



TOMS RIVER REGIONAL SCHOOLS

ELA

Grade 6

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Board Approval: August 21, 2019
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Revised: July 2022

Philosophy, Mission and Vision

Philosophy:

The goal of our English language arts program in grades 6-12 is to support students in becoming lifelong readers and critical thinkers. In order to meet this goal we have vertically aligned our practices with our K-5 program, implementing independent reading and classroom libraries in grades 6-12. The goal of classroom libraries and independent reading is for students to explore context-rich content in order to master the standards and skills required at each grade level. Increasingly, we aim to create a more diverse curriculum not only in our libraries, but also in our book clubs and whole group reading experiences.

Mission:

Through an exposure to a variety of culturally rich and diverse texts, both fiction and informational, we will give children opportunities to see and learn about themselves, gain insights into unfamiliar worlds, and build tolerance and acceptance for others. Student-centered, dynamic classroom instruction will motivate middle grade students to become active participants in the learning process.

Vision:

We strive to create passionate, self-motivated, lifelong learners with effective communication skills. Our goal is for all students to develop into habitual readers, skilled writers, convincing speakers, empathetic listeners, and critical thinkers.

Course description and/or program overview:

Grade Six English Language Arts offers a fully integrated program of activities that combines reading, writing, language, speaking, and listening at its core. Students are guided toward a greater self-awareness through their varied experiences in both reading and writing. In recent years, there has been an increased emphasis on the use of informational text to complement the fiction units of instruction in order to meet the demands of the New Jersey Student Learning Standards. In addition to the use of portfolios during writing instruction, teachers use reading and writing conferences on a regular basis. Independent reading has become a priority in our classrooms, as research demonstrates that an abundance of choice reading--and the allowance of class time to do so--greatly benefits middle school students, increasing their odds of becoming lifelong readers.

UNITS	PACING GUIDE
<u>Unit 1</u>: The Making of Me: Fiction/Literary Narrative Writing and Literary Analysis	Marking Period 1: September-November, 45 Days
<u>Unit 2</u>: Overcoming Obstacles: Informational Reading: Literary Nonfiction and Fiction; Literary Analysis, Research Simulation	Marking Period 2: November-January, 45 Days
<u>Unit 3</u>: The Power of the Past: Informational Reading: Literary Nonfiction, Informative/Explanatory Writing, and Research-Simulation Tasks	Marking Period 3: February-April, 45 Days
<u>Unit 4</u>: Catching Confidence: Reading Varied Texts, Short Research Project, Speaking & Listening	Marking Period 4: April-June, 45 Days

Unit 1 Overview

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.

Enduring Understandings:

- 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 a 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 response to text.

Refugee- Alan Gratz

- 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

Essential Questions:

- 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?

Refugee- Alan Gratz

- 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*

Standards

- 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 judgments.
- RL.6.3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
- RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
- RL.6.5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
- RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.
- 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.
- 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.
- 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.
- 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.6.3. 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.
- 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.

Interdisciplinary Connections
Other Cross-Curricular Opportunities
Opportunities for SEL

21st Century Life and Careers

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/>

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.

Unit Objectives:

- 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 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)

Refugee- Alan Gratz

*Required Text

- 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

Student Learning

Core Instructional Materials and Resources

- HMH *Collections* textbook: Grade 6
- *Refugee* by Alan Gratz

Supplemental Instructional Materials and Resources

Classroom Library Titles:

- *Girl, Stolen* by April Henry
- *Rules* by Cynthia Lord
- *Fish in a Tree* by Lynda Mullaly Hunt
- *Tangerine* by Edward Bloor
- *Soul Surfer* by Bethany Hamilton *autobiography
- *Roll with It* by Jamie Sumner
- "Thank you Ma'am" by Langston Hughes
- *Percy Jackson* Series -Rick Riordan
- *El Deafo* by Cece Bell (graphic novel)
- *Out of My Mind* by Sharon M. Draper
- *Rick* by Alex Gino
- *Lily and Dunkin* by Donna Gephart
- *The Perks of Being a Wallflower* by Stephen Chbosky
- *The Mighty Heart of Sunny St. James* by Ashley Herring Blake
- *King and Dragonflies* by Kacen Callender
- *Pet* by Akwaeke Emezi
- *Redwood and Ponytail* by K.A. Holt
- *The Whisperers* by Greg Howard
- *Where the Heart Is* by Jo Knowles
- *Hurricane Season* by Nicole Melleby
- *The Witch Boy* by Molly Ostertag
- *Cattywampus* by Ash Van Otterloo
- *The Best at It* by Maulik Pancholy
- *Be My Love* by Kit Pearson
- *Kenzie Kickstarts a Team* written by Kit Rosewater and Illustrated by Sophie Escabasse
- *Goldie Vance: The Hotel Whodunnit* by Lilliam Rivera
- *The Moon Within* by Aida Salazar
- *The Deep & Dark Blue* by Niki Smith
- "Life Doesn't Frighten Me" by Maya Angelou
- *My Life with Rosie A Bond Between Cousins* by Dr. Angela Sadler Williamson
- "Black Brother" by Jewell Parker Rhodes
- "Words Like Freedom" by Langston Hughes
- *Terrible Things* by Eve Bunting
- *from It Worked for Me: In Life and Leadership* by Colin Powell
- *from Colin Powell: Military Leader* by Warren Brown

Circulating Library Whole Class Novel Options:

- *Among the Hidden*
- *Holes*
- *Hatchet*
- *Soul Surfer*
- *The True Confessions of Charlotte Doyle*
- *The Lightning Thief*

- *The Boy in the Striped Pajamas*
- *Ugly*
- *Ghost*
- *Island of the Blue Dolphins*
- *Tuck Everlasting*
- *Hoot*
- *Honus and Me*
- *The Phantom Tollbooth*

Additional Resources

- 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

Accommodations/Modifications

Assessment

At-Risk Students:

- After school tutoring

Formative:

- Do-Nows
- Literature responses/circles

- 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

- 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
- iReady activities

Summative:

- iReady Diagnostic Assessment
- Common Unit / Marking Period Assessment
- End-of-unit or chapter tests
- Writing portfolio
- Writing assessments/essays
- NJSLA ELA
- Oral presentations

Benchmark:

- Common Unit / Marking Period Assessment
- iReady Diagnostic Assessment
- Portfolio Assessment
- Speaking and Listening/Research-based speeches
- NJSLA ELA

Alternate:

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

- 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

**Persons with Disabilities: [Social emotional
development impacts all components of wellness.]**

Suggested Texts:

- Girl, Stolen by April Henry
- Rules by Cynthia Lord
- Fish in a Tree by Lynda Mullaly Hunt
- Tangerine by Edward Bloor
- Soul Surfer by Bethany Hamilton *autobiography
- Roll with It by Jamie Sumner
- "Thank you Ma'am" by Langston Hughes
- Percy Jackson Series -Rick Riordan
- El Deafo by Cece Bell (graphic novel)
- Out of My Mind by Sharon M. Draper

Unit 2 Overview

Unit Summary:

Unit 2 explores the required skills for the successful comprehension of informational, 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.

Enduring Understandings:

Students will understand that ...

- 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 Literary Analysis Task (LAT).
- 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.

Refugee-by Alan Gratz

- 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?

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

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?

Standards

- 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 judgments.
- RL.6.3.** Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
- RL.6.4.** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
- RL.6.5.** Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
- RL.6.6.** Explain how an author develops the point of view of the narrator or speaker in a text.
- 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.
- 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.
- 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).
- 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..
- 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.)
- 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.6.1. Write arguments to support claims with clear reasons and relevant evidence.
- 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.6.5. 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.6.10. 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.6.2. 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.

Interdisciplinary Connections
Other Cross-Curricular Opportunities
Opportunities for SEL

21st Century Life and Careers

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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

Unit Objectives:

Students will know ...

- How to cite textual evidence when expressing opinions or arguments in discussion or writing.
- A variety of reading comprehension strategies.
- 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

Student Learning	
Core Instructional Materials and Resources	Supplemental Instructional Materials and Resources
<p>HMH <i>Collections</i> Grade 6 <i>Refugee</i> by Alan Gratz</p>	<p><u>Potential Classroom Library and S Titles:</u></p> <ul style="list-style-type: none"> ● <i>Girl, Stolen</i> by April Henry ● <i>Rules</i> by Cynthia Lord ● <i>Fish in a Tree</i> by Lynda Mullaly Hunt ● <i>Tangerine</i> by Edward Bloor ● <i>Soul Surfer</i> by Bethany Hamilton *autobiography ● <i>Roll with It</i> by Jamie Sumner ● <i>“Thank you Ma’am”</i> by Langston Hughes ● <i>Percy Jackson Series</i> -Rick Riordan ● <i>El Deafo</i> by Cece Bell (graphic novel) ● <i>Out of My Mind</i> by Sharon M. Draper ● <i>Rick</i> by Alex Gino ● <i>Lily and Dunkin</i> by Donna Gephart ● <i>The Perks of Being a Wallflower</i> by Stephen Chbosky ● <i>The Mighty Heart of Sunny St. James</i> by Ashley Herring Blake ● <i>King and Dragonflies</i> by Kacen Callender ● <i>Pet</i> by Akwaeke Emezi ● <i>Redwood and Ponytail</i> by K.A. Holt ● <i>The Whisperers</i> by Greg Howard ● <i>Where the Heart Is</i> by Jo Knowles ● <i>Hurricane</i> ● <i>Season</i> by Nicole Melleby <i>The Witch Boy</i> by Molly Ostertag ● <i>Cattywampus</i> by Ash Van Otterloo ● <i>The Best at It</i> by Maulik Pancholy ● <i>Be My Love</i> by Kit Pearson ● <i>Kenzie Kickstarts a Team</i> written by Kit Rosewater and Illustrated by Sophie Escabasse ● <i>Goldie Vance: The Hotel Whodunnit</i> by Lilliam Rivera ● <i>The Moon Within</i> by Aida Salazar ● <i>The Deep & Dark Blue</i> by Niki Smith ● <i>“Life Doesn’t Frighten Me”</i> by Maya Angelou ● <i>Black Brother</i> by Jewell Parker Rhodes ● <i>My Life with Rosie: A Bond Between Cousins</i> by Dr. Angela Sadler Williamson ● <i>“Words Like Freedom”</i> by Langston Hughes ● <i>from It Worked for Me: In Life and Leadership</i> by Colin Powell ● <i>from Colin Powell: Military Leader</i> by Warren Brown ● <i>Terrible Things</i> by Eve Bunting

Potential Department Circulating Library Titles:

- *Among the Hidden*
- *Holes*
- *Hatchet*
- *Soul Surfer*
- *The True Confessions of Charlotte Doyle*
- *The Lightning Thief*
- *The Boy in the Striped Pajamas*
- *Ugly*
- *Ghost*
- *Island of the Blue Dolphins*
- *Tuck Everlasting*
- *Hoot*
- *Honus and Me*
- *The Phantom Tollbooth*

Additional Resources:

- 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

Accommodations/Modifications

Assessment

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

Formative:

- 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
- iReady activities

Summative:

- iReady Assessment
- Common Unit / Marking Period Assessment
- End-of-unit or chapter tests
- Writing portfolio
- Writing assessments/essays
- NJSLA ELA
- Oral presentations

Benchmark:

- Common Unit / Marking Period Assessment
- iReady Diagnostic Assessment
- Portfolio Assessment
- Speaking and Listening/Research-based speeches
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- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
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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

Alternate:

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

- More/less time as appropriate
- Timelines and checkpoints
- Small group instruction as needed
- Anchor activities
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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
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**Persons with Disabilities:[Social emotional
development impacts all components of wellness.]**

Suggested Texts:

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- Rules by Cynthia Lord
- Fish in a Tree by Lynda Mullaly Hunt
- Tangerine by Edward Bloor
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- Roll with It by Jamie Sumner
- "Thank you Ma'am" by Langston Hughes
- Percy Jackson Series -Rick Riordan
- El Deafo by Cece Bell (graphic novel)
- Out of My Mind by Sharon M. Draper

Unit 3 Overview

Unit Summary:

Unit 3 explores the required skills for the successful comprehension of informational/literary nonfiction 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.

Enduring Understandings:

Students will understand that ...

- 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.

Refugee by Alan Gratz

- Understand the importance of studying the past, understanding how it connects to the future, and often repeats itself.

Essential Questions:

- 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?

Refugee by Alan Gratz

- Why is it important to learn about the refugee crisis?

Standards

- 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 judgments.
- RL.6.3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
- RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
- RL.6.5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
- RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.
- 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.
- 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.
- 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).¹
- 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..
- SL.6.5. Include multimedia components (e.g., graphics, images, music, 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.6.2. 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.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- W.6.4. 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.
- W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- 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.6.2. 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.

Interdisciplinary Connections
Other Cross-Curricular Opportunities
Opportunities for SEL

21st Century Life and Careers	Technology
<p>9.1.8.A.4 CRP4. Relate earning power to quality of life across cultures. Communicate clearly and effectively and with reason.</p>	<p>8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.</p> <p>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.</p> <p>8.1.8.C.1 Use and/or develop a simulation that provides an environment to solve a real world problem or theory.</p> <p>8.1.8.E.1 Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries.</p>

Unit Objectives:

Students will know ...

- 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.

Suggested Unit Objectives

Students will be able to ...

- 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 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.

Student Learning

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- El Deafo by Cece Bell (graphic novel)
- Out of My Mind by Sharon M. Draper

Unit 4 Overview

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.

Enduring Understandings:

Students will understand that...

- 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
- 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.

Essential Questions:

- 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.

Standards

- 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 judgments.
- RL.6.3.** Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
- RL.6.4.** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
- RL.6.5.** Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
- RL.6.6.** Explain how an author develops the point of view of the narrator or speaker in a text.
- 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.
- 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.
- 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).
- 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.
- W.6.9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.
- 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 with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.
- 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.
- SL. 6.5.** Include multimedia components 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.

21st Century Life and Careers

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/>

Technology

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

Unit Objectives:

Students will know...

- A variety of reading comprehension strategies.
- The conventions of Standard English grammar and usage when writing or speaking.

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 Common Unit / Marking Period assessment).
- Build empathy within the classroom.

Student Learning

Core Instructional Materials and Resources

- HMH's *Collections* Grade 6
- *Refugee* by Alan Gratz

Supplemental Instructional Materials and Resources

Classroom Library Titles:

- *Girl, Stolen* by April Henry
- *Rules* by Cynthia Lord
- *Fish in a Tree* by Lynda Mullaly Hunt
- *Tangerine* by Edward Bloor
- *Soul Surfer* by Bethany Hamilton *autobiography
- *Roll with It* by Jamie Sumner
- "Thank you Ma'am" by Langston Hughes
- *Percy Jackson* Series -Rick Riordan
- *El Deafo* by Cece Bell (graphic novel)

- Out of My Mind by Sharon M. Draper
- Rick by Alex Gino
- Lily and Dunkin by Donna Gephart
- The Perks of Being a Wallflower by Stephen Chbosky
- The Mighty Heart of Sunny St. James by Ashley Herring Blake
- King and Dragonflies by Kacen Callender
- Pet by Akwaeke Emezi
- Redwood and Ponytail by K.A. Holt
- The Whisperers by Greg Howard
- Where the Heart Is by Jo Knowles
- Hurricane Season by Nicole Melleby
- The Witch Boy by Molly Ostertag
- Cattywampus by Ash Van Otterloo
- The Best at It by Maulik Pancholy
- Be My Love by Kit Pearson
- Kenzie Kickstarts a Team written by Kit Rosewater and Illustrated by Sophie Escabasse
- Goldie Vance: The Hotel Whodunnit by Lilliam Rivera
- The Moon Within by Aida Salazar
- The Deep & Dark Blue by Niki Smith
- "Life Doesn't Frighten Me" by Maya Angelou
- Black Brother, Black Brother by Jewell Parker Rhodes
- My Life with Rosie by Dr. Angela Sadler Williamson
- "Words like Freedom" (poem) by Langston Hughes
- from It Worked for Me: In Life and Leadership by Colin Powell
- from Colin Powell: Military Leader by Warren Brown
- Terrible Things by Eve Bunting

Department Circulating Library Options:

Among the Hidden

Holes

Hatchet

Soul Surfer

The True Confessions of Charlotte Doyle

The Lightning Thief

The Boy in the Striped Pajamas

Ugly

Ghost

Island of the Blue Dolphins

Tuck Everlasting

Hoot

Honus and Me

The Phantom Tollbooth

Additional Resources:

- Nonfiction and everyday text including essays,

	<p>speeches, biographies/autobiographies, scientific and historical accounts, digital/paper sources, newspaper and magazine articles</p> <ul style="list-style-type: none"> ● 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
Accommodations/Modifications	Assessments
<p>At-Risk Students:</p> <ul style="list-style-type: none"> ● 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 	<p><u>Formative:</u></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

- 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

- Writing assignments
- Rubrics
- Journal responses
- Class discussions
- Peer conferences
- Questioning
- Oral presentations
- Powerpoint/Prezi presentations
- Individual Whiteboards
- Book reviews
- Debates
- iReady activities

Summative:

- iReady Assessment
- Common Unit / Marking Period Assessment
- End-of-unit or chapter tests
- Writing portfolio
- Writing assessments/essays
- NJSLA ELA
- Oral presentations

Benchmark:

- Common Unit / Marking Period Assessment
- iReady Diagnostic Assessment
- Portfolio Assessment
- Speaking and Listening/Research-based speeches
- NJSLA ELA

Alternate:

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

- 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

Persons with Disabilities: [Social/emotional development impacts all components of wellness.]

Suggested Texts:

- Girl, Stolen by April Henry
- Rules by Cynthia Lord
- Fish in a Tree by Lynda Mullaly Hunt
- Tangerine by Edward Bloor
- Soul Surfer by Bethany Hamilton *autobiography
- Roll with It by Jamie Sumner
- "Thank you Ma'am" by Langston Hughes
- Percy Jackson Series -Rick Riordan
- El Deafo by Cece Bell (graphic novel)
- Out of My Mind by Sharon M. Draper