Serravallo, Book Strategy 5.21, Lead by Addressing the Reader, Page 188

Formative Assessment

At the conclusion of each lesson, there must be a formative assessment to determine the students' mastery of the skill taught.

Formative assessments can include but are not limited to:

- Do Now and Closure Activities
- Group Work
- Class Discussions
- Text analysis
- Tiered Assignments

- Open ended questions using the NJSLA Rubric to score
 - [NJSLA Rubric for Scoring](#)

NJSLA Test Prep:

- [NJSLA Sample Grade 6 Test](#)
 - Students will read the article titled “The Stripes Will Survive,” “The Zoos Go Wild,” and “Our Beautiful Macaws” and then answer question #20.
- For additional questions to use, please visit this site: [NJ Digital Item Library](#)
- New Meridian Resource Center
[-https://resources.newmeridiancorp.org/released-items/](https://resources.newmeridiancorp.org/released-items/)

Unit of Study: Informational Writing

Lesson 6

Topic: Strong Conclusions

Suggested Length: 2 Days

Focus Standard(s):

W.IW.6.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- 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 aid in comprehension.
- Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- Use appropriate transitions to clarify the relationships among ideas and concepts.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Acknowledge and attempt a formal/academic style, approach, and form.
- Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows from and supports the information or explanation presented.

Additional Standard(s):

W.WP.6.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.

W.WR.6.5. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W.RW.6.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.PE.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.

L.SS.6.1. Demonstrate command of the system and structure of the English language when writing or speaking.

- A. Ensure that pronouns are in the proper case (subjective, objective, possessive).
- B. Use intensive pronouns (e.g., myself, ourselves).
- C. Recognize and correct inappropriate shifts in pronoun number and person.
- D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
- E. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical elements.
- F. Recognize spelling conventions.

L.KL.6.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- B. Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- C. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
- D. Maintain consistency in style and tone.

L.VL.6.3.Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies.

- A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings.
- C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
- D. 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.
- E. 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).

Teacher Objective:

Teach students how to wrap up their essay with a strong conclusion statement.

Student Objective:

SWBAT: Write a strong conclusion to their essay.

- Review or create “Strong Conclusions” anchor chart so that writers understand the purpose of crafting an effective, strong conclusion.
- Teacher should provide formula for strong conclusion:
 - #1-Restate Thesis
 - #2 Summarize Main Points
 - #3 Draw to a close
- Teacher should be providing individual support or conducting a strategy lesson for writers who struggle with developing the conclusion.
- *“Today I want to teach you that information writers revise their concluding section, taking care to sum up the important information and also leave readers with some big ideas. A powerful kind of concluding section in an information text is structured like an essay, with a thesis and some examples.”*

Lesson adapted from:

[How to Write a Conclusion](#)

For additional support with this lesson, refer to the following resources for small groups:

-The Writing Strategies, by Jennifer Serravallo, Book Strategy 5.13, Start with a Table of Contents, Page 180

-The Writing Strategies, by Jennifer Serravallo, Book Strategy 5.14, Parts of a Topic, Page 181

-The Writing Strategies, by Jennifer Serravallo, Book Strategy 5.18, Start with a Plan in Mind, Page 185

-The Writing Strategies, by Jennifer Serravallo, Book Strategy 5.20, Nonfiction Leads, Page 187

Formative Assessment

At the conclusion of each lesson, there must be a formative assessment to determine the students' mastery of the skill taught.

Formative assessments can include but are not limited to:

- Do Now and Closure Activities
- Group Work
- Class Discussions
- Text analysis
- Tiered Assignments
- Open ended questions using the NJSLA Rubric to score
 - [NJSLA Rubric for Scoring](#)

NJSLA Test Prep:

- [NJSLA Sample Grade 6 Test](#)
 - Students will read the article titled “The Stripes Will Survive,” “The Zoos Go Wild,” and “Our Beautiful Macaws” and then answer question #20.
- For additional questions to use, please visit this site: [NJ Digital Item Library](#)
- New Meridian Resource Center
 - <https://resources.newmeridiancorp.org/released-items/>

Unit of Study: Informational Writing

Lesson 7

Topic: Revise/Edit

Suggested Length: 1 Day

Focus Standard(s):

W.IW.6.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) 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 aid in 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. Acknowledge and attempt a formal/academic style, approach, and form.
- F. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows from and supports the information or explanation presented.

W.WP.6.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.

Additional Standard(s):

W.RW.6.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.PE.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.

L.SS.6.1. Demonstrate command of the system and structure of the English language when writing or speaking.

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

- E. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical elements.
- F. Recognize spelling conventions.

L.KL.6.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- B. Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- C. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
- D. Maintain consistency in style and tone.

L.VL.6.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies.

- A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings.
- C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
- D. 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.
- E. 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).

Teacher Objective: Teach students to utilize a checklist to self revise and edit.

Student Objective:

SWBAT: Utilize a checklist to revise/edit their informational essays.

-Provide copy of an editing checklist of Grade 6 Narrative Writing Checklist for students to use
-Model reflecting on sample narrative using selected checklist. Demonstrate editing using the Narrative Checklist and Writing Rubric.

*This is the last lesson before students write or complete final drafts.

- [-Suggested checklist for Informational Writing](#)

Additional lessons to support grammar instruction:

- [To Grammar or Not to Grammar: That Is Not the Question! | Read Write Think](#)
- [The Magnetism of Language: Parts of Speech, Poetry, and Word Play | Read Write Think](#)
- [Sixth Grade Grammar That Makes Sense – Language Arts Classroom](#)

For additional support with this lesson, refer to the following resources for small groups:

-*The Writing Strategies*, by Jennifer Serravallo, Book Strategy 9.4, *Repeated Rereadings to Check a Checklist*, page 327

-*The Writing Strategies*, by Jennifer Serravallo, Book Strategy 10.7, *Tell Me: Does it Make Sense?*, page 370

Formative Assessment

At the conclusion of each lesson, there must be a formative assessment to determine the students' mastery of the skill taught.

Formative assessments can include but are not limited to:

- Do Now and Closure Activities
- Group Work
- Class Discussions
- Text analysis
- Tiered Assignments
- Open ended questions using the NJSLA Rubric to score
 - [NJSLA Rubric for Scoring](#)

NJSLA Test Prep:

- [NJSLA Sample Grade 6 Test](#)
 - Students will read the article titled “The Stripes Will Survive,” “The Zoos Go Wild,” and “Our Beautiful Macaws” and then answer question #20.
- For additional questions to use, please visit this site: [NJ Digital Item Library](#)
- New Meridian Resource Center
-<https://resources.newmeridiancorp.org/released-items/>

Unit of Study: Informational Writing

Lesson 8

Topic: Writing Celebration

Suggested Length: 1 Day

Focus Standard(s):

W.IW.6.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) 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 aid in 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. Acknowledge and attempt a formal/academic style, approach, and form.
- F. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows from and supports the information or explanation presented..

W.WP.6.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.

SL.PI.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).

Additional Standard(s):

W.RW.6.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.PE.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.

L.SS.6.1. Demonstrate command of the system and structure of the English language when writing or speaking.

- A. Ensure that pronouns are in the proper case (subjective, objective, possessive).
- B. Use intensive pronouns (e.g., myself, ourselves).
- C. Recognize and correct inappropriate shifts in pronoun number and person.
- D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
- E. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical elements.
- F. Recognize spelling conventions.

L.KL.6.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- B. Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- C. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
- D. Maintain consistency in style and tone.

L.VL.6.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies.

- A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings.
- C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
- D. 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.
- E. 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).

Teacher Objective: Teach students that hard work pays off.

Student Objective:

SWBAT: Celebrate their hard work!

- It may take days for students to complete their final drafts. Students can decide on their format (written or typed) or you may provide a framework for them.
- Previous lessons may be repeated as needed.
- You may allow students to contribute to the checklist you use for scoring and allow them to score their peers.
- If time allows, give students the opportunity to share their feature articles with a celebration of writing.
- *“Today I want to teach you that information writers celebrate all of the hard work they have done by getting ready to share the articles they have created with others. We should all understand the writing process is a very involved process that can reap many rewards. All writers in this class should be proud of themselves for the hard work and dedication you have shown while creating their feature article.”*

Formative Assessment

At the conclusion of each lesson, there must be a formative assessment to determine the students’ mastery of the skill taught.

Formative assessments can include but are not limited to:

- Do Now and Closure Activities
- Group Work
- Class Discussions
- Text analysis
- Tiered Assignments
- Open ended questions using the NJSLA Rubric to score
 - [NJSLA Rubric for Scoring](#)

NJSLA Test Prep:

- [NJSLA Sample Grade 6 Test](#)
 - Students will read the article titled “The Stripes Will Survive,” “The Zoos Go Wild,” and “Our Beautiful Macaws” and then answer question #20.
- For additional questions to use, please visit this site: [NJ Digital Item Library](#)
- New Meridian Resource Center
[-https://resources.newmeridiancorp.org/released-items/](https://resources.newmeridiancorp.org/released-items/)

Unit Plan Title	Unit 3 Reading: Analyzing Argumentative Text
Suggested Time Frame	13 Days

Unit Overview
In this unit students will analyze arguments for their validity, looking for strength of sources, as well as strong claims and valid supporting details to support these claims. Students will use a variety of texts to accumulate more information on a single topic. They will learn to judge arguments based on the power of their sources, identifying primary sources as the most powerful tool when supporting a claim. Students will also evaluate and reflect on the effectiveness of an argument by two different authors.

Stage 1 – Desired Results
<p>Established Goals: New Jersey Student Learning Standards for English Language Arts (2023)</p> <p>RI.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.</p> <p>RI.CI.6.2. Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RI.IT.6.3. Analyze how a particular text’s (e.g., article, brochure, technical manual, procedural text) structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.</p> <p>RI.PP.6.5. Identify the author's purpose, perspective or potential bias in a text and explain the impact on the reader’s interpretation.</p> <p>RI.MF.6.6. Integrate information when presented in different media or formats (e.g., visually, quantitatively) to develop a coherent understanding of a topic or issue.</p> <p>RI.AA.6.7. Trace the development of and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p>RI.CT.6.8. Compare and contrast informational texts in different forms, by different authors, or from different genres (e.g., a memoir written by and a biography on the same person, historical novels and primary source documents, infographics and scientific journals) in terms of their approaches to similar themes and topics.</p>

SL.PE.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.

Essential Questions	Enduring Understandings
<p>How do readers trace and evaluate the argument and specific claims in a text?</p> <p>How do readers determine the soundness of the author's reasoning and whether the evidence is enough to support the author's claims?</p> <p>How do purpose and audience shape the content in a persuasive/argument text?</p>	<p>Readers recognize the building blocks of effective argumentation by studying mentor texts / arguments.</p> <p>Readers of argumentative texts must evaluate a writer's argument, recognize potential bias, assess whether the evidence is accurate and relevant and determine if the reasoning is valid.</p> <p>Argument / persuasion involves emotional, logical, and rational arguments supported by facts, details, examples, or emotional appeal.</p>
Knowledge <i>Students will know...</i>	Skills <i>Students will be able to...</i>
<p>Claims need to be supported with sufficient and relevant evidence.</p> <p>Argument readers must distinguish between those that are supported by reasons and evidence and those that are not.</p> <p>An author's word choice shapes the meaning and tone of a text.</p> <p>An author provides evidence to support his/her claim about a topic.</p>	<p>Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p> <p>Evaluate the merits of a claim by citing evidence.</p> <p>Describe the position a writer takes on an issue and identify the potential biases that may impact his/her position.</p>

<p>Authors use different structures to convey ideas.</p>	<p>Explain the impact that word choice has on the meaning and/or tone of an argumentative text.</p> <p>Evaluate data, arguments and claims in a text.</p> <p>Distinguish those supported by evidence from those which are not.</p> <p>Evaluate the effectiveness of different claims (one that is supported with facts, one that is supported with opinions, and one that is not supported).</p>
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Interdisciplinary Connections
<p>2020 New Jersey Student Learning Standards for Computer Science and Design Thinking</p> <p>NJSLS 8.1 Computer Science</p> <ul style="list-style-type: none"> ● 8.1.8.NI.1: Model how information is broken down into smaller pieces, transmitted as addressed packets through multiple devices over networks and the Internet, and reassembled at the destination. ● 8.1.12.AP.6: Refine a solution that meets users’ needs by incorporating feedback from team members and users. <p>NJSLS 8.2 Design Thinking</p> <ul style="list-style-type: none"> ● 8.2.8.ITH.2: Compare how technologies have influenced society over time. ● 8.2.8.ED.3: Develop a proposal for a solution to a real-world problem that includes a model. <p>2020 New Jersey Student Learning Standards - Career Readiness, Life Literacies, and Key Skills</p> <p>NJSLS 91. Credit and Debt Management</p> <ul style="list-style-type: none"> ● 9.1.8.CDM.1: Compare and contrast the use of credit cards and debit cards for specific purchases and the advantages and disadvantages of using each. ● 9.1.8.CDM.2: Demonstrate an understanding of the terminology associated with different types of credit (e.g., credit cards, installment loans, mortgages, lines of credit) and compare and calculate the interest rates associated with each. <p>NJSLS 9.2 Career Awareness, Exploration, Preparation and Training</p> <ul style="list-style-type: none"> ● 9.2.8.CAP.15: Present how the demand for certain skills, the job market, and credentials can determine an individual’s earning power. ● 9.2.8.CAP.19: Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability and to potential level. <p>NJSLS 9.4 Life Literacies and Key Skills</p> <ul style="list-style-type: none"> ● 9.4.8.TL.2: Gather data and digitally represent information to communicate a real-world problem.

- **9.4.8.TL.5:** Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.
- **9.4.8.TL.6:** Collaborate to develop and publish work that provides perspectives on a real-world problem.

Student Resources

Student Texts: Students will select books at their independent reading level from the classroom library, bookroom inventory and school library inventory.

Suggested Interactive Read Aloud / Mentor Texts:

- [The Health Effects of Too Much Gaming](#)
- [Detriments of Video Games](#)
- [Game On! New Says Suggests Video Games Could Be Good For You](#)
- [Study Suggests Video Games Could Help Mental Health](#)
- [How Video Games are Teaching the World to Speak English](#)

Teacher Resources

- Google Suite - Docs, Sheets, Slides, Forms
- LinkIt! Assessments
- STAR Reading
- Accelerated Reader
- Newsela.com
- Commonlit.org

Notice and Note Nonfiction, Beers & Probst
The Reading Strategies Book 2.0, J. Serravallo

Additional resources and adapted lessons: (in lesson order)

- [Argumentative vs. Persuasive Texts](#)
- [How to Teach Arguments and Claims in Middle School — Teaching Intentionally](#)
- [Microsoft Word - CARRDS.docx \(ccsd59.org\)](#)
- [Comparing and Contrasting Arguments - Humanities LibreTexts](#)

Stage 2 – Assessment Evidence

Formative and Summative:

- On Demand Writing
- Grade 6: Unit 4 Assessment (Linkit!)

Reader's / Writer's Notebook

- Signpost entries
- Post-it Notes
- End of Unit Student reflections on strategies / goal attainment / next goals
- Quick writes

Teacher observations / anecdotal notes

- Reading and Writing conference notes

Stage 3 – Learning Plan**Grade 6 English Language Arts Curriculum****Unit 3 Reading: Analyzing Argumentative Texts****Time: Approximately 13 days**

*In this unit, texts from the informational unit will be utilized and evaluated from a different lens. The Informational Text Unit suggested the topic, “Video Games have benefits and detriments.” Students were analyzing both topics for information. They then choose one topic and wrote an informational essay. In this unit, students are analyzing the same texts, analyzing parts of an argument. In the Argumentative Writing Unit, they will incorporate parts of argument to their previously written informational essay.

Suggested Texts:[The Health Effects of Too Much Gaming](#)[Detriments of Video Games](#)[Game On! New Says Suggests Video Games Could Be Good For You](#)[Study Suggests Video Games Could Help Mental Health](#)[How Video Games are Teaching the World to Speak English](#)**Unit of Study: Unit 3 Analyzing
Argumentative Text****Lesson 1:
Topic Identifying Author’s Purpose****Suggested Length: 2 Days****Focus Standard(s):**

RI.PP.6.5. Identify the author's purpose, perspective or potential bias in a text and explain the impact on the reader’s interpretation.

Additional Standard(s):

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

RI.IT.6.3. Analyze how a particular text’s (e.g., article, brochure, technical manual, procedural text) structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.

SL.PE.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.

Teacher Objective:

Teacher will teach students how to determine an author's point of view and how it is conveyed in a text.

Student Objective:

SWBAT:

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

-Define Argumentative text:

Goal of ARGUMENTATIVE TEXTS: To get the reader to acknowledge that your side is valid and deserves consideration as another point of view.

-Offers the reader relevant reasons, credible facts, and sufficient evidence to support that the writer has a valid and worthy perspective.

-This is different from persuasive writing which blends facts and emotion in an attempt to convince the reader that the writer is "right." (Often relies heavily on opinion.)

-Reference: [Argumentative vs. Persuasive Texts](#) to highlight the differences.

-Key terms in Argumentative texts:

- Claim
- Reasons
- Evidence
- Counterclaim
- Rebuttal

For additional support with this lesson, refer to the following resources for small groups:

-The Reading Strategies Book by Jennifer Serravallo Goal 8.18, Notice the What and the How of Information, page 290

-The Reading Strategies Book by Jennifer Serravallo Goal 8.19, Research and Recognize the Author's Authority and bias pages 291

Formative Assessment

At the conclusion of each lesson, there must be a formative assessment to determine the students' mastery of the skill taught.

Formative assessments can include but are not limited to:

- Do Now and Closure Activities
- Group Work
- Class Discussions
- Text analysis
- Tiered Assignments
- Open ended questions using the NJSLA Rubric to score
 - [NJSLA Rubric for Scoring](#)

NJSLA Test Prep:

- [NJSLA Sample Grade 6 Test](#)
- For additional questions to use, please visit this site: [NJ Digital Item Library](#)
- New Meridian Resource Center
 - https://resources.newmeridiancorp.org/released-items/-RST-Navajo_FINAL.pdf ([newmeridiancorp.org](#))
 - Read passages from “Navajo Code Talkers,” the article “American Indians in the United States Army,” and the passage “What’s So Special About Secret Codes?” and answer question #9.

Unit of Study: Unit 3 Analyzing Argumentative Text

Lesson 2
Topic: Strengths of Text & Evaluating Arguments

Suggested Length: 5 Days

Focus Standard(s):

RI.AA.6.7. Trace the development of and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

Additional Standard(s):

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

SL.PE.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.

Teacher Objective:

Teacher will teach students to evaluate arguments for strengths and weaknesses.

Student Objective:

SWBAT:

Read and analyze an argumentative text, evaluating parts of an argument.

-Students will identify parts of an argument in each of the previously selected texts:

- Claim
- Reasons
- Evidence
- Counterclaim
- Rebuttal

- Good readers pay close attention to specific language that indicates each part of an argument.

- Analyze each text to see what information is included and how the author presents the information.

-Provide additional resources of varying media formats, ex: videos, books, etc.

-Once an understanding of parts of an argument is mastered, begin evaluating the strength of arguments.

Lesson adapted from:

[How to Teach Arguments and Claims in Middle School — Teaching Intentionally](#)

For additional support with this lesson, refer to the following resources for small groups:

-The Reading Strategies Book by Jennifer Serravallo Goal 9.2, Move from What You Know to What's Knew, page 302

-The Reading Strategies Book by Jennifer Serravallo Goal 9.4, Monitor for Clicks and Clunks, 304

-The Reading Strategies Book by Jennifer Serravallo Goal 9.5, Read, Cover, Remember, Retell, page 305

-The Reading Strategies Book by Jennifer Serravallo Goal 9.10, Ask: How Do I Know? page 312

-The Reading Strategies Book by Jennifer Serravallo Goal 9.17, Analyze the Development of an

Formative Assessment

At the conclusion of each lesson, there must be a formative assessment to determine the students' mastery of the skill taught.

Formative assessments can include but are not limited to:

- Do Now and Closure Activities
- Group Work
- Class Discussions
- Text analysis
- Tiered Assignments
- Open ended questions using the NJSLA Rubric to score
 - [NJSLA Rubric for Scoring](#)

NJSLA Test Prep:

- [NJSLA Sample Grade 6 Test](#)
- For additional questions to use, please visit this site: [NJ Digital Item Library](#)
- New Meridian Resource Center
 - <https://resources.newmeridiancorp.org/released-items/>
 - [RST-Navajo_FINAL.pdf \(newmeridiancorp.org\)](#)

**Unit of Study: Unit 3 Analyzing
Argumentative Text**

**Lesson 3:
Topic: Credible Sources**

Suggested Length: 2 Days

Focus Standard(s):

RI.CI.6.2. Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.

RI.MF.6.6. Integrate information when presented in different media or formats (e.g., visually, quantitatively) to develop a coherent understanding of a topic or issue.

Additional Standard(s):

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

SL.PE.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.

Teacher Objective:

Teacher will teach students to evaluate sources' reliability and validity.

Student Objective:

SWBAT:

Evaluate a source's reliability and validity.

-Create Anchor Chart "Evaluating Sources" is needed for this lesson. Teachers can fill this anchor chart with any books and sites students can use to grow in knowledge. For example, websites: .org, .gov, .edu vs. .com; primary vs. secondary, encyclopedias, almanacs, etc.

-Suggested language to use: CARRDS

- **Credibility**- Who is the author? What are his/her credentials? Is he/she trustworthy and knowledgeable?
- **Accuracy**- can facts be verified? Based on your knowledge, does this seem accurate?
- **Reliability**- Can this source be trusted? (Trusted sources: .org, .gov, encyclopedias, almanacs, etc.) NO POV or bias should be present.
- **Relevance**- Does the info directly support the topic?
- **Date**- When was this info. created? When was it revised? Older than 5 years is out of date.
- **Sources**- Did the author use reliable, credible sources?

-Students will be given the opportunity to conduct research on the suggested topic. They will use the reliable and valid sources anchor chart to find additional articles on the suggested topic. They will use previously learned techniques to evaluate text and their sources.

Lesson Adapted from:

[Microsoft Word - CARRDS.docx \(ccsd59.org\)](https://ccsd59.org/CARRDS.docx)

For additional support with this lesson, refer to the following resources for small groups:

-The Reading Strategies Book by Jennifer Serravallo Goal 10.24, Consider Primary Sources, page 348

-The Reading Strategies Book by Jennifer Serravallo Goal 10.25, Continue Your Reading After the End, page 349

Formative Assessment

At the conclusion of each lesson, there must be a formative assessment to determine the students' mastery of the skill taught.

Formative assessments can include but are not limited to:

- Do Now and Closure Activities
- Group Work
- Class Discussions
- Text analysis
- Tiered Assignments
- Open ended questions using the NJSLA Rubric to score
 - [NJSLA Rubric for Scoring](#)

NJSLA Test Prep:

- [NJSLA Sample Grade 6 Test](#)
- For additional questions to use, please visit this site: [NJ Digital Item Library](#)
- New Meridian Resource Center
 - https://resources.newmeridiancorp.org/released-items/-RST-Navajo_FINAL.pdf ([newmeridiancorp.org](#))
 - Read Passage, “Navajo Coders,” and answer #3.

**Unit of Study: Unit 3 Analyzing
Argumentative Text**

**Lesson 4
Topic: Comparing Arguments**

Suggested Length: 4 days

Focus Standard(s):

RI.CT.6.8. Compare and contrast informational texts in different forms, by different authors, or from different genres (e.g., a memoir written by and a biography on the same person, historical novels and primary source documents, infographics and scientific journals) in terms of their approaches to similar themes and topics.

Additional Standard(s):

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

SL.PE.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.

Teacher Objective:

Teacher will teach students to compare and contrast texts on opposing sides.

Student Objective:

SWBAT:

Compare and contrast and reflect on texts on opposing sides.

-“Good readers know it is much easier to evaluate one author’s claims and perspectives when there is another author’s text on the same topic to compare it to. One author may think positively and highly of a topic while another author may have the exact opposite opinion. Strong readers look at multiple authors’ texts and evaluate how each author approaches the subject, presents the information and deals with the topic.”

-Students will analyze articles on opposing sides and evaluate which side has a stronger argument. Students should have approximately 3-4 sources on each side.

-Parts to evaluate: approaches to the topic, sources, strength of argument. Various media formats should be used.

Additional lesson:

[Comparing and Contrasting Arguments - Humanities LibreTexts](#)

For additional support with this lesson, refer to the following resources for small groups:

-The Reading Strategies Book by Jennifer Serravallo Goal 9.13, Follow the Details in Procedures and Lists, page 313

-The Reading Strategies Book by Jennifer Serravallo Goal 9.14, Categorize to Compare, page 314

-The Reading Strategies Book by Jennifer Serravallo Goal 9.15, Find Contractions, page 315

Formative Assessment

At the conclusion of each lesson, there must be a formative assessment to determine the students’ mastery of the skill taught.

Formative assessments can include but are not limited to:

- Do Now and Closure Activities
- Group Work

- Class Discussions
- Text analysis
- Tiered Assignments
- Open ended questions using the NJSLA Rubric to score
 - [NJSLA Rubric for Scoring](#)

NJSLA Test Prep:

- [NJSLA Sample Grade 6 Test](#)
- For additional questions to use, please visit this site: [NJ Digital Item Library](#)
- New Meridian Resource Center
 - https://resources.newmeridiancorp.org/released-items/-RST-Navajo_FINAL.pdf ([newmeridiancorp.org](#))
 - Read passages from “Navajo Code Talkers,” the article “American Indians in the United States Army,” and the passage “What’s So Special About Secret Codes?” and answer question #9.

Unit Plan Title	Unit 3 Writing: Argument Writing
Suggested Time Frame	15 Days

Unit Overview
In this unit, students will move from reading other authors' arguments to researching and writing their own arguments about topics for which they feel strongly. They will take what they learned about how authors effectively make and support claims to write their own argument essays that state strong, concise claims with focused evidence to support their claims. They will use a variety of reliable sources to strengthen their arguments. Students will move through the writing process, working to continue developing their skills with deliberate editing and revising to strengthen their final writing products.

Stage 1 – Desired Results
<p>Established Goals: New Jersey Student Learning Standards for English Language Arts (2023)</p> <p>RI.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.</p> <p>RI.AA.6.7. Trace the development of and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p>W.AW.6.1. Write arguments on discipline-specific content (e.g., social studies, science, math, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> A. Introduce claim(s) about a topic or issue and organize the reasons and evidence logically. B. Support claim(s) with logical reasoning and relevant, accurate data and evidence, that demonstrate an understanding of the topic or text, using credible sources. C. Use words, phrases, and clauses to link and clarify the relationships among claim(s), reasons and evidence. 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.WP.6.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.

W.WR.6.5. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W.SE.6.6. 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.

L.SS.6.1. Demonstrate command of the system and structure of the English language when writing or speaking.

- A. Ensure that pronouns are in the proper case (subjective, objective, possessive).
- B. Use intensive pronouns (e.g., myself, ourselves).
- C. Recognize and correct inappropriate shifts in pronoun number and person.
- D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
- E. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical elements.
- F. Recognize spelling conventions.

L.KL.6.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- B. Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- C. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
- D. Maintain consistency in style and tone.

L.VL.6.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies.

- A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings.

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

SL.PI.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).

Essential Questions	Enduring Understandings
<p>How are logical arguments (and persuasive techniques) used in writing to change the reader's point of view, to bring about some action on the reader's part, or to ask the reader to accept the writer's explanation of a concept, issue or problem?</p> <p>How do writers collect and connect evidence to support their argument?</p> <p>How do writers use word choice and persuasive techniques to establish and argue a position?</p>	<p>Argument is a process through which writers present several strong, well-researched, logical arguments to change the reader's point of view, to bring about some action on the reader's part, or to ask the reader to accept the writer's explanation of a concept, issue or problem.</p> <p>Writers understand that well-developed arguments are supported with relevant evidence.</p> <p>Writers structure each part of their writing for the purpose of supporting their thesis.</p>
Knowledge <i>Students will know...</i>	Skills <i>Students will be able to...</i>
<p>Writers collect solid text evidence to support thesis statements.</p> <p>Writers take time to develop their ideas into a claim.</p> <p>Strong claims are supported with both textual evidence and analysis.</p> <p>Claims are more strongly supported when multiple texts are referenced.</p>	<p>Develop a strong thesis statement.</p> <p>Collect text evidence to support thesis statements.</p> <p>Determine which pieces of evidence are the strongest and organize the evidence into the appropriate paragraph, deciding which supporting reason each piece of evidence best proves.</p> <p>Plan how to develop an argument, identifying the different reasons why the claim is true.</p>

Writers use particular structures to format their writing in a manner that helps the reader follow their thoughts and ideas.

Writing is a process that includes planning, drafting, revising, and editing.

Writers effectively communicate their ideas by using proper grammar and spelling.

Interdisciplinary Connections

2020 New Jersey Student Learning Standards for Computer Science and Design Thinking

NJSLS 8.1 Computer Science

- **8.1.8.NL.1:** Model how information is broken down into smaller pieces, transmitted as addressed packets through multiple devices over networks and the Internet, and reassembled at the destination.
- **8.1.12.AP.6:** Refine a solution that meets users' needs by incorporating feedback from team members and users.

NJSLS 8.2 Design Thinking

- **8.2.8.ED.6:** Analyze how trade-offs can impact the design of a product.
- **8.2.8.ITH.2:** Compare how technologies have influenced society over time.
- **8.2.8.ED.3:** Develop a proposal for a solution to a real-world problem that includes a model.

2020 New Jersey Student Learning Standards - Career Readiness, Life Literacies, and Key Skills

NJSLS 91. Credit and Debt Management

- **9.1.8.CDM.1:** Compare and contrast the use of credit cards and debit cards for specific purchases and the advantages and disadvantages of using each.
- **9.1.8.CDM.2:** Demonstrate an understanding of the terminology associated with different types of credit (e.g., credit cards, installment loans, mortgages, lines of credit) and compare and calculate the interest rates associated with each.

NJSLS 9.2 Career Awareness, Exploration, Preparation and Training

- **9.2.8.CAP.15:** Present how the demand for certain skills, the job market, and credentials can determine an individual's earning power.
- **9.2.8.CAP.19:** Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability and to potential level.

NJSLS 9.4 Life Literacies and Key Skills

- **9.4.8.TL.2:** Gather data and digitally represent information to communicate a real-world problem.
- **9.4.8.TL.5:** Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.

- **9.4.8.TL.6:** Collaborate to develop and publish work that provides perspectives on a real-world problem.

Student Resources

Student Texts: Students will select books at their independent reading level from the classroom library, bookroom inventory and school library inventory.

Suggested Texts:

[The Health Effects of Too Much Gaming](#)

[Detriments of Video Games](#)

[Game On! New Says Suggests Video Games Could Be Good For You](#)

[Study Suggests Video Games Could Help Mental Health](#)

[How Video Games are Teaching the World to Speak English](#)

Teacher Resources

Suggested Texts:

[The Health Effects of Too Much Gaming](#)

[Detriments of Video Games](#)

[Game On! New Says Suggests Video Games Could Be Good For You](#)

[Study Suggests Video Games Could Help Mental Health](#)

[How Video Games are Teaching the World to Speak English](#)

- Google Suite - Docs, Sheets, Slides, Forms
- LinkIt! Assessments
- STAR Reading
- Accelerated Reader

The Writing Strategies Book, J. Serravallo

Additional lessons and adapted lessons from (in lesson order) :

-[Making a Claim: Teaching Students Argument Writing Through Close Reading - We Are Teachers](#)

-[Argument outline sample 1](#)

-[Argument outline sample 2](#)

-[Suggested Transition Words/Phrases List](#)

-[Citing Text Evidence in 6 Steps](#)

-[Teaching Conclusion Paragraphs in Middle and High School - Reading and Writing Haven](#)

-[Suggested Argumentative Essay Checklist](#)

-[Suggested Argumentative Essay Rubric](#)

-[To Grammar or Not to Grammar: That Is Not the Question! | Read Write Think](#)

-[The Magnetism of Language: Parts of Speech, Poetry, and Word Play | Read Write Think](#)

-[Sixth Grade Grammar That Makes Sense – Language Arts Classroom](#)

Stage 2 – Assessment Evidence

Summative:

- Published argument essay

Other evidence of learning:

- Teacher observations / anecdotal notes
- Conference Notes
- Reader's/Writer's notebook
- Signpost entries / Stop & Jot /Post-it Notes
- Quick writes / Response to Reading
- End of Unit Student reflections on strategies / goal attainment / next goals

Stage 3 – Learning Plan

Grade 6 English Language Arts Curriculum**Unit 3 Reading: Analyzing Argumentative Texts****Time: Approximately 15 days**

*In this unit, texts from the informational unit will be utilized and evaluated from a different lens. The Informational Text Unit suggested topic was, “Video Games have benefits and detriments.” Students were analyzing both topics for information. They then chose one topic and wrote an informational essay. In this unit, students are analyzing the same texts, analyzing parts of an argument. In the Argumentative Writing Unit, they will incorporate parts of argument to their previously written informational essay.

**Unit of Study: Unit 3 Writing:
Argumentative Essay****Lesson 1
Topic: Argumentative Writing Intro****Suggested Length: 1 Day****Focus Standard(s):**

W.SE.6.6. 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.

Additional Standard(s):

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

RI.AA.6.7. Trace the development of and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

L.VL.6.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies.

- A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings.
- C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
- D. 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.
- E. 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).

Teacher Objective:

Teacher will teach students to gather their information, organize their notes and outline their essays.

Student Objective:

SWBAT:

Decide on their topic, organize their notes in preparation for their essays.

- Inform students that they are going to take their research, choose a side and write an argumentative essay based on this topic/side.
- An anchor chart can be used here to demonstrate how to organize notes and outline essays based on argumentative text format (claim, reasons, evidence, counterclaim, rebuttal) being sure to include author and title of each source.
- For this lesson, direction (or a reminder) is needed on how to take notes, using shortcuts when possible and directly quoting important sentences with page numbers.

For additional support with this lesson, refer to the following resources for small groups:

-The Writing Strategies Book by Jennifer Serravallo Goal 4.9, Imagine Your Audience and Consider Your Purpose, page 144

-The Writing Strategies Book by Jennifer Serravallo Goal 4.13, Their Topic, Your Idea, page 148

-The Writing Strategies Book by Jennifer Serravallo Goal 4.9, Imagine Your Audience and Consider Your Purpose, page 144

-The Writing Strategies Book by Jennifer Serravallo Goal 5.22, Audiences for Information, page 189

-The Writing Strategies Book by Jennifer Serravallo Goal 6.32, Writing Through a Mask(Perspective and Point of View), page 243

Formative Assessment

At the conclusion of each lesson, there must be a formative assessment to determine the students' mastery of the skill taught.

Formative assessments can include but are not limited to:

- Do Now and Closure Activities
- Group Work
- Class Discussions
- Text analysis
- Tiered Assignments
- Open ended questions using the NJSLA Rubric to score
 - [NJSLA Rubric for Scoring](#)

NJSLA Test Prep:

- [NJSLA Sample Grade 6 Test](#)
- For additional questions to use, please visit this site: [NJ Digital Item Library](#)
- New Meridian Resource Center
 - https://resources.newmeridiancorp.org/released-items/-RST-Navajo_FINAL.pdf ([newmeridiancorp.org](https://resources.newmeridiancorp.org))

**Unit of Study: Unit 3 Writing:
Argumentative Essay**

**Lesson 2
Topic: Introduction and Strong Claims**

Suggested Length: 2 Days

Focus Standard(s):

W.AW.6.1. Write arguments on discipline-specific content (e.g., social studies, science, math, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

- A. Introduce claim(s) about a topic or issue and organize the reasons and evidence logically.
- B. Support claim(s) with logical reasoning and relevant, accurate data and evidence, that demonstrate an understanding of the topic or text, using credible sources.
- C. Use words, phrases, and clauses to link and clarify the relationships among claim(s), reasons and evidence.
- D. Establish and maintain a formal/academic style, approach, and form.
- E. Provide a concluding statement or section that follows from the argument presented.

Additional Standard(s):

W.WR.6.5. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W.SE.6.6. 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.

RI.AA.6.7. Trace the development of and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

L.SS.6.1. Demonstrate command of the system and structure of the English language when writing or speaking.

- A. Ensure that pronouns are in the proper case (subjective, objective, possessive).
- B. Use intensive pronouns (e.g., myself, ourselves).
- C. Recognize and correct inappropriate shifts in pronoun number and person.
- D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
- E. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical elements.
- F. Recognize spelling conventions.

L.KL.6.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- B. Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- C. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
- D. Maintain consistency in style and tone.

Teacher Objective:

Teacher will teach students to write a strong claim/thesis and a strong introduction.

Student Objective:

SWBAT: write a strong claim/thesis statement and a strong introduction.

Part I

-Good writers conduct research to gather information and formulate their stake in the argument. They make decisions on what is good evidence and how much is needed to support the claim. They collect their information, taking care to gather information from more than one source.

-Anchor Chart “What is a Claim” will be needed for this unit. Items to include: definition of claim, other names for claim (main idea, topic sentence and thesis statement), characteristics of a strong claim (clear and concise).

Part II

-Good writers create introductions that include a strong, clear, concise claim and immediately draw the reader in. Strong introductions grab the reader’s attention and make the reader want to continue reading and learn more.

-A teacher exemplar essay is needed for this lesson. The introduction is the focus.

-Students identify the claim and what makes the introduction grab the reader’s attention. Other approaches the writer could take can also be suggested and discussed.

Lesson adapted from:

[Making a Claim: Teaching Students Argument Writing Through Close Reading - We Are Teachers](#)

Sample exemplar:

“Technology is very relevant for students today, however, it is not always useful. Technology has become more and more popular in the last 30 years. It is hard to find a teenager who does not use technology. However, technology is unnecessary in education. Real engagement in the classroom comes from great teachers with interesting lesson plans. Also, tablets have too many distractions for classroom use.”

For additional support with this lesson, refer to the following resources for small groups:

-The Writing Strategies Book by Jennifer Serravallo Goal 4.18, Craft a Thesis, page 153

-The Writing Strategies Book by Jennifer Serravallo Goal 5.20, Nonfiction Leads, page 187

-The Writing Strategies Book by Jennifer Serravallo Goal 5.21, Lead by Addressing the Reader, page 187

Formative Assessment

At the conclusion of each lesson, there must be a formative assessment to determine the students’ mastery of the skill taught.

Formative assessments can include but are not limited to:

- Do Now and Closure Activities
- Group Work
- Class Discussions
- Text analysis
- Tiered Assignments
- Open ended questions using the NJSLA Rubric to score
 - [NJSLA Rubric for Scoring](#)

NJSLA Test Prep:

- [NJSLA Sample Grade 6 Test](#)
- For additional questions to use, please visit this site: [NJ Digital Item Library](#)
- New Meridian Resource Center
 - https://resources.newmeridiancorp.org/released-items/-RST-Navajo_FINAL.pdf ([newmeridiancorp.org](#))
 - Read passages from “Navajo Code Talkers,” the article “American Indians in the United States Army,” and the passage “What’s So Special About Secret Codes?” and answer question #9.

**Unit of Study: Unit 3 Writing:
Argumentative Essay**

**Lesson 3
Topic: Body Paragraph Structure**

Suggested Length: 5 Days

Focus Standard(s):

W.AW.6.1. Write arguments on discipline-specific content (e.g., social studies, science, math, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

- A. Introduce claim(s) about a topic or issue and organize the reasons and evidence logically.
- B. Support claim(s) with logical reasoning and relevant, accurate data and evidence, that demonstrate an understanding of the topic or text, using credible sources.
- C. Use words, phrases, and clauses to link and clarify the relationships among claim(s), reasons and evidence.
- D. Establish and maintain a formal/academic style, approach, and form.
- E. Provide a concluding statement or section that follows from the argument presented.

Additional Standard(s):

W.WR.6.5. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W.SE.6.6. 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.

RI.AA.6.7. Trace the development of and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

L.SS.6.1. Demonstrate command of the system and structure of the English language when writing or speaking.

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

- B. Use intensive pronouns (e.g., myself, ourselves).
- C. Recognize and correct inappropriate shifts in pronoun number and person.
- D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
- E. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical elements.
- F. Recognize spelling conventions.

L.KL.6.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- B. Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- C. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
- D. Maintain consistency in style and tone.

Teacher Objective:

Teacher will teach students to support the claim with clear and relevant reasons, using credible sources and demonstrating an understanding of the topic/text.

Student Objective:

SWBAT: supports the claim with clear and relevant reasons and evidence.

-Provide an outline for students to visualize the format of an argumentative essay.

- **Intro (written in previous lesson)**
- **Body Paragraph 1 - Reason and Evidence from Source #1**
- **Body Paragraph 2 Reason and Evidence from Source #2**
- **Body Paragraph 3 Reason and Evidence from Source #3**
- **Counterclaim and Rebuttal**
- **Conclusion**

-A teacher exemplar essay with well written body paragraphs will be used in this lesson.

- Students can highlight and label the parts of the body paragraphs, taking note to understand that each paragraph is a mix of textual evidence and writer's explanation.

Lesson adapted from:

[-Argument outline sample 1](#)

[-Argument outline sample 2](#)

For additional support with this lesson, refer to the following resources for small groups:

-The Writing Strategies Book by Jennifer Serravallo Goal 5.7, Organize in Sequence, page 174

-The Writing Strategies Book by Jennifer Serravallo Goal 5.10, Question - Answer, page 177

-The Writing Strategies Book by Jennifer Serravallo Goal 5.18, Start with a Plan in Mid, page 185

-The Writing Strategies Book by Jennifer Serravallo Goal 5.23, Draw Your Layout, page 190

--The Writing Strategies Book by Jennifer Serravallo Goal 5.24, Outline, Reoutline, Outline Again, page 191

Formative Assessment

At the conclusion of each lesson, there must be a formative assessment to determine the students' mastery of the skill taught.

Formative assessments can include but are not limited to:

- Do Now and Closure Activities
- Group Work
- Class Discussions
- Text analysis
- Tiered Assignments
- Open ended questions using the NJSLA Rubric to score
 - [NJSLA Rubric for Scoring](#)

NJSLA Test Prep:

- [NJSLA Sample Grade 6 Test](#)
- For additional questions to use, please visit this site: [NJ Digital Item Library](#)
- New Meridian Resource Center
 - <https://resources.newmeridiancorp.org/released-items/>
 - [RST-Navajo_FINAL.pdf \(newmeridiancorp.org\)](#)
 - Read passages from “Navajo Code Talkers,” the article “American Indians in the United States Army,” and the passage “What’s So Special About Secret Codes?” and answer question #9.

**Unit of Study: Unit 3 Writing:
Argumentative Essay**

**Lesson 4
Topic: Transitions**

Suggested Length: 1 Day

Focus Standard(s):

W.AW.6.1. Write arguments on discipline-specific content (e.g., social studies, science, math, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

A. Introduce claim(s) about a topic or issue and organize the reasons and evidence logically.

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

L.VL.6.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies.

- A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings.
- C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
- D. 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.
- E. 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).

Additional Standard(s):

W.WR.6.5. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W.SE.6.6. 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.

RI.AA.6.7. Trace the development of and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

L.SS.6.1. Demonstrate command of the system and structure of the English language when writing or speaking.

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

E. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical elements.

F. Recognize spelling conventions.

L.KL.6.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

B. Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

D. Maintain consistency in style and tone

Teacher Objective:

Teachers will teach students to select appropriate transitions to connect and progress their arguments.

Student Objective:

SWBAT: select appropriate transitions to connect and progress their arguments.

-Good writers use a variety of transition words to move from one point to another as well as to connect evidence and reasoning to the claim. Transitions also alert the reader that you are coming to a close. Good writers select appropriate transitions to connect and progress their arguments.

-An Anchor Chart “Argument Essay Transitions” is needed for today’s lesson. This anchor chart will then be hung in the classroom for students to reference when working independently.

-Good writers use carefully selected transition words for a number of reasons. Transitions are used to move from one piece of evidence to the next, to connect evidence to explanations as well as tie back to the claim, and to alert the reader that you are coming to a close.

[-Suggested Transition Words/Phrases List](#)

For additional support with this lesson, refer to the following resources for small groups:

-The Writing Strategies Book by Jennifer Serravallo Goal 5.16, Moving from Chunk to Chunk, page 183

Formative Assessment

At the conclusion of each lesson, there must be a formative assessment to determine the students’ mastery of the skill taught.

Formative assessments can include but are not limited to:

- Do Now and Closure Activities
- Group Work
- Class Discussions
- Text analysis
- Tiered Assignments
- Open ended questions using the NJSLA Rubric to score
 - [NJSLA Rubric for Scoring](#)

NJSLA Test Prep:

- [NJSLA Sample Grade 6 Test](#)
- For additional questions to use, please visit this site: [NJ Digital Item Library](#)
- New Meridian Resource Center
 - <https://resources.newmeridiancorp.org/released-items/>
 - [RST-Navajo_FINAL.pdf \(newmeridiancorp.org\)](#)

**Unit of Study: Unit 3 Writing:
Argumentative Essay**

**Lesson 5
Topic: Citing Textual Evidence**

Suggested Length: 2 Days

Focus Standard(s):

W.AW.6.1. Write arguments on discipline-specific content (e.g., social studies, science, math, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

- Introduce claim(s) about a topic or issue and organize the reasons and evidence logically.
- Support claim(s) with logical reasoning and relevant, accurate data and evidence, that demonstrate an understanding of the topic or text, using credible sources.
- Use words, phrases, and clauses to link and clarify the relationships among claim(s), reasons and evidence.
- Establish and maintain a formal/academic style, approach, and form.
- Provide a concluding statement or section that follows from the argument presented.

Additional Standard(s):

W.WR.6.5. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W.SE.6.6. 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.

RI.AA.6.7. Trace the development of and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

L.SS.6.1. Demonstrate command of the system and structure of the English language when writing or speaking.

- A. Ensure that pronouns are in the proper case (subjective, objective, possessive).
- B. Use intensive pronouns (e.g., myself, ourselves).
- C. Recognize and correct inappropriate shifts in pronoun number and person.
- D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
- E. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical elements.
- F. Recognize spelling conventions.

L.KL.6.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- B. Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- C. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
- D. Maintain consistency in style and tone

Teacher Objective:

Teacher will teach students to paraphrase or accurately cite the text.

Student Objective:

SWBAT: Paraphrase what the text states explicitly, or accurately quote and cite the author's words.

-Good writers support their explanations with evidence from trusted texts. They can either put the information into their own words or directly quote the text. Good writers create paragraphs with a mixture of evidence from the text and their own explanations.

-Three simple steps to citing text evidence:

#1-Read the question

#2-Think about the question

#3- Search for specific parts of the text that answers the question.

-A teacher exemplar essay is needed for today's lesson. Focus on body paragraphs that are well constructed and consist of textual evidence and the teachers own words and explanations.

Lesson adapted from:

[-Citing Text Evidence in 6 Steps](#)

For additional support with this lesson, refer to the following resources for small groups:

-The Writing Strategies Book by Jennifer Serravallo Goal 6.10, Prove It, page 221

-The Writing Strategies Book by Jennifer Serravallo Goal 6.18, Keeping a Research Notebook, page 229

-The Writing Strategies Book by Jennifer Serravallo Goal 6.22, Support Your Facts, page 233

-The Writing Strategies Book by Jennifer Serravallo Goal 7.2, Write with Authority: Domain-Specific Vocabulary, page 229

-The Writing Strategies Book by Jennifer Serravallo Goal 7.26, Rewrite a Line (Again and Again and Again) Notebook, page 288

Formative Assessment

At the conclusion of each lesson, there must be a formative assessment to determine the students' mastery of the skill taught.

Formative assessments can include but are not limited to:

- Do Now and Closure Activities
- Group Work
- Class Discussions
- Text analysis
- Tiered Assignments
- Open ended questions using the NJSLA Rubric to score
 - [NJSLA Rubric for Scoring](#)

NJSLA Test Prep:

- [NJSLA Sample Grade 6 Test](#)
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- New Meridian Resource Center
 - <https://resources.newmeridiancorp.org/released-items/>
 - [RST-Navajo_FINAL.pdf \(newmeridiancorp.org\)](#)

Suggested Length: 2 Days

Focus Standard(s):

W.AW.6.1. Write arguments on discipline-specific content (e.g., social studies, science, math, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

- A. Introduce claim(s) about a topic or issue and organize the reasons and evidence logically.
- B. Support claim(s) with logical reasoning and relevant, accurate data and evidence, that demonstrate an understanding of the topic or text, using credible sources.
- C. Use words, phrases, and clauses to link and clarify the relationships among claim(s), reasons and evidence.
- D. Establish and maintain a formal/academic style, approach, and form.
- E. Provide a concluding statement or section that follows from the argument presented.

Additional Standard(s):

W.WR.6.5. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W.SE.6.6. 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.

RI.AA.6.7. Trace the development of and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

L.SS.6.1. Demonstrate command of the system and structure of the English language when writing or speaking.

- A. Ensure that pronouns are in the proper case (subjective, objective, possessive).
- B. Use intensive pronouns (e.g., myself, ourselves).
- C. Recognize and correct inappropriate shifts in pronoun number and person.
- D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
- E. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical elements.
- F. Recognize spelling conventions.

L.KL.6.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

- B. Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- C. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
- D. Maintain consistency in style and tone

Teacher Objective:

Teacher will teach students to conclude their argumentative essay

Student Objective:

SWBAT: Write a strong conclusion to their argumentative essays.

-”Today I want to teach you that strong writers write conclusions that restate their claim, sum up important information, and leave readers with a call to action or a big idea to ponder. Strong conclusions are the final chance the writer gets to convince the reader to take their side.”

-A teacher exemplar concluding paragraph is needed for this lesson.

-When reviewing with students, key parts, like the claim, call to action, etc. can be highlighted and labeled in the margin. Other examples from previously shared mentor texts can also be used.

Additional lesson:

[Teaching Conclusion Paragraphs in Middle and High School - Reading and Writing Haven](#)

For additional support with this lesson, refer to the following resources for small groups:

-The Writing Strategies Book by Jennifer Serravallo Goal 5.35, Coming Full Circle, page 202

-The Writing Strategies Book by Jennifer Serravallo Goal 5.36, Seesaw Structure, page 203

-The Writing Strategies Book by Jennifer Serravallo Goal 5.37, Conclude for the Big Idea, page 204

Formative Assessment

At the conclusion of each lesson, there must be a formative assessment to determine the students’ mastery of the skill taught.

Formative assessments can include but are not limited to:

- Do Now and Closure Activities
- Group Work
- Class Discussions
- Text analysis
- Tiered Assignments
- Open ended questions using the NJSLA Rubric to score
 - [NJSLA Rubric for Scoring](#)

NJSLA Test Prep:

- [NJSLA Sample Grade 6 Test](#)
- For additional questions to use, please visit this site: [NJ Digital Item Library](#)
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**Unit of Study: Unit 3 Writing:
Argumentative Essay**

**Lesson 7
Topic:Revising & Editing**

Suggested Length: 1 Day

Focus Standard(s):

W.WP.6.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.

Additional Standard(s):

W.AW.6.1. Write arguments on discipline-specific content (e.g., social studies, science, math, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

A. Introduce claim(s) about a topic or issue and organize the reasons and evidence logically.

B. Support claim(s) with logical reasoning and relevant, accurate data and evidence, that demonstrate an understanding of the topic or text, using credible sources.

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

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.WR.6.5. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W.SE.6.6. 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.

RI.AA.6.7. Trace the development of and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

L.SS.6.1. Demonstrate command of the system and structure of the English language when writing or speaking.

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

B. Use intensive pronouns (e.g., myself, ourselves).

- C. Recognize and correct inappropriate shifts in pronoun number and person.
- D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
- E. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical elements.
- F. Recognize spelling conventions.

L.KL.6.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- B. Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- C. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
- D. Maintain consistency in style and tone

Teacher Objective:

Teacher will teach students to develop and strengthen writing as needed by revising and editing.

Student Objective:

SWBAT: Revise and edit their argumentative essays

-“Today I want to teach you that often argumentative essays need to be revised to include enough of the writer’s explanation. Many times essays have plenty of textual evidence but they fall shy of the writer’s explanation of that evidence and how it ties to the claim. Good writers revise their essays to improve overall clarity.”

-Teacher should review and distribute the checklist being used so students understand and know exactly what is expected to write a sound, detail-filled, and error free argument essay.

[-Suggested Argumentative Essay Checklist](#)

[-Suggested Argumentative Essay Rubric](#)

Additional lessons to support grammar instruction:

[-To Grammar or Not to Grammar: That Is Not the Question! | Read Write Think](#)

[-The Magnetism of Language: Parts of Speech, Poetry, and Word Play | Read Write Think](#)

[-Sixth Grade Grammar That Makes Sense – Language Arts Classroom](#)

For additional support with this lesson, refer to the following resources for small groups:

-The Writing Strategies, by Jennifer Serravallo, Book Strategy 9.4, Repeated Rereadings to Check a Checklist, page 327

-The Writing Strategies, by Jennifer Serravallo, Book Strategy 10.7, Tell Me: Does it Make Sense?, page 370

Formative Assessment

At the conclusion of each lesson, there must be a formative assessment to determine the students' mastery of the skill taught.

Formative assessments can include but are not limited to:

- Do Now and Closure Activities
- Group Work
- Class Discussions
- Text analysis
- Tiered Assignments
- Open ended questions using the NJSLA Rubric to score
 - [NJSLA Rubric for Scoring](#)

NJSLA Test Prep:

- [NJSLA Sample Grade 6 Test](#)
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**Unit of Study: Unit 3 Writing:
Argumentative Essay**

**Lesson 8
Topic: Celebrating and Sharing our Writing**

Suggested Length: 1 Day

Focus Standard(s):

W.WP.6.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.

SL.PI.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).

Additional Standard(s):

W.RW.6.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.PE.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.

L.SS.6.1. Demonstrate command of the system and structure of the English language when writing or speaking.

- A. Ensure that pronouns are in the proper case (subjective, objective, possessive).
- B. Use intensive pronouns (e.g., myself, ourselves).
- C. Recognize and correct inappropriate shifts in pronoun number and person.
- D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
- E. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical elements.
- F. Recognize spelling conventions.

L.KL.6.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- B. Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- C. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
- D. Maintain consistency in style and tone.

L.VL.6.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies.

- A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings.

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

Teacher Objective:

Teach students that hard work pays off.

Student Objective:

SWBAT: Celebrate their hard work!

-It may take days for students to complete their final drafts. Students can decide on their format (written or typed) or you may provide a framework for them.

-Previous lessons may be repeated as needed.

-You may allow students to contribute to the checklist you use for scoring and allow them to score their peers.

-If time allows, give students the opportunity to share their argumentative essays with a celebration of writing.

-*"Today I want to teach you that information writers celebrate all of the hard work they have done by getting ready to share the essays they have created with others. We should all understand the writing process is a very involved process that can reap many rewards. All writers in this class should be proud of themselves for the hard work and dedication you have shown while creating their argumentative essay."*

For additional support with this lesson, refer to the following resources for small groups:
N/A

Formative Assessment

At the conclusion of each lesson, there must be a formative assessment to determine the students' mastery of the skill taught.

Formative assessments can include but are not limited to:

- Do Now and Closure Activities
- Group Work
- Class Discussions
- Text analysis
- Tiered Assignments

- Open ended questions using the NJSLA Rubric to score
 - [NJSLA Rubric for Scoring](#)

NJSLA Test Prep:

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Unit Plan Title	Unit 4 Reading: Historical Fiction Book Clubs
Suggested Time Frame	25 Days

Unit Overview
<p>Historical Fiction affords readers the opportunity to delve into history to understand the importance of literary components within a novel. This unit aims to support deep and interpretative readings that allow the students to not only learn to read, but also learn to live. Readers will be able to explain the importance of setting, character traits, conflict and symbolism as it relates to the themes within the novel. Through the use of book clubs, readers will become thoughtful readers who question, interpret, and reflect on their novels within book clubs.</p>

Stage 1 – Desired Results
<p>Established Goals: New Jersey Student Learning Standards for English Language Arts (2023)</p> <p>RL.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.</p> <p>RI.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.</p> <p>RL.CI.6.2. Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RL.IT.6.3. Describe how a particular text’s structure unfolds in a series of episodes and use textual evidence to describe how the characters respond or change as the plot moves toward a resolution.</p> <p>RI.IT.6.3. Analyze how a particular text’s (e.g., article, brochure, technical manual, procedural text) structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.</p> <p>RI.TS.6.4. Use text structures (e.g., cause-effect, problem-solution), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information.</p> <p>RI.MF.6.6. Integrate information when presented in different media or formats (e.g., visually, quantitatively) to develop a coherent understanding of a topic or issue.</p>

W.WP.6.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.

W.RW.6.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

L.VL.6.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies.

- A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings.
- C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
- D. 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.
- E. 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).

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

- A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

SL.II.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.

Essential Questions	Enduring Understandings
<p>What strategies do good readers use to successfully manage the challenges of historical fiction texts?</p> <p>What themes and messages are readers likely to encounter when reading historical fiction?</p> <p>How can I develop a deeper understanding of the characters and the setting by learning about that period in time?</p> <p>What can I learn from the universal experiences?</p> <p>How can conversations with my partner about our reading make us stronger readers?</p>	<p>Historical fiction often teaches lessons about human endurance or social justice.</p> <p>Plot complexities, the nature of the settings, the ways people live, who the characters are, and the relationship the characters have to historical tensions make reading historical fiction challenging.</p> <p>Readers use historical knowledge to create meaning in historical fiction.</p> <p>Readers reflect and share how their thinking is moved or shaped by a historical person and event.</p>
Knowledge <i>Students will know...</i>	Skills <i>Students will be able to...</i>
<p>Readers of historical fiction pay close attention to the setting in a story.</p> <p>Readers consider the effects that a time period has on plot.</p> <p>Readers pay attention to the beginning of the story where a tremendous amount of crucial information will reveal the kind of place the story is set and also the kind of people who occupy the story.</p> <p>Readers consider how historical fiction authors create characters that represent a group of people.</p> <p>Readers deepen their thinking by discussing their reading with a partner.</p>	<p>Identify where and when a historical account begins.</p> <p>Consider the universal message or idea that authors presents in a historical fiction text.</p> <p>Reflect and share how their thinking is moved or shaped by a historical person and event.</p> <p>Identify that there are personal and historical conflicts in historical fiction, and major and minor conflicts.</p> <p>Analyze the impact of setting and change in setting on the characters.</p> <p>Recognize that the character's behavior is shaped by what is happening in the world in which he/she lives (historical content).</p> <p>Look for symbolism, imagery, metaphor or any other forms of author's craft within the text that feels significant.</p>

Interdisciplinary Connections

2020 New Jersey Student Learning Standards for Computer Science and Design Thinking

NJSLS 8.1 Computer Science

- **8.1.8.NI.1:** Model how information is broken down into smaller pieces, transmitted as addressed packets through multiple devices over networks and the Internet, and reassembled at the destination.
- **8.1.12.AP.6:** Refine a solution that meets users' needs by incorporating feedback from team members and users.

NJSLS 8.2 Design Thinking

- **8.2.8.ED.6:** Analyze how trade-offs can impact the design of a product.
- **8.2.8.ITH.2:** Compare how technologies have influenced society over time.

2020 New Jersey Student Learning Standards - Career Readiness, Life Literacies, and Key Skills

NJSLS 91. Credit and Debt Management

- **9.1.8.CDM.1:** Compare and contrast the use of credit cards and debit cards for specific purchases and the advantages and disadvantages of using each.
- **9.1.8.CDM.2:** Demonstrate an understanding of the terminology associated with different types of credit (e.g., credit cards, installment loans, mortgages, lines of credit) and compare and calculate the interest rates associated with each.

NJSLS 9.2 Career Awareness, Exploration, Preparation and Training

- **9.2.8.CAP.15:** Present how the demand for certain skills, the job market, and credentials can determine an individual's earning power.
- **9.2.8.CAP.19:** Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability and to potential level.

NJSLS 9.4 Life Literacies and Key Skills

- **9.4.8.TL.5:** Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.
- **9.4.8.TL.6:** Collaborate to develop and publish work that provides perspectives on a real-world problem.

Student Resources

Student Texts: Students will select books at their independent reading level from the classroom library, bookroom inventory and school library inventory.

Suggested Book Club Choices:

- *Between Shades of Gray*, Ruta Sepetys
- *Boy in the Striped Pajamas*, John Boyne
- *Daniel's Story*, Carol Matas
- *Escaping into the Night*, Dina Friedman
- *Four Perfect Pebbles*, Lila Perl
- *Hana's Suitcase*, Karen Levine
- *Hitler's Canary*, Sandy Toksvig
- *I Am a Star: Child of the Holocaust*, Inge Auerbacher

- *Lilli's Quest*, Lila Perl
- *My Canary Yellow Star*, Eva Wiseman
- *Now*, Morris Gleitzman
- *Once*, Morris Gleitzman
- *Then*, Morris Gleitzman
- *The Boy Who Challenged Hitler*, Phillip Hoose
- *The Boy Who Dared*, Susan Campbell Bartoletti
- *The Last Train: A Holocaust Story*, Rona Arato
- *The Secret of Gabby's Dresser*, Kathy Kaser

Teacher Resources

- Google Suite - Docs, Sheets, Slides, Forms
- LinkIt! Assessments
- STAR Reading
- Accelerated Reader

Notice and Note, Beers & Probst

Reading Strategies Book, J. Serravallo

When Kids Can't Read What Teachers Can Do, K. Beers

Additional lessons and adapted lessons from (in lesson order) :

- [FRONTLINE | Children of the Holocaust: Drawn from Memory | PBS](#)
- [Teaching Materials on the Holocaust - United States Holocaust Memorial Museum](#)
- [Holocaust Videos for Classroom Use - United States Holocaust Memorial Museum](#)
- [Student Led Book Clubs Using QAR](#)
- [Get the GIST: A Summarizing Strategy for Any Content Area | Read Write Think](#)
- [Action Is Character: Exploring Character Traits with Adjectives | Read Write Think](#)
- [Mood vs. Tone in E.L.A.: Activities to Help Middle Schoolers \(readwriteteachela.com\)](#)
- [Literary Elements and Techniques | Conflict | PBS LearningMedia](#)
- [Teaching Character Conflict - Teaching with a Mountain View](#)
- [How to Teach Symbolism in Middle School - The Hungry Teacher](#)
- [Symbolism: Keely's Mountain | PBS LearningMedia](#)
- [Theme Presentation](#)
- [Theme Video](#)
- [RACE Strategy](#)

Stage 2 – Assessment Evidence

Formative and Summative:

- On Demand Writing
- Grade 6: Unit 4 Assessment (Linkit!)

Reader's / Writer's Notebook

- Signpost entries
- Post-it Notes
- End of Unit Student reflections on strategies / goal attainment / next goals
- Quick writes

Teacher observations / anecdotal notes

- Reading and Writing conference notes

Stage 3 – Learning Plan

Grade 6 English Language Arts Curriculum**Unit 4 Reading: Historical Fiction Book Clubs****Time: Approximately 25 Days****Unit of Study: Unit 4 Historical Fiction Book Clubs****Lesson 1:
Topic Constructing the Sense of Another Time
And
Intro to Historical Fiction Book Clubs****Suggested Length: 3 Days****Focus Standard(s):**

RL.CI.6.2. Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.

RL.IT.6.3. Describe how a particular text's structure unfolds in a series of episodes and use textual evidence to describe how the characters respond or change as the plot moves toward a resolution.

RI.IT.6.3. Analyze how a particular text's (e.g., article, brochure, technical manual, procedural text) structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.

RI.MF.6.6. Integrate information when presented in different media or formats (e.g., visually, quantitatively) to develop a coherent understanding of a topic or issue.

Additional Standard(s):

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

W.RW.6.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.PE.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.

Teacher Objective:

Teacher will provide students with background knowledge on the Holocaust so that readers will understand the importance/details.

Teacher will explain expectations for Historical Fiction Book Clubs.

Student Objective:**SWBAT:**

Build background knowledge on the Holocaust that will support understanding of details within the text.

“Readers, here’s the thing: all of us already know what a setting is in a story. It’s the place where the story, or scene, happens. But today, I want to teach you that in historical fiction, because the setting will inevitably be unfamiliar to us, we have to really pay attention not just to what the place looks like but also to what it feels like, not just to its physical details but to its emotional atmosphere.”

- Teacher will provide background information on the Holocaust so that readers understand the importance/details. A brief video clip or web quest explaining the Holocaust can be used.
 - Suggested resources:
 - [FRONTLINE | Children of the Holocaust: Drawn from Memory | PBS](#)

- [Teaching Materials on the Holocaust - United States Holocaust Memorial Museum \(ushmm.org\)](https://www.ushmm.org/teaching-materials-on-the-holocaust)
- [Holocaust Videos for Classroom Use - United States Holocaust Memorial Museum \(ushmm.org\)](https://www.ushmm.org/holocaust-videos-for-classroom-use)

- Teacher may choose to have students research the time period on their own or for homework.
- Teacher might set up a “timeline of events” for the Holocaust highlighting Hitler’s rise to power after World War I, the establishment of the Nazi Party and how Hitler became Chancellor of Germany. The timeline will be used as readers are reading their book club books. Students can add story events to the timeline.

-Once Background knowledge is built, Teacher may begin introducing Book Clubs.

-Suggested resource for [Student Led Book Clubs Using QAR](#)

For additional support with this lesson, refer to the following resources for small groups:

-The Reading Strategies Book by Jennifer Serravallo Strategy 2.16 Look Ahead, Take Breaks, page 80

-The Reading Strategies Book by Jennifer Serravallo Strategy 2.21 Prime Yourself with Prior Knowledge, page 85

-The Reading Strategies Book by Jennifer Serravallo Strategy 2.23 Get Focused with Questions Before You Read, page 87

Formative Assessment

At the conclusion of each lesson, there must be a formative assessment to determine the students’ mastery of the skill taught.

Formative assessments can include but are not limited to:

- Do Now and Closure Activities
- Group Work
- Class Discussions
- Text analysis
- Tiered Assignments
- Open ended questions using the NJSLA Rubric to score
 - [NJSLA Rubric for Scoring](#)

NJSLA Test Prep:

- [NJSLA Sample Grade 6 Test](#)
- For additional questions to use, please visit this site: [NJ Digital Item Library](#)
- New Meridian Resource Center
 - <https://resources.newmeridiancorp.org/released-items/>
 - [LAT-SWORD_BV-1.pdf \(newmeridiancorp.org\)](#)

Unit of Study: Unit 4 Historical Fiction Book Clubs	Lesson 2: Topic Synthesizing Story Elements
Suggested Length: 4 Days	
<p>Focus Standard(s): RL.IT.6.3. Describe how a particular text’s structure unfolds in a series of episodes and use textual evidence to describe how the characters respond or change as the plot moves toward a resolution. RI.IT.6.3. Analyze how a particular text’s (e.g., article, brochure, technical manual, procedural text) structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated in a text. RI.MF.6.6. Integrate information when presented in different media or formats (e.g., visually, quantitatively) to develop a coherent understanding of a topic or issue.</p> <p>Additional Standard(s): RL.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text. W.RW.6.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. SL.PE.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. 	
<p>Teacher Objective: Teacher will teach students to synthesize the details and story elements to understand the who, what, where, when and why of the book.</p>	
<p>Student Objective: SWBAT: Identify who, what, where, when and why of the book and the impact the timeline has on</p>	

the 5Ws.

“When we begin reading a new book, we are given a great deal of details upfront so that we can get an initial understanding of the book. This exposition is crucial to laying the groundwork for our books. From the very beginning, we are tacking up information in our brains that we need to know on our mental bulletin boards. At the start of our books, there is so much information flying past us as we read that it feels as if a lot of our mind work is spent catching the important stuff and almost sorting it so that we begin to grasp the who, what, where, when, and why of the book.”

- Teacher creates a “5 W’s of a Book” anchor chart to explain what readers should look for when they begin reading a book.
- Students will identify the who, what, where, when and why of the mentor text.

Lesson adapted from:

[Get the GIST: A Summarizing Strategy for Any Content Area | Read Write Think](#)

For additional support with this lesson, refer to the following resources for small groups:

-The Reading Strategies Book Strategy 5.4 Think: Where Am I? page 168

-The Reading Strategies Book Strategy 5.5 Map It, page 169

-The Reading Strategies Book Strategy 5.27 Consider the Importance of Setting to the Plot, page 191

-The Reading Strategies Book Strategy 5.28 Consider How Setting Impacts the Character, page 192

-Notice and Note Strategies for Close Reading, Again and Again, page 163

-When Kids Can’t Read What Teachers Can Do by K. Beers - Context Clues, pages 193-202

-When Kids Can’t Read What Teachers Can Do by K. Beers - Dialogic Questions pages 308-310

Formative Assessment

At the conclusion of each lesson, there must be a formative assessment to determine the students’ mastery of the skill taught.

Formative assessments can include but are not limited to:

- Do Now and Closure Activities
- Group Work
- Class Discussions
- Text analysis
- Tiered Assignments
- Open ended questions using the NJSLA Rubric to score
 - [NJSLA Rubric for Scoring](#)

NJSLA Test Prep:

- [NJSLA Sample Grade 6 Test](#)
- For additional questions to use, please visit this site: [NJ Digital Item Library](#)
- New Meridian Resource Center
 - <https://resources.newmeridiancorp.org/released-items/>
 - [LAT-SWORD BV-1.pdf \(newmeridiancorp.org\)](#)
 - Read passages, “The Sword of Damocles” and “The Eighteenth Camel,” and answer questions #2 & #6

**Unit of Study: Unit 4 Historical Fiction
Book Clubs****Lesson 3:
Topic Character Insights****Suggested Length: 4 Days****Focus Standard(s):**

RL.IT.6.3. Describe how a particular text’s structure unfolds in a series of episodes and use textual evidence to describe how the characters respond or change as the plot moves toward a resolution.

RI.IT.6.3. Analyze how a particular text’s (e.g., article, brochure, technical manual, procedural text) structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.

RI.TS.6.4. Use text structures (e.g., cause-effect, problem-solution), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information.

RI.MF.6.6. Integrate information when presented in different media or formats (e.g., visually, quantitatively) to develop a coherent understanding of a topic or issue.

Additional Standard(s):

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

W.RW.6.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.PE.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.

Teacher Objective:

Teacher will teach students that a character's thoughts, actions and dialogue give insight into strong traits of a character.

Teacher will teach students that some character traits matter more than others as they affect the rest of the story.

Teacher will teach students to identify tone and mood that is used within the character's thoughts, actions, dialogue in order to have a deeper understanding of the character.

Student Objective:

SWBAT:

Analyze a character's thoughts actions and dialogue in order to gain insight into strong traits of a character

Analyze a character's tone and the effect it has on the story's mood.

Part 1:

"As we continue our historical fiction novels, we have been learning about our characters more and more. The details, dialogue and thoughts give us a deeper understanding of the character. The characters have major and minor character traits, while some of these traits matter more to the understanding of the character. As good readers, we must pause to think deeply about the major and minor character traits that make the character who they are and how they affect the story."

- Reference/create a "Character Traits" anchor chart. The anchor chart should include both internal and external character traits.
- Model/identify character traits of characters within the mentor text. Have readers support the traits by citing evidence from the text.
- Create a chart that highlights dialogue, action and thoughts. Model how readers identify specific dialogue, action and thoughts that explain the character traits.
- Important to discuss: "What effect does the timeline have on the character?"

Lesson adapted from:

[Action Is Character: Exploring Character Traits with Adjectives | Read Write Think](#)

Part 2:

"Once readers pause to think and analyze the word choice and language used, we can truly begin to see that the thoughts, actions and dialogue of the character are expressed as the tone and mood of a passage. The tone and mood of the story bring us to a feeling and emotional

connection to the characters. The tone and mood of the word choice help us understand the character's motivation and feelings.”

- Create a “Tone and Mood” anchor chart that identifies the differences.
- Provide samples of text that illustrate different types of tone and mood. Students can work collaboratively or independently to identify the tone and mood.
- Readers should identify specific evidence of tone/mood in reader’s notebook from their book club book. Students should share evidence or use it as an exit ticket for assessment.

Lesson adapted from:

[Mood vs. Tone in E.L.A.: Activities to Help Middle Schoolers \(readwriteteachela.com\)](http://readwriteteachela.com)

For additional support with this lesson, refer to the following resources for small groups:

-The Reading Strategies Book by Jennifer Serravallo Strategy 6.1 Identifying Characters Using Pictures or Names, page 207

-The Reading Strategies Book by Jennifer Serravallo Strategy 6.5 Think about How the Character is Feeling, page 211

-The Reading Strategies Book by Jennifer Serravallo Strategy 6.9 Backup Ideas About Characters with Evidence, page 215

-The Reading Strategies Book by Jennifer Serravallo Strategy 6.22 Analyzing Character Relationships, page 228

-Notice and Note Strategies for Close Reading, Contrast and Contradictions, page 114

-Notice and Note Strategies for Close Reading, Again and Again, page 163

-Notice and Note Strategies for Close Reading, Memory Moment, page 176

-Notice and Note Strategies for Close Reading, Contrast and Contradictions, page 114

-Notice and Note Strategies for Close Reading, Again and Again, page 163

-Notice and Note Strategies for Close Reading, Memory Moment, page 176

-When Kids Can’t Read What Teachers Can Do by K. Beers - Context Clues, pages 193-202

-When Kids Can’t Read What Teachers Can Do by K. Beers - Dialogic Questions, pages 308-310

Formative Assessment

At the conclusion of each lesson, there must be a formative assessment to determine the students’ mastery of the skill taught.

Formative assessments can include but are not limited to:

- Do Now and Closure Activities
- Group Work
- Class Discussions
- Text analysis
- Tiered Assignments
- Open ended questions using the NJSLA Rubric to score
 - [NJSLA Rubric for Scoring](#)

NJSLA Test Prep:

- [NJSLA Sample Grade 6 Test](#)
- For additional questions to use, please visit this site: [NJ Digital Item Library](#)
- New Meridian Resource Center
 - <https://resources.newmeridiancorp.org/released-items/>
 - [LAT-SWORD_BV-1.pdf \(newmeridiancorp.org\)](#)
 - Read passages, “The Sword of Damocles” and “The Eighteenth Camel,” and answer questions #2.

Unit of Study: Unit 4 Historical Fiction Book Clubs

Lesson 4: Topic Conflict

Suggested Length: 5 Days

Focus Standard(s):

RL.IT.6.3. Describe how a particular text’s structure unfolds in a series of episodes and use textual evidence to describe how the characters respond or change as the plot moves toward a resolution.

RI.IT.6.3. Analyze how a particular text’s (e.g., article, brochure, technical manual, procedural text) structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.

RI.MF.6.6. Integrate information when presented in different media or formats (e.g., visually, quantitatively) to develop a coherent understanding of a topic or issue.

Additional Standard(s):

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

W.RW.6.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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

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

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

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

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

SL.II.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.

Teacher Objective:

Teach students to analyze how a character responds to change and/or conflict.

Teach students that conflict can affect a character.

Student Objective:

SWBAT:

Analyze how a character responds to change and/or conflict.

Analyze how a conflict affects a character.

“Readers try to understand the decisions that characters make, and we do this in part by keeping in mind that the character’s behavior is shaped by what is happening in the world in which the character lives, that is, by the historical context.”

- Create a “Types of Conflict” anchor chart to illustrate types of conflict that could affect a character’s behavior.
- You may also share a video clip that highlights types of conflict.
- Discuss how we need to identify the conflict and reflect on how it affects the character.
 - Does the conflict define the character?
 - Does the conflict make the character grow or change?
 - Does the conflict cause the character to succeed or fail?
 -

Lesson adapted from:

[Teaching Character Conflict - Teaching with a Mountain View](#)

and

[Literary Elements and Techniques | Conflict | PBS LearningMedia](#)

For additional support with this lesson, refer to the following resources for small groups:

-The Reading Strategies Book Strategy 5.14 Using Story Elements to Identify Problems, page 178

-The Reading Strategies Book Strategy 5.15 Find the Problem by Focusing on Reactions, page 179

-The Reading Strategies Book Strategy 5.18 Summarize with "Somebody... Wanted... But... So..." page 182

-The Reading Strategies Book Strategy 5.20 Identifying Internal and External Problems page 184

-The Reading Strategies Book Strategy 5.22 Notice if Problems are Solved or Resolved, page 186

-Notice and Note Strategies for Close Reading, Tough Questions, page 140

-When Kids Can't Read What Teachers Can Do by K. Beers - Context Clues, pages 193-202

-When Kids Can't Read What Teachers Can Do by K. Beers - Dialogic Questions, pages 308-310

Formative Assessment

At the conclusion of each lesson, there must be a formative assessment to determine the students' mastery of the skill taught.

Formative assessments can include but are not limited to:

- Do Now and Closure Activities
- Group Work
- Class Discussions
- Text analysis
- Tiered Assignments
- Open ended questions using the NJSLA Rubric to score
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NJSLA Test Prep:

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- New Meridian Resource Center
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 - [LAT-SWORD_BV-1.pdf \(newmeridiancorp.org\)](#)
 - Read passages, "The Sword of Damocles" and "The Eighteenth Camel," and answer questions #3 & #6.

Suggested Length: 3 Days

Focus Standard(s):

RL.CI.6.2. Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.

RL.IT.6.3. Describe how a particular text's structure unfolds in a series of episodes and use textual evidence to describe how the characters respond or change as the plot moves toward a resolution.

L.VL.6.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies.

- A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings.
- C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
- D. 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.
- E. 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).

Additional Standard(s):

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

W.RW.6.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.PE.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.

Teacher Objective:

Teach students to determine the meaning of words and phrases as they are used in the text and how these words may stand for a deeper meaning.

Student Objective:

SWBAT:

Determine the meaning of words and phrases as they are used in the text

“Readers, as we read our novels, we see how an emphasis is placed on certain words, objects or actions. This emphasis is important because it has a deeper meaning for the character and the novel, as a whole. This emphasis is described as symbolism because it stands for something deeper and more far reaching than the surface level. As we read, let’s be on the lookout for these words, objects and actions that may come up repeatedly or in a single incident. We need to pause and reflect on its deeper meaning and what it really stands for within the context of the message of the novel and its effect on the character.”

- Provide a variety of symbols that students can easily identify (American Flag, Patriotism; Skull, Death; Peace Sign, Peace; Cross, Faith; Heart, Love, etc.). Discuss the meaning behind these symbols.
- Create a “Symbolism” anchor chart.
- Utilize mentor text to identify the symbolism and its meaning.
- Ensure that students understand symbolism in their book club book by identifying words, objects or actions that stand for deeper meaning.

Lesson adapted from:

[How to Teach Symbolism in Middle School - The Hungry Teacher \(thehungryteacherblog.com\)](http://thehungryteacherblog.com)

Additional lesson:

[Symbolism: Keely's Mountain | PBS LearningMedia](http://pbslearningmedia.org)

For additional support with this lesson, refer to the following resources for small groups:

-The Reading Strategies Book by Jennifer Serravallo Strategy 11.1 Be Word Conscious and Curious, page 361

-The Reading Strategies Book by Jennifer Serravallo Strategy 11.7 Consider Topic-Specific Meanings, page 367

-The Reading Strategies Book by Jennifer Serravallo Strategy 11.20 Use Mood as a Clue to

Meaning, page 380

-The Reading Strategies Book by Jennifer Serravallo Strategy 11.22 Consider the Type of Figurative Language, page 382

-When Kids Can't Read What Teachers Can Do by K. Beers - Context Clues, pages 193-202

-When Kids Can't Read What Teachers Can Do by K. Beers - Dialogic Questions, pages 308-310

Formative Assessment

At the conclusion of each lesson, there must be a formative assessment to determine the students' mastery of the skill taught.

Formative assessments can include but are not limited to:

- Do Now and Closure Activities
- Group Work
- Class Discussions
- Text analysis
- Tiered Assignments
- Open ended questions using the NJSLA Rubric to score
 - [NJSLA Rubric for Scoring](#)

NJSLA Test Prep:

- [NJSLA Sample Grade 6 Test](#)
- For additional questions to use, please visit this site: [NJ Digital Item Library](#)
- New Meridian Resource Center
 - <https://resources.newmeridiancorp.org/released-items/>
 - [LAT-SWORD_BV-1.pdf \(newmeridiancorp.org\)](#)
 - Read passages, “The Sword of Damocles” and “The Eighteenth Camel,” and answer questions #1, #4 & #9

**Unit of Study: Unit 4 Historical Fiction
Book Clubs**

**Lesson 6:
Topic Theme**

Suggested Length: 6 Days

Focus Standard(s):

RL.CI.6.2. Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.

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

Additional Standard(s):

RL.IT.6.3. Describe how a particular text’s structure unfolds in a series of episodes and use textual evidence to describe how the characters respond or change as the plot moves toward a resolution.

RL.TS.6.4. Analyze how a particular piece (e.g., sentence, chapter, scene, stanza, or section) fits into the overall structure of a text and contributes to the development of the ideas, theme, setting, or plot.

W.WP.6.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.

W.RW.6.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.PE.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.

Teacher Objective:

Teacher will teach students how the theme is conveyed through particular details in a text.

Student Objective:

SWBAT:

Identity theme and supporting details.

“It is important when we read to think about people, places, events, and also about ideas. And when you have thought about an idea in one story, sometimes that thinking helps you find ideas in another story. As we are reading, we can see the characters and their traits, the conflict, and the setting all work together to develop a theme, or author’s message. The theme explains what the author really wants us to understand and reflect upon.”

- Create a “Theme” anchor chart.
- Recall previously taught theme lesson (Unit 1)

-Define Theme: Lesson the author wants us to learn from a story

-Use Theme Formula to assist in finding theme:

Step 1: Observe what the characters in the story say and do.

Step 2: Ask yourself, “What are the consequences of those actions?”

*Consequences can be +/-

*The answers to steps 1 and 2 are the textual evidence.

The answers will lead us to a theme of the story.

-Theme Ground Rules:

- Are ALWAYS a complete sentence
- NEVER contain character names
- Applies to everyone
- Tell us what we should or should not do to ensure success/happiness in our lives

Lesson resources:

-[Theme Presentation](#)

-[Theme Video](#)

For additional support with this lesson, refer to the following resources for small groups:

-*The Reading Strategies Book Strategy 7.2 Give Advice to the Characters, page 240*

-*The Reading Strategies Book Strategy 7.3 Look Up to Characters, page 241*

-*The Reading Strategies Book Strategy 7.5 Notice How Characters Respond, page 243*

-*The Reading Strategies Book Strategy 7.16 Say More About a Theme, page 254*

-*The Reading Strategies Book Strategy 7.19 Find Different Themes in Different Plotlines, page 257*

-*The Reading Strategies Book Strategy 7.25 Analyze the Development of Theme, page 263*

-*Notice and Note Strategies for Close Reading, Words of the Wiser, page 152*

-*Notice and Note Strategies for Close Reading, Memory Moment, page 176*

-*When Kids Can't Read What Teachers Can Do by K. Beers - Context Clues, pages 193-202*

-*When Kids Can't Read What Teachers Can Do by K. Beers - Dialogic Questions, pages 308-310*

[RACE Strategy](#) - Adopted from ELA Matters

Formative Assessment

At the conclusion of each lesson, there must be a formative assessment to determine the students' mastery of the skill taught.

Formative assessments can include but are not limited to:

- Do Now and Closure Activities
- Group Work
- Class Discussions
- Text analysis
- Tiered Assignments
- Open ended questions using the NJSLA Rubric to score
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NJSLA Test Prep:

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- New Meridian Resource Center
 - <https://resources.newmeridiancorp.org/released-items/>
 - [LAT-SWORD_BV-1.pdf \(newmeridiancorp.org\)](#)
 - Read passages, “The Sword of Damocles” and “The Eighteenth Camel,” and answer questions #5 & #8.

Unit Plan Title	Unit 4 Writing: Historical Fiction Writing (Literary Analysis Through OEQ)
Suggested Time Frame	10 Days

Unit Overview
<p>Literary Analysis is an integral part of the reading program that enables students to develop their analytical skills through writing. Students will be writing about their reading to articulate their thinking. Writers will use higher level comprehension skills to develop and practice the skills needed to write a literary analysis. Writers will be taken on a journey of the writing process that includes thinking deeply and citing textual evidence to support a thesis in a well-developed, formal essay. Writers will use precise language and appropriate transitions in a clear, coherent manner. Ultimately, writers will explore how a character changes throughout the novel as they develop a claim, supported with detailed body paragraphs that use evidence, apply thoughtful reasoning and establish a conclusion that indicates a thoughtful, literary analysis.</p>

Stage 1 – Desired Results

Established Goals:

New Jersey Student Learning Standards for English Language Arts (2023)

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

W.IW.6.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) 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 aid in 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. Acknowledge and attempt a formal/academic style, approach, and form.
- F. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows from and supports the information or explanation presented.

L.SS.6.1. Demonstrate command of the system and structure of the English language when writing or speaking.

- A. Ensure that pronouns are in the proper case (subjective, objective, possessive).
- B. Use intensive pronouns (e.g., myself, ourselves).
- C. Recognize and correct inappropriate shifts in pronoun number and person.
- D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
- E. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical elements.
- F. Recognize spelling conventions.

L.KL.6.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- B. Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- C. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
- D. Maintain consistency in style and tone.

L.VL.6.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies.

- A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings.
- C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
- D. 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.
- E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.VI.6.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- A. Interpret figures of speech (e.g., personification) in context.
- B. Use the relationship between particular words (e.g., cause/effect, part/whole,

item/category) to better understand each of the words.

C. Analyze the impact of a specific word choice on meaning and tone.

D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).

SL.PE.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.

Essential Questions	Enduring Understandings
How do writers read closely, and write structured, evidence-based literary essays? How can I use various forms of literature to support my thesis? How do writers collect and connect evidence to support their claim? How does an author's language and word choice affect our understanding of events, characters, and situations?	Writers use literary essays to express the meaning understood from their analysis of a text. Writers identify a thesis statement for development into a literary essay. Writers structure each part of their writing for the purpose of supporting their thesis.
Knowledge <i>Students will know...</i>	Skills <i>Students will be able to...</i>
Writers collect solid text evidence to support thesis statement. Writers make intentional choices about how to organize their work. Writers take time to develop their ideas into a claim.	Develop a strong thesis statement. Collect text evidence to support thesis statements. Brainstorm claim statements, considering character development, theme, or author's craft.

<p>Strong claims are supported with both textual evidence and analysis.</p> <p>Claims are more strongly supported when multiple texts are referenced.</p> <p>Writers use particular structures to format their writing in a manner that helps the reader follow their thoughts and ideas.</p> <p>Writing is a process that includes planning, drafting, revising, and editing.</p> <p>Writers effectively communicate their ideas by using proper grammar and spelling.</p>	<p>Determine which pieces of evidence are the strongest and organize the evidence into the appropriate paragraph, deciding which supporting reason each piece of evidence best proves.</p> <p>Plan how to develop an argument, identifying the different reasons why the claim is true.</p>
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Interdisciplinary Connections

2020 New Jersey Student Learning Standards for Computer Science and Design Thinking **NJSLS 8.1 Computer Science**

- **8.1.8.NI.1:** Model how information is broken down into smaller pieces, transmitted as addressed packets through multiple devices over networks and the Internet, and reassembled at the destination.
- **8.1.12.AP.6:** Refine a solution that meets users' needs by incorporating feedback from team members and users.

NJSLS 8.2 Design Thinking

- **8.2.8.ED.6:** Analyze how trade-offs can impact the design of a product.
- **8.2.8.ITH.2:** Compare how technologies have influenced society over time.
- **8.2.8.ED.3:** Develop a proposal for a solution to a real-world problem that includes a model.

2020 New Jersey Student Learning Standards - Career Readiness, Life Literacies, and Key Skills

NJSLS 91. Credit and Debt Management

- **9.1.8.CDM.1:** Compare and contrast the use of credit cards and debit cards for specific purchases and the advantages and disadvantages of using each.
- **9.1.8.CDM.2:** Demonstrate an understanding of the terminology associated with different types of credit (e.g., credit cards, installment loans, mortgages, lines of credit) and compare and calculate the interest rates associated with each.

NJSLS 9.2 Career Awareness, Exploration, Preparation and Training

- **9.2.8.CAP.15:** Present how the demand for certain skills, the job market, and credentials can determine an individual's earning power.
- **9.2.8.CAP.19:** Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability and to potential level.

NJSLS 9.4 Life Literacies and Key Skills

- **9.4.8.TL.2:** Gather data and digitally represent information to communicate a real-world problem.
- **9.4.8.TL.5:** Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.
- **9.4.8.TL.6:** Collaborate to develop and publish work that provides perspectives on a real-world problem.

Student Resources

Student Texts: Students will select books at their independent reading level from the classroom library, bookroom inventory and school library inventory.

Teacher Resources

- Google Suite - Docs, Sheets, Slides, Forms
- LinkIt! Assessments
- STAR Reading
- Accelerated Reader

The Writing Strategies Book J. Serravallo

Additional lessons and adapted lessons from (in lesson order):

- <https://www.differentiatedteaching.com/race-strategy-literature-response/>
- Using RACES in the Classroom - ELA Matters
- RACE Method to Develop Text-Dependent Paragraphs
- Using the RACE Strategy for Text Evidence
- [Tips for Teaching RACE Constructed Response Strategy](#)
- <https://rockinresources.com/2015/07/writing-mini-lesson-25-revising.html>
- [Transition Words and Phrases List](#)
- [Teaching the RACE Strategy for Responding to Literature](#)

Stage 2 – Assessment Evidence**Formative and Summative:**

- Published literary analysis essay

Other evidence of learning:

- Teacher observations / anecdotal notes
- Conference Notes
- Reader's/Writer's notebook
- Signpost entries / Stop & Jot /Post-it Notes
- Quick writes / Response to Reading
- End of Unit Student reflections on strategies / goal attainment / next goals

Stage 3 – Learning Plan
Grade 6 English Language Arts Curriculum Unit 4 Writing: Historical Fiction (Literary Analysis Through OEQ) Time: Approximately 10 Days

Unit of Study: Unit 4: Historical Fiction (Literary Analysis Through OEQ)	Lesson 1 Topic RACE Method
Suggested Length: 1 Day	
<p>Focus Standard(s): W.IW.6.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in 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. Acknowledge and attempt a formal/academic style, approach, and form. F. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows from and supports the information or explanation presented. <p>RL.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.</p> <p>Additional Standard(s): SL.PE.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. 	

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

Teacher Objective:

Teacher will teach students to write an informative response that examines a topic and conveys an idea in a structured, organized response.

Student Objective:

SWBAT:

Respond to open ended questions using the RACE Strategy.

“By practicing using your own ideas and citing specific examples from literature or other informational texts to support them, you will gain confidence in your ability to use text-based evidence in your writing—an essential skill for any student and one that will be especially helpful as you progress through school and as you begin thinking about SATs, AP Exams, and college admissions essays!”

- Review RACE Method: The RACE strategy is a method for teaching students to write well-developed constructed responses. RACE stands for Restate, Answer, Cite Evidence, Explain.
- Model answering an open-ended question using the RACE strategy.

Lesson adapted from:

<https://www.differentiatedteaching.com/race-strategy-literature-response/>

For additional support with this lesson, refer to the following resources for small groups:

[-RACE Method to Develop Text-Dependent Paragraphs](#)

[-Using the RACE Strategy for Text Evidence](#)

[-Tips for Teaching RACE Constructed Response Strategy](#)

Formative Assessment

At the conclusion of each lesson, there must be a formative assessment to determine the students' mastery of the skill taught.

Formative assessments can include but are not limited to:

- Do Now and Closure Activities
- Group Work
- Class Discussions

- Text analysis
- Tiered Assignments
- Open ended questions using the NJSLA Rubric to score
 - [NJSLA Rubric for Scoring](#)

NJSLA Test Prep:

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- New Meridian Resource Center
 - https://resources.newmeridiancorp.org/released-items/-LAT-SWORD_BV-1.pdf ([newmeridiancorp.org](https://resources.newmeridiancorp.org))
 - Read passages, “The Sword of Damocles” and “The Eighteenth Camel,” and answer questions #7

**Unit of Study: Unit 4: Historical Fiction
(Literary Analysis Through OEQ)**

**Lesson 2
Topic Writing a Thesis/Topic Sentence**

Suggested Length: 1 Day

Focus Standard(s):

W.IW.6.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- 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 aid in comprehension.
- Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- Use appropriate transitions to clarify the relationships among ideas and concepts.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Acknowledge and attempt a formal/academic style, approach, and form.
- Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows from and supports the information or explanation presented.

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

Additional Standard(s):

SL.PE.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.

Teacher Objective:

Teacher will teach students how to introduce a topic and organize ideas.

Student Objective:

SWBAT:

Write a strong thesis statement that can be supported by evidence.

“Writers, we have seen many times in our reading and personal lives that people change over time as a result of conflict, growth or a multitude of other reasons. The character’s traits can change from the beginning to the end of the novel. We can sort through the ideas and details we have gathered to think about which moments make our claims most visible. We can look at the character with a lens to scrutinize and identify these changes. Sometimes, we refine or change our ideas as we analyze these moments, reflect or discuss with a partner. Once writers have organized their thoughts in a logical manner, they can begin to construct a thesis statement that is supported by evidence.”

- Reference the RACE Method anchor chart
- Provide samples of text to allow for students to develop possible thesis statements.
- Continue to offer support with conferring and strategy groups to ensure students’ success.
- At this point, students will have utilized the “R” portion of the RACE Method.

Lesson adapted from:

[-Using RACES in the Classroom - ELA Matters](#)

For additional support with this lesson, refer to the following resources for small groups:

-The Writing Strategies, by Jennifer Serravallo, Book Strategy 4.18, Crafts a Thesis, page 153

-The Writing Strategies, by Jennifer Serravallo, Book Strategy 5.14, Parts of a Topic, page 181

-The Writing Strategies, by Jennifer Serravallo, Book Strategy 5.18, Start with a Plan in Mind, page 185

[-RACE Method to Develop Text-Dependent Paragraphs](#)

[-Using the RACE Strategy for Text Evidence](#)

[-Tips for Teaching RACE Constructed Response Strategy](#)

Formative Assessment

At the conclusion of each lesson, there must be a formative assessment to determine the students' mastery of the skill taught.

Formative assessments can include but are not limited to:

- Do Now and Closure Activities
- Group Work
- Class Discussions
- Text analysis
- Tiered Assignments
- Open ended questions using the NJSLA Rubric to score
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- New Meridian Resource Center
 - <https://resources.newmeridiancorp.org/released-items/>
 - [LAT-SWORD_BV-1.pdf \(newmeridiancorp.org\)](#)
 - Read passages, “The Sword of Damocles” and “The Eighteenth Camel,” and answer questions #7

**Unit of Study: Unit 4: Historical Fiction
(Literary Analysis Through OEQ)**

**Lesson 3
Topic: Supporting the Thesis**

Suggested Length: 2 Days

Focus Standard(s):

W.IW.6.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) 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 aid in 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. Acknowledge and attempt a formal/academic style, approach, and form.
- F. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows from and supports the information or explanation presented.

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

Additional Standard(s):

SL.PE.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.

L.SS.6.1. Demonstrate command of the system and structure of the English language when writing or speaking.

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

- E. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical elements.
- F. Recognize spelling conventions.

L.KL.6.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- B. Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- C. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
- D. Maintain consistency in style and tone.

Teacher Objective:

Teacher will teach students to develop their thesis statement with relevant facts and information.

Student Objective:

SWBAT:

Develop their thesis with relevant facts and information.

“Writers often use a variety of techniques to summarize or explain information. Summarizing is more than simply retelling; it involves analyzing information and distinguishing between important and unimportant elements. Writers must be able to explain the important details and information using textual evidence to support the claim with body paragraphs.”

- Reference the RACE Method anchor chart
- Demonstrate how to search for appropriate information in the text that answers the question.
- Provide example or paraphrased information so students are not plagiarizing. The “A” portion answers the OEQ in a well thought out summary of information.
- At this point, students will have utilized the “A” portion of the RACE Method.

Lesson adapted from:

[-Using RACES in the Classroom - ELA Matters](#)

For additional support with this lesson, refer to the following resources for small groups:

-The Writing Strategies Book by Jennifer Serravallo Goal 5.10, Question - Answer, page 177

[-Using the RACE Strategy for Text Evidence](#)

[-RACE Method to Develop Text-Dependent Paragraphs](#)

-Tips for Teaching RACE Constructed Response Strategy

Formative Assessment

At the conclusion of each lesson, there must be a formative assessment to determine the students' mastery of the skill taught.

Formative assessments can include but are not limited to:

- Do Now and Closure Activities
- Group Work
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 - [LAT-SWORD BV-1.pdf \(newmeridiancorp.org\)](#)
 - Read passages, “The Sword of Damocles” and “The Eighteenth Camel,” and answer questions #7

**Unit of Study: Unit 4: Historical Fiction
(Literary Analysis Through OEQ)**

**Lesson 4
Topic Support a Response with Textual
Evidence**

Suggested Length: 2 Days

Focus Standard(s):

W.IW.6.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) 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 aid in 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. Acknowledge and attempt a formal/academic style, approach, and form.
- F. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows from and supports the information or explanation presented.

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

Additional Standard(s):

SL.PE.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.

L.SS.6.1. Demonstrate command of the system and structure of the English language when writing or speaking.

- A. Ensure that pronouns are in the proper case (subjective, objective, possessive).
- B. Use intensive pronouns (e.g., myself, ourselves).
- C. Recognize and correct inappropriate shifts in pronoun number and person.
- D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
- E. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical elements.
- F. Recognize spelling conventions.

L.KL.6.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- B. Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- C. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
- D. Maintain consistency in style and tone.

Teacher Objective:

Teacher will teach students to cite textual evidence that supports their response.

Student Objective:

SWBAT:

Cite textual evidence that supports their response.

“During the writing process, it is essential that writers cite strong evidence from the text that supports their response. This evidence is proof their answer is correct! Strong evidence can hold a paragraph together.”

- Reference the RACE Method anchor chart.
- Demonstrate how to search for textual evidence that supports your response.
- Model formatting textual evidence within a written response.
- Remember to teach students to cite at least two pieces of evidence; more is better. This can include using direct quotes from the text. Just make sure that students understand how to format and cite these properly. This includes how to use quotation marks.
- At this point, students will have utilized the “C” portion of the RACE Method.

Lesson adapted from:

[-Using RACES in the Classroom - ELA Matters](#)

For additional support with this lesson, refer to the following resources for small groups:

-The Writing Strategies Book by Jennifer Serravallo Goal 6.22, Support Your Facts, page 233

-The Writing Strategies Book by Jennifer Serravallo Goal 7.2, Write with Authority: Domain-Specific Vocabulary, page 229

[-Citing Text Evidence in 6 Steps](#)

[-RACE Method to Develop Text-Dependent Paragraphs](#)

[-Using the RACE Strategy for Text Evidence](#)

-Tips for Teaching RACE Constructed Response Strategy

Formative Assessment

At the conclusion of each lesson, there must be a formative assessment to determine the students' mastery of the skill taught.

Formative assessments can include but are not limited to:

- Do Now and Closure Activities
- Group Work
- Class Discussions
- Text analysis
- Tiered Assignments
- Open ended questions using the NJSLA Rubric to score
 - [NJSLA Rubric for Scoring](#)

NJSLA Test Prep:

- [NJSLA Sample Grade 6 Test](#)
- For additional questions to use, please visit this site: [NJ Digital Item Library](#)
- New Meridian Resource Center
 - https://resources.newmeridiancorp.org/released-items/LAT-SWORD_BV-1.pdf ([newmeridiancorp.org](https://resources.newmeridiancorp.org))
 - Read passages, “The Sword of Damocles” and “The Eighteenth Camel,” and answer questions #7

**Unit of Study: Unit 4: Historical Fiction
(Literary Analysis Through OEQ)**

**Lesson 5
Topic: Conclusions That Offer Insight**

Suggested Length: 1 Day

Focus Standard(s):

W.IW.6.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) 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 aid in 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. Acknowledge and attempt a formal/academic style, approach, and form.
- F. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows from and supports the information or explanation presented.

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

Additional Standard(s):

SL.PE.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.

L.SS.6.1. Demonstrate command of the system and structure of the English language when writing or speaking.

- A. Ensure that pronouns are in the proper case (subjective, objective, possessive).
- B. Use intensive pronouns (e.g., myself, ourselves).
- C. Recognize and correct inappropriate shifts in pronoun number and person.
- D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
- E. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical elements.
- F. Recognize spelling conventions.

L.KL.6.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- B. Gather vocabulary knowledge when considering a word or phrase important to

comprehension or expression.

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

D. Maintain consistency in style and tone.

Teacher Objective:

Teacher will teach students to provide a clear conclusion statement that explains their evidence.

Student Objective:

SWBAT:

Write a conclusion statement that explains their evidence.

“Writers, our literary analysis has been expanding and improving each day. As we near the end of our analysis, we must be extra attentive to develop a strong conclusion statement. We now need to connect the relevant evidence back to the answer. This is also where you show how it supports your thesis statement”

- Reference the RACE Method anchor chart.
- After students have selected their evidence, they must explain why that evidence matters. You may include a sentence starter such as: “This evidence supports...”
- Demonstrate writing a conclusion statement.
- At this point, students will have utilized the “E” portion of the RACE Method.

Lesson adapted from:

[-Using RACES in the Classroom - ELA Matters](#)

For additional support with this lesson, refer to the following resources for small groups:

-The Writing Strategies Book by Jennifer Serravallo Goal 5.35, Coming Full Circle, page 202

-The Writing Strategies Book by Jennifer Serravallo Goal 5.36, Seesaw Structure, page 203

-The Writing Strategies Book by Jennifer Serravallo Goal 5.37, Conclude for the Big Idea, page 204

[-RACE Method to Develop Text-Dependent Paragraphs](#)

[-Using the RACE Strategy for Text Evidence](#)

[-Tips for Teaching RACE Constructed Response Strategy](#)

Formative Assessment

At the conclusion of each lesson, there must be a formative assessment to determine the students' mastery of the skill taught.

Formative assessments can include but are not limited to:

- Do Now and Closure Activities
- Group Work
- Class Discussions
- Text analysis
- Tiered Assignments
- Open ended questions using the NJSLA Rubric to score
 - [NJSLA Rubric for Scoring](#)

NJSLA Test Prep:

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- For additional questions to use, please visit this site: [NJ Digital Item Library](#)
- New Meridian Resource Center
 - https://resources.newmeridiancorp.org/released-items/LAT-SWORD_BV-1.pdf ([newmeridiancorp.org](#))
 - Read passages, “The Sword of Damocles” and “The Eighteenth Camel,” and answer questions #7

**Unit of Study: Unit 4: Historical Fiction
(Literary Analysis Through OEQ)**

**Lesson 6
Transition Words and Phrases**

Suggested Length: 1 Day

Focus Standard(s):

W.IW.6.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) 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 aid in 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. Acknowledge and attempt a formal/academic style, approach, and form.

F. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows from and supports the information or explanation presented.

Additional Standard(s):

SL.PE.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.

L.SS.6.1. Demonstrate command of the system and structure of the English language when writing or speaking.

- A. Ensure that pronouns are in the proper case (subjective, objective, possessive).
- B. Use intensive pronouns (e.g., myself, ourselves).
- C. Recognize and correct inappropriate shifts in pronoun number and person.
- D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
- E. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical elements.
- F. Recognize spelling conventions.

L.KL.6.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- B. Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- C. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
- D. Maintain consistency in style and tone.

L.VL.6.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies.

- A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings.
- C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
- D. 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.
- E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.VI.6.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- A. Interpret figures of speech (e.g., personification) in context.
- B. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
- C. Analyze the impact of a specific word choice on meaning and tone.
- D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).

Teacher Objective:

Teacher will teach students to connect their ideas and words through the use of transition words and phrases.

Student Objective:

SWBAT:

Use transition words to connect their ideas.

“Writers, we are moving along in the writing process. One should always make sure they are weaving together their thoughts, ideas, and evidence in a fluid manner. Just as a poet or a songwriter creates a masterpiece, we too, must make our writing connect. As we use transition words correctly and efficiently, we must make sure that we are using our own words to support our claim without plagiarizing anyone else’s work.”

- Provide a visual list of effective transitional words that writers can include in their writer’s notebook for continual reference.
- Writers can practice using transitional words in sentences by turning and talking with a partner.

Lesson adapted from:

<https://rockinresources.com/2015/07/writing-mini-lesson-25-revising.html>

[Transition Word and Phrases.pdf](#)

For additional support with this lesson, refer to the following resources for small groups:

-The Writing Strategies Book by Jennifer Serravallo Goal 5.16, Moving from Chunk to Chunk, page 183

[*-RACE Method to Develop Text-Dependent Paragraphs*](#)

[*-Using the RACE Strategy for Text Evidence*](#)

[*-Tips for Teaching RACE Constructed Response Strategy*](#)

Formative Assessment

At the conclusion of each lesson, there must be a formative assessment to determine the students' mastery of the skill taught.

Formative assessments can include but are not limited to:

- Do Now and Closure Activities
- Group Work
- Class Discussions
- Text analysis
- Tiered Assignments
- Open ended questions using the NJSLA Rubric to score
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 - [LAT-SWORD_BV-1.pdf \(newmeridiancorp.org\)](#)
 - Read passages, “The Sword of Damocles” and “The Eighteenth Camel,” and answer questions #7

Suggested Length: 1 Day

Focus Standard(s):

W.IW.6.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) 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 aid in 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. Acknowledge and attempt a formal/academic style, approach, and form.
- F. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows from and supports the information or explanation presented.

W.WP.6.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.

Additional Standard(s):

W.RW.6.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.PE.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.

L.SS.6.1. Demonstrate command of the system and structure of the English language when writing or speaking.

- A. Ensure that pronouns are in the proper case (subjective, objective, possessive).
- B. Use intensive pronouns (e.g., myself, ourselves).
- C. Recognize and correct inappropriate shifts in pronoun number and person.
- D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
- E. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical elements.
- F. Recognize spelling conventions.

L.KL.6.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- B. Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- C. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
- D. Maintain consistency in style and tone.

L.VL.6.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies.

- A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings.
- C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
- D. 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.

E. 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).

Teacher Objective:

Teacher will teach students to develop and strengthen writing as needed by revising and editing.

Student Objective:

SWBAT:

Revise and edit their literary analysis response.

“Writers, the writing process is not over when we complete the draft. Now we must continue to work hard to improve, revise, and edit our writing. We should ask ourselves ‘What will make my draft better?’ As we ponder this question, we should check to see if we have included enough textual evidence to support our claim. Writers must make sure that we have included clear citations and quotes from the text. As we are trying our best to improve our writing, we also must be aware of appropriate sentence structure to make the most effective literary analysis.”

- Teacher should review and distribute the checklist being used so students understand and know exactly what is expected to write a sound, detail-filled, and error free literary analysis.
- Teachers may use [RACE METHOD](#) as a checklist.

Additional lessons to support grammar instruction:

- [To Grammar or Not to Grammar: That Is Not the Question! | Read Write Think](#)
- [The Magnetism of Language: Parts of Speech, Poetry, and Word Play | Read Write Think](#)
- [Sixth Grade Grammar That Makes Sense – Language Arts Classroom](#)

For additional support with this lesson, refer to the following resources for small groups:

-*The Writing Strategies*, by Jennifer Serravallo, Book Strategy 9.4, *Repeated Rereadings to Check a Checklist*, page 327

-*The Writing Strategies*, by Jennifer Serravallo, Book Strategy 10.7, *Tell Me: Does it Make Sense?*, page 370

[-RACE Method to Develop Text-Dependent Paragraphs](#)

[-Using the RACE Strategy for Text Evidence](#)

[-Tips for Teaching RACE Constructed Response Strategy](#)

Formative Assessment

At the conclusion of each lesson, there must be a formative assessment to determine the students' mastery of the skill taught.

Formative assessments can include but are not limited to:

- Do Now and Closure Activities
- Group Work
- Class Discussions
- Text analysis
- Tiered Assignments
- Open ended questions using the NJSLA Rubric to score
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 - Read passages, “The Sword of Damocles” and “The Eighteenth Camel,” and answer questions #7

**Unit of Study: Unit 4: Historical Fiction
(Literary Analysis Through OEQ)**

**Lesson 8
Topic: Writing Celebration**

Suggested Length: 1 Day

Focus Standard(s):

W.WP.6.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.

SL.PI.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).

Additional Standard(s):

W.RW.6.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.PE.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.

L.SS.6.1. Demonstrate command of the system and structure of the English language when writing or speaking.

- A. Ensure that pronouns are in the proper case (subjective, objective, possessive).
- B. Use intensive pronouns (e.g., myself, ourselves).
- C. Recognize and correct inappropriate shifts in pronoun number and person.
- D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
- E. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical elements.
- F. Recognize spelling conventions.

L.KL.6.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- B. Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- C. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
- D. Maintain consistency in style and tone.

L.VL.6.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies.

- A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings.
- C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
- D. 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.

E. 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).

Teacher Objective:

Teach students that hard work pays off.

Student Objective:

SWBAT: Celebrate their hard work!

The purpose of a celebration is for students to reflect on what they are doing well as writers. We make a big deal of their efforts and encourage them to keep up the inspiring work.

- Give students the opportunity to share their Literary Analysis as a celebration of writing.

For additional support with this lesson, refer to the following resources for small groups:
N/A

Formative Assessment

At the conclusion of each lesson, there must be a formative assessment to determine the students' mastery of the skill taught.

Formative assessments can include but are not limited to:

- Do Now and Closure Activities
- Group Work
- Class Discussions
- Text analysis
- Tiered Assignments
- Open ended questions using the NJSLA Rubric to score
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Office of the Superintendent
60 Neptune Blvd.
Neptune, NJ 07753

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