

CURRICULUM MAP
Language Arts
GRADE 6

Big Idea: “The Making of Me”

Marking Period 1

Enduring Understandings	Essential Questions	Skills (Objectives)	NJ-SLS	Assessments
<ul style="list-style-type: none"> ● A person’s character is revealed through his or her thoughts, words, actions, and reactions. ● A writer uses a distinct voice to develop plot and reveal characters. ● A speaker uses distinct voice to introduce themselves, discuss interests, and create comfort when speaking. ● Recognize that texts follow patterns and contain common elements as a way to support and deepen a reader’s comprehension skills. ● Understand importance of appropriate response to text. 	<ul style="list-style-type: none"> ▪ How is character revealed? ▪ How is your individual character revealed? ▪ How do you present/conduct yourself when speaking? ▪ How can you connect with your audience? ▪ How can you respond and reflect while independently reading? ▪ How does one develop strategies for reading comprehension? 	<p style="text-align: center;"><u>SUGGESTED</u></p> <ul style="list-style-type: none"> ▪ Apply all Signposts with a focus on two: Contrast and Contradiction & Aha Moment ▪ Apply a variety of comprehension skills both formative and informative ▪ Recognize Signposts while independently reading ▪ Apply close reading strategies (Signposts) while conferring with peers and teacher ▪ Identify and interpret how narrative elements interact ▪ Evaluate interpretation of characters and identify the narrator. ▪ Develop written 	<p>RL.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RL.6.3. Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p> <p>RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>RL.6.5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p> <p>RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.</p> <p>RL.6.7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.</p> <p>RL.6.9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and</p>	<p>Formative Assessments</p> <ul style="list-style-type: none"> ▪ Comprehension tests ▪ Quizzes ▪ Quarterly ▪ Evidence- Based Selected Response (EBSR) ▪ Technology Enhanced Constructed Response (TECR) ▪ Speaking & Listening ▪ Speaking Assessments (PVLEGS rubric) <p>Summative Writing Assessments Prose-Constructed Responses</p> <ul style="list-style-type: none"> ▪ LAT: Identify and analyze components of a story ▪ NT: Compose or produce descriptive writing based off of anchor text (QUARTERLY) <p>It has been suggested that using a text from <i>Collections</i> (ex. “The Ravine”) or the end of <i>Charlotte Doyle Part One</i> is effective for NT practice.</p>

<p>Refugee- Alan Gratz</p> <ul style="list-style-type: none"> ● Provide an understanding of children from refugee backgrounds ● Develop character and integrity and to apply academic knowledge to the challenges of our times in order to create a better world 	<p>Refugee- Alan Gratz</p> <ul style="list-style-type: none"> ● What are the responsibilities of the individual and of society in regard to human rights? ● Whose responsibility is it to fight for those who are being persecuted by someone or something more powerful? ● What are the consequences of being unconcerned with injustice and persecution taking place around the world? <p><i>*See <u>Refugee</u> curriculum map for additional essential questions and big ideas</i></p>	<p>responses that include all of the required elements</p> <ul style="list-style-type: none"> ▪ Develop real or imagined experiences using effective techniques, details, and sequencing in narrative writing ▪ Describe and understand setting, character development, plot, theme, and conflict ▪ Build vocabulary through use of context clues ▪ Read and comprehend a variety of complex texts ▪ Identify the main parts of a complete sentence (nouns, verbs, subject, predicate) ▪ Identify incomplete sentences (fragments/run-on) ▪ Understand the uses of modifiers (adjectives/adverb) <p>ACADEMIC VOCABULARY</p> <ul style="list-style-type: none"> ● Fiction ● Characters 	<p>fantasy stories) in terms of their approaches to similar themes and topics.</p> <p>RL.6.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>RI.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p> <p>RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>RI.6.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p> <p>RI.6.6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p> <p>RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p> <p>RI.6.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p>W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information</p>	<ul style="list-style-type: none"> ▪ RST: Identify and analyze components of informational texts. <p>Assessments/Sample Activities</p> <ul style="list-style-type: none"> ● Class Discussion ● Literary Response ● Research Response ● Writing Response Narrative Writing- (<i>Greyling</i>) Write your own interpretation of the hurricane scene in keeping with a specific character's voice. (See sample lesson) R.L 6.3, W.6.3,L.6.1, L.6.2 ● Speaking & Listening-<i>suggested</i>: students will present an introductory speech introducing themselves. Teacher can focus on specific aspects of PVLEGS as taught accordingly ● Grammar Wall- As a class, create a mechanic/grammar bulletin board starting in Q1. Once skills are taught in a mini lesson and listed on the bulletin board you are expected to edit your work based on these elements. L.6.1, L.6.2, L.6.3
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- Plot
- Setting
- Point of View
- Narrator
- Narrative
- Theme
- Figurative Language
- Personification
- Conflict
- Exposition
- Rising Action
- Climax
- Falling Action
- Resolution
- Literary Analysis Task
- Narrative Task
- Research Simulation Task
- **PVLEGS- Erik Palmer**
- **Notice & Note**
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through the selection, organization, and analysis of relevant content.

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

W.6.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

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

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

W.6.8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

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

SL.6.2. 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.

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

Suggested Works:

Fiction

- **Collection 1 (C) Theme-“Facing Fear”**
 - “Eleven” p. 137 (PO)
 - “Greyling” p. 7 (PO)
 - “Names/Nombres” p.115 (PO)
 - “The Ravine” p. ©
 - *The Lightning Thief* by Rick Riordan **Novel**
 - *Tuck Everlasting* by Natalie Babbit **Novel**
 - *Maniac Magee* by Jerry Spinelli **Novel**

Close Reader-

- *From* “The Jumping Tree”
- “Face Your Fears and Scare the Phobia Out of Your Brain”

Non-Fiction

- “Stage Fright” p.92 (PO)
- “Zlata’s Diary” p. 351 (PO)
- “It Worked for Me” p. 253(C)
- “School Before Soccer” p. 10 (R)
- “Fitting In” p. 12 (R)

Poetry

- “A Voice” p. 242 (C)
- “Words like Freedom” p. 244 (C)

			<p>L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p> <p>L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p><u>Book Key</u></p> <p>Exemplar Text C: Collections PO: Prentice Hall – Old PN: Prentice Hall – New Read 180: R</p> <p>Media Sources:</p> <p>NPR: “You Had Me At Hello: The Science Behind First Impressions” (audio clip)</p> <p>“Snap Judgments” – showing pictures of various people (ex. Businessman, Police Officer, Teacher, etc.)</p> <p><u>SUGGESTED Quarter One activities for Refugee:</u></p> <ul style="list-style-type: none"> ● Before reading students can participate in stations where they will gain a better understanding of the setting and characters in the novel. Some suggestions for stations would be a gallery walk with images from the Holocaust/Kristallnacht, media stations where they can view Brainpop/a documentary to enhance their understanding of the history of any of the three settings, Tabletop Twitter where they read an article
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				<p>about the current day Syrian refugees and react, media station where they learn about Fidel Castro and learn about communism.</p> <ul style="list-style-type: none">● Before reading students can participate in a debate where they will state whether they agree or disagree with various claims.<ul style="list-style-type: none">○ Ex: "It's society's responsibility to care for others, especially when they are struggling" and/or "It is more courageous to flee from conflict than to stay and face it."● Students can Identify aspects of each character's story. Explain how it affects the characters, creates mood, and drives conflict.● Students can Identify the themes of the novel (maturing, hopes/dreams, freedom, and home/family) and discuss what the author wants the reader to learn about this idea by the end of the novel.● Students can create a plot diagram chart after completing the novel and
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				<p>identify the main conflict of the novel.</p> <ul style="list-style-type: none">● Students can identify examples of figurative language in the novel and analyze the effects.● Analyze the meaning of some of the symbols in the novel (ex. Nazi flag, blue boat, iPhone)● Students can learn about foreshadowing by gathering evidence from Chapter 35 that hinted at events towards the end of the chapter or may hint at future events. Then predict what those events may be.● Students can learn about dynamic characters by comparing how the characters may have changed since the beginning of the novel to the end.● Vocabulary Unit- Refugee Vocabulary Unit <p>LAT- How do the conflicts and events of each character's story change them? How do Josef, Isabel, and Mahmoud change? What is similar about their changes?</p> <p>LAT- Students can read Chapter 13 of <i>A Long Walk to Water</i> and a chapter from <i>Refugee</i> and find text</p>
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				<p>evidence that supports both characters' bravery.</p> <p>NT- Have students stop the novel in the middle of any of the three stories and finish the ending while taking on the style and tone of the author.</p> <p>*See separate <i>Refugee</i> Curriculum Map for picture books to teach the various signposts</p> <p>*See separate <i>Refugee</i> Curriculum Map for additional resources</p>
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<p><u>Quarter 1 “The Making of Me”</u></p> <p>PARCC Related Concepts to be taught: *EBSR *TECR *RST *NT *LAT</p> <p>Quarterly Topic: Research Simulation Task</p>	<p><u>Quarter 2 “Overcoming Obstacles”</u></p> <p>PARCC Related Concepts to be taught: *EBSR *TECR *LAT *RST *NT</p> <p>Quarterly Topics: Narrative Task</p>
<p><u>Quarter 3 “The Power of the Past”</u></p> <p>**All PARCC-related tasks should be covered by March 1st</p> <p>PARCC Related Concepts to be taught: *EBSR *TECR *LAT *RST *NT</p> <p>Quarterly Topic: Portfolio Assessment</p>	<p><u>Quarter 4 “Catching Confidence”</u></p> <p>**Review all PARCC concepts for end of year testing</p> <p>PARCC Related Concepts to be taught: *EBSR *TECR *LAT *RST *NT</p> <p>Quarterly Topic: Speaking Presentation</p>

PARCC Acronyms: A Key

Multiple Choice Items:

EBSR: Evidence-Based Selected Response. A multiple choice question that is usually two parts long, with both parts of the question tying into each other in some way. In some of these questions, there may be more than one correct response, and students would be asked to identify all correct answers.

TECR: Technology Enhanced Constructed Response. A two or three part comprehension question in which the students are asked to find text evidence to support their responses. The students will be asked to “drag and drop” information that supports their responses.

Written Items:

PCR: Prose-Constructed Response. Basically, all of the writing forms on the PARCC are known as PCR’s. This term simply refers to an essay, or a written response.

LAT: Literary Analysis Task. Students are asked to read complex texts and compose an analytic essay. This type of essay is similar in style to an open-ended question, although the amount of writing required may be of a greater length.

NT: Narrative Task. Students are asked to write a story, detail a scientific process, write a historical account, or describe an account of events, scenes, or objects. Students may also be asked to finish a story or poem in the same voice or tone as the author has used. This task is similar in style to a Speculative Essay.

RST: Research Simulation Task. Students are asked to analyze a topic presented through several texts and/or media elements, including an anchor text that introduces the topic. Students will answer series of questions and write two analytic essays. For example, the students may be asked to summarize one piece, or the anchor text, or they may be asked to draw conclusions based on the texts and analyze the author’s purpose or main idea. This type of task is similar to our Grade 6 SGO.

- **Argumentative:** This type of writing is similar to persuasive writing. In sixth grade, students are only asked to present and support their own position on the topic. In seventh and eighth grades, the students will be required to refute the opposing side’s argument. **This is not thought of as its own type of writing prompt; rather, students may be asked to write argumentatively about a topic in any of the writing tasks listed above.**

Quarter 1 Sample Lesson

“Greyling” & Narrative Task

DAY ONE- “Greyling”

SWBAT: Review elements of fictional writing; read and discuss fictional elements of “Greyling”.

STANDARDS: RL. 6.1, RL. 6.2, RL. 6.3, RL. 6.6, SL. 6.1

PROCEDURES:

1. **Anticipatory Set-** Students will respond to the illustration on page 7 of textbook. Students will use their five senses to write a descriptive paragraph.
2. Allow students approximately 7 minutes to write and then have them share responses.
3. Review fictional elements prior to reading. (plot, characters, setting, theme)
4. Read “Greyling” orally (pages 8-12) and ensure all students are actively reading.
5. Continue to discuss fictional elements while reading.
6. Complete comprehension questions 1, 2ab, 4a (pg. 18).

DAY TWO- Narrative Writing Task

SWBAT: Understand author’s voice, determine author’s style, and write continuation using a character’s distinctive voice.

STANDARDS: W.6.3, W. 6.4, W. 6.5, RL. 6.5, RL. 6.6

PROCEDURES:

1. **Anticipatory Set-** Students will examine tone by writing to two different audiences on the topic: “Sleepover”.
2. Divide the room in half and assign students on either side of the room a person to convince (parent/friend) that there should be a sleepover.
3. Students will be given 7 minutes to write and discuss how tone varies based upon audience.
4. Students are going to write a narrative task in which they must take on the voice of a character from “Greyling”. They must be reminded to write in first person point of view. *Teacher will model townspeople’s point of view.*
5. Writing begins from the hurricane scene (page 10). Students will be asked to choose a perspective from which to write. (Greyling, Fisherman’s Wife, or Fisherman) Students will need to write to the ending of the story.
6. If not completed in class they will complete for homework.

CURRICULUM MAP
Language Arts
GRADE 6

Big Idea: “Overcoming Obstacles”

Marking Period 2

Enduring Understandings	Essential Questions	Skills (Objectives)	NJ-SLS	Assessments
<ul style="list-style-type: none"> ▪ One will never know how strong he or she can be until one’s strength has been tested. ▪ Obstacles change our perspective for better or for worse. ▪ Writing is produced for a variety of purposes, audiences, and forms with a specific concentration on <u>literary analysis task (LAT)</u>. ▪ Read and analyze two passages drawing a connection amongst the two. ▪ Recognize that texts follow patterns and contain common elements as a way to support and deepen a reader’s comprehension skills. 	<ul style="list-style-type: none"> ▪ How does adversity help a person grow? ▪ How can the voice and motives of a character help in understanding the novel as a whole? ▪ How can a reader relate to a character by creating empathy? ▪ How does one develop strategies for reading comprehension? 	<ul style="list-style-type: none"> ▪ Apply the Signposts close reading strategy with a focus on Tough Questions and Words of the Wiser ▪ Develop responses to multiple texts which analyze similarities and/or differences in the texts: Literary Analysis Task (LAT) ▪ Discuss development of theme and characters ▪ Recognize elements of plot in literature ▪ Produce a variety of well-developed compositions for various tasks ▪ Determine the meaning of words and phrases in context ▪ Compare and contrast texts for 	<p>RL.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RL.6.3. Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p> <p>RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>RL.6.5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p> <p>RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.</p> <p>RL.6.7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.</p> <p>RL.6.9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and</p>	<p>Formative Assessments</p> <ul style="list-style-type: none"> ● Comprehension tests ● Quizzes ● Quarterly ● Evidence- Based Selected Response (EBSR) ● Technology Enhanced Constructed Response (TECR) ● Public Speaking Assessments (PVLEGS rubric) <p>Summative Writing Assessments</p> <p>Prose -Constructed Responses</p> <ul style="list-style-type: none"> ● RST: Compare/contrast ● LAT: Identify and analyze components of a story (QUARTERLY ASSESSMENT) ● NT: Compose or produce descriptive writing based off of anchor text <p>Assessments/ Sample Activities</p> <ul style="list-style-type: none"> ● Class Discussion – “Jabberwocky” How do you make sense of nonsense poems? How do you figure out what

<p>Refugee-by Alan Gratz</p> <p>3 Journeys, 3 Stories, 3 Questions</p> <p>-What are the responsibilities of the individual, of society, and of superpowers in regard to human rights?</p> <p>-Whose responsibility is it to fight for those who are being persecuted by someone or something more powerful?</p> <p>-What are the consequences of being unconcerned with injustice and persecution taking place around the world?</p> <p><i>*See <u>Refugee</u> curriculum map for additional essential questions and big ideas</i></p>		<p>other forms of media</p> <ul style="list-style-type: none"> ▪ Identify and apply the conventions of standard English usage <p>ACADEMIC VOCABULARY</p> <ul style="list-style-type: none"> • Novel • Compare • Contrast • Prediction • Foreshadow • Tone • Style • Text Evidence • Author’s Purpose • Transition Words • PVLEGS: <i>Well Spoken</i> by Erik Palmer • Notice & Note Beers and Probst--Heinemann <p>POETRY VOCABULARY</p> <ul style="list-style-type: none"> • Tone • Rhythm • Stanza • Verse • Rhyme • Imagery • Personification • Hyperbole • Symbol • Irony <p><i>(note: poetry will now be a part of the marking period 2 quarterly assessment)</i></p>	<p>fantasy stories) in terms of their approaches to similar themes and topics.</p> <p>RL.6.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>RI.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p> <p>RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>RI.6.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p> <p>RI.6.6. Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</p> <p>RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p> <p>RI.6.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p>RI.6.9. Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written</p>	<p>words mean when they don’t really exist? How are clues provided in the text structure, content, or repetition of the poem? Your teacher may ask you to write your ideas down in your journal and share them with a partner before class discussion. RL.6.4, SL.6.1</p> <ul style="list-style-type: none"> ● Literary Response- <i>Charlotte Doyle</i>: Select a pivotal passage or scene from the novel. How does this scene fit into the overall structure of the text? How does it contribute to your understanding of the plot? Write your thoughts down in your journal. Reevaluate your claim at the end of the book. Do you still think that passage was critical to the solution? Why or why not? Turn and talk. RL.6.5, W.6.2, SL.6.4 ● W.6.1, L.6.1, RI. 6.3 ● Word Study (Vocabulary)- <i>Charlotte Doyle</i>: Keep an index card file of words studied while reading the novel. L.6.4 ● Speaking & Listening- have students assume the
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			<p>by and a biography on the same person).</p> <p>RI.6.10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range..</p> <p>W.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>W.6.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.</p> <p>L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p> <p>L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>role of characters from <i>The True Confessions of Charlotte Doyle</i>. Students can select pivotal parts of the novel (ex. Charlotte on trial, Captain Jaggery speaking to the crew, Zachariah, and ext). Students could put Captain Jaggery on trial and create a mock courtroom scene assigning each student a role.</p> <ul style="list-style-type: none"> ● Implement speaking skills (PVLEGS). ● Mini Speeches with focus on PVLEGS <p>Suggested Works:</p> <p>MANDATORY TEXT option 1: <i>The True Confessions of Charlotte Doyle</i> by Avi</p> <p>Fiction:</p> <ul style="list-style-type: none"> ● Collection 4: Making Your Voice Heard ● <u>Hatchet</u> by Gary Paulsen Novel ● “All American Slurp” p. 256 (PO) ● “Mowgli’s Brothers” p. 816 (PO) ● “The Wisdom of the Willow Tree” p. 48 (RCC)
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			<p>W.6.1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</p> <p>W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p>W.6.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p>	<p>Non-Fiction:</p> <ul style="list-style-type: none"> ● “Water” p. 379 (PO) ● “Race to the End of the Earth” p. 404 (PN) ● “Mammoth Shakes and Monster Waves” p. 139 (C) ● “Struck by Lightning” p. 34 ® ● “A Mountain Fire” p. 36 (R) ● “Hurricanes: The Monster Storms” p. 40 (R) <p>Poetry:</p> <ul style="list-style-type: none"> ● “Jabberwocky” by Lewis Carroll Exemplar Text ● “After the Hurricane” p. 158 (C) ● “The World is Not a Pleasant Place To Be” p. 339 (PN) ● “A Thunderstorm” p. 132 (RCC) <p>Book Key Exemplar Text C: Collections PO: Prentice Hall – Old PN: Prentice Hall – New RCC- Ready Common Core Read 180- R</p> <p>Media Sources: Greatest Motivational Video Ever (Youtube) “Life=Risk”</p>
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www.prezi.com: Gender Roles in the 1800's (*The True Confession of Charlotte Doyle*)

nps.gov: What is it like at Sea? (*The True Confession of Charlotte Doyle*)

npr.org: Superstorm Sandy

youtube.com: Helen Keller Speaks Out

History.com: Hurricane Katrina

MANDATORY TEXT Option 2:
Refugee by Alan Gratz

Suggested Lessons for MP2--

<https://www.thebooksomm.com/home/refugee> (*interactive lessons and activities*)

- Paired passages
- Multimedia Presentations
- Ted Talk Presentations
- YouTube Video Clips
- Books to Recommend to Students After Reading Refugee

<https://www.nypl.org/blog/2017/03/03/16-books-about-refugees-kids-adults>

16 books to pair with *Refugee*

- Create potential LAT practice for students using excerpts

www.newsela.com

- Articles
- Paired passages
- Text Sets

Suggested Use-

- LAT Writing
- RST Writing

www.commonlit.org

- Articles
- Media
- Paired passages

Suggested Paired Text-
***A Long Walk to Water* by Linda Sue Park** (suggested chapter 13)

LAT- How do the conflicts and events of each character's story change them? How do Josef, Isabel, and Mahmoud change? What is similar about their changes?

CURRICULUM MAP
Language Arts
GRADE 6

Big Idea: “The Power of the Past”

Marking Period 3

Enduring Understandings	Essential Questions	Skills (Objectives)	NJ-SLS	Assessments
<ul style="list-style-type: none"> ▪ Time, place, and events influence identity. ▪ Examining the past provides insight for the present and future. ▪ Understand the importance of preparation in an oral presentation. ▪ Present information in a poised manner. ▪ Speaker connects to audience when speaking. ▪ Recognize that texts follow patterns and contain common elements as a way to support and deepen a reader’s comprehension skills. <p><i>Refugee</i> by Alan Gratz</p> <ul style="list-style-type: none"> ▪ Understand the importance of studying the past, understanding how it 	<ul style="list-style-type: none"> ▪ Why do we examine the past? ▪ How is a person’s identity influenced by his or her past? ▪ How does one develop strategies for reading comprehension <p><i>Refugee</i> by Alan Gratz</p> <ul style="list-style-type: none"> ▪ Why is it important to learn about the refugee crisis? 	<ul style="list-style-type: none"> ▪ Apply Signpost close reading strategy with a suggested focus on Again & Again and Memory Moment ▪ Identify elements of historical fiction and distinguish between fact and fiction ▪ Apply and review all writing modes (NT, RST, LAT) ▪ Analyze the effect of a given time period on an individual and society ▪ Formulate conclusions about people’s reactions to external factors ▪ Extrapolate themes and evaluate their relevance to contemporary society ▪ Read and comprehend 	<p>NJ-SLS</p> <p><i>RL.6.1.</i> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><i>RL.6.2.</i> Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p><i>RL.6.3.</i> Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p> <p><i>RL.6.4.</i> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p><i>RL.6.5.</i> Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p> <p><i>RL.6.6.</i> Explain how an author develops the point of view of the narrator or speaker in a text.</p> <p><i>RL.6.7.</i> Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.</p> <p><i>RL.6.9.</i> Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and</p>	<p>Formative Assessments</p> <ul style="list-style-type: none"> ▪ Comprehension tests ▪ Quizzes ▪ Quarterly ▪ Evidence- Based Selected Response (EBSR) ▪ Technology Enhanced Constructed Response (TECR) ▪ Public Speaking Assessments (PVLEGS rubric) <p>Summative Writing Assessments</p> <p>Prose- Constructed Responses</p> <ul style="list-style-type: none"> ▪ RST: Compare/contrast (Quarterly Assessment- will be a portfolio of cumulative LAT writing samples) ▪ LAT: Identify and analyze components of a story ▪ NT: Compose or produce descriptive writing ▪ Informal Written Speech- preparation in speaking in front of class using PVLEGS rubric for assessment <p>Assessments/Sample Activities</p>

<p>connects to the future, and often repeats itself.</p>		<p>informational text alongside fiction in order to compare and contrast time, place, characteristics, and historical accounts of the same period</p> <ul style="list-style-type: none"> ▪ Integrate speaking skills to continue creating confidence when speaking or presenting to class. <p>ACADEMIC VOCABULARY</p> <ul style="list-style-type: none"> ● Drawing Conclusions ● Inferences ● Analyze ● Historical Fiction ● Insight ● Context Clues ● Cause and Effect ● Connotations ● Denotations ● Global Terms About Past and Present ● PCR (Prose Constructed Response) ● PVLEGS- <i>Well Spoken</i> by Erik Palmer ● <i>Notice & Note</i> Heinemann 	<p>fantasy stories) in terms of their approaches to similar themes and topics.</p> <p>RI.6.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>RI.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p> <p>RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>RI.6.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p> <p>RI.6.6. Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</p> <p>RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p> <p>RI.6.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p>RI.6.9. Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written</p>	<ul style="list-style-type: none"> ● Class Discussion ● Research Response- <i>Amelia Lost</i> & “Wilbur Wright and Orville Wright”: Create an informative essay or presentation in which you respond to the question: How do literature and informational text reveal why people dream of flying? Continue building on the research skills you have learned this year. Cite at least two specific details from two different sources from your research. RI.6.7, RI.6.10, SL.6.5, L.6.1, L.6.2, L.6.3, L.6.6, W.6.2, W.6.6, W.6.8, W.6.10, RL.6.10 ● Writing Response- Write a written response to this question based on the text read in class: “What makes characters in historical fiction believable?” Cite specific details from texts read. RL.6.9, W.6.9, L.6.1, L.6.2 ● Speaking & Listening- students continue to master speaking skills by preparing mini-speeches and coming to the front of the room. (ex. A memorable person in
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			<p>by and a biography on the same person).l</p> <p>RI.6.10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range..</p> <p>SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p> <p>SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p> <p>L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>	<p>history, someone who has made a difference, persuasive topic, either/or speeches) Have the students weekly/bi-weekly engaged in speaking.</p> <ul style="list-style-type: none"> ● Focus on specific aspects of PVLEGS as taught ● Grammar <p>Suggested Works:</p> <p>Fiction:</p> <ul style="list-style-type: none"> ▪ “There Will Come Soft Rains” p. 43 (C) ▪ “Black Ships Before Troy: The Story of the Iliad” p. 615 (PN) Exemplar Text ▪ <i>The Boy in the Striped Pajamas</i> by John Boyne Novel ▪ <i>Charlie Pippin</i> by Candy Dawson Boyd Novel ▪ “Calling Home” by Tim O’Brien Short Story PDF link (companion piece for district Big Read <i>The Things They Carried</i>) <p>Non-Fiction:</p> <ul style="list-style-type: none"> ▪ “A Backwoods Boy” p. 410 (PO) ▪ “Jackie Robinson: Justice at Last” p. 256 (PN) ▪ <i>Amelia Lost</i> by Candace Fleming Biography ▪ <i>Temple Grandin</i> by Sy Montgomery Biography
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			<p>W.6.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.</p> <p>W.6.8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p> <p>W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.6.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p>	<ul style="list-style-type: none"> ▪ “Louisa, Please Come Home” p. 60 (R) ▪ “A New Immigration Boom” p. 16 (R) <p>*See Refugee curriculum for other options</p> <p>Poetry:</p> <ul style="list-style-type: none"> ▪ “Oranges” p. 511 (PO) Exemplar Text ▪ “Paul Revere” p. 285 (C) ▪ “Twelfth Song of Thunder” p. 305 (PN) Exemplar Text ▪ “Wilbur Wright and Orville Wright” p. 524 (PO) <p><u>Book Key</u> Exemplar Text C: Collections PO: Prentice Hall – Old PN: Prentice Hall – New Read 180- R</p> <p>Media Sources: www.biography.com: Jackie Robinson</p> <p>youtube.com: <i>There Will Come Soft Rains</i> (audio)</p> <p>youtube.com: <i>Butter Battle Book</i> (Dr. Seuss Cold War Allegory)</p> <p>www.hudsonvalley.org/slavery: <u>Chains</u></p> <p>Refugee by Alan Gratz audiobook</p>
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				<ul style="list-style-type: none">● Achieve3000 articles● Research Alan Gratz and his rationale for writing the novel.● BBC Website: Travel as a refugee; will you make it? (see <i>Refugee</i> curriculum)● RST prompt: Compare and contrast the journey of a Syrian refugee in current day to the journey of a Jewish refugee during the Holocaust.● RST Prompt: Research the creation of the recent “Refugee Olympic team” and connect to text
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CURRICULUM MAP
Language Arts
GRADE 6

Big Idea: “Catching Confidence”

Marking Period 4

Enduring Understandings	Essential Questions	Skills (Objectives)	NJ-SLS	Assessments
<ul style="list-style-type: none"> ▪ People are judged by how they present themselves to others as well as by their strength of character. ▪ A person’s experiences, environment and choices may influence his/her confidence. ▪ The ability to demonstrate understanding of speaking skills in order to present a 3 minute oral presentation. ▪ Recognize that texts follow patterns and contain common elements as a way to support and deepen a reader’s comprehension skills. ▪ Engage students in activities that allow for research and discussion on real 	<ul style="list-style-type: none"> ▪ How can an individual’s confidence lead to success or failure? ▪ How can confidence be a flaw? ▪ How do individuals present themselves in front of an audience when speaking? ▪ How does one develop strategies for reading comprehension? ▪ How can public speaking create empathy within the classroom? ▪ How does empathy positively influence a student’s understanding of 	<ul style="list-style-type: none"> ● Students should have strong understanding of all Signposts and be able to apply them to their reading ● Apply a variety of comprehension skills. ● Identify and interpret how narrative elements interact within a story. ● Write responses that include all necessary elements. ● Identify unfamiliar vocabulary through use of context clues. ● Read and comprehend a variety of complex texts. ● Understand the correct uses of pronoun forms 	<p>RL.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RL.6.3. Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p> <p>RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>RL.6.5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p> <p>RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.</p> <p>RL.6.7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.</p> <p>RL.6.9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and</p>	<p>Formative Assessments:</p> <ul style="list-style-type: none"> ▪ Comprehension tests ▪ Quizzes ▪ Quarterly ▪ Evidence-Based Selected Response (EBSR) ▪ Technology Enhanced Constructed Response (TECR) ▪ Public Speaking Assessments (PVLEGS rubric) ▪ Student Choice Projects/Activities ▪ Research Paper ▪ Gallery Walk ▪ Black-Out Poetry ▪ Reading Conferences ▪ Writing Conferences <p>Summative Writing Assessments:</p> <p>Prose-Constructed Responses</p> <ul style="list-style-type: none"> ▪ RST: Compare/contrast ▪ LAT: Identify and analyze components of a story ▪ NT: Compose or produce descriptive writing based off of anchor text

<p>world issues and conflicts.</p>	<p>world events, cultural differences, and societal norms?</p> <ul style="list-style-type: none"> ▪ How are public speaking skills beneficial to future life experiences, especially those beyond the classroom. 	<p>(subject, object, possessive, intensive).</p> <ul style="list-style-type: none"> ● Identify pronoun and antecedent relationships. ● Understand the uses of parentheses, dashes, and commas in direct address in sentences. ● Engage in a range of collaborative discussions with peers. ● Present information to peers for discussion and evaluation. ● Identify useful and reliable resources during the research process. ● Orally present claims and findings clearly and concisely (as they pertain to quarterly assessment). ● Build empathy within the classroom. <p><u>ACADEMIC VOCABULARY:</u></p> <ul style="list-style-type: none"> ● First Person 	<p>fantasy stories) in terms of their approaches to similar themes and topics.</p> <p>RL.6.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>RI.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p> <p>RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>RI.6.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p> <p>RI.6.6. Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</p> <p>RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p> <p>RI.6.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p>RI.6.9. Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written</p>	<ul style="list-style-type: none"> ▪ Quarterly Assessment- Speaking and listening exam (oral presentation). Objective: Students will select a topic that has been taught this year as a basis for additional research and presentation to classmates. <p><u>Assessments/Sample Activities:</u></p> <ul style="list-style-type: none"> ● Class Discussion- What is meant by the word “confidence”? Look up the word in a dictionary (print or online) and write your ideas down on a sticky note. Create a class word map of the word “confidence.” As you find examples of confidence in texts read during this unit, write them on sticky notes and add them to the word map. SL.6.1 ● Literary Response- Create a Venn diagram in your journal of a confident character compared with a cowardly character. The differences between confident and cowardly characters may seem obvious, but are there ways in which these characters are similar? Turn and talk. RL.6.1, RL.6.3, RL.6.6 ● Research Response
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- Third Person
- Biography
- Nonfiction
- Opinion
- Autobiography
- PVLEGS *
- Notice & Note *
- Empathy
- Adversity

* see below

NOTICE & NOTE: Signposts

- Aha Moment
- Memory Moment
- Again and Again
- Contrasts and Contradictions
- Words of the Wiser
- Tough Questions

PVLEGS VOCABULARY:

- Poise
- Voice
- Life
- Eye Contact
- Gestures
- Speed

by and a biography on the same person).

RI.6.10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed

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

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

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

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

L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

W.6.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.

W.6.8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

- Writing Response
- **Speaking & Listening-suggested** - students will present mini speeches throughout the marking period in order to prepare for marking period speech
 - Research projects
 - Novel extensions
- Continue building on the research skills you have learned this year. Cite at least two specific details from two different sources from your research.
- Grammar
- PVLEGS

Suggested Works:

Fiction:

- Collection 5 theme- Decisions That Matter
 - “The All-American Slurp” p. 256 **(PO)**
 - “Black Cowboy, Wild Horses” p. 765 **(PO)**
 - “Arachne” p. 801 **(PO)**
 - The Tortoise and the Hare
 - The Emperor’s New Clothes
 - “The Prince and the Pauper” p. 554 **(PN)**

Fiction: Novels

- *Hoot* by: Carl Hiassen
- *Flush* by: Carl Hiassen

			<p>W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.6.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>SL. 6.1. Engage effectively in a range of collaborative discussions with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>SL. 6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye, adequate volume, and clear pronunciation.</p> <p>SL. 6.5. Include multimedia components and visual displays in presentations to clarify information.</p> <p>SL. 6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<ul style="list-style-type: none"> ▪ <i>Refugee</i> by: Alan Gratz <p><u>Non-Fiction:</u></p> <ul style="list-style-type: none"> ▪ “Face Your Fears and Scare the Phobias Out of Your Brain” p. 13 (C) ▪ “In the Spotlight” by: Glenn Murphy p. 51 (C) ▪ “Angela Duckworth and the Research on “Grit” p. 398 (PN) ▪ From <i>The Pigman and Me</i> p. 218 (PN) ▪ “Filling Out A Job Form” p. 105 (R) <p><u>Non-Fiction: Novels</u></p> <ul style="list-style-type: none"> ● <i>Soul Surfer</i> by Bethany Hamilton (Autobiography) ● <i>Outcasts United</i> by Warren St. John (Summer Read) <p><u>Poetry:</u></p> <ul style="list-style-type: none"> ▪ “Dream Within A Dream” p. 529 (PO) ▪ “Adventures of Isabel” p. 522 (PO) ▪ “I’m Nobody Who Are You”, p. 70 (R) ▪ “Whole New Look” p. 71 (R) <p><u>Book Key:</u></p> <ul style="list-style-type: none"> ● Exemplar Text ● C: Collections ● PO: Prentice Hall – Old ● PN: Prentice Hall – New ● Read 180- R
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				<ul style="list-style-type: none">○ Discuss their motives behind fleeing.○ Identify potential risks involved.○ How would you have reacted in a similar situation? <p>*See separate <i>Refugee</i> Curriculum Map for additional resources</p>
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