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Toms River Regional Schools		
ENGLISH LANGUAGE ARTS CURRICULUM		
Content Area: English Language Arts		
Course Title: English Language Arts		Grade Level: 6th
Unit 1- The Making of Me		Pacing Guide
Reading Fiction	Writing Narrative	September - November 45 days
Unit 2- Overcoming Obstacles		Pacing Guide
Reading Literary Nonfiction/ Fiction	Writing Literary Analysis Task	November - January 45 days
Unit 3- The Power of the Past		Pacing Guide
Reading Informational (Literary Nonfiction)	Writing Research Simulation Task (Portfolio Assessment)	February - April 45 days
Unit 4- Catching Confidence		Pacing Guide
Reading/Speaking & Listening Varied Texts	Writing Short Research Project Written Speech	April - June 45 days

Toms River Regional Schools
ENGLISH LANGUAGE ARTS CURRICULUM
Unit 1 Overview

Content Area: English Language Arts

The Making of Me : Unit 1-Fiction/Literary Narrative Writing and Literary Analysis / Duration: 45 days

Target Course/Grade Level: 6th

Unit Summary :

Unit 1 explores the required skills for the successful comprehension and analysis of fictional reading in a variety of forms. Convey experiences through narrative writing tasks that are constructed effectively (using description, figurative language, character development, and appropriate structure) through the writing process. Narrative and Literary Analysis in the form of writing should also occur in this unit and be extended through unit 2. Students will practice keyboarding in preparation for computer-based assessments.

Interdisciplinary connections:

<https://www.state.nj.us/education/cccs/2016/ela/CompanionG0608.pdf>

Social Studies: Read fictional texts related to S.S. curriculum using informational paired texts to analyze events and point of view.

Science: Analyze main ideas and details in Science text to draw conclusions, make inferences, and interpret information. Examine text features.

Technology: Interactive games; keyboarding practice when typing 212 compositions; related videos & websites; use of online readers.

21st Century Life and Career Readiness: Note that the NJSLs provide for 21st Century Life and Career Standards (formerly College and Career Readiness Standards and 21st Century Themes) for Reading, Writing, Speaking, and Listening, which are listed specifically at the beginning of each section of the grade-level standards and then infused throughout the grade-level standards. For specific Standards, see

<https://www.nj.gov/education/aps/cccs/career/>

Learning Targets

Content Standards: RL – Reading Literature, RI – Reading Informational, W – Writing, SL – Speaking and Listening, L – Language

Number	Student Learning Standard for Mastery
RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.6.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
RL.6.6	Explain how an author develops the point of view of the narrator or speaker in a text.
RH.6-8.6	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
W.6.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
W.6.3a	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

W.6.3b	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
W.6.3c	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
W.6.3d	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
W.6.3e	Provide a conclusion that follows from the narrated experiences or events
W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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.6.10	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
SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
SL.6.1a	Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SL.6.1b	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
SL.6.1c	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
SL.6.1d	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
SL.6.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, and orally) and explain how it contributes to a topic, text, or issue under study.
SL.6.3	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
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 contact, adequate volume, and clear pronunciation.
SL.6.5	Include multimedia components (e.g., graphics, images, music, and sound) and visual displays in presentations to clarify information.
SL.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.6.1a	Ensure that pronouns are in the proper case (subjective, objective, and possessive).
L.6.1b	Use intensive pronouns (e.g., myself, ourselves).
L.6.1c	Recognize and correct inappropriate shifts in pronoun number and person.
L.6.1d	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
L.6.1e	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.6.2a	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
L.6.2b	Spell correctly.
L.6.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.6.3a	Vary sentence patterns for meaning, reader/listener interest, and style.
L.6.3b	Maintain consistency in style and tone.
L.6.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
L.6.4a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
L.6.4b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
L.6.4c	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
L.6.4d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.6.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.6.5a	Interpret figures of speech (e.g., personification) in context.
L.6.5b	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
L.6.5c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i> , <i>scrimping</i> , <i>economical</i> , <i>unwasteful</i> , <i>thrifty</i>).
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.

Number	Student Learning Standard for Introduction
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 judgements.
RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative language and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
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.
RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
W.6.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.6.9.a	Apply <i>grade 6 Reading standards</i> to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics.”).
W.6.9.b	Apply <i>grade 6 Reading standards</i> to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.”).
	Technology
8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools.
8.1.8.A.2-3	Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
8.1.8.A.2-3	Use and/or develop a simulation that provides an environment to solve a real world problem or theory.
8.1.8.C.1	Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries.
8.1.8.E.1	Effectively use a variety of search tools and filters in professional public databases to find information to solve real world problems.
	21st Century Life and Careers
9.1.8.A.4 CRP4.	Relate earning power to quality of life across cultures. Communicate clearly and effectively and with reason

Unit Essential Questions

- How do good readers analyze fiction to deepen understanding?
- How does one develop strategies for reading comprehension?
- How does discussion improve understanding of fictional works?
- What makes a narrative writing piece effective?
- How do students demonstrate command of the conventions of Standard English grammar and usage when writing or speaking?
- How is character revealed?
- How is your individual character revealed?
- How can you connect with your reader?
- How can you respond and reflect while independently reading?

Unit Objectives

Students will know...

- Citing textual evidence helps support analysis
- To interpret meaning of phrases and words as used in a text
- How to use narrative techniques to develop real or imagined experiences or events
- Descriptive writing strategies

Suggested Unit Objectives

Students will be able to ...

- 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 responses that include all of the required elements
- 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 the 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)

Unit Enduring Understandings

Students will understand that...

- 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 the importance of appropriate responses to text.

Refugee- Alan Gratz

**Required Text*

- 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?

**See Refugee curriculum map for additional essential questions and big ideas*

<ul style="list-style-type: none"> ● Understand the uses of modifiers (adjectives/adverb) <p>Refugee- Alan Gratz</p> <p>*Required Text</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 	
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**Toms River Regional Schools
Evidence of Learning**

- Formative Assessments**
- Do-Nows
 - Literature responses/circles
 - Cooperative learning groups
 - Book talks
 - Vocabulary assessments
 - Open-ended questions
 - Anecdotal Notes
 - Exit/Admit Slips
 - Peer/Self Assessments
 - Reading/Writing Conferences
 - Writing Portfolio
 - Speeches
 - Graphic organizers/Venn Diagrams
 - Timed reading/writing
 - Writing assignments
 - Rubrics
 - Journal responses
 - Class discussions
 - Peer conferences
 - Questioning
 - Oral presentations
 - Powerpoint/Prezi presentations
 - Individual Whiteboards
 - Book reviews
 - Debates
 - Achieve 3000 activities

- Summative Assessments**
- Achieve 3000 Level Set / Lexile Assessment
 - Quarterly Assessment
 - End-of-unit or chapter tests
 - Writing portfolio
 - Writing assessments/essays

- NJSLA ELA
- Oral presentations

Benchmark Assessments

- Quarterly Assessment
- LevelSet Lexile Assessment (Achieve3000)
- Portfolio Assessment
- Speaking and Listening/Research-based speeches
- NJSLA ELA

Alternative Assessments

- Student one-on-one/small group presentation
- independent reading/conferences
- Literature Circles

Sample Activities

- Class Discussion
 - Literary Response
 - Research Response
 - Writing Response
- Narrative Writing- (*Greyling*) 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- *suggested*: 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

Sample Works

Fiction:

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

Collections 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)

Modifications (Students at Risk of School Failure, ELLs, Gifted Learners, Special Education, 504s)

At-Risk Students:

- After school tutoring
- Centers work in Academic Activity
- Modified text choice
- Constant parental contact
- Extra time for completion of work
- Possible partial credit
- Graphic organizers
- More/less time as appropriate
- Modified writing assignment lengths
- Timelines and checkpoints
- Small group instruction as needed
- Anchor activities
- Instructional technology as needed/required
- Appropriate scaffolding provided as necessary
- Additional enrichment texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Guided practice in combination with independent exploration
- Heterogeneous students grouping
- Movement from teacher-directed learning to student-directed learning
- Anchor charts
- Guided notes
- Preferential seating

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Small group instruction as needed
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Anchor Charts
- Guided Notes
- Provide short excerpts
- Graphic organizers
- More/less time as appropriate
- Modified writing assignment lengths
- Timelines and checkpoints
- Anchor activities
- Instructional technology as needed/required

- Appropriate scaffolding provided as necessary
- Additional enrichment texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Guided practice in combination with independent exploration
- Heterogeneous students grouping
- Movement from teacher-directed learning to student-directed learning
- Anchor charts
- Guided notes
- Preferential seating

Gifted Learners

- Differentiated Instruction based on academic level
- Extension activities
- Tiered learning
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use centers, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities
- More/less time as appropriate
- Timelines and checkpoints
- Small group instruction as needed
- Anchor activities
- Instructional technology as needed/required
- Additional enrichment texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Guided practice in combination with independent exploration

Special Education:

- After school tutoring
- Centers work in Academic Activity
- Modified text choice
- Constant parental contact
- Extra time for completion of work
- Possible partial credit
- Graphic organizers
- More/less time as appropriate

- Modified writing assignment lengths
- Timelines and checkpoints
- Small group instruction as needed
- Anchor activities
- Instructional technology as needed/required
- Appropriate scaffolding provided as necessary
- Additional enrichment texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Guided practice in combination with independent exploration
- Heterogeneous students grouping
- Movement from teacher-directed learning to student-directed learning
- Anchor charts
- Guided notes
- Preferential seating

504s:

- After school tutoring
- Centers work in Academic Activity
- Modified text choice
- Constant parental contact
- Extra time for completion of work
- Possible partial credit
- Graphic organizers
- More/less time as appropriate
- Modified writing assignment lengths
- Timelines and checkpoints
- Small group instruction as needed
- Anchor activities
- Instructional technology as needed/required
- Appropriate scaffolding provided as necessary
- Additional enrichment texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Guided practice in combination with independent exploration
- Heterogeneous students grouping
- Movement from teacher-directed learning to student-directed learning
- Anchor charts
- Guided notes
- Preferential seating

Suggested resources for lesson plans:

- Novels and short stories including historical fiction, adventure, mystery, myths, science fiction, realistic fiction, allegory, parody, satire, graphic novels
- Books on tape
- Video clips
- Writing rubrics (NJSLA)
- Teacher-created materials
- Reading and writing workshop programs supported by district
- Technology including computers, Webquests, etc.
- Textbooks
- MLA Resources
- Ocean County AVA Media Resources

<http://www.liketoread.com>

http://www.corestandards.org/assets/Appendix_B.pdf) - Lists of optional texts

www.readwritethink.org – Language arts lesson plans

www.writingfix.com – Lessons and resources for 6+1 writing traits

www.scholastic.com – Reading resources

www.enotes.com – Subscription-only site for various literary resources

www.readworks.org – Lessons for literary elements

www.ttms.org – (Teaching that makes sense) reading and writing strategies and prompts

www.quizlet.com – Teacher tool—vocabulary flashcards and games to reinforce which can be embedded to teacher's website, also in other languages

Exemplars of Reading Texts

http://www.corestandards.org/assets/Appendix_B.pdf

- www.readwritethink.org – Language arts lesson plans
- www.writingfix.com – Lessons and resources for 6+1 writing traits
- www.scholastic.com – Reading resources
- www.enotes.com – Subscription-only site for various literary resources
- www.readworks.org – Lessons for literary elements
- <http://www.pbs.org/teachers> social studies /science/ language arts resources

**Toms River Regional Schools
Unit 2 Overview**

Content Area: English Language Arts

Overcoming Obstacles: Unit 2 - Informational Reading: Literary Nonfiction and Fiction; Literary Analysis, Research Simulation / Duration: 45 Days

Target Course/Grade Level: 6th

Unit Summary :

Unit 2 explores the required skills for the successful comprehension of information literary fiction and non-fiction (e.g., memoirs, biographies, autobiographies, etc.) reading in a variety of forms. Students will determine themes and central ideas of texts, cite textual evidence, and analyze texts. Fiction should also continue to be read, analyzed, and explored in this unit in a variety of forms. Convey ideas and point of view through argumentative writing tasks that are constructed effectively through the writing process. Literary analysis should be practiced in the form of writing throughout this unit. Students should compare and contrast texts in the same genre, on the same topic, etc. unit, and students should be able to use information from related sources to form a written analysis. Students will continue to practice competence in keyboarding in preparation for computer-based assessments.

Interdisciplinary connections:

<https://www.state.nj.us/education/cccs/2016/ela/CompanionG0608.pdf>

Social Studies: Read informational paired texts to analyze cause and effect and read fictional texts related to S.S. curriculum.

Science: Analyze main idea and details in Science text to draw conclusions, make inferences, and interpret information. Examine text features.

Technology: Interactive games; keyboarding practice when typing compositions; related videos & websites; use of online readers.

21st Century Life and Career Readiness: Note that the NJSLs provide for 21st Century Life and Career Standards (formerly College and Career Readiness Standards and 21st Century Themes) for Reading, Writing, Speaking, and Listening, which are listed specifically at the beginning of each section of the grade-level standards and then infused throughout the grade-level standards. For specific Standards, see

<https://www.nj.gov/education/aps/cccs/career/>

**Learning
Targets**

Content Standards: RL – Reading Literature, RI – Reading Informational, W – Writing, SL – Speaking and Listening, L – Language

Number	Student Learning Standard for Mastery
RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgements.
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.
RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
RH.6-8.6	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

W.6.1	Write arguments to support claims with clear reasons and relevant evidence.
W.6.1a	Introduce claim(s) and organize the reasons and evidence clearly.
W.6.1b	Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
W.6.1c	Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
W.6.1d	Establish and maintain a formal style.
W.6.1e	Provide a concluding statement or section that follows from the argument presented.
W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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.6.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.6.9.a	Apply <i>grade 6 Reading standards</i> to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics.>").
W.6.9.b	Apply <i>grade 6 Reading standards</i> to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.>").
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.

L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.6.1a	Ensure that pronouns are in the proper case (subjective, objective, and possessive).
L.6.1b	Use intensive pronouns (e.g., myself, ourselves).
L.6.1c	Recognize and correct inappropriate shifts in pronoun number and person.
L.6.1d	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
L.6.1e	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.6.2a	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
L.6.2b	Spell correctly.
L.6.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.6.3.a	Vary sentence patterns for meaning, reader/listener interest, and style.
L.6.3.b	Maintain consistency in style and tone.
L.6.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i> , choosing flexibly from a range of strategies.
L.6.4.a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
L.6.4.b	Use common, grade-appropriate Greek or Latin affixes and root as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>).
L.6.4.c	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
L.6.4.d	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.6.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.6.5.a	Interpret figures of speech (e.g., personification) in context.
L.6.5.b	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
L.6.5.c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy, scrimping, economical, unwasteful, thrifty</i>).
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.
Number	Student Learning Standard for Mastery
RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
RL.6.7	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.
RL.6.9	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
RI.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a psummary of the text distinct from personal opinions or judgments.
RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
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.
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.

RI.6.9	Compare and contrast one author’s presentation of events with that of another (e.g., memoir written by and a biography on the same person).
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.
	TECHNOLOGY
8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools.
8.1.8.A.2-3	Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability. Use and/or develop a simulation that provides an environment to solve a real world problem or theory.
8.1.8.C.1	Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries.
8.1.8.E.1	Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.
	21st Century Life and Careers
9.1.8.A.4 CRP4.	Relate earning power to quality of life across cultures. Communicate clearly and effectively and with reason.

Unit Essential Questions

- How does reading informational text differ from reading fictional texts?
- How can reading examples of articles, advertisements, and everyday text influence our own writing?
- How do effective writers express themselves?
- How do students demonstrate command of the conventions of Standard English grammar and usage when writing or speaking?
- 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?

<p>Unit Objectives <i>Students will know ...</i></p> <ul style="list-style-type: none"> ● How to cite textual evidence when expressing opinions or arguments in discussion or writing. ● A variety of reading comprehension strategies. <p>Suggested Unit Objectives <i>Students will be able to ...</i></p> <ul style="list-style-type: none"> ● Apply the Signposts close reading strategy with a focus on Tough Questions and Words of the Wiser ● How to develop responses to multiple texts which analyze similarities and/or differences in the texts: Literary Analysis Task (LAT) ● How to 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 other forms of media ● Identify and apply the conventions of standard English usage 	<p>Unit Enduring Understandings <i>Students will understand that ...</i></p> <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. <p>Refugee-by Alan Gratz</p> <ul style="list-style-type: none"> ● 3 Journeys, 3 Stories, 3 Questions ● What are the responsibilities of the individual, of society, and of superpowers 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>
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Toms River Regional Schools Evidence of Learning	
<p>Formative Assessments</p> <ul style="list-style-type: none"> ● Do-Nows ● Literature responses/circles ● Cooperative learning groups ● Book talks ● Vocabulary assessments ● Open-ended questions ● Anecdotal Notes ● Exit/Admit Slips ● Peer/Self Assessments ● Reading/Writing Conferences ● Writing Portfolio ● Speeches ● Graphic organizers/Venn Diagrams ● Timed reading/writing ● Writing assignments ● Rubrics 	

- Journal responses
- Class discussions
- Peer conferences
- Questioning
- Oral presentations
- Powerpoint/Prezi presentations
- Individual Whiteboards
- Book reviews
- Debates
- Achieve 3000 activities

Summative Assessments

- Achieve 3000 Level Set / Lexile Assessment
- Quarterly Assessment
- End-of-unit or chapter tests
- Writing portfolio
- Writing assessments/essays
- NJSLA ELA
- Oral presentations

Benchmark Assessments

- Quarterly Assessment
- LevelSet Lexile Assessment (Achieve3000)
- Portfolio Assessment
- Speaking and Listening/Research-based speeches
- NJSLA ELA

Alternative Assessments

- Student one-on-one/small group presentation
- independent reading/conferences
- Literature Circles

Sample Activities

- Class Discussion – “Jabberwocky” How do you make sense of nonsense poems? How do you figure out what 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.
- Implement speaking skills (PVLEGS).
- Mini Speeches with focus on PVLEGS

MANDATORY TEXT: *Refugee* by Alan Gratz

<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

www.commonlit.org

- Articles
- Media
- Paired passages

Suggested Paired Text-

***A Long Walk to Water* by Linda Sue Park**
(suggested chapter 13)

Sample Works

Fiction:

- Collection 4: Making Your Voice Heard
- *Hatchet* 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)

Non-Fiction:

- “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)

Poetry:

- “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)

Book Key

Exemplar Text

C: Collections

PO: Prentice Hall – Old

PN: Prentice Hall – New

RCC- Ready Common Core

Read 180- R

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?

****See Refugee curriculum map for additional essential questions and big ideas***

Modifications (Students At Risk of School Failure, ELLs, Gifted and Talented, Special Education, 504s)

At-Risk Students:

- After school tutoring
- Centers work in Academic Activity
- Modified text choice
- Constant parental contact
- Extra time for completion of work
- Possible partial credit
- Graphic organizers
- More/less time as appropriate
- Modified writing assignment lengths
- Timelines and checkpoints
- Small group instruction as needed
- Anchor activities
- Instructional technology as needed/required
- Appropriate scaffolding provided as necessary
- Additional enrichment texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Guided practice in combination with independent exploration
- Heterogeneous students grouping
- Movement from teacher-directed learning to student-directed learning
- Anchor charts
- Guided notes

- Preferential seating

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Small group instruction as needed
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Anchor Charts
- Guided Notes
- Provide short excerpts
- Graphic organizers
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- Movement from teacher-directed learning to student-directed learning
- Anchor charts
- Guided notes
- Preferential seating

Gifted Learners

- Differentiated Instruction based on academic level
- Extension activities
- Tiered learning
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives, and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use centers, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities
- More/less time as appropriate

- Timelines and checkpoints
- Small group instruction as needed
- Anchor activities
- Instructional technology as needed/required
- Additional enrichment texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Guided practice in combination with independent exploration

Special Education:

- After school tutoring
- Centers work in Academic Activity
- Modified text choice
- Constant parental contact
- Extra time for completion of work
- Possible partial credit
- Graphic organizers
- More/less time as appropriate
- Modified writing assignment lengths
- Timelines and checkpoints
- Small group instruction as needed
- Anchor activities
- Instructional technology as needed/required
- Appropriate scaffolding provided as necessary
- Additional enrichment texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Guided practice in combination with independent exploration
- Heterogeneous students grouping
- Movement from teacher-directed learning to student-directed learning
- Anchor charts
- Guided notes
- Preferential seating

504s:

- After school tutoring
- Centers work in Academic Activity
- Modified text choice
- Constant parental contact
- Extra time for completion of work
- Possible partial credit
- Graphic organizers
- More/less time as appropriate
- Modified writing assignment lengths
- Timelines and checkpoints
- Small group instruction as needed

- Anchor activities
- Instructional technology as needed/required
- Appropriate scaffolding provided as necessary
- Additional enrichment texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Guided practice in combination with independent exploration
- Heterogeneous students grouping
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- Anchor charts
- Guided notes
- Preferential seating

Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:

- Nonfiction and everyday text including essays, speeches, biographies/autobiographies, scientific and historical accounts, digital/paper sources, newspaper and magazine articles
- Video clips
- Writing rubrics (NJSLA and/or 6+1 Traits)
- Teacher-created materials
- Reading and writing workshop programs supported by district
- Technology including computers, SmartBoards, Webquests, etc.
- Textbooks
- MLA Resources
- Ocean County AVA Media Resources
- <http://www.liketoread.com>
- http://www.corestandards.org/assets/Appendix_B.pdf - Lists of optional texts
- www.readwritethink.org – Language arts lesson plans
- www.writingfix.com – Lessons and resources for 6+1 writing traits
- www.scholastic.com – Reading resources
- www.enotes.com – Subscription-only site for various literary resources
- www.readworks.org – Lessons for literary elements
- www.ttms.org – (Teaching that makes sense) reading and writing strategies and prompts
- www.quizlet.com – Teacher tool—vocabulary flashcards and games to reinforce which can be embedded to teacher’s website, also in other languages

Toms River Regional Schools
ENGLISH LANGUAGE ARTS CURRICULUM
Unit 3 Overview

Content Area: English Language Arts

The Power of the Past: Unit 3 - Informational Reading: Literary Nonfiction, Informative/Explanatory Writing, and Research-Simulation Tasks / Duration: 45 Days

Target Course/Grade Level: 6th

Unit Summary :

Unit 3 explores the required skills for the successful comprehension of informational/literary non-fiction reading in a variety of forms. Students will analyze texts by examining structure, themes, central ideas, and cite evidence to support analysis through writing and discussion. Non-fiction will continue to be read through this unit and all analysis should be applied. Convey experiences through informative and explanatory writing tasks that are constructed effectively through the writing process. Research simulation should be practiced and mastered in this unit in preparation for NJSLA assessment. Students will continue to practice keyboarding in preparation for computer-based assessments.

Interdisciplinary connections:

<https://www.state.nj.us/education/cccs/2016/ela/CompanionG0608.pdf>

Social Studies: Read fictional texts related to S.S. curriculum and informational paired texts to analyze theme.

Science: Analyze main idea and details in Science text to draw conclusions, make inferences, and interpret information. Examine text features.

Technology: Interactive games; keyboarding practice when typing compositions; related videos & websites; use of online readers.

Math: Through Research Simulation Tasks, students can analyze statistics and use critical thinking skills to interpret various word problems.

21st Century Life and Career Readiness: Note that the NJSL provide for 21st Century Life and Career

Standards (formerly College and Career Readiness Standards and 21st Century Themes) for Reading, Writing, Speaking, and Listening, which are listed specifically at the beginning of each section of the grade-level standards and then infused throughout the grade-level standards. For specific Standards, see <https://www.nj.gov/education/aps/cccs/career/>

Learning Targets

Content Standards: RL – Reading Literature, RI – Reading Informational, W – Writing, SL – Speaking and Listening, L – Language

Number	Student Learning Standard for Mastery
RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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.
RL.6.8	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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.
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).
RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
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.
RI.6.6	Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.
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.
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.
RI.6.9	Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
RH.6-8.6	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
W.6.2a	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
W.6.2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

W.6.2c	Use appropriate transitions to clarify the relationships among ideas and concepts.
W.6.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
W.6.2e	Establish and maintain a formal style.
W.6.2f	Provide a concluding statement or section that follows from the information or

W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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.6.10	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
L.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
SL.6.1a	Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SL.6.1b	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
SL.6.1c	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
SL.6.1d	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
SL.6.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, and orally) and explain how it contributes to a topic, text, or issue under study.
SL.6.3	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
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 contact, adequate volume, and clear pronunciation.

SL.6.5	Include multimedia components (e.g., graphics, images, music, and sound) and visual displays in presentations to clarify information.
SL.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.6.1a	Ensure that pronouns are in the proper case (subjective, objective, and possessive).
L.6.1b	Use intensive pronouns (e.g., myself, ourselves).
L.6.1c	Recognize and correct inappropriate shifts in pronoun number and person.
L.6.1d	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
L.6.1e	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.6.2a	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
L.6.2b	Spell correctly.
L.6.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.6.3a	Vary sentence patterns for meaning, reader/listener interest, and style.
L.6.3b	Maintain consistency in style and tone.
L.6.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i> , choosing flexibly from a range of strategies.
L.6.4a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
L.6.4b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
L.6.4c	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
L.6.4d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.6.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.6.5a	Interpret figures of speech (e.g., personification) in context.
L.6.5b	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
L.6.5c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).
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.
	TECHNOLOGY
8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools.
8.1.8.A.2-3	Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability. Use and/or develop a simulation that provides an environment to solve a real world problem or theory.

8.1.8.C.1	Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries.
8.1.8.E.1	Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.
	21st Century Life and Careers
9.1.8.A.4 CRP4.	Relate earning power to quality of life across cultures. Communicate clearly and effectively and with reason.

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● How can you analyze a specific sentence, paragraph, piece of non-fiction to identify its central ideas? ● What are the elements of informative and explanatory writing effectively communicate ideas? ● How do you recognize a credible source? ● How do students demonstrate command of the conventions of Standard English grammar and usage when writing or speaking? ● 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>Other Unit Essential Questions</p> <p>Refugee by Alan Gratz</p> <ul style="list-style-type: none"> ● Why is it important to learn about the refugee crisis?
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<p>Unit Objectives</p> <p><i>Students will know ...</i></p> <ul style="list-style-type: none"> ● How to create a citation for a reference. ● How to effectively participate in a collaborative group ● How to recognize and determine a credible source. ● How to analyze texts. ● A variety of reading comprehension strategies. ● The conventions of Standard English grammar and usage when writing or speaking. <p>Suggested Unit Objectives</p> <p><i>Students will be able to ...</i></p> <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 	<p>Unit Enduring Understandings</p> <p><i>Students will understand that ...</i></p> <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 an audience when speaking. ● Recognize that texts follow patterns and contain common elements as a way to support and deepen reading comprehension skills. <p>Refugee by Alan Gratz</p> <ul style="list-style-type: none"> ● Understand the importance of studying the past, understanding how it connects to the future, and often repeats itself. <p><i>*See <u>Refugee</u> curriculum map for additional essential questions and big ideas</i></p>
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- Formulate conclusions about people's reactions to external factors
- Extrapolate themes and evaluate their relevance to contemporary society
- Read and comprehend informational text alongside fiction in order to compare and contrast time, place, characteristics, and historical accounts of the same period
- Integrate speaking skills to continue creating confidence when speaking or presenting to class.

Toms River Regional Schools
ENGLISH LANGUAGE ARTS CURRICULUM
Evidence of Learning

Formative Assessments

- Do-Nows
- Literature responses/circles
- Cooperative learning groups
- Book talks
- Vocabulary assessments
- Open-ended questions
- Anecdotal Notes
- Exit/Admit Slips
- Peer/Self Assessments
- Reading/Writing Conferences
- Writing Portfolio
- Speeches
- Graphic organizers/Venn Diagrams
- Timed reading/writing
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- Journal responses
- Class discussions
- Peer conferences
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- Oral presentations
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- Book reviews
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- Achieve 3000 activities

Summative Assessments

- Achieve 3000 Level Set / Lexile Assessment
- Quarterly Assessment
- End-of-unit or chapter tests
- Writing portfolio

- Writing assessments/essays
- NJSLA ELA
- Oral presentations

Benchmark Assessments

- Quarterly Assessment
- LevelSet Lexile Assessment (Achieve3000)
- Portfolio Assessment
- Speaking and Listening/Research-based speeches
- NJSLA ELA

Alternative Assessments

- Student one-on-one/small group presentation
- independent reading/conferences
- Literature Circles

Modifications (Students at Risk of School Failure, ELLs, Gifted Learners, Special Education, 504s)

At-Risk Students:

- After school tutoring
- Centers work in Academic Activity
- Modified text choice
- Constant parental contact
- Extra time for completion of work
- Possible partial credit
- Graphic organizers
- More/less time as appropriate
- Modified writing assignment lengths
- Timelines and checkpoints
- Small group instruction as needed
- Anchor activities
- Instructional technology as needed/required
- Appropriate scaffolding provided as necessary
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ELL:

- Work toward longer passages as skills in English increase
- Use visuals

- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Small group instruction as needed
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Anchor Charts
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- Movement from teacher-directed learning to student-directed learning
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- Guided notes
- Preferential seating

Gifted Learners

- Differentiated Instruction based on academic level
- Extension activities
- Tiered learning
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use centers, stations, or contracts
- Organize integrated problem-solving simulations
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- Additional enrichment texts/resources/assignments provided as needed based on student ability
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Special Education:

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- Appropriate scaffolding provided as necessary
- Additional enrichment texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Guided practice in combination with independent exploration
- Heterogeneous students grouping
- Movement from teacher-directed learning to student-directed learning
- Anchor charts
- Guided notes
- Preferential seating

504s:

- After school tutoring
- Centers work in Academic Activity
- Modified text choice
- Constant parental contact
- Extra time for completion of work
- Possible partial credit
- Graphic organizers
- More/less time as appropriate
- Modified writing assignment lengths
- Timelines and checkpoints
- Small group instruction as needed
- Anchor activities
- Instructional technology as needed/required
- Appropriate scaffolding provided as necessary
- Additional enrichment texts/resources/assignments provided as needed based on student ability

- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Guided practice in combination with independent exploration
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- Anchor charts
- Guided notes
- Preferential seating

Sample Activities/Assessments

- Class Discussion
- Research Response- *Amelia Lost* & "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 history, someone who has made a difference, persuasive topic, either/or speeches) Have the students weekly/bi-weekly engaged in speaking.
- Focus on specific aspects of PVLEGS as taught
- Grammar

Sample Works

Fiction:

- "There Will Come Soft Rains" p. 43 (C)
- "Black Ships Before Troy: The Story of the Iliad" p. 615 (PN) Exemplar Text
- *The Boy in the Striped Pajamas* by John Boyne Novel
- *Charlie Pippin* by Candy Dawson Boyd Novel
- "Calling Home" by Tim O'Brien Short Story [PDF link](#) (companion piece for 2019 district Big Read *The Things They Carried*)

Non-Fiction:

- "A Backwoods Boy" p. 410 (PO)
- "Jackie Robinson: Justice at Last" p. 256 (PN)
- *Amelia Lost* by Candace Fleming Biography
- *Temple Grandin* by Sy Montgomery Biography
- "Louisa, Please Come Home" p. 60 (R)
- "A New Immigration Boom" p. 16 (R)

*See *Refugee* curriculum for other options

Poetry:

- "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)

Book Key

Exemplar Text

C: Collections

PO: Prentice Hall – Old

PN: Prentice Hall – New

Read 180- R

Media Sources:

www.biography.com: *Jackie Robinson*

youtube.com: *There Will Come Soft Rains* (audio)

youtube.com: *Butter Battle Book* (Dr. Seuss Cold War Allegory)

www.hudsonvalley.org/slavery: *Chains*

Refugee by Alan Gratz audiobook

- Achieve3000 articles
- Research Alan Gratz and his rationale for writing the novel.
- BBC Website: Travel as a refugee; will you make it? (see *Refugee* 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

Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:

- Nonfiction and everyday text including essays, speeches, biographies/autobiographies, scientific and historical accounts, digital/paper sources, newspaper and magazine articles
- Video clips
- Writing rubrics (NJSLA)
- Teacher-created materials
- Reading and writing workshop programs supported by district
- Technology including computers, SmartBoards, Webquests, etc.
- Textbooks
- MLA Resources
- Ocean County AVA Media Resources
- <http://www.liketoread.com>
- http://www.corestandards.org/assets/Appendix_B.pdf) - Lists of optional texts
- www.readwritethink.org – Language arts lesson plans
- www.writingfix.com – Lessons and resources for 6+1 writing traits
- www.scholastic.com – Reading resources
- www.enotes.com – Subscription-only site for various literary resources
- www.readworks.org – Lessons for literary elements
- www.ttms.org – (Teaching that makes sense) reading and writing strategies and prompts
- www.quizlet.com – Teacher tool—vocabulary flashcards and games to reinforce which can be embedded to teacher’s website, also in other languages

Toms River Regional Schools
ENGLISH LANGUAGE ARTS CURRICULUM
Unit 4 Overview

Content Area: English Language Arts

**Catching Confidence: Unit 4 - Reading Varied Texts, Short Research Project, Speaking & Listening /
 Duration: 45 Days**

Target Course/Grade Level: 6th

Unit Summary :

Unit 4 is comprised of reading and analyzing varied texts. Students will examine texts and analyze structure to draw inferences from the text, using citations and evidence to support their ideas. It explores the required skills for the successful comprehension of both fiction and non-fiction. A short research project(s) will be conducted (to answer a question, drawing on several sources, and refocusing inquiry). Students will master speaking and listening standards by completing a public speaking presentation.

Interdisciplinary connections:

<https://www.state.nj.us/education/cccs/2016/ela/CompanionG0608.pdf>

Social Studies: Read complex texts and analyze the overall structure of a text.

Technology: Interactive games; keyboarding practice when typing compositions; related videos & websites; use of online readers; research & citing sources.

21st Century Life and Career Readiness: Note that the NJSLS provide for 21st Century Life and Career Standards (formerly College and Career Readiness Standards and 21st Century Themes) for Reading, Writing, Speaking, and Listening, which are listed specifically at the beginning of each section of the grade-level standards and then infused throughout the grade-level standards. For specific Standards, see <https://www.nj.gov/education/aps/cccs/career/>

Learning Targets

Content Standards: RL – Reading Literature, RI – Reading Informational, W – Writing, SL – Speaking and Listening, L – Language

Number	Student Learning Standard for Mastery
RL.6.3	Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
RL.6.4	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.

RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RH.6-8.6	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
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.6.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
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.
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
SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.6.1a	Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SL.6.1b	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
SL.6.1c	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
SL.6.1d	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
SL.6.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, and orally) and explain how it contributes to a topic, text, or issue under study.
SL.6.3	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
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 contact, adequate volume, and clear pronunciation.

SL.6.5	Include multimedia components (e.g., graphics, images, music, and sound) and visual displays in presentations to clarify information.
SL.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.6.1.a	Ensure that pronouns are in the proper case (subjective, objective, possessive).
L.6.1b	Use intensive pronouns (e.g., myself, ourselves).
L.6.1c	Recognize and correct inappropriate shifts in pronoun number and person.
L.6.1d	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
L.6.1e	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.6.2a	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
L.6.2b	Spell correctly.

L.6.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.6.3a	Vary sentence patterns for meaning, reader/listener interest, and style.
L.6.3b	Maintain consistency in style and tone.
L.6.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
L.6.4a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
L.6.4b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
L.6.4c	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
L.6.4d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.6.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.6.5a	Interpret figures of speech (e.g., personification) in context.
L.6.5b	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
L.6.5c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i> , <i>scrimping</i> , <i>economical</i> , <i>unwasteful</i> , <i>thrifty</i>).
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.

	TECHNOLOGY
8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools.
8.1.8.A.2-3	Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability. Use and/or develop a simulation that provides an environment to solve a real world problem or theory.
8.1.8.C.1	Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries.
8.1.8.E.1	Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.
	21st Century Life and Careers
9.1.8.A.4 CRP4.	Relate earning power to quality of life across cultures. Communicate clearly and effectively and with reason.

Unit Essential Questions	
<ul style="list-style-type: none"> • What is required for an effective research project? • How can citing evidence substantiate my argument? • How does analyzing texts increase understanding? • What strategies can be used to decode complex texts? • How does reading complex texts require more from the reader? • 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 world events, cultural differences, and societal norms? • How are public speaking skills beneficial to future life experiences, especially those beyond the classroom. 	
Unit Objectives <i>Students will know...</i>	Unit Enduring Understandings <i>Students will understand that...</i>
<ul style="list-style-type: none"> • A variety of reading comprehension strategies. • The conventions of Standard English grammar and usage when writing or speaking. 	<ul style="list-style-type: none"> • A reader uses inductive and deductive reasoning in order to analyze and evaluate a text. • Using a variety of reading comprehension strategies increases reading fluency. • Writers use knowledge of language and its conventions when writing, speaking, reading, or listening. • Research requires citations from several sources

Suggested Unit Objectives

Students will be able to ...

- Students should have a 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 the use of context clues.
- Read and comprehend a variety of complex texts.
- Understand the correct uses of pronoun forms (subject, object, possessive, intensive).
- 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.

- Analyze and evaluate a text using inductive and deductive reading strategies.
- Evaluate a text and formulate conclusions using a variety of reading comprehension strategies.
- Conduct short research projects in order to deliver a public speaking presentation.
- Gather relevant information from multiple sources to quote, paraphrase, and support conclusions.
- Determine the meaning of words and phrases as used in a text.
- Apply the conventions of Standard English grammar and usage when writing or speaking.
- 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.
- Engage students in activities that allow for research and discussion on real world issues and conflicts.

Formative Assessments

- Do-Nows
- Literature responses/circles
- Cooperative learning groups
- Book talks
- Vocabulary assessments
- Open-ended questions
- Anecdotal Notes
- Exit/Admit Slips
- Peer/Self Assessments
- Reading/Writing Conferences
- Writing Portfolio
- Speeches
- Graphic organizers/Venn Diagrams
- Timed reading/writing
- Writing assignments
- Rubrics
- Journal responses
- Class discussions
- Peer conferences
- Questioning
- Oral presentations
- Powerpoint/Prezi presentations
- Individual Whiteboards
- Book reviews
- Debates
- Achieve 3000 activities

Summative Assessments

- Achieve 3000 Level Set / Lexile Assessment
- Quarterly Assessment
- End-of-unit or chapter tests
- Writing portfolio
- Writing assessments/essays
- NJSLA ELA
- Oral presentations

Benchmark Assessments

- Quarterly Assessment
- LevelSet Lexile Assessment (Achieve3000)
- Portfolio Assessment
- Speaking and Listening/Research-based speeches
- NJSLA ELA

Alternative Assessments

- Student one-on-one/small group presentation
- independent reading/conferences
- Literature Circles

Modifications (Students at Risk of School Failure, ELLs, Gifted Learners, Special Education, 504s)

At-Risk Students:

- After school tutoring
- Centers work in Academic Activity
- Modified text choice
- Constant parental contact
- Extra time for completion of work
- Possible partial credit
- Graphic organizers
- More/less time as appropriate
- Modified writing assignment lengths
- Timelines and checkpoints
- Small group instruction as needed
- Anchor activities
- Instructional technology as needed/required
- Appropriate scaffolding provided as necessary
- Additional enrichment texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Guided practice in combination with independent exploration
- Heterogeneous students grouping
- Movement from teacher-directed learning to student-directed learning
- Anchor charts
- Guided notes
- Preferential seating

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Small group instruction as needed
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Anchor Charts
- Guided Notes
- Provide short excerpts
- Graphic organizers
- More/less time as appropriate
- Modified writing assignment lengths
- Timelines and checkpoints
- Anchor activities
- Instructional technology as needed/required
- Appropriate scaffolding provided as necessary

- Additional enrichment texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Guided practice in combination with independent exploration
- Heterogeneous students grouping
- Movement from teacher-directed learning to student-directed learning
- Anchor charts
- Guided notes
- Preferential seating

Gifted Learners

- Differentiated Instruction based on academic level
- Extension activities
- Tiered learning
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use centers, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities
- More/less time as appropriate
- Timelines and checkpoints
- Small group instruction as needed
- Anchor activities
- Instructional technology as needed/required
- Additional enrichment texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Guided practice in combination with independent exploration

Special Education:

- After school tutoring
- Centers work in Academic Activity
- Modified text choice
- Constant parental contact
- Extra time for completion of work
- Possible partial credit
- Graphic organizers
- More/less time as appropriate
- Modified writing assignment lengths
- Timelines and checkpoints
- Small group instruction as needed

- Anchor activities
- Instructional technology as needed/required
- Appropriate scaffolding provided as necessary
- Additional enrichment texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Guided practice in combination with independent exploration
- Heterogeneous students grouping
- Movement from teacher-directed learning to student-directed learning
- Anchor charts
- Guided notes
- Preferential seating

504s:

- After school tutoring
- Centers work in Academic Activity
- Modified text choice
- Constant parental contact
- Extra time for completion of work
- Possible partial credit
- Graphic organizers
- More/less time as appropriate
- Modified writing assignment lengths
- Timelines and checkpoints
- Small group instruction as needed
- Anchor activities
- Instructional technology as needed/required
- Appropriate scaffolding provided as necessary
- Additional enrichment texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Guided practice in combination with independent exploration
- Heterogeneous students grouping
- Movement from teacher-directed learning to student-directed learning
- Anchor charts
- Guided notes
- Preferential seating

Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:

- Novels and short stories including historical fiction, adventure, mystery, myths, science fiction, realistic fiction, allegory, parody, satire, graphic novels
- Nonfiction and everyday text including essays, speeches, biographies/autobiographies, scientific and historical accounts, digital/paper sources, newspaper and magazine articles
- Poems
- Video clips
- Writing rubrics (PARCC and/or 6+1 Traits)

- Teacher-created materials
- Reading and writing workshop programs supported by district
- Technology including computers, SmartBoards, Webquests, etc.
- Textbooks
- MLA Resources
- Ocean County AVA Media Resources
- <http://www.liketoread.com>
- http://www.corestandards.org/assets/Appendix_B.pdf) - Lists of optional text
- www.readwritethink.org – Language arts lesson plans
- www.writingfix.com – Lessons and resources for 6+1 writing traits
- www.scholastic.com – Reading resources
- www.enotes.com – Subscription-only site for various literary resources
- www.readworks.org – Lessons for literary elements
- www.ttms.org – (Teaching that makes sense) reading and writing strategies and prompts
- www.quizlet.com – Teacher tool—vocabulary flashcards and games to reinforce which can be embedded to teacher’s website, also in other languages