

PITTSGROVE TOWNSHIP SCHOOL DISTRICT



Course Name: Accelerated English Language Arts	Grade Level(s): 6
Department: Humanities	Credits: N/A
BOE Adoption Date: October 17, 2019	Revision Date(s):

Course Description

The sixth grade accelerated English Language Arts curriculum utilizes a balanced literacy approach. The course incorporates reading units that relate to literature and non-fiction, as well as writing units that are based on genre. Reading and writing units are taught concurrently. Whole class reading activities relate to thematic units which include: Acceptance, War: Illusions and Realities, Courage, and Overcoming Obstacles. Emphasis on close reading strategies will allow students to understand key ideas and details and make inferences and predictions. Students will begin to appreciate author's craft and structure. Word study focuses on use of context clues and understanding of vocabulary connotation as well as denotation. Aligning with the New Jersey Student Learning Standards, many writing experiences are grounded in evidence from text. Students will write for a variety of purposes, including narrative, literary analysis, argumentative, and research simulation tasks. In addition, students will use technology to produce and publish writing and to collaborate with one another. Spelling and grammar are infused into focus lessons that pertain directly to writing.

Mission Statement

The Pittsgrove Township School District believes in growing all learners to thrive. The district offers an intellectually rigorous, dynamic curriculum aligned to state and national standards coupled with research-based practices in classrooms. The Pittsgrove Township School District strives to highlight critical thinking, problem-solving, intercultural literacy, digital literacy, collaboration, innovation, and a growth mindset as part of the instructional core of learning. The district provides high quality resources to provide young people the knowledge they need to approach the future as leaders and learners.

Curriculum & Instruction Goals

1. To ensure students are college and career ready upon graduation
2. To vertically and horizontally align curriculum PreK-12 to ensure successful transition of students at each grade level
3. To identify individual student strengths and weaknesses utilizing various assessment measures (formative, summative, alternative, etc.) so as to differentiate instruction while meeting the rigor of the applicable content standards
4. To improve student achievement as assessed through multiple measures including, but not limited to, state testing, local assessments, and ongoing progress monitoring

How to Read this Document

This curricular document contains both a *pacing guide* and *curriculum units* . The pacing guide serves to communicate an estimated timeframe as to *when* critical knowledge and skills will be taught throughout the year. The pacing, however, may differ slightly depending upon the unique needs of each learner. The *curriculum units* contain more detailed information as to the content, goals, objectives, instructional strategies, resources, and assessments.

NJ Administrative Code and Statutes Key
^=Amistad Law O=Diversity & Inclusion Law <>=Holocaust =LGBT and Disabilities Law *=AAPI (Asian American and Pacific Islanders) \$=Financial Literacy Use this key to understand where the NJ mandates are being implemented in the K-12 curriculum units.

Pacing Guide

Course Title: Accelerated ELA 6

Prerequisite(s): ELA 5

Unit Title	Duration/ Month(s)	Related Standards	Learning Goals	Critical Knowledge and Skills
<p>Unit 1: Reading - Acceptance of Differences (Fiction)</p> <p>(<i>Freak the Mighty</i>)</p> <p>(<i>Walk Two Moons</i>)</p>	Sept. - Nov. (55 days)	<p><u>POWER STANDARD</u></p> <p>RL.6.1 RL.6.2 RL.6.3 RL.6.4</p> <p><u>SUPPORTING STANDARDS</u></p> <p>RL.6.5 RL.6.6 RL.6.7 RL.6.10</p> <p>SL.6.1.A - D SL.6.2 SL.6.4 SL.6.6</p> <p>L.6.4.A - D L.6.5.A - C L.6.6</p>	<p>Students will be able to...</p> <p>explore themes of the novel <i>Freak the Mighty</i> and understand how these themes connect to the issue of bullying.</p> <p>delve into close reading fiction text with a heavy emphasis on citing evidence from text.</p> <p>explore how the author develops his craft through point of view, allusions, and language.</p> <p>explore themes of the novel <i>Walk Two Moons</i> and understand how these themes connect to the issue of acceptance.</p> <p>determine theme or central idea of a text and how it is conveyed through specific details</p>	<ul style="list-style-type: none"> ● Cite textual evidence that supports a claim ● Identify elements of plot in a story (plot diagram) ● Identify setting, mood, and theme of a story ● Make inferences based on evidence from text ● Identify characters' motives ● Distinguish between relevant and extraneous information ● Identify main idea and supporting details ● Determine theme of a short story or novel ● Summarize short and long fiction reading passages ● Analyze character development throughout a story ● Narrative point of view (1st, 2nd, 3rd) ● Determine author's point of view ● Use context clues to define vocabulary

			<p>summarize text distinct from personal opinions or judgements</p> <p>determine meaning of words and phrases as they are used in text, including figurative and connotative meanings</p> <p>analyze how a particular sentence, chapter, or stanza fits into the overall structure of a text and contributes to its development (setting, plot, or theme)</p>	<ul style="list-style-type: none"> ● Recognize and interpret connotative meaning ● Recognize and interpret words with multiple meanings ● Identify and interpret figurative language ● Distinguish between literal and figurative meaning ● Analyze how the novel draws on themes and details from legend (King Arthur) ● Compare the novel to film version of the story ● Identify common theme between two novels ● Cite textual evidence to support theme
<p>Unit 1: Writing- Narrative Explanatory Writing</p>	<p>Mid Sept.-mid Nov. (55 days)</p>	<p><u>POWER STANDARDS</u></p> <p>W.6.2 W.6.3 W.6.4 W.6.10</p> <p><u>SUPPORTING STANDARDS</u></p> <p>W.6.2.A - F W.6.3.A - E W.6.5 W.6.9 A</p>	<p>Students will be able to...</p> <p>extend a narrative using effective writing processes/techniques, well-chosen details, and well-structured event sequences while incorporating pre- established literary elements from a text.</p> <p>write using proper grammar and mechanics.</p> <p>write a literary analysis essay showing how two different novels develop the same theme of acceptance of</p>	<ul style="list-style-type: none"> ● Identify effective narrative techniques ● Incorporate all the elements of plot (from given text) into an original narrative ● Develop a theme in a narrative ● Develop characters by building on positive and negative traits established in text and illustrate those traits in character words and actions ● Use transitional words, phrases, and clauses to signal shifts in setting or time frame ● Use descriptive words and sensory

		<p>L.6.1.A, E L.6.2.A - B L.6.3.A - B</p>	<p>differences.</p> <p>develop and strengthen writing as needed by planning, revising, editing, or rewriting (with some support and guidance from peers/teachers)</p> <p>use technology to produce writing and collaborate with others; demonstrating sufficient command of keyboarding skills</p> <p>write routinely over short and extended time frames for a range of tasks, purposes, and audiences</p> <p>produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience</p>	<p>language</p> <ul style="list-style-type: none"> ● Use concise language when warranted ● Follow the steps of the writing process ● Develop strategies for brainstorming ideas for writing ● Use graphic organizers and outlines to plan writing ● Explain common theme between two novels using evidence from the text ● Edit writing (self and peer) ● Identify different parts of speech (n., v., adj.,adv., prep., article, conj., pronouns) ● Construct sentences using proper structure, including dialogue
<p>Unit 2: Reading-War: Illusions and Realities (Nonfiction) (<i>Truce</i>)</p> <p>(<i>Sgt. Brooke's Diary Entry</i>)</p> <p>(<i>WWI.com articles</i>)</p>	<p>Dec.-Jan. (35 days)</p>	<p><u>POWER STANDARD</u></p> <p>RI.6.1 RI.6.2 RI.6.4</p> <p><u>SUPPORTING STANDARDS</u></p>	<p>Students will be able to...</p> <p>examine and interpret multiple primary and secondary source documents to create deeper understanding of historical events.</p> <p>delve into close reading nonfiction text with a heavy emphasis on citing</p>	<ul style="list-style-type: none"> ● Identify a claim ● Cite textual evidence that supports a claim ● Identify elements of plot in a nonfiction story (plot diagram) ● Identify setting and mood of text ● Make inferences based on evidence from text ● Distinguish between relevant and

		<p>RI.6.3 RI.6.5 RI.6.6 RI.6.7 RI.6.9</p> <p>SL.6.1 A-D SL.6.2 SL.6.4</p> <p>L.6.4.A - D L.6.5.A - C L.6.6</p>	<p>evidence from text.</p> <p>explore how the author develops his craft through point of view, using primary and secondary documents, and language.</p> <p>summarize text distinct from personal opinions or judgements</p> <p>cite textual evidence and make relevant connections to support analysis of text and make inferences</p> <p>analyze how a key individual, event, or idea is introduced, illustrated, and developed in nonfiction text</p> <p>determine meaning of words and phrases as they are used in text, including figurative and connotative meanings</p> <p>analyze how a particular sentence, paragraph, or chapter fits into the overall structure of a text and contributes to its development</p>	<p>extraneous information</p> <ul style="list-style-type: none"> ● Apply close reading strategies (use symbols and annotate) ● Identify main idea and supporting details in nonfiction text ● Summarize short and long reading nonfiction passages ● Analyze how nonfiction pieces are developed (examples, anecdotes, cause & effect, etc.) ● Analyze key individuals and their changes based on historical events ● Analyze the use of propaganda and examine how it fuels conflict ● Determine and analyze author’s point of view ● Use context clues to define content-specific vocabulary ● Recognize and interpret connotative meaning ● Recognize and interpret words with multiple meanings ● Identify and interpret figurative language ● Distinguish between literal and figurative meaning ● Explain how first hand documents enhance informational text ● Compare a song lyrics to nonfiction text ● Draw correlations between the primary and secondary sources ● Compare video clips of trench
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				warfare to written accounts
Unit 2: Writing - Informational/Explanatory	Dec.-Jan. (35 days)	<p><u>POWER STANDARD</u></p> <p>W.6.2 W.6.10</p> <p><u>SUPPORTING STANDARDS</u></p> <p>W.6.2.A - F W.6.4 W.6.5 W.6.7 W.6.9 B W.6.10</p> <p>L.6.1.A - C, E L.6.2.A - B L.6.3.A - B L.6.6</p>	<p>Students will be able to...</p> <p>construct a primary source document (letter) citing factual evidence gathered from multiple sources. (explanatory/informative text)</p> <p>write an informative text to examine a WWI topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>conduct a short research project to explain a topic drawing on several sources of information.</p> <p>write using proper grammar and mechanics.</p> <p>develop and strengthen writing as needed by planning, revising, editing, or rewriting (with some support and guidance from peers/teachers).</p> <p>use technology to produce writing and collaborate with others; demonstrating sufficient command of keyboarding skills.</p>	<ul style="list-style-type: none"> ● Write an effective thesis for a historical letter ● Organize information in letter in coherent, chronological sequence ● Establish historical point-of-view and maintain it throughout writing piece ● Write short nonfiction topical essay based on evidence gathered from multiple sources ● Use graphic organizers and outlines to plan/ take notes for writing ● Develop the letter with relevant facts, examples, and quotes from real historical figures ● Draw evidence from multiple primary and secondary texts to support analysis ● Maintain a formal style in writing ● Provide a concluding statement ● Follow the steps of the writing process ● Edit writing (self and peer) ● Reflect on and be able to explain decisions made while writing ● Identify parts of speech ● Distinguish between confusing word pairs and use them in correct context (affect/effect; their, there, they're, etc.)

			<p>write routinely over short and extended time frames for a range of tasks, purposes, and audiences.</p> <p>produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.</p>	
<p>Unit 3: Reading - Courage (Nonfiction) (Behind Rebel Lines)</p> <p>Nonfiction close reading - several articles</p> <p>Elizabeth Cady Stanton - article</p>	<p>Feb.-March (45 days)</p>	<p><u>POWER STANDARD</u></p> <p>RI.6.1 RI.6.2 RI.6.3</p> <p><u>SUPPORTING STANDARDS</u></p> <p>RI.6.4 RI.6.6 RI.6.7 RI.6.8 RI.6.9 RI.6.10</p> <p>SL.6.1 A-D SL.6.2 SL.6.3 SL.6.4</p> <p>L.6.4.A - D</p>	<p>Students will be able to...</p> <p>delve into a nonfiction historical text written in a narrative form.</p> <p>examine how an author takes literary license with nonfiction text, yet maintains the integrity of the history in the text.</p> <p>explore the various physical and emotional challenges and changes the main character faces throughout the text.</p> <p>summarize text distinct from personal opinions or judgements</p> <p>read various nonfiction articles relating to animals in captivity, the wild, and</p>	<ul style="list-style-type: none"> ● Identify a claim ● Cite textual evidence that supports a claim ● Make inferences based on evidence from nonfiction text ● Identify characters' motives ● Distinguish between relevant and extraneous information in nonfiction text ● Apply close reading strategies and annotate nonfiction passages ● Identify main idea and supporting details ● Summarize short and long nonfiction reading passages ● Analyze how non-fiction pieces are developed (examples, anecdotes, cause & effect, etc.) ● Analyze character development throughout a story ● Analyze similarities between

		L.6.5.A - C L.6.6	<p>sanctuaries.</p> <p>compare and contrast different forms or genres in terms of their approach to similar topics</p> <p>cite textual evidence and make relevant connections to support analysis of text and make inferences</p> <p>analyze how a key individual, event, or idea is introduced, illustrated, and developed in nonfiction text</p> <p>determine meaning of words and phrases as they are used in text, including figurative and connotative meanings</p> <p>analyze how a particular sentence, paragraph, or chapter fits into the overall structure of a text and contributes to its development</p>	<p>historical figures (Emma Edmonds and Elizabeth Cady Stanton)</p> <ul style="list-style-type: none"> ● Use context clues to define content specific vocabulary ● Analyze character dialect ● Recognize and interpret words with multiple meanings ● Identify and interpret figurative language ● Distinguish between literal and figurative meaning ● Identify analogy ● Analyze topic presented in nonfiction text and song lyrics
Unit 3: Writing - Argumentative Essay Proving Character Analysis	Feb.-March (45 days)	<u>POWER STANDARD</u> W.6.1 W.6.4 W.6.10	Students will be able to... write an argumentative character analysis based on data collection from secondary source	<ul style="list-style-type: none"> ● Create argumentative writing with clear thesis statement and well-developed introduction, body, and conclusion in character

		<p><u>SUPPORTING STANDARDS</u></p> <p>W.6.1.A - E W.6.4 W.6.5 W.6.9 B</p> <p>L.6.1.A - E L.6.2.A - B L.6.3.A - B</p>	<p>write using proper grammar and mechanics.</p> <p>develop and strengthen writing as needed by planning, revising, editing, or rewriting (with some support and guidance from peers/teachers).</p> <p>use technology to produce writing and collaborate with others; demonstrating sufficient command of keyboarding skills.</p> <p>write routinely over short and extended time frames for a range of tasks, purposes, and audiences.</p>	<p>analysis</p> <ul style="list-style-type: none"> ● Develop a topic and supporting details for nonfiction writing ● Identify defining characteristics of historical figure ● Support a claim with logical reasoning and evidence ● Organize reasons and evidence logically ● Develop writing with relevant facts, examples, and quotes ● Use graphic organizers and outlines to plan writing ● Use appropriate transitions ● Use content specific vocabulary as well as descriptive sensory language in writing ● Edit writing (self and peer) ● Maintain a formal style in writing ● Identify and distinguish among the different types of pronouns (subject, object, possessive, vague, etc.)
<p>Unit 4: Reading - Overcoming Obstacles (Fiction)</p>	<p>Mid April-June (45 days)</p>	<p><u>POWER STANDARD</u></p> <p>RL.6.1 RL.6.2 RL.6.3</p>	<p>Students will be able to...</p> <p>identify and explore themes within a novel and understand how these themes connect to creating stereotypes that create obstacles for characters to</p>	<ul style="list-style-type: none"> ● Cite textual evidence that supports comprehension ● Identify elements of plot in a story (plot diagram) ● Identify setting, mood, and theme

		<p>RL.6.4</p> <p><u>SUPPORTING STANDARDS</u></p> <p>RL.6.5</p> <p>RL.6.6</p> <p>RL.6.7</p> <p>RL.6.9</p> <p>RL.6.10</p> <p>RI.6.9</p> <p>SL.6.1.A - D</p> <p>SL.6.2</p> <p>SL.6.4</p> <p>SL.6.6</p> <p>L.6.4.A - D</p> <p>L.6.5.A - C</p> <p>L.6.6</p>	<p>overcome.</p> <p>explore how the author develops his craft through point of view, allusions, and language.</p> <p>explore how an author uses symbolism in the text.</p> <p>determine theme or central idea of a text and how it is conveyed through specific details</p> <p>summarize text distinct from personal opinions or judgements</p> <p>explore how an author develops theme in the text.</p> <p>close read fiction text with a heavy emphasis on citing evidence from text to support inferences.</p> <p>determine meaning of words and phrases as they are used in text, including figurative and connotative meanings</p> <p>analyze how a particular sentence, chapter, or stanza fits into the overall</p>	<p>of a story</p> <ul style="list-style-type: none"> ● Make inferences based on evidence from text ● Identify characters' motives ● Distinguish between relevant and extraneous information ● Apply close reading strategies (use symbols and annotate) ● Identify main idea and supporting details ● Determine theme of a chapter or novel ● Summarize short and long reading passages, both fiction and non-fiction ● Analyze character development throughout a story ● Identify narrative point of view (1st, 3rd limited and omniscient) ● Use context clues to define vocabulary ● Recognize and interpret connotative meaning and slang ● Recognize and interpret words with multiple meanings ● Identify and interpret figurative language ● Distinguish between literal and figurative meaning ● Identify analogy
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			structure of a text and contributes to its development (setting, plot, or theme)	
Unit 4: Writing Research Simulation Task (Compare/Contrast) Explanatory Essay	Mid April-June (45 days)	<p><u>POWER STANDARD</u></p> W.6.2 W.6.7 W.6.9 W.6.10	<p>Students will be able to...</p> write an informational text comparing the way two or more authors examine a topic. write an explanatory essay describing how the author develops the theme in the text. analyze information from several sources and incorporate it into information writing develop and strengthen writing as needed by planning, revising, editing, or rewriting (with some support and guidance from peers/teachers). use technology to produce writing and	<ul style="list-style-type: none"> ● Write compare/contrast analysis of author’s presentation of nonfiction material ● Create informational writing with clear thesis statement and well-developed introduction, body, and conclusion in nonfiction text comparison ● Develop writing with relevant facts, examples, and evidence from text ● Cite nonfiction text correctly in written work ● Create explanatory writing describing how an author develops theme in a novel. ● Cite textual evidence to show how author develops theme ● Use appropriate transitions ● Use content specific vocabulary as well as descriptive sensory language in informational writing

			<p>collaborate with others; demonstrating sufficient command of keyboarding skills.</p> <p>write routinely over short and extended time frames for a range of tasks, purposes, and audiences.</p> <p>write using proper grammar and mechanics.</p>	<ul style="list-style-type: none"> • Use graphic organizers and outlines to plan writing • Identify and distinguish among the different types of pronouns (demonstrative, relative, interrogative, vague, etc.) • Correct inappropriate pronoun shifts
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Instructional Unit Map			
Course Title: Accelerated English Language Arts - 6th			
Unit Title	Acceptance of Differences Narrative Writing	Start Date:	September
		Length of Unit:	55 days (1st Marking Period and 10 days into 2nd Marking Period)

<p>Content Standards</p> <p><i>What do we want them to know, understand, & do?</i></p>	<p><u>POWER STANDARDS</u></p> <p>RL.6.1 Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p> <p>RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone</p> <p>W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>	<p>Learning Goals</p>	<p>Students will be able to...</p> <ul style="list-style-type: none"> ● explore themes of the novel <i>Freak the Mighty</i> and understand how these themes connect to the issue of bullying. ● delve into close reading fiction text with a heavy emphasis on citing evidence from text. ● explore how the author develops his craft through point of view, allusions, and language. ● explore themes of the novel <i>Walk Two Moons</i> and understand how these themes connect to the issue of acceptance. ● determine theme or central idea of a text and how it is conveyed through specific details ● summarize text distinct from personal opinions or judgements ● determine meaning of words and phrases as they are used in text, including figurative and connotative meanings ● analyze how a particular sentence, chapter, or stanza fits into the overall structure of a text and contributes to its development (setting, plot, or theme)
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	<p>W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>W.6.4 Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.</p> <p>W.6.10 Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences).</p> <p><u>SUPPORTING STANDARDS</u></p> <p>RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p> <p>RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.</p>		<ul style="list-style-type: none"> ● extend a narrative using effective writing processes/techniques, well-chosen details, and well-structured event sequences while incorporating pre-established literary elements from a text. ● write a literary analysis essay showing how two different novels develop the same theme of acceptance of differences. ● write using proper grammar and mechanics. ● develop and strengthen writing as needed by planning, revising, editing, or rewriting (with some support and guidance from peers/teachers) ● use technology to produce writing and collaborate with others; demonstrating sufficient command of keyboarding skills ● write routinely over short and extended time frames for a range of tasks, purposes, and audience ● produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience
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	<p>RL.6.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.</p> <p>RL.6.10 By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity</p> <p>SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>SL.6.1.A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p>		
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	<p>SL.6.1.B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>SL.6.1.C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>SL.6.1.D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p> <p>SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p> <p>SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).</p>		
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	<p>SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>W.6.2.A Introduce a topic; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.</p> <p>W.6.2.B Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>W.6.2.C. Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>W.6.2.D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>W.6.2.E. Establish and maintain a formal/academic style, approach, and form.</p> <p>W.6.2.F. Provide a concluding statement or section that follows</p>		
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	<p>from the information or explanation presented.</p> <p>W.6.3.A. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>W.6.3.B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>W.6.3.C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>W.6.3.D. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>W.6.3.E. Provide a conclusion that follows from the narrated experiences or events.</p> <p>W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising,</p>		
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	<p>editing, rewriting, or trying a new approach.</p> <p>W.6.9 A Apply grade 6 Reading standards 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").</p> <p>L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.6.1.A. Ensure that pronouns are in the proper case (subjective, objective, possessive).</p> <p>L.6.1.E. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.</p> <p>L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.6.2.A. Use punctuation (commas, parentheses, dashes) to set off</p>		
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	<p>nonrestrictive/parenthetical elements.</p> <p>L.6.2.B. Spell correctly.</p> <p>L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.6.3.A. Vary sentence patterns for meaning, reader/listener interest, and style/voice.</p> <p>L.6.3.B. Maintain consistency in style and tone.</p> <p>L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 6 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>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.</p> <p>L.6.4.B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</p> <p>L.6.4.C. Consult reference materials (e.g., dictionaries, glossaries,</p>		
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	<p>thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>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).</p> <p>L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.6.5.A. Interpret figures of speech (e.g., personification) in context.</p> <p>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.</p> <p>L.6.5.C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).</p> <p>L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary</p>		
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	knowledge when considering a word or phrase important to comprehension or expression.		
Essential Questions	<p>How do characters' choices impact their world?</p> <p>How does adversity and conflict influence/shape a character?</p> <p>How does reading the stories of others help students better understand themselves and the world around them?</p> <p>How do readers construct meaning from text?</p> <p>Why do writers share their experiences?</p> <p>How do the rules of language affect communication?</p> <p>How do good writers use narrative techniques such as dialogue, description, and pacing to develop stories and enhance the audience's experience?</p> <p>How do different authors develop the same theme in their writing?</p>		
Assessments <i>How will we know they have gained the knowledge & skills?</i>	Formative	Summative	Alternative

	<ul style="list-style-type: none"> ● Reading comprehension questions ● Summaries ● Popsicle stick questions ● Inference practice ● Graphic organizers ● Exit slips ● Flocabulary activities ● Vocabulary quizzes ● Grammar practice ● IXL practice ● Writing conferences ● Quick writes ● Index cards summaries/questions ● Observation ● Journal Entries ● Partner share ● KWL ● Thumb-Ometer ● Sentence Diagram 	<ul style="list-style-type: none"> ● Freak the Mighty Novel Test ● Walk Two Moons Novel Test ● Narrative Essay ● Grammar Test 1 	<ul style="list-style-type: none"> ● Literature Circles ● Partner essay
<p>Unit Pre-Assessment(s) <i>What do they already know?</i></p>	<ul style="list-style-type: none"> ● Essential Skills for Reading Success pretest ● Narrative prewriting activity (Magic Elizabeth) ● NWEA ● NJSLA (ELA subclaim scores from previous year) 		

Instructional Strategies/Student Activities	<ul style="list-style-type: none"> ● Direct instruction ● Modeling ● Mini Lessons ● Guided Practice ● Group and Partner discussions ● Journal Writing ● Paired writing ● Individual writing ● Graphic Organizers ● Grammar practice/Sentence diagram ● Close reading strategies ● Think-Pair-Share ● Jigsaw ● Chunking ● Story Map ● Turn and Talk ● Cooperative group work ● Flexible grouping ● IXL individual skills based on diagnostic and small group/individual instruction ● Homework to reinforce daily skills 			
Instructional/Assessment Scaffolds	English Language Learners	Special Education Learners	Struggling Learners	Advanced Learners

	<ul style="list-style-type: none"> ● Use native language for directions ● Google translate ● Multiple choice format ● Read text aloud ● Audiobook of text ● Simplify language ● Single step directions ● Oral testing 	<ul style="list-style-type: none"> ● Additional time ● Vary essay length ● Vary test format ● Read aloud ● Audiobook of text ● Less options in multiple choice ● Allow test retake and corrections ● Modify assignment length/items ● Allow oral follow-up ● Small group instruction ● Provide copy of class notes 	<ul style="list-style-type: none"> ● Additional time ● Clarify directions ● Allow test retake and corrections ● Provide graphic organizers and study guides ● Read text aloud ● Audiobook of text ● Allow oral follow-up ● Provide copy of class notes ● Google talk-to-text 	<ul style="list-style-type: none"> ● Independent study ● Literature Circles
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		<ul style="list-style-type: none"> ● Google talk-to-text 		
Differentiated Instructional Methods: <i>(Multiple means for students to access content and multiple modes for student to express understanding)</i>	Access (Resources and/or Process)		Expression (Products and/or Performance)	
	<ul style="list-style-type: none"> ● Various graphic organizers ● Flexible grouping/paring ● Electronic documents provided through Google classroom ● Audio texts/read aloud ● Leveled reading passages ● Tiered homework assignments ● Choice with reading material ● Small group instruction ● Leveled IXL activities (read aloud options) ● Conferences 		<ul style="list-style-type: none"> ● Narrative essay ● Literature Analysis Essay ● Short narrative writing (choice of prompt) ● Shortened/more detailed assignments as needed ● Flipbook or Brown Bag reports for books 	
Vocabulary <i>Highlight key vocabulary (both Tier II and Tier III words)</i>	Tier 2 - infer, convey, analyze, context, cite, examine Tier 3 - narrative, setting, characterization, mood, theme, plot, exposition, rising action, climax, falling action, resolution, protagonist, antagonist, motive, point-of-view, simile, metaphor, personification, hyperbole, dialogue, main idea/supporting details, author's purpose, parts of speech (n., v., adj.,adv., prep., article, conj., pronouns)			
Integration of Technology SAMR	<ul style="list-style-type: none"> ● S & A - Google Docs is used to generate Narrative and Literature Analysis writing, give, and receive feedback from teacher and peers ● S & A - Google Docs is used to answer reading comprehension questions and receive feedback from teacher 			

<p>Interdisciplinary Connections NJ Student Learning Standards</p>	<p>CRP1: Act as a responsible and contributing citizen and employee. CRP2: Apply appropriate academic and technical skills. CRP4: Communicate clearly and effectively and with reason CRP6: Demonstrate creativity and innovation. CRP11: Use technology to enhance productivity. Technology: 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. 8.1.D. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.</p>	
<p>21st Century Themes/Skills P21 Framework</p>	<p>Themes</p>	<p>Skills</p>

Global Awareness:

- Students will read and analyze literature that has individuals representing diverse abilities and lifestyles in a spirit of mutual respect and open dialogue.

Critical Thinking:

- Use deductive reasoning as appropriate to the situation
- Make judgements and decisions
- Effectively analyze and evaluate evidence
- Interpret information and draw conclusions based on the best analysis

Communication and Collaboration

- Use communication skills to analyze text and present information
- Listen effectively to decipher meaning, including knowledge, value, attitudes, and intention
- Be open and responsive to new and diverse perspectives
- Respond open-mindedly to different values and skills
- Collaborate with others on a range of topics and situations

Productivity and Accountability

- Utilize time and manage workload efficiently
- Demonstrate ability to work effectively and respectfully with diverse groups

Media Literacy

- Students will use technology as a tool to research, organize, evaluate, and communicate information

Resources/Materials	<ul style="list-style-type: none"> ● Novel: Freak the Mighty by Rodman Philbrick ● Novel: Walk Two Moons by Sharon Creech ● Let's Hear It for the Boys by Lisa Fenn ● Novel Unit Teacher Guide: Freak the Mighty ● Secondary Solutions Teacher Guide: Freak the Mighty ● Movie: The Mighty ● Walk Two Moons: A Study Guide (Novel Ties, Learning Links, Inc) ● Walk Two Moons: Literature Unit (Teacher Created Resources) ● Flocabulary units 1-4 ● Essential Skills for Reading Success (G and H) ● Empowering Writers: The Comprehensive Narrative Writing Guide ● https://www.youtube.com/watch?v=8yzY6buMflo Plot Diagram ● Treasury of Literature textbook ● Silver Burdett English textbook ● Prentice Hall Writing and Grammar textbook ● Writing prompts (Magic Elizabeth, Addie Across the Prairie, Stop the Sun, Raymond's Run, Scout's Honor) ● Common Core Writing Companion ● https://www.youtube.com/watch?v=RSOrzTtwgP4 Narrative Writing ● Language Practice (Steck-Vaughn) ● IXL
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Instructional Unit Map
Course Title: Advanced Language Arts - 6th grade

Unit Title	Reading- War: Illusions and Realities (Nonfiction) Writing - Informational/Explanatory	Start Date:	December
		Length of Unit:	35 Days (2nd Marking Period)

<p>Content Standards</p> <p><i>What do we want them to know, understand, & do?</i></p>	<p><u>POWER STANDARD</u></p> <p>RI.6.1 Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>W.6.10 Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a</p>	<p>Learning Goals</p>	<p>Students will be able to...</p> <ul style="list-style-type: none"> ● examine and interpret multiple primary and secondary source documents to create deeper understanding of historical events. ● delve into close reading nonfiction text with a heavy emphasis on citing evidence from text. ● explore how the author develops his craft through point of view, using primary and secondary documents, and language. ● summarize text distinct from personal opinions or judgements ● cite textual evidence and make relevant connections to support analysis of text and make inferences ● analyze how a key individual, event, or idea is introduced, illustrated, and developed in nonfiction text ● determine meaning of words and phrases as they are used in text, including figurative and connotative meanings ● analyze how a particular sentence, paragraph, or chapter fits into the overall structure of a text and contributes to its development
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	<p>range of discipline-specific tasks, purposes, and audiences.</p> <p><u>SUPPORTING STANDARDS</u></p> <p>RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p> <p>RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p> <p>RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p> <p>RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p> <p>RI.6.9 Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one</p>		<ul style="list-style-type: none"> ● write an informative text to examine a WWI topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. ● construct a primary source document (letter) citing factual evidence gathered from multiple sources. (explanatory/informative text) ● conduct a short research project to explain a topic drawing on several sources of information. ● write using proper grammar and mechanics. ● develop and strengthen writing as needed by planning, revising, editing, or rewriting (with some support and guidance from peers/teachers). ● use technology to produce writing and collaborate with others; demonstrating sufficient command of keyboarding skills. ● write routinely over short and extended time frames for a range of tasks, purposes, and audiences. ● produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.
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	<p>author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p> <p>SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>SL.6.1.A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>SL.6.1.B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>SL.6.1.C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p>		
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	<p>SL.6.1.D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p> <p>SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p> <p>SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).</p> <p>W.6.2.A Introduce a topic; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.</p>		
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	<p>W.6.2.B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>W.6.2.C. Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>W.6.2.D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>W.6.2.E. Establish and maintain a formal/academic style, approach, and form.</p> <p>W.6.2.F. Provide a concluding statement or section that follows from the information or explanation presented.</p> <p>W.6.4 Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.</p> <p>W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>		
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	<p>W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p>W.6.9 B Apply grade 6 Reading standards 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").</p> <p>W.6.10 Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.6.1.A. Ensure that pronouns are in the proper case (subjective, objective, possessive).</p>		
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	<p>L.6.1.B. Use intensive pronouns (e.g., myself, ourselves).</p> <p>L.6.1.C. Recognize and correct inappropriate shifts in pronoun number and person.</p> <p>L.6.1.E. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.</p> <p>L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.6.2.A. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</p> <p>L.6.2.B. Spell correctly.</p> <p>L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.6.3.A. Vary sentence patterns for meaning, reader/listener interest, and style/voice.</p> <p>L.6.3.B. Maintain consistency in style and tone.</p>		
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	<p>L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 6 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>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.</p> <p>L.6.4.B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</p> <p>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.</p> <p>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).</p>		
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	<p>L.6.5.Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.6.5.A. Interpret figures of speech (e.g., personification) in context.</p> <p>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.</p> <p>L.6.5.C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).</p> <p>L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>		
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<p>Essential Questions</p>	<p>How does close reading help a reader comprehend? How can propaganda fuel conflict? How do primary sources enhance what is learned from a secondary source? How does an author craft nonfiction text? How do readers construct meaning from text? How do different genres of text and media interrelate? Why do writers share their experiences? How do the rules of language affect communication? How does a writer craft an information story that teaches as well as keeps a reader's interest? How does a writer create believable text using primary sources? How does a writer examine a topic and convey information using relevant details?</p>		
<p>Assessments <i>How will we know they have gained the knowledge & skills?</i></p>	<p>Formative</p>	<p>Summative</p>	<p>Alternative</p>

	<ul style="list-style-type: none"> ● Popsicle stick questions ● Close reading annotations ● Short constructed response ● Inference practice ● Graphic organizers ● Exit slips ● Flocabulary activities ● Vocabulary quizzes ● Grammar practice ● IXL practice ● Writing conferences ● Quick writes ● Observation ● Partner share ● KWL ● Thumb-Ometer ● Topic/Supporting details charts 	<ul style="list-style-type: none"> ● Nonfiction Close Reading test ● Theme based literary analysis essay (from reading done in 1 MP) ● Information/Explanatory Letter ● Grammar Test 2 	<ul style="list-style-type: none"> ● Student interest WW1 topical essay/poster/slideshow, etc.
<p>Unit Pre-Assessment(s)) <i>What do they already know?</i></p>	<p>KWL Chart (WWI knowledge) NWEA and NJSLA (Information specific)</p>		

Instructional Strategies/Student Activities	<ul style="list-style-type: none"> ● Direct instruction ● Modeling ● Mini Lessons ● Guided Practice ● Group and Partner discussions ● Notetaking ● Peer revision/editing ● Individual writing ● Graphic Organizers ● Sticky-note organizers ● Grammar practice/Sentence diagram ● Close reading strategies ● Think-Pair-Share ● Jigsaw ● Chunking ● Turn and Talk ● Cooperative group work ● Flexible grouping ● IXL individual skills based on diagnostic and small group/individual instruction ● Homework to reinforce daily skills 			
Instructional/Assessment Scaffolds <i>(Modifications /Accommodations) – planned for</i>	English Language Learners	Special Education Learners	Struggling Learners	Advanced Learners

<p><i>prior to instruction</i></p>	<ul style="list-style-type: none"> ● Use native language for directions ● Google translate ● Multiple choice format ● Read text aloud ● Simplify language ● Single step directions ● Oral testing 	<ul style="list-style-type: none"> ● Additional time ● Vary essay length ● Vary test format ● Read aloud ● Less options in multiple choice ● Allow test retake and corrections ● Modify assignment length/items ● Allow oral follow-up ● Small group instruction ● Provide copy of class notes ● Google talk-to-text 	<ul style="list-style-type: none"> ● Additional time ● Clarify directions ● Allow test retake and corrections ● Provide graphic organizers and study guides ● Read text aloud ● Allow oral follow-up ● Provide copy of class notes ● Google talk-to-text 	<ul style="list-style-type: none"> ● WWI research opportunities ● Independent study ● Historical fiction companion text and literature circles
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Differentiated	Access (Resources and/or Process)		Expression (Products and/or Performance)	
Instructional Methods: <i>(Multiple means for students to access content and multiple modes for student to express understanding)</i>	<ul style="list-style-type: none"> ● Various graphic organizers ● Flexible grouping/paring ● Electronic documents provided through Google classroom ● Audio texts/read aloud ● Leveled nonfiction reading passages ● Tiered homework assignments ● Choice with reading material ● Small group instruction ● Leveled IXL activities (read aloud options) ● Conferences 		<ul style="list-style-type: none"> ● Information/Explanatory Letter (choice of prompt) ● Shortened/more detailed assignments as needed ● Flipbook or Brown Bag reports for books ● Historical Fiction project choice 	
Vocabulary <i>Highlight key vocabulary (both Tier II and Tier III words)</i>	<p>Tier 2 - primary source, secondary source, textual evidence, analysis, convey, context clues, structure, fact, opinion, credible source, research, propaganda, alliance, artillery, politics, fraternization, armistice, truce</p> <p>Tier 3 - explanatory, informational, thesis statement, hook, topic sentences, transitions, main idea/supporting details, author's purpose, pronoun (subject, object, possessive, and intensive), denotation and connotation,</p>			
Integration of Technology SAMR	<ul style="list-style-type: none"> ● S & A - Google Docs is used to generate information writing, give, and receive feedback from teacher and peers ● A - research of WWI weapons and trench warfare to generate information writing ● SAMR - WWI topic of interest and presentation (partner or group) choice of presentation method 			

<p>Interdisciplinary Connections NJ Student Learning Standards</p>	<p>CRP1: Act as a responsible and contributing citizen and employee. CRP2: Apply appropriate academic and technical skills. CRP4: Communicate clearly and effectively and with reason CPR7: Employ valid and reliable research strategies. CRP11: Use technology to enhance productivity.</p> <p>Technology:</p> <p>8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</p> <p>8.1.E. Research and Information Fluency: Students apply digital tools to gather, evaluate and use information.</p> <p>8.2 Technology Education, Engineering, Design, and Computational Thinking-Programing: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p> <p>8.2.B Technology and Society: Knowledge and understanding of human, cultural and societal values are fundamental when designing technological systems and products in the global society.</p> <p>8.2.8.B.2 Identify the desired and undesired consequences from the use of a product or system.</p> <p>Social Studies:</p> <p>6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p>		
<p>21st Century Themes/Skills P21 Framework</p>	<table border="0" style="width: 100%;"> <tr> <td style="text-align: center; width: 50%;">Themes</td> <td style="text-align: center; width: 50%;">Skills</td> </tr> </table>	Themes	Skills
Themes	Skills		

	<p>Global Awareness:</p> <ul style="list-style-type: none"> • Students will read and analyze nonfiction text that has individuals representing diverse cultures, European countries, beliefs and lifestyles in a spirit of mutual respect and open dialogue. They will understand the causes of WWI and the propaganda government used to influence people’s beliefs and prejudices. <p>Civic Literacy:</p> <ul style="list-style-type: none"> • Students will understand the influence government has on its people and the obligation citizens have to defend and protect their country. Students will understand the local and global impact of war. 	<p>Critical Thinking:</p> <ul style="list-style-type: none"> • Use deductive reasoning as appropriate to the situation • Analyze and evaluate alternative points of view • Effectively analyze and evaluate evidence • Interpret information and draw conclusions based on the best analysis <p>Communication and Collaboration</p> <ul style="list-style-type: none"> • Use communication skills to analyze text and present information • Listen effectively to decipher meaning, including knowledge, value, attitudes, and intention • Respond open-mindedly to different values and skills • Collaborate with others on a range of topics and situations <p>Productivity and Accountability</p> <ul style="list-style-type: none"> • Utilize time and manage workload efficiently • Demonstrate ability to work effectively and respectfully with diverse groups <p>Information Literacy</p> <ul style="list-style-type: none"> • Students will use technology as a tool to research, organize, evaluate, and communicate information
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Resources/Materials	<ul style="list-style-type: none"> ● Novel: Truce by Jim Murphy ● https://www.youtube.com/watch?v=P92guhd7d-8&t=647s Trench Warfare in WWI ● https://www.youtube.com/watch?v=HfKUd8bvQfc&t=3s Trench Raid Tactics in WWI ● https://www.youtube.com/watch?v=FvYIluxh2kY&disable_polymer=true Conditions in Trenches WWI ● https://www.youtube.com/watch?v=dj13qnULRQ Trench warfare scene ● https://www.youtube.com/watch?v=SpqVblMPRB4&t=10s Christmas Truce 1914 ● Flocabulary units 5-7 ● Essential Skills for Reading Success (Levels G and H) ● Empowering Writers: The Comprehensive Narrative Writing Guide ● Empowering Writers: The Comprehensive Expository Writing Guide ● Treasury of Literature textbook ● Silver Burdett English textbook ● Prentice Hall Writing and Grammar textbook ● Writing prompts (Trench warfare and Christmas Truce) ● Common Core Writing Companion ● Context Clues and Figurative Language Grades 4-8 (Scholastic) ● Language Practice (Steck-Vaughn) ● The Christmas Truce (play) Junior Scholastic ● The WWI Christmas Truce http://teacherspayteachers.com/Store/Students-Of-History/ ● History.com - (propaganda posters) ● firstworldwar.com (propaganda posters, trench articles) ● Edhelper.com ● First World War:Christmas Truce - diary entry of Sgt. Bernard Joseph Brookes ● IXL
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Instructional Unit Map

Course Title: Advanced Language Arts - 6th grade			
Unit Title	Reading - Courage (Nonfiction)	Start Date:	February
	Writing - Argumentative Essay	Length of Unit:	45 Days

<p>Content Standards</p> <p><i>What do we want them to know, understand, & do?</i></p>	<p><u>POWER STANDARD</u></p> <p>RI.6.1 Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p> <p>W.6.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>W.6.4 Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.</p> <p>W.6.10 Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a</p>	<p>Learning Goals</p>	<p>Students will be able to...</p> <ul style="list-style-type: none"> ● delve into a nonfiction historical text written in a narrative form. ● examine how an author takes literary license with nonfiction text, yet maintains the integrity of the history in the text. ● explore the various physical and emotional challenges and changes the main character faces throughout the text. ● summarize text distinct from personal opinions or judgements ● read various nonfiction articles relating to animals in captivity, the wild, and sanctuaries. ● compare and contrast different forms or genres in terms of their approach to similar topics ● cite textual evidence and make relevant connections to support analysis of text and make inferences ● analyze how a key individual, event, or idea is introduced, illustrated, and developed in nonfiction text
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	<p>single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences).</p> <p><u>SUPPORTING STANDARDS</u></p> <p>RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p> <p>RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p> <p>RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p>RI.6.9 Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one</p>		<ul style="list-style-type: none"> ● determine meaning of words and phrases as they are used in text, including figurative and connotative meanings ● analyze how a particular sentence, paragraph, or chapter fits into the overall structure of a text and contributes to its development ● write an argumentative character analysis based on data collection from secondary source ● write using proper grammar and mechanics. ● develop and strengthen writing as needed by planning, revising, editing, or rewriting (with some support and guidance from peers/teachers). ● use technology to produce writing and collaborate with others; demonstrating sufficient command of keyboarding skills. ● write routinely over short and extended time frames for a range of tasks, purposes, and audiences.
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	<p>author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p> <p>RI.6.10 By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.</p> <p>SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>SL.6.1.A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>SL.6.1.B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>SL.6.1.C. Pose and respond to specific questions with elaboration and detail by making comments that</p>		
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	<p>contribute to the topic, text, or issue under discussion.</p> <p>SL.6.1.D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p> <p>SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p> <p>SL.6.3 Deconstruct a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p>SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).</p> <p>W.6.1.A. Introduce claim(s) and organize the reasons and evidence clearly.</p>		
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	<p>W.6.1.B. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>W.6.1.C. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p>W.6.1.D. Establish and maintain a formal/academic style, approach, and form.</p> <p>W.6.1.E. Provide a concluding statement or section that follows from the argument presented.</p> <p>W.6.4 Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.</p> <p>W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.6.9 B Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text,</p>		
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	<p>distinguishing claims that are supported by reasons and evidence from claims that are not").</p> <p>L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.6.1.A. Ensure that pronouns are in the proper case (subjective, objective, possessive).</p> <p>L.6.1.B. Use intensive pronouns (e.g., myself, ourselves).</p> <p>L.6.1.C. Recognize and correct inappropriate shifts in pronoun number and person.</p> <p>L.6.1.D Recognize and correct vague pronouns</p> <p>L.6.1.E. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.</p> <p>L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.6.2.A. Use punctuation (commas, parentheses, dashes) to set off</p>		
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	<p>nonrestrictive/parenthetical elements.</p> <p>L.6.2.B. Spell correctly.</p> <p>L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.6.3.A. Vary sentence patterns for meaning, reader/listener interest, and style/voice.</p> <p>L.6.3.B. Maintain consistency in style and tone.</p> <p>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.</p> <p>L.6.4.B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</p> <p>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.</p> <p>L.6.4.D. Verify the preliminary determination of the meaning of a</p>		
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	<p>word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>L.6.5.A. Interpret figures of speech (e.g., personification) in context.</p> <p>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.</p> <p>L.6.5.C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).</p> <p>L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>		
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<p>Essential Questions</p>	<p>How does close reading help a reader comprehend? How does an author craft nonfiction text? How do readers construct meaning from text? How does a person change and develop through the course of a lifetime? How do events in history shape people? How do different genres of text and media interrelate? How do the rules of language affect communication? How does a writer craft an argument with a clear claim and support? How do writers create convincing, evidence-based arguments? How do writers gather, evaluate, and incorporate evidence into their arguments? What is the purpose of communicating through argumentative writing?</p>		
<p>Assessments <i>How will we know they have gained the knowledge & skills?</i></p>	<p>Formative</p>	<p>Summative</p>	<p>Alternative</p>

	<ul style="list-style-type: none"> ● Popsicle stick questions ● Close reading annotations ● Context Clues practice ● Short constructed response ● Graphic organizers ● Exit slips ● Flocabulary activities ● Vocabulary quizzes ● Grammar practice ● IXL practice ● Writing conferences ● Quick writes ● Observation ● Partner share ● KWL ● Thumb-Ometer ● Topic/Supporting details charts 	<ul style="list-style-type: none"> ● Novel Reading Test: Behind Rebel Lines ● Nonfiction Reading Skills Test ● Argumentative Character Analysis Essay ● Grammar Test 3 	<ul style="list-style-type: none"> ● Student interest Civil War topical essay/poster/slideshow, etc.
<p>Unit Pre-Assessment(s)) <i>What do they already know?</i></p>	<p>KWL Chart (Civil War knowledge) NWEA and NJSLA (Information specific) Argument essay prewriting task (Litter on School Campus prompt: Common Core ELA: Perfection Learning)</p>		

Instructional Strategies/Student Activities	<ul style="list-style-type: none"> ● Direct instruction ● Modeling ● Mini Lessons ● Scaffolding through small group instruction ● Guided Practice ● Group and Partner discussions ● Notetaking ● Peer revision/editing ● Individual writing ● Graphic Organizers ● Sticky-note organizers ● Grammar practice ● Close reading strategies ● Think-Pair-Share ● Jigsaw ● Chunking ● Turn and Talk ● Cooperative group work ● Flexible grouping ● IXL individual skills based on diagnostic and small group/individual instruction ● Homework to reinforce daily skills 			
Instructional/Assessment Scaffolds	English Language Learners	Special Education Learners	Struggling Learners	Advanced Learners

	<ul style="list-style-type: none"> • Use native language for directions • Google translate • Multiple choice format • Read text aloud • Simplify language • Single step directions • Oral testing • Sticky note graphic organizer 	<ul style="list-style-type: none"> • Additional time • Vary essay length • Sticky note graphic organizer • Vary test format • Read aloud • Less options in multiple choice • Allow test retake and corrections • Modify assignment length/items • Allow oral follow-up • Small group instruction • Provide copy of class notes 	<ul style="list-style-type: none"> • Additional time • Clarify directions • Allow test retake and corrections • Provide graphic organizers and study guides • Read text aloud • Allow oral follow-up • Provide copy of class notes • Google talk-to-text • Sticky note graphic organizer 	<ul style="list-style-type: none"> • Civil War research opportunities • Independent study • Historical fiction companion text and literature circles
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		<ul style="list-style-type: none"> ● Google talk-to-text 		
Differentiated Instructional Methods: <i>(Multiple means for students to access content and multiple modes for student to express understanding)</i>	Access (Resources and/or Process)		Expression (Products and/or Performance)	
	<ul style="list-style-type: none"> ● Various graphic organizers ● Flexible grouping/paring ● Electronic documents provided through Google classroom ● Audio texts/read aloud ● Leveled nonfiction reading passages ● Tiered homework assignments ● Choice with reading material ● Small group instruction (specific topic for specific student groups) ● Paired writing assignments ● Leveled IXL activities (read aloud options) ● Conferences 		<ul style="list-style-type: none"> ● Argumentative Essay (choice of traits) ● Shortened/more detailed assignments as needed ● Historical Fiction project choice 	
Vocabulary <i>Highlight key vocabulary (both Tier II and Tier III words)</i>	Tier 2 - textual evidence, analysis, convey, structure, credible source, research, Union, Confederate, rebel Tier 3 - argument, claim, thesis statement, hook, topic sentences, transitions, objective voice, author’s purpose, pronoun (vague, reflexive, indefinite), denotation and connotation			
Integration of Technology SAMR	<ul style="list-style-type: none"> ● S & A - Google Docs is used to generate argument writing, give, and receive feedback from teacher and peers ● A - research history of women in Civil War to generate argument writing ● SAMR - Civil War topic of interest and presentation (partner or group) choice of presentation method 			

<p>Interdisciplinary Connections NJ Student Learning Standards</p>	<p>CRP1: Act as a responsible and contributing citizen and employee. CRP2: Apply appropriate academic and technical skills. CRP4: Communicate clearly and effectively and with reason CRP11: Use technology to enhance productivity. Technology: 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. 8.1.E. Research and Information Fluency: Students apply digital tools to gather, evaluate and use information. Social Studies: 6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. 6.1.8.D.5.c Examine the roles of women, African Americans, and Native Americans in the Civil War.</p>	
<p>21st Century Themes/Skills P21 Framework</p>	<p>Themes</p>	<p>Skills</p>

Global Awareness:

- Students will read nonfiction text that reflects an uncertain time period in the history of the United States - the Civil War - and analyze its impact on a woman of the time period.

Civic Literacy:

- Students will examine patriotism and citizenship in a time of war.
- Students will examine acceptable character traits and behaviors for women and African Americans in society in the 1860s.

Critical Thinking:

- Use deductive reasoning as appropriate to the situation
- Analyze and evaluate alternative points of view
- Effectively analyze and evaluate evidence
- Interpret information and draw conclusions based on the best analysis

Communication and Collaboration

- Use communication skills to analyze text and present information
- Listen effectively to decipher meaning, including knowledge, value, attitudes, and intention
- Respond open-mindedly to different values and skills
- Collaborate with others on a range of topics and situations

Productivity and Accountability

- Utilize time and manage workload efficiently
- Demonstrate ability to work effectively and respectfully with diverse groups

Information Literacy

- Students will use technology as a tool to research, organize, evaluate, and communicate information

Resources/Materials	<ul style="list-style-type: none"> ● Novel: Behind Rebel Lines by Seymour Reit ● https://www.youtube.com/watch?v=ufdcQVVFkbc Women in the Civil War ● https://www.youtube.com/watch?v=-xSYh8xXJPM Women in the Civil War ● https://www.youtube.com/watch?v=tu5CMz4ERag The Secret Lives of Some Civil War Soldiers ● Elizabeth Cady Stanton - article ● Novel: You Want Women to Vote, Lizzie Stanton? By Jean Fritz ● Newsela ● Flocabulary units 8-10 ● Essential Skills for Reading Success (G and H) ● Empowering Writers: The Comprehensive Expository Writing Guide ● Treasury of Literature textbook (Poem: Women by Alice Walker) ● Silver Burdett English textbook ● Prentice Hall Writing and Grammar textbook ● Writing prompts ● Common Core ELA: Perfection Learning ● IXL
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Instructional Unit Map			
Course Title: Advanced Language Arts - 6th grade			
Unit Title	Reading – Overcoming Obstacles (Fiction) Writing - Research Simulation Task	Start Date:	Mid-April
		Length of Unit:	45 Days

<p>Content Standards</p> <p><i>What do we want them to know, understand, & do?</i></p>	<p><u>POWER STANDARDS</u></p> <p>RL.6.1 Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p> <p>RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone</p> <p>W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>	<p>Learning Goals</p>	<p>Students will be able to...</p> <ul style="list-style-type: none"> ● identify and explore themes within a novel and understand how these themes connect to creating stereotypes that create obstacles for characters to overcome. ● explore how the author develops his craft through point of view, allusions, and language. ● close read fiction text with a heavy emphasis on citing evidence from text to support inferences. ● determine theme or central idea of a text and how it is conveyed through specific details ● explore how an author develops them in the text ● summarize text distinct from personal opinions or judgements ● determine meaning of words and phrases as they are used in text, including figurative and connotative meanings ● analyze how a particular sentence, chapter, or stanza fits into the overall structure of a text and contributes to its development (setting, plot, or theme)
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	<p>W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p>W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.6.10 Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><u>SUPPORTING STANDARDS</u></p> <p>RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p> <p>RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.</p> <p>RL.6.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or</p>		<ul style="list-style-type: none"> ● write using proper grammar and mechanics. ● develop and strengthen writing as needed by planning, revising, editing, or rewriting (with some support and guidance from peers/teachers) ● write an informational text comparing the way two or more authors present a topic. ● write an explanatory essay describing how the author develops the theme in the text. ● analyze information from several sources ● use technology to produce writing and collaborate with others; demonstrating sufficient command of keyboarding skills. ● write routinely over short and extended time frames for a range of tasks, purposes, and audiences.
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	<p>viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.</p> <p>RL.6.9. Compare and contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) 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.</p> <p>RI.6.10 By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity</p> <p>RI.6.9. Compare and contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) 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.</p>		
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	<p>SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>SL.6.1.A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>SL.6.1.B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>SL.6.1.C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>SL.6.1.D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>		
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	<p>SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p> <p>SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).</p> <p>SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>W.6.2.A Introduce a topic; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.</p> <p>W.6.2.B. Develop the topic with relevant facts, definitions, concrete</p>		
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	<p>details, quotations, or other information and examples.</p> <p>W.6.2.C. Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>W.6.2.D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>W.6.2.E. Establish and maintain a formal/academic style, approach, and form.</p> <p>W.6.2.F. Provide a concluding statement or section that follows from the information or explanation presented.</p> <p>W.6.4 Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.</p> <p>W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and</p>		
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	<p>collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</p> <p>W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p>W.6.8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p> <p>W.6.9 B Apply grade 6 Reading standards 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").</p> <p>L.6.1. Demonstrate command of the conventions of standard English</p>		
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	<p>grammar and usage when writing or speaking.</p> <p>L.6.1.A. Ensure that pronouns are in the proper case (subjective, objective, possessive).</p> <p>L.6.1.B. Use intensive pronouns (e.g., myself, ourselves).</p> <p>L.6.1.C. Recognize and correct inappropriate shifts in pronoun number and person.</p> <p>L.6.1.D Recognize and correct vague pronouns</p> <p>L.6.1.E. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.</p> <p>L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.6.2.A. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</p> <p>L.6.2.B. Spell correctly.</p>		
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	<p>L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.6.3.A. Vary sentence patterns for meaning, reader/listener interest, and style/voice.</p> <p>L.6.3.B. Maintain consistency in style and tone.</p> <p>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.</p> <p>L.6.4.B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</p> <p>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.</p> <p>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).</p>		
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	<p>L.6.5.A. Interpret figures of speech (e.g., personification) in context.</p> <p>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.</p> <p>L.6.5.C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).</p> <p>L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>		
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<p>Essential Questions</p>	<p>What is utopia? Dystopia? Is utopia possible? Is it worth it to sacrifice freedom, choice, and individuality for peace, contentment, and ease? Why are memories and emotions so important and how do they shape who we are? How do characters' choices impact their world? How do characters influence each other? How do obstacles conflict influence/shape a character? How does reading the stories of others help students better understand themselves and the world around them? How do readers construct meaning from text? Why do writers share their experiences? How do the rules of language affect communication? How does a writer gather and organize information from multiple sources? How does a writer differentiate between relevant and irrelevant information to be used for research writing? How does audience and purpose influence your writing?</p>		
<p>Assessments</p>	<p>Formative</p>	<p>Summative</p>	<p>Alternative</p>

	<ul style="list-style-type: none"> ● Reading comprehension questions ● Summaries ● Popsicle stick questions ● Inference practice ● Graphic organizers ● Exit slips ● Flocabulary activities ● Vocabulary quizzes ● Grammar practice ● IXL practice ● Writing conferences ● Research notes ● Index cards summaries/questions ● Observation ● Journal Entries ● Partner share ● KWL ● Thumb-Ometer 	<ul style="list-style-type: none"> ● Unit Novel Test ● Fiction Skills Test ● Explanatory Essay - Theme ● Research Simulation Task ● Grammar Test 4 	<ul style="list-style-type: none"> ● Literature Circles
Unit Pre-Assessment(s) <i>What do they already know?</i>	<ul style="list-style-type: none"> ● NWEA and NJSLA ● Research Simulation Task Prewriting (from September) (Role of zoo is to protect animals) ● Writing assignments from earlier units 		

Instructional Strategies/Student Activities	<ul style="list-style-type: none"> ● Direct instruction ● Modeling ● Mini Lessons ● Guided Practice ● Group and Partner discussions ● Partner writing ● Individual writing ● Graphic Organizers ● Grammar practice/Sentence diagram ● Close reading strategies ● Think-Pair-Share ● Jigsaw ● Chunking ● Story Map ● Turn and Talk ● Cooperative group work ● Flexible grouping ● IXL individual skills based on diagnostic and small group/individual instruction ● Homework to reinforce daily skills 			
Instructional/Assessment Scaffolds	English Language Learners	Special Education Learners	Struggling Learners	Advanced Learners

	<ul style="list-style-type: none"> ● Use native language for directions ● Google translate ● Multiple choice format ● Audiobook of text ● Read text aloud ● Simplify language ● Single step directions ● Oral testing ● Sticky note graphic organizer 	<ul style="list-style-type: none"> ● Additional time ● Vary essay length ● Vary test format ● Read aloud ● Audiobook of text ● Less options in multiple choice ● Allow test retake and corrections ● Modify assignment length/items ● Allow oral follow-up ● Small group instruction ● Provide copy of class notes 	<ul style="list-style-type: none"> ● Additional time ● Clarify directions ● Allow test retake and corrections ● Provide graphic organizers and study guides ● Read text aloud ● Audiobook of text ● Allow oral follow-up ● Provide copy of class notes ● Google talk-to-text 	<ul style="list-style-type: none"> ● Independent study ● Literature Circles
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		<ul style="list-style-type: none"> ● Google talk-to-text 		
Differentiated Instructional Methods: <i>(Multiple means for students to access content and multiple modes for student to express understanding)</i>	Access (Resources and/or Process)		Expression (Products and/or Performance)	
	<ul style="list-style-type: none"> ● Various graphic organizers ● Flexible grouping/paring ● Electronic documents provided through Google classroom ● Audio texts/read aloud ● Leveled reading passages ● Tiered homework assignments ● Choice with reading material ● Small group instruction ● Leveled IXL activities (read aloud options) ● Conferences 		<ul style="list-style-type: none"> ● Research Simulation Task essay (with partner as needed) ● Shortened/more detailed assignments as needed 	
Vocabulary <i>Highlight key vocabulary (both Tier II and Tier III words)</i>	Tier 2 - infer, convey, analyze, context, cite, examine, research, credible source, utopia, dystopia Tier 3 - author’s purpose, pronoun (demonstrative, interrogative), structure, development			
Integration of Technology SAMR	<ul style="list-style-type: none"> ● S & A - Google Docs is used to generate RST writing, give, and receive feedback from teacher and peers ● S & A - Google Docs is used to answer reading comprehension questions and receive feedback from teacher 			

<p>Interdisciplinary Connections NJ Student Learning Standards</p>	<p>CRP1: Act as a responsible and contributing citizen and employee. CRP2: Apply appropriate academic and technical skills. CRP4: Communicate clearly and effectively and with reason CRP5: Consider the environmental, social and economic impacts of decisions. CRP7: Employ valid and reliable research strategies. CRP11: Use technology to enhance productivity.</p> <p>Technology: 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. 8.1.D. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. 8.1.E. Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.</p> <p>Science: HS-LS4-5. Evaluate the evidence supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species.</p>
<p>21st Century Themes/Skills P21 Framework</p>	<p style="text-align: center;">Themes</p> <p style="text-align: right;">Skills</p>

Global Awareness:

- Students will think critically about the world around them and compare it to a utopian/dystopian society. They will explain how dystopian fiction serves as a warning about what is happening in our world and what could possibly happen.
- Students will explore how people have different ideas about whether people should have full autonomy to make choices about their lives.

Critical Thinking:

- Use deductive reasoning as appropriate to the situation
- Make judgements and decisions
- Effectively analyze and evaluate evidence
- Interpret information and draw conclusions based on the best analysis

Communication and Collaboration

- Use communication skills to analyze text and present information
- Listen effectively to decipher meaning, including knowledge, value, attitudes, and intention
- Be open and responsive to new and diverse perspectives
- Respond open-mindedly to different values and skills
- Collaborate with others on a range of topics and situations

Productivity and Accountability

- Utilize time and manage workload efficiently
- Demonstrate ability to work effectively and respectfully with diverse groups

Media Literacy

- Students will use technology as a tool to research, organize, evaluate, and communicate information

Resources/Materials	<ul style="list-style-type: none">● Research Writing Tasks: Common Core ELA (Allie’s Prompt)● https://www.youtube.com/watch?v=b9OQ_RBulCY RST Writing● RST reading passages (The Stripes will Survive, The Zoos Go Wild, A Day for Rhinos: Time for Kids, Zoos Step in to Help Save Wild Animals Around the World, Who Belongs in the Zoo, Small Change Adds Up for Wildlife Around the World)● <i>The Giver</i> by Lois Lowry● Flocabulary units 11-14● Essential Skills for Reading Success (Levels G and H)● Empowering Writers: The Comprehensive Expository Writing Guide● Silver Burdett English textbook● Prentice Hall Writing and Grammar textbook● Common Core Writing Companion● Language Practice (Steck-Vaughn)● IXL
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