Introduction:

Students in sixth grade English Language Arts will complete seven units in which they explore a variety of informational/nonfiction and fiction texts including more complex science and social studies texts to develop required skills such as summarizing, comparison of texts, analysis of text structure regarding theme, setting, and plot development, determining the meaning of words, narrative writing, and engagement in collaborative discussions. All English Language Arts units follow the NJ Student Learning Objectives an meets grade 6 expectations. Student progress will be measured in a variety of methods.

Inclusivity/LGBTQ/Disabilities

New Jersey Legislation C.18A:35-4.35 requires that the history of disabled and LGBT persons be included in middle and high school curriculum. Instruction shall focus on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards. In addition, policies, and procedures pertaining to inclusive instructional materials are outlined in Legislation C.18A:35-4.36. Schools shall adopt inclusive instructional materials that portray the cultural and economic diversity of society including the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, where appropriate. The instruction and materials of the course will be made inclusive and representative of all individuals and various groups of people. This course will address the following: Analyze and evaluate political, economic, and social contributions of persons with disabilities and members of the LGBTQ community where appropriate. Investigate the roles and responsibilities of citizenship, including creating positive social change. Address how students feel about the group (s) they identify with and if they are represented in the texts, visual/media representations, and materials used in ELA Always address and discuss whose voice is missing from readings and materials used in class Choose themes in literature that bring LGBTQ perspectives, issues and ideas to teach tolerance and reflect the diversity of our student population. Read novels and use material that represent the LGBTQ community and people with disabilities Encourage student independent reading that incorporates experiences and perspectives that differ from their own identity in order to create a more positive concept of LGBTQ students Read LBTQ-themed literature to combat stereotypes and prejudices. In addition, address stereotypes and promote inclusive conversations about LGBTQ persons and people with disabilities through reading. Introduce multifaceted perspectives and themes that reflect student diversity and enable students to explore this through writing. Assign activities that involve reading, writing and reflection on the political, economic and social contributions of persons with disabilities and members for the LGBTQ community. Avoid binary assumptive language and use appropriate gender inclusive language in the classroom. In addition, use appropriate gender terms, preferred names, and inclusive language to ensure all students feel safe and represented in the educational process. Allow students to choose a topic that interests them and provide multiple avenues to approach their final project. Make modifications to accommodate any students with specific needs, views and experience.

Created on:	July 14, 2015
Created by:	C. McBride, C. Sheplin
Revised on:	August 11, 2020

Revised by:	Katie Micek, Stephanie Konsig, Stephanie Cecchini, Christine Bresley, Sara Holleran
Proposed Revision Date:	Summer 2023

Beach Haven School District
English Language Arts Curriculum
Pacing Guide

Content Area: English Language Arts	
Course Title: English Language Arts	Grade Level: 6
Instructional Materials: "Reading Workshop," "Writing Workshop,"	

UNIT 1: **Reading**: Maintaining an Independent Reading Life (Curricular Calendar) **Writing:** Launching Writer's Notebooks and Independent Writing (Curricular Calendar), Shared Writing, Interactive Writing	**30 Days-ongoing**
UNIT 2: **Reading**: A Deep Study of Character (Book), Reading A-Z (Guided Reading), Comprehension, Speaking & Listening **Writing**: Personal Narrative: Crafting Powerful Life Stories, Autobiographies (Writing Teacher) (Book 1) , Shared Writing, Interactive Writing	**30 Days-ongoing**
UNIT 3: **Reading**: Tapping the Power of Nonfiction (Book 2) **Writing**: Research-Based Information Writing (Book 3- see User's Guide for Argument Bend), Shared Writing, Interactive Writing	**30 Days-ongoing**

UNIT 4: **Reading:** Social Issues Book Clubs: Reading for Empathy and Advocacy (Book 3) , Reading A-Z (Guided Reading), Comprehension, Speaking & Listening **Writing**: The Literary Essay: From Character to Compare/ Contrast (Book 2), Shared Writing, Interactive Writing	**30 Days- ongoing**
UNIT 5: **Writing**: Writing Test Prep (or unit of your choice), Shared Writing, Interactive Writing **Reading**: Reading Test Prep (or unit of your choice), Reading A-Z (Guided Reading), Comprehension, Speaking & Listening	**15 Days- ongoing**
UNIT 6: **Reading:** Fantasy Book Clubs (Curricular Calendar), Reading A-Z (Guided Reading), Comprehension, Speaking & Listening **Writing:** Fantasy Writing (If.. Then..) , Shared Writing, Interactive Writing	**30 Days- ongoing**
Unit 7: **Reading:** Launching Summer Reading Projects (Curricular Calendar) **Writing:** Graphic Novels: Writing in Pictures (Forthcoming Book)Bend 2	**15 Days**

Unit 1 Overview	
Unit 1: Reading Maintaining an Independent Reading Life (Curricular Calendar) **Unit 1: Writing** Launching Writer's Notebooks and Independent Writing (Curricular Calendar), Shared Writing, Interactive Writing	**Duration: 30 Days- ongoing**

Integrated Accommodations and Modification

English Language Learners:

- choral reading
- chants, songs
- use charts, posters, videos
- use a highlighter for key ideas, vocabulary
- write helpful hints in margins of copied materials
- provide copy of all notes
- preferential seating
- use manipulatives
- use graphic organizers
- reinforce vocabulary within the content
- assign a picture or movement to vocabulary words
- small group instruction
- use print, not cursive
- use books on tape

Special Education/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual student IEP plan
- Strategic grouping for reading (Guided Reading,Strategy Groups)
- Small group for assessments
- Check in's during reading group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.
- Access prior knowledge before reading
- Be given outline of lesson or written directions
- Use visual presentations
- Provide responses in a form that is easier for student
- Teach study skills
- Use planner for organizing assignments
- Mark text with highlighter
- Work in alternate setting
- Leveled Guided Reading Books
- Paired partner reading
- Literacy Projects
- Student choice for publication
- Differentiated Instruction/Layered Curriculum/Tiered Lessons
- Computer Based Programs (i.e., Study Island, Learnia, KidBiz, Accelerated Reader, Core K-12)

Students at Risk of Failure:
- Strategic grouping
- Pre-teach concepts
- Small group for reading and writing assessments
- Check in's during reading/writing group collaboration to help refocus
- Incorporate social/emotional discussions
- Encourage and monitor positive peer collaboration
- Provide academic resources for both home and school use
- Provide incentives to increase motivation and collaboration

Economically Disadvantaged:
- Provide clear, achievable expectations, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Be flexible with assignments
- Offer several alternatives from which all students can choose
- Allow students to finish assignments independently, or give them the opportunity to complete tasks at their own pace.
- Provide increased knowledge base and vocabulary use about real world experiences
- Share the decision-making in class.
- Maintain expectations while offering choice and soliciting input

504:
- Follow specific students accommodations and modifications as listed in individual student 504 plan
- Strategic grouping for reading (Guided Reading,Strategy Groups)
- Small group for assessments
- Check in's during reading group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.
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Culturally Diverse:
- Involve families in student learning
- Provide home letters in native language
- Provide social/emotional support
- Respect cultural traditions
- Build in more reading and writing group work to encourage interaction with peers
- Show photos, videos, and definitions when possible for culturally unique vocabulary
- Teach reading study skills
- Provide students with necessary academic resources and materials

Gifted and Talented:
- Higher level books

- Create a poster on the computer as a slideshow
- Choice board to extend learning
- Expand reading bookshelf 'variety of genre'
- Higher level questioning
- Students design questions
- Choice board to extend learning
- Expose to sophisticated vocabulary
- Reader response extension
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Modeling or independent student-led research.

Standards/Learning Targets

NJSLS: Content Standards:

Reading:
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.
RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RL.6.3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
RL.6.5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text
RL.6.7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.
RL.6.9. Compare, 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.
RL.6.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

Writing:
W.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
W.6.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.
W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

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

W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research

W.6.10. Write routinely over extended time frames (time for research, reflection, 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.

Speaking & Listening:

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

SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

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.

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).

SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Language:

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

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

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

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

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

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

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Career Readiness, Life Literacies and Key Skills

This outlines concepts and skills necessary for New Jersey's students to thrive in an ever-changing world. Intended for integration throughout all K-12 academic and technical content areas, the 2020 New Jersey Student Learning Standards — Career Readiness, Life Literacies, and Key Skills (NJSLS-CLKS) provides the framework for students to learn the concepts, skills, and practices essential to the successful navigation of career exploration and preparation, personal finances and digital literacy.

https://www.nj.gov/education/standards/clicks/index.shtml

9.1 Personal Financial Literacy
This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order

for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

9.2 Career Awareness
This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

9.3 Career and Technical Education
This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

9.4 Life Literacies and Key Skills
This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.

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Career Readiness, Life Literacies and Key Skills
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9.4.8.CI.2: Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).
9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).
9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).
9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

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Computer Science and Design Thinking
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8.1 Computer Science
8.1.8.AP.7: Design programs, incorporating existing code, media, and libraries, and give attribution.
8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem.
8.2.8.ITH.2: Compare how technologies have influenced society over time.

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Interdisciplinary Connections
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Social Studies Standards
6.1.8.CivicsPI.3.c: Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.

Visual and Performing Arts Standards
1.1.8.Pr4c: Perform planned and improvised movement sequences and dance combinations applying dynamic phrasing, energy, emotional intent, and characterization.
1.2.8.Cr1b: Organize and design artistic ideas for media arts productions

Essential Questions:

Reading:

- How can I use the strategies and tools I have learned in Readers Workshop to become a stronger reader?
- What strategies can I use to make reading more enjoyable and to look for the important ideas in the story?
- How can conversations with my partner about our reading help us to become stronger readers?

Writing:

- What do effective writers do?
- How do students identify themselves as writers?
- How do writers express themselves clearly to others?

Enduring Understandings:
Students will understand …

Reading:

- Readers take control of their reading lives and use all the tools and strategies they have accumulated, and make smart decisions to become stronger readers.
- Readers read closely to become engaged in their story and also look for bigger ideas that run through their story.
- Readers use their writing about reading to support discussions with their partners as they explore the big ideas in their books.

Writing:

- Engage in collaborative discussions about texts and authors, why writers write and their own writing lives. They incorporate figurative language to create images in their reader's minds.
- Understand that writers are storytellers who record personal experiences, emotions, life lessons and communicate and connect to others.
- Select ideas, collect information (to reflect on in their writer's notebooks), revise, edit and develop a piece to share with an audience.

Correlation Key			
Holocaust	Amistad	LGBTQ & Disabilities	DEI

Core Instructional and Supplemental Materials

- **Fundations student toolkit**
- **Fundations Teacher Toolkits**
- *Units of Study for Teaching Writing* by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2013
- *Units of Study for Teaching Reading* by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2013
- https://www.heinemann.com/
- http://www.starfall.com
- http://www.abcya.com
- http://www.readinga-z.com
- www.newsela.com
- www.scholasticstacks.com
- www.getepic.com
- www.storylineonline.com
- www.scholasticnews.com
- www.storyworks.com
- www.freckle.com
- www.vooks.com
- www.safeyoutube.com
- www.brainpopjr.com
- www.scholasticstorystarters.com
- https://www.softschools.com/

Various Levels of Text:
The Dragon Ball series by Akira Toriyama
The Great Greene Heist (Jackson Greene series) by Varian Johnson
The Track series by Jason Reynolds
The Better Nate Than Ever series by Tim Federle
The Alex Rider Series by Anthony Horowitz
The Gaither Sisters series by Rita Williams-Garcia
The Amulet Series by Kazu Kibuishi

Inclusivity/LGBTQ and Individuals with Disabilities Resources

LGBTQ Scholastic Magazine - True Stories Writer: Countee Cullen/"Tableau" "Bronx Masquerade" Nikki Grimes (identity/awareness) Writer: Danish Author Hans Christian Andersen Danish "The Emperor's New Clothes"

Individuals with Disabilities Scholastic Magazine - True Stories Character: Percy Jackson in The Lightning Thief By Rick Riordan (dyslexia) Wonder by R.J. Palacio (acceptance/disabilities) Books/Selections for Independent Reading: o The Kid Nobody Could Handle by Kurt Vonnegut, Jr. (feeling of being left out/ not good enough) o Fish in a Tree by Lynda Mullaly Hunt (dyslexia)

Assessments/Evidence of Learning	
Formative Assessments ● Anecdotal Notes ● Student/Teacher Observations ● Reading Conferences ● Writing Conferences ● Guided Reading Lessons ● Strategy Groups ● Reader's Notebooks ● Writer's Notebooks ● Class Discussions ● Think-Pair-Share ● Peer/Self Assessment ● Cooperative Learning Groups ● Whiteboard Assessments ● Hand signals to check in for student understanding (1-4 scale or thumbs up, down, side) ● Graphic Organizers ● Exit Slips	**Summative Assessments** ● Unit Test ● Report Card Assessments ● Running Records/DRA ● Exit Slips ● Performance Assessment ● Pre-Unit on demand writing prompt ● Post-unit on demand writing prompts ● Fundations Unit Assessments
Alternative Assessments ● Reflective/response journals ● Reading A-Z Guided Level Assessments ● Kahoot ● Anecdotal Assessments (data collected during small groups, 1:1 conferences, active engagement, and share time ● My Reading Log and Reflections ● Fundations Fluency Kit Assessments ● Independent Writing/ Process Writing Pieces (i.e. narrative, information, etc. writing that students do every day	**Benchmark Assessments** ● DRA ● Beginning of the year SGO assessments ● Mid-Year SGO assessments ● End-of-Year SGO assessments ● Pre and post-unit writing prompt

Unit 2 Overview

Unit 2	Duration: 30 Days- ongoing
Reading: A Deep Study of Character (Book) **Writing:** Personal Narrative: Crafting Powerful Life (Book 1)	

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- write helpful hints in margins of copied materials
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SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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

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9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).
9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).
9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

<div align="center">

Computer Science and Design Thinking
</div>

8.1 Computer Science
8.1.8.AP.7: Design programs, incorporating existing code, media, and libraries, and give attribution.
8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem.
8.2.8.ITH.2: Compare how technologies have influenced society over time.

<div align="center">

Interdisciplinary Connections
</div>

Social Studies Standards
6.1.8.CivicsPI.3.c: Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.

Visual and Performing Arts Standards
1.1.8.Pr4c: Perform planned and improvised movement sequences and dance combinations applying dynamic phrasing, energy, emotional intent, and characterization.
1.2.8.Cr1b: Organize and design artistic ideas for media arts productions

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Essential Questions:	Enduring Understandings:
	Reading:

Reading:
- What strategies can I use to generate and revise theories about my characters, and how do I go about using them?
- How do I keep track of and provide evidence for my ideas as they change and grow?
- How do I determine what the messages an author is trying in a book and across texts and genres?

Writing:
- How do I choose a topic for a personal essay?
- What is the best way to structure a personal essays?

- Readers develop and revise theories about complex characters by paying close attention not only to what they do and say, but how and why they do and say those things.
- Readers track theories as they grow and change, taking note of different things that influences the characters change
- Readers determine the themes or messages in books, recognize the authors' perspectives, and compare and contrast the ways that different authors address those themes

Writing:
- Writers of personal essays gather topics that are of importance to them and choose one to express as a thesis.
- Writers of personal essays gather material and information and develop a plan prior to drafting an essay.

Correlation Key			
Holocaust	Amistad	LGBTQ & Disabilities	DEI

Core Instructional and Supplemental Materials

- **Fundations student toolkit**
- **Fundations Teacher Toolkits**
- **_Units of Study for Teaching Writing_ by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2013**
- **_Units of Study for Teaching Reading_ by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2013**
- https://www.heinemann.com/
- http://www.starfall.com
- http://www.abcya.com
- http://www.readinga-z.com
- www.newsela.com
- www.scholasticstacks.com
- www.getepic.com
- www.storylineonline.com
- www.scholasticnews.com
- www.storyworks.com
- www.freckle.com
- www.vooks.com
- www.safeyoutube.com
- www.brainpopjr.com
- www.scholasticstorystarters.com
- https://www.softschools.com/

Various Levels of Text:
Other Traumas by Adam Bagdasarian
The Dragon Ball series by Akira Toriyama
The Great Greene Heist (Jackson Greene series) by
Varian Johnson
The Track series by Jason Reynolds
The Better Nate Than Ever series by Tim Federle
The Alex Rider Series by Anthony Horowitz
The Gaither Sisters series by Rita Williams-Garcia
The Amulet Series by Kazu Kibuishi

Assessments/Evidence of Learning	
Formative Assessments	**Summative Assessments**
● Anecdotal Notes ● Student/Teacher Observations ● Reading Conferences ● Writing Conferences ● Guided Reading Lessons ● Strategy Groups ● Reader's Notebooks ● Writer's Notebooks ● Class Discussions ● Think-Pair-Share ● Peer/Self Assessment ● Cooperative Learning Groups ● Whiteboard Assessments ● Hand signals to check in for student understanding (1-4 scale or thumbs up, down, side) ● Graphic Organizers ● Exit Slips	● Unit Test ● Report Card Assessments ● Running Records/DRA ● Exit Slips ● Performance Assessment ● Pre-Unit on demand writing prompt ● Post-unit on demand writing prompts ● Fundations Unit Assessments
Alternative Assessments	**Benchmark Assessments**
● Reflective/response journals ● Reading A-Z Guided Level Assessments ● Kahoot ● Anecdotal Assessments (data collected during small groups, 1:1 conferences, active engagement, and share time ● My Reading Log and Reflections ● Fundations Fluency Kit Assessments ● Independent Writing/ Process Writing Pieces (i.e. narrative, information, etc. writing that students do every day	● DRA ● Beginning of the year SGO assessments ● Mid-Year SGO assessments ● End-of-Year SGO assessments ● Pre and post-unit writing prompt

Unit 3 Overview

Unit 3 **Reading:** Tapping the Power of Nonfiction (Book) **Writing:** Research-Based Information Writing (Book 3, see User's Guide for Argument Bend)	**Duration: 30 Days- ongoing**

Integrated Accommodations and Modification

English Language Learners:
- choral reading
- chants, songs
- use charts, posters, videos
- use a highlighter for key ideas, vocabulary
- write helpful hints in margins of copied materials
- provide copy of all notes
- preferential seating
- use manipulatives
- use graphic organizers
- reinforce vocabulary within the content
- assign a picture or movement to vocabulary words
- small group instruction
- use print, not cursive
- use books on tape

Special Education/Students with Disabilities:
- Follow specific students accommodations and modifications as listed in individual student IEP plan
- Strategic grouping for reading (Guided Reading,Strategy Groups)
- Small group for assessments
- Check in's during reading group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.
- Access prior knowledge before reading
- Be given outline of lesson or written directions
- Use visual presentations
- Provide responses in a form that is easier for student
- Teach study skills
- Use planner for organizing assignments
- Mark text with highlighter
- Work in alternate setting
- Leveled Guided Reading Books
- Paired partner reading
- Literacy Projects
- Student choice for publication
- Differentiated Instruction/Layered Curriculum/Tiered Lessons

- Computer Based Programs (i.e., Study Island, Learnia, KidBiz, Accelerated Reader, Core K-12)

Students at Risk of Failure:
- Strategic grouping
- Pre-teach concepts
- Small group for reading and writing assessments
- Check in's during reading/writing group collaboration to help refocus
- Incorporate social/emotional discussions
- Encourage and monitor positive peer collaboration
- Provide academic resources for both home and school use
- Provide incentives to increase motivation and collaboration

Economically Disadvantaged:
- Provide clear, achievable expectations, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Be flexible with assignments
- Offer several alternatives from which all students can choose
- Allow students to finish assignments independently, or give them the opportunity to complete tasks at their own pace.
- Provide increased knowledge base and vocabulary use about real world experiences
- Share the decision-making in class.
- Maintain expectations while offering choice and soliciting input

504:
- Follow specific students accommodations and modifications as listed in individual student 504 plan
- Strategic grouping for reading (Guided Reading,Strategy Groups)
- Small group for assessments
- Check in's during reading group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.
- Access prior knowledge before reading
- Be given outline of lesson or written directions
- Use visual presentations
- Provide responses in a form that is easier for student
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- Leveled Guided Reading Books
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- Literacy Projects
- Student choice for publication
- Differentiated Instruction/Layered Curriculum/Tiered Lessons
- Computer Based Programs (i.e., Study Island, Learnia, KidBiz, Accelerated Reader, Core K-12)

Culturally Diverse:
- Involve families in student learning
- Provide home letters in native language
- Provide social/emotional support
- Respect cultural traditions
- Build in more reading and writing group work to encourage interaction with peers
- Show photos, videos, and definitions when possible for culturally unique vocabulary
- Teach reading study skills
- Provide students with necessary academic resources and materials

Gifted and Talented:
- Higher level books
- Create a poster on the computer as a slideshow
- Choice board to extend learning
- Expand reading bookshelf 'variety of genre'
- Higher level questioning
- Students design questions
- Choice board to extend learning
- Expose to sophisticated vocabulary
- Reader response extension
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Modeling or independent student-led research

Standards/Learning Targets

NJSLS: <u>Content Standards</u>:

Reading:
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.
RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
RI.6.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
RI.6.6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text
RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well
as in words to develop a coherent understanding of a topic or issue.
RI.6.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
RI.6.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
RI.6.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

Writing:
W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
W.6.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.
W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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

W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

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

W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research

W.6.10. Write routinely over extended time frames (time for research, reflection, 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.

Speaking & Listening:

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

SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

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.

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).

SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Language:

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

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

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

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

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

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

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Career Readiness, Life Literacies and Key Skills

This outlines concepts and skills necessary for New Jersey's students to thrive in an ever-changing world. Intended for integration throughout all K-12 academic and technical content areas, the 2020 New Jersey Student Learning Standards — Career Readiness, Life Literacies, and Key Skills (NJSLS-CLKS) provides the framework for students to learn the concepts, skills, and practices essential to the successful navigation of career exploration and preparation, personal finances and digital literacy.

9.1 Personal Financial Literacy
This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

9.2 Career Awareness
This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

9.3 Career and Technical Education
This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

9.4 Life Literacies and Key Skills
This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.

Career Readiness, Life Literacies and Key Skills
9.4.8.CI.2: Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).
9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).
9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).
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Computer Science and Design Thinking

8.1 Computer Science
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Interdisciplinary Connections

Social Studies Standards
6.1.8.CivicsPI.3.c: Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.

Visual and Performing Arts Standards
1.1.8.Pr4c: Perform planned and improvised movement sequences and dance combinations applying dynamic phrasing, energy, emotional intent, and characterization.
1.2.8.Cr1b: Organize and design artistic ideas for media arts productions

Essential Questions:

Reading:
- How do nonfiction readers identify the overall point of view in a text?
- How can readers become objective and critical in their stance, rather than just accepting whatever information they encounter in a printed or online text?
- How does analyzing texts increase understanding?
- What strategies can be used to decode complex texts?
- How does reading complex texts require more from the reader?

Writing:
- How do I generate ideas and try out topics to write an informational piece about?
- What craft structures can I use to better teach the reader about my topic?
- How do I make sure that I give credit to authors for the information I gather from their books?
- What is required for an effective research project?
- How can citing evidence substantiate my argument?

Enduring Understandings:
Students will understand …

Reading:
- A reader uses inductive and deductive reasoning in order to analyze and evaluate a text.
- Using a variety of reading comprehension strategies increases reading fluency.

Writing:

- Writers use their writing to teach others facts and express their ideas on the topic.
- Writers use more than words to teach others about a topic.
- Writers make sure they organize their writing and make it as clear as possible for the reader.
- Writers gather information about a topic and cite the sources of the information.
- Writers use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Research requires citations from several sources

Correlation Key			
Holocaust	Amistad	LGBTQ & Disabilities	DEI

Core Instructional and Supplemental Materials

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- https://www.heinemann.com/
- http://www.starfall.com
- http://www.abcya.com
- http://www.readinga-z.com
- www.newsela.com
- www.scholasticstacks.com
- www.getepic.com
- www.storylineonline.com
- www.scholasticnews.com
- www.storyworks.com
- www.freckle.com
- www.vooks.com
- www.safeyoutube.com
- www.brainpopjr.com
- www.scholasticstorystarters.com
- https://www.softschools.com/

Various Levels of Text:
Balto and the Great Race
Rescue and Jessica: A Life-Changing Friendship
Danger on the Mountain!: True Stories of Extreme Adventures!
Totally True Adventures: Apollo 13
Pele: The King of Soccer
All Stations! Distress
Trinity: A Graphic History of the First Atomic Bomb
March, the Trilogy
Quiet Power
I am Malala*
The Big Thirst
The Boy Who Challenged Hitler
Fatal Fever: Tracking Down Typhoid Mary
Bomb: the Race to Build and Steal the World's Most

Inclusivity/LGBTQ and Individuals with Disabilities Resources
Inclusivity: Marco and I Want to Play Ball: A True Story Promoting Inclusion and Self-Determination (Finding My Way) Inclusivity: Emmanuel's Dream: The True Story of Emmanuel Fosa Yeboah
https://www.youtube.com/watch?v=47m4zaAttbI Malala Activist for Girls' Education read aloud
https://www.youtube.com/watch?v=uXZso443qv0 Newsela: "Rewarding good behavior as a way to stop school bullying" https://newsela.com/read/schools-bullying/id/1154/

Assessments/Evidence of Learning

Formative Assessments	Summative Assessments
● Anecdotal Notes ● Student/Teacher Observations ● Reading Conferences ● Writing Conferences ● Guided Reading Lessons ● Strategy Groups ● Reader's Notebooks ● Writer's Notebooks ● Class Discussions ● Think-Pair-Share ● Peer/Self Assessment ● Cooperative Learning Groups ● Whiteboard Assessments ● Hand signals to check in for student understanding (1-4 scale or thumbs up, down, side) ● Graphic Organizers ● Exit Slips	● Unit Test ● Report Card Assessments ● Running Records/DRA ● Exit Slips ● Performance Assessment ● Pre-Unit on demand writing prompt ● Post-unit on demand writing prompts ● Fundations Unit Assessments
Alternative Assessments	Benchmark Assessments
● Reflective/response journals ● Reading A-Z Guided Level Assessments ● Kahoot ● Anecdotal Assessments (data collected during small groups, 1:1 conferences, active engagement, and share time ● My Reading Log and Reflections ● Fundations Fluency Kit Assessments ● Independent Writing/ Process Writing Pieces (i.e. narrative, information, etc. writing that students do every day	● DRA ● Beginning of the year SGO assessments ● Mid-Year SGO assessments ● End-of-Year SGO assessments ● Pre and post-unit writing prompt

Unit 4 Overview

Unit 4: **Reading:** Social Issues Book Clubs: Reading for Empathy and Advocacy (Book) **Writing:** The Literary Essay: From Character to Compare/Contrast (Book 2)	**Duration: 30 Days- ongoing**

Integrated Accommodations and Modification

English Language Learners:

- choral reading
- chants, songs
- use charts, posters, videos
- use a highlighter for key ideas, vocabulary
- write helpful hints in margins of copied materials

- provide copy of all notes
- preferential seating
- use manipulatives
- use graphic organizers
- reinforce vocabulary within the content
- assign a picture or movement to vocabulary words
- small group instruction
- use print, not cursive
- use books on tape

Special Education/Students with Disabilities:
- Follow specific students accommodations and modifications as listed in individual student IEP plan
- Strategic grouping for reading (Guided Reading,Strategy Groups)
- Small group for assessments
- Check in's during reading group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.
- Access prior knowledge before reading
- Be given outline of lesson or written directions
- Use visual presentations
- Provide responses in a form that is easier for student
- Teach study skills
- Use planner for organizing assignments
- Mark text with highlighter
- Work in alternate setting
- Leveled Guided Reading Books
- Paired partner reading
- Literacy Projects
- Student choice for publication
- Differentiated Instruction/Layered Curriculum/Tiered Lessons
- Computer Based Programs (i.e., Study Island, Learnia, KidBiz, Accelerated Reader, Core K-12)

Students at Risk of Failure:
- Strategic grouping
- Pre-teach concepts
- Small group for reading and writing assessments
- Check in's during reading/writing group collaboration to help refocus
- Incorporate social/emotional discussions
- Encourage and monitor positive peer collaboration
- Provide academic resources for both home and school use
- Provide incentives to increase motivation and collaboration

Economically Disadvantaged:
- Provide clear, achievable expectations, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Be flexible with assignments
- Offer several alternatives from which all students can choose
- Allow students to finish assignments independently, or give them the opportunity to complete tasks at their own pace.
- Provide increased knowledge base and vocabulary use about real world experiences
- Share the decision-making in class.
- Maintain expectations while offering choice and soliciting input

504:
- Follow specific students accommodations and modifications as listed in individual

student 504 plan
- Strategic grouping for reading (Guided Reading,Strategy Groups)
- Small group for assessments
- Check in's during reading group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.
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- Differentiated Instruction/Layered Curriculum/Tiered Lessons
- Computer Based Programs (i.e., Study Island, Learnia, KidBiz, Accelerated Reader, Core K-12)

Culturally Diverse:
- Involve families in student learning
- Provide home letters in native language
- Provide social/emotional support
- Respect cultural traditions
- Build in more reading and writing group work to encourage interaction with peers
- Show photos, videos, and definitions when possible for culturally unique vocabulary
- Teach reading study skills
- Provide students with necessary academic resources and materials

Gifted and Talented:
- Higher level books
- Create a poster on the computer as a slideshow
- Choice board to extend learning
- Expand reading bookshelf 'variety of genre'
- Higher level questioning
- Students design questions
- Choice board to extend learning
- Expose to sophisticated vocabulary
- Reader response extension
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Modeling or independent student-led research.

Standards/Learning Targets

NJSLS: <u>Content Standards</u>:

Reading:

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.

RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL.6.3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

RL.6.5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text

RL.6.7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.

RL.6.9. Compare, 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.

RL.6.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

Writing:

W.6.1. Write arguments to support claims with clear reasons and relevant evidence.

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

W.6.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.

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

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

W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

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

W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research

W.6.10. Write routinely over extended time frames (time for research, reflection, 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.

Speaking & Listening:

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

SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

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.

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).

SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Language:

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

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

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

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

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

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

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Career Readiness, Life Literacies and Key Skills

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https://www.nj.gov/education/standards/clicks/index.shtml

9.1 Personal Financial Literacy
This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

9.2 Career Awareness
This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

9.3 Career and Technical Education
This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

9.4 Life Literacies and Key Skills
This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.

Career Readiness, Life Literacies and Key Skills

9.4.8.CI.2: Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).

9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).

9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Computer Science and Design Thinking

8.1 Computer Science

8.1.8.AP.7: Design programs, incorporating existing code, media, and libraries, and give attribution.

8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem.

8.2.8.ITH.2: Compare how technologies have influenced society over time.

Interdisciplinary Connections

Social Studies Standards

6.1.8.CivicsPI.3.c: Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.

Visual and Performing Arts Standards

1.1.8.Pr4c: Perform planned and improvised movement sequences and dance combinations applying dynamic phrasing, energy, emotional intent, and characterization.

1.2.8.Cr1b: Organize and design artistic ideas for media arts productions

Essential Questions:	Enduring Understandings:
- How are literary elements used in fiction? - How can we learn to appreciate similarities and differences through literature? - How can reading a variety of written materials broaden your understanding of the world and self? - How does reflection make me a better writer? - How does analyzing narrative texts influence a reader's understanding of plot, theme, and purpose? - How do students demonstrate command of the conventions of Standard English grammar and usage when writing or speaking?	*Students will understand that…* - Authors use literary elements and techniques to enhance their writing. - Similarities and differences in works of fiction mirror similarities and differences in real life. - People bring their own cultural identities, beliefs, and traditions into everyday encounters. - Writing is a multi-step process that authors employ in order to produce a quality piece of work. - Writers use knowledge of language and its conventions when writing, speaking, reading, or listening.

Correlation Key			
<mark>Holocaust</mark>	<mark>Amistad</mark>	<mark>LGBTQ & Disabilities</mark>	<mark>DEI</mark>

Core Instructional and Supplemental Materials

- **Fundations student toolkit**
- **Fundations Teacher Toolkits**
- ***Units of Study for Teaching Writing*** by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2013
- ***Units of Study for Teaching Reading*** by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2013
- https://www.heinemann.com/
- http://www.starfall.com
- http://www.abcya.com
- http://www.readinga-z.com
- www.newsela.com
- www.scholasticstacks.com
- www.getepic.com
- www.storylineonline.com
- www.scholasticnews.com
- www.storyworks.com
- www.freckle.com
- www.vooks.com
- www.safeyoutube.com
- www.brainpopjr.com
- www.scholasticstorystarters.com
- https://www.softschools.com/

Various Levels of Text:
<mark>My Side of the Story from First French Kiss: and Other Traumas by Adam Bagdasrarian</mark>
<mark>Inside Out from The Circuit by Francisco Jimenez</mark>

Other authors:
Rita Willam Garcia
Angela Johnson
RJ Palacio
Sharon Flake
Jerry Spinelli
Kwame Alexander
James Howe

Assessments/Evidence of Learning	
Formative Assessments	**Summative Assessments**
● Anecdotal Notes	● Unit Test
● Student/Teacher Observations	● Report Card Assessments
● Reading Conferences	● Running Records/DRA
● Writing Conferences	● Exit Slips

● Guided Reading Lessons ● Strategy Groups ● Reader's Notebooks ● Writer's Notebooks ● Class Discussions ● Think-Pair-Share ● Peer/Self Assessment ● Cooperative Learning Groups ● Whiteboard Assessments ● Hand signals to check in for student understanding (1-4 scale or thumbs up, down, side) ● Graphic Organizers ● Exit Slips	● Performance Assessment ● Pre-Unit on demand writing prompt ● Post-unit on demand writing prompts ● Fundations Unit Assessments
Alternative Assessments ● Reflective/response journals ● Reading A-Z Guided Level Assessments ● Kahoot ● Anecdotal Assessments (data collected during small groups, 1:1 conferences, active engagement, and share time ● My Reading Log and Reflections ● Fundations Fluency Kit Assessments ● Independent Writing/ Process Writing Pieces (i.e. narrative, information, etc. writing that students do every day	**Benchmark Assessments** ● DRA ● Beginning of the year SGO assessments ● Mid-Year SGO assessments ● End-of-Year SGO assessments ● Pre and post-unit writing prompt

Unit 5 Overview

Unit 5 **Reading:** Reading Test Prep **Writing:** Writing Test Prep	**Duration: 30 Days- ongoing**

Integrated Accommodations and Modification

English Language Learners:

- choral reading
- chants, songs
- use charts, posters, videos
- use a highlighter for key ideas, vocabulary
- write helpful hints in margins of copied materials
- provide copy of all notes
- preferential seating
- use manipulatives
- use graphic organizers

- reinforce vocabulary within the content
- assign a picture or movement to vocabulary words
- small group instruction
- use print, not cursive
- use books on tape

Special Education/Students with Disabilities:
- Follow specific students accommodations and modifications as listed in individual student IEP plan
- Strategic grouping for reading (Guided Reading,Strategy Groups)
- Small group for assessments
- Check in's during reading group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.
- Access prior knowledge before reading
- Be given outline of lesson or written directions
- Use visual presentations
- Provide responses in a form that is easier for student
- Teach study skills
- Use planner for organizing assignments
- Mark text with highlighter
- Work in alternate setting
- Leveled Guided Reading Books
- Paired partner reading
- Literacy Projects
- Student choice for publication
- Differentiated Instruction/Layered Curriculum/Tiered Lessons
- Computer Based Programs (i.e., Study Island, Learnia, KidBiz, Accelerated Reader, Core K-12)

Students at Risk of Failure:
- Strategic grouping
- Pre-teach concepts
- Small group for reading and writing assessments
- Check in's during reading/writing group collaboration to help refocus
- Incorporate social/emotional discussions
- Encourage and monitor positive peer collaboration
- Provide academic resources for both home and school use
- Provide incentives to increase motivation and collaboration

Economically Disadvantaged:
- Provide clear, achievable expectations, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Be flexible with assignments
- Offer several alternatives from which all students can choose
- Allow students to finish assignments independently, or give them the opportunity to complete tasks at their own pace.
- Provide increased knowledge base and vocabulary use about real world experiences
- Share the decision-making in class.
- Maintain expectations while offering choice and soliciting input

504:
- Follow specific students accommodations and modifications as listed in individual student 504 plan
- Strategic grouping for reading (Guided Reading,Strategy Groups)
- Small group for assessments
- Check in's during reading group collaboration to help refocus

- Allow alternate assignments and assessments -- project-based, etc.
- Access prior knowledge before reading
- Be given outline of lesson or written directions
- Use visual presentations
- Provide responses in a form that is easier for student
- Teach study skills
- Use planner for organizing assignments
- Mark text with highlighter
- Work in alternate setting
- Leveled Guided Reading Books
- Paired partner reading
- Literacy Projects
- Student choice for publication
- Differentiated Instruction/Layered Curriculum/Tiered Lessons
- Computer Based Programs (i.e., Study Island, Learnia, KidBiz, Accelerated Reader, Core K-12)

Culturally Diverse:
- Involve families in student learning
- Provide home letters in native language
- Provide social/emotional support
- Respect cultural traditions
- Build in more reading and writing group work to encourage interaction with peers
- Show photos, videos, and definitions when possible for culturally unique vocabulary
- Teach reading study skills
- Provide students with necessary academic resources and materials

Gifted and Talented:
- Higher level books
- Create a poster on the computer as a slideshow
- Choice board to extend learning
- Expand reading bookshelf 'variety of genre'
- Higher level questioning
- Students design questions
- Choice board to extend learning
- Expose to sophisticated vocabulary
- Reader response extension
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Modeling or independent student-led research.

Standards/Learning Targets

NJSLS: <u>Content Standards</u>:

Reading:
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.
RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RL.6.3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
RL.6.5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text
RL.6.7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.
RL.6.9. Compare, 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.
RL.6.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

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.
RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
RI.6.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
RI.6.6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text
RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well
as in words to develop a coherent understanding of a topic or issue.
RI.6.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
RI.6.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
RI.6.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

Writing:
W.6.1. Write arguments to support claims with clear reasons and relevant evidence.
W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

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

W.6.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.

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

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

W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

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

W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research

W.6.10. Write routinely over extended time frames (time for research, reflection, 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.

Speaking & Listening:

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

SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

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.

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).

SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Language:

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

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

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

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

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

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

Career Readiness, Life Literacies and Key Skills

This outlines concepts and skills necessary for New Jersey's students to thrive in an ever-changing world. Intended for integration throughout all K-12 academic and technical content areas, the 2020 New Jersey Student Learning Standards — Career Readiness, Life Literacies, and Key Skills (NJSLS-CLKS) provides the framework for students to learn the concepts, skills, and practices essential to the successful navigation of career exploration and preparation, personal finances and digital literacy.

https://www.nj.gov/education/standards/clicks/index.shtml

9.1 Personal Financial Literacy
This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

9.2 Career Awareness
This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

9.3 Career and Technical Education
This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

9.4 Life Literacies and Key Skills
This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.

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Career Readiness, Life Literacies and Key Skills
</div>

9.4.8.CI.2: Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).
9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).
9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).
9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

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Computer Science and Design Thinking
</div>

8.1 Computer Science
8.1.8.AP.7: Design programs, incorporating existing code, media, and libraries, and give attribution.
8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem.
8.2.8.ITH.2: Compare how technologies have influenced society over time.

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Interdisciplinary Connections
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Social Studies Standards
6.1.8.CivicsPI.3.c: Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.

Visual and Performing Arts Standards

1.1.8.Pr4c: Perform planned and improvised movement sequences and dance combinations applying dynamic phrasing, energy, emotional intent, and characterization.
1.2.8.Cr1b: Organize and design artistic ideas for media arts productions

Enduring Understandings:
Students will understand that…

Reading:
- What reading skills, strategies, and habits will help me on standardized tests?

Writing:
- How are developed essays generated in one writing session?
- How is test-situation essay writing similar to and different from other essay writing?
- Why is a strong thesis statement important in essay writing?

Essential Questions:

Reading:
- Closely reading test text (questions and passages) and utilizing metacognitive thinking are effective test-taking strategies
- Standardized tests have a specific format and language
- Standardized test-makers expect that readers have learned a repertoire of reading skills and strategies that they can apply in a myriad of contexts.

Writing:
- Writers express ideas about texts.
- Writers develop ideas about texts through repetition and practice.
- Test takers plan strategies in advance for how they will react when they encounter trouble.

Correlation Key			
Holocaust	Amistad	LGBTQ & Disabilities	DEI

Core Instructional and Supplemental Materials

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- **Fundations Teacher Toolkits**
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- *Units of Study for Teaching Reading* **by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2013**
- https://www.heinemann.com/
- http://www.starfall.com
- http://www.abcya.com
- http://www.readinga-z.com
- www.newsela.com
- www.scholasticstacks.com
- www.getepic.com
- www.storylineonline.com
- www.scholasticnews.com
- www.storyworks.com
- www.freckle.com
- www.vooks.com
- www.safeyoutube.com
- www.brainpopjr.com
- www.scholasticstorystarters.com
- https://www.softschools.com/

Various Levels of Text:
The Dragon Ball series by Akira Toriyama
The Great Greene Heist (Jackson Greene series) by Varian Johnson
The Track series by Jason Reynolds
The Better Nate Than Ever series by Tim Federle
The Alex Rider Series by Anthony Horowitz
The Gaither Sisters series by Rita Williams-Garcia
The Amulet Series by Kazu Kibuishi
Balto and the Great Race
Rescue and Jessica: A Life-Changing Friendship
Danger on the Mountain!: True Stories of Extreme Adventures!
Totally True Adventures: Apollo 13
Pele: The King of Soccer
All Stations! Distress
Trinity: A Graphic History of the First Atomic Bomb
March, the Trilogy
Quiet Power
I am Malala*
The Big Thirst
The Boy Who Challenged Hitler
Fatal Fever: Tracking Down Typhoid Mary
Bomb: the Race to Build and Steal the World's Most Dangerous Weapon
The Droon series
The Dragons in a Bag series

Dragon Slayer Academy series
Spiderwick Chronicles
The Love Sugar Magic series
The Storm Runner series
Deltora Quest series
The Spirit series
The Chronicles of Narnia
The Lightning Thief series
Pendragon series
The Mortal Instruments series

Assessments	
Formative Assessments	**Summative Assessments**
● Anecdotal Notes ● Student/Teacher Observations ● Reading Conferences ● Writing Conferences ● Guided Reading Lessons ● Strategy Groups ● Reader's Notebooks ● Writer's Notebooks ● Class Discussions ● Think-Pair-Share ● Peer/Self Assessment ● Cooperative Learning Groups ● Whiteboard Assessments ● Hand signals to check in for student understanding (1-4 scale or thumbs up, down, side) ● Graphic Organizers ● Exit Slips	● Unit Test ● Report Card Assessments ● Running Records/DRA ● Exit Slips ● Performance Assessment ● Pre-Unit on demand writing prompt ● Post-unit on demand writing prompts ● Fundations Unit Assessments
Alternative Assessments	**Benchmark Assessments**
● Reflective/response journals ● Reading A-Z Guided Level Assessments ● Kahoot ● Anecdotal Assessments (data collected during small groups, 1:1 conferences, active engagement, and share time ● My Reading Log and Reflections ● Fundations Fluency Kit Assessments ● Independent Writing/ Process Writing Pieces (i.e. narrative, information, etc. writing that students do every day	● DRA ● Beginning of the year SGO assessments ● Mid-Year SGO assessments ● End-of-Year SGO assessments ● Pre and post-unit writing prompt

Unit 6 Overview

Unit 6 **Writing:** Fantasy Writing (If.. Then..) , Shared Writing, Interactive Writing **Reading:** Fantasy Book Clubs (Curricular Calendar), Reading A-Z (Guided Reading), Comprehension, Speaking & Listening	**Duration: 30 Days- ongoing**

Integrated Accommodations and Modification

English Language Learners:
- choral reading
- chants, songs
- use charts, posters, videos
- use a highlighter for key ideas, vocabulary
- write helpful hints in margins of copied materials
- provide copy of all notes
- preferential seating
- use manipulatives
- use graphic organizers
- reinforce vocabulary within the content
- assign a picture or movement to vocabulary words
- small group instruction
- use print, not cursive
- use books on tape

Special Education/Students with Disabilities:
- Follow specific students accommodations and modifications as listed in individual student IEP plan
- Strategic grouping for reading (Guided Reading,Strategy Groups)
- Small group for assessments
- Check in's during reading group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.
- Access prior knowledge before reading
- Be given outline of lesson or written directions
- Use visual presentations
- Provide responses in a form that is easier for student
- Teach study skills
- Use planner for organizing assignments
- Mark text with highlighter
- Work in alternate setting
- Leveled Guided Reading Books
- Paired partner reading
- Literacy Projects
- Student choice for publication
- Differentiated Instruction/Layered Curriculum/Tiered Lessons
- Computer Based Programs (i.e., Study Island, Learnia, KidBiz, Accelerated Reader, Core K-12)

Students at Risk of Failure:

- Strategic grouping
- Pre-teach concepts
- Small group for reading and writing assessments
- Check in's during reading/writing group collaboration to help refocus
- Incorporate social/emotional discussions
- Encourage and monitor positive peer collaboration
- Provide academic resources for both home and school use
- Provide incentives to increase motivation and collaboration

Economically Disadvantaged:
- Provide clear, achievable expectations, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Be flexible with assignments
- Offer several alternatives from which all students can choose
- Allow students to finish assignments independently, or give them the opportunity to complete tasks at their own pace.
- Provide increased knowledge base and vocabulary use about real world experiences
- Share the decision-making in class.
- Maintain expectations while offering choice and soliciting input

504:
- Follow specific students accommodations and modifications as listed in individual student 504 plan
- Strategic grouping for reading (Guided Reading,Strategy Groups)
- Small group for assessments
- Check in's during reading group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.
- Access prior knowledge before reading
- Be given outline of lesson or written directions
- Use visual presentations
- Provide responses in a form that is easier for student
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- Leveled Guided Reading Books
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- Literacy Projects
- Student choice for publication
- Differentiated Instruction/Layered Curriculum/Tiered Lessons
- Computer Based Programs (i.e., Study Island, Learnia, KidBiz, Accelerated Reader, Core K-12)

Culturally Diverse:
- Involve families in student learning
- Provide home letters in native language
- Provide social/emotional support
- Respect cultural traditions
- Build in more reading and writing group work to encourage interaction with peers
- Show photos, videos, and definitions when possible for culturally unique vocabulary
- Teach reading study skills
- Provide students with necessary academic resources and materials

Gifted and Talented:
- Higher level books
- Create a poster on the computer as a slideshow

- Choice board to extend learning
- Expand reading bookshelf 'variety of genre'
- Higher level questioning
- Students design questions
- Choice board to extend learning
- Expose to sophisticated vocabulary
- Reader response extension
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Modeling or independent student-led research.

Standards/Learning Targets

NJSLS: <u>Content Standards</u>:

Reading:
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.
RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RL.6.3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
RL.6.5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text
RL.6.7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.
RL.6.9. Compare, 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.
RL.6.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

Writing:
W.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
W.6.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.
W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

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

W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research

W.6.10. Write routinely over extended time frames (time for research, reflection, 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.

Speaking & Listening:

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

SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

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.

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This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.

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Computer Science and Design Thinking

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Interdisciplinary Connections

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1.1.8.Pr4c: Perform planned and improvised movement sequences and dance combinations applying dynamic phrasing, energy, emotional intent, and characterization.
1.2.8.Cr1b: Organize and design artistic ideas for media arts productions

Essential Questions:	Enduring Understandings:
Reading:	*Students will understand that…*
● How do the parts of a story relate to the whole?	**Reading:**
● What craft techniques did the author use?	● Readers analyze parts of a story in relation to the whole.
● What theme(s) are present in the text?	● Readers analyze the author's craft.
● How do the themes and story elements for a chosen text or media source compare to other texts?	● Readers determine themes and cohesion.
	● Readers compare and contrast story elements and themes.
Writing:	**Writing:**
● How do writers use the writing process to create a fantasy narrative that uses characterization and setting to drive the plot?	● Writers write over various genres taking aspects of real life or fantasy in order to create a vivid work of fiction.

Correlation Key			
Holocaust	Amistad	LGBTQ & Disabilities	DEI

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- https://www.heinemann.com/
- http://www.starfall.com
- http://www.abcya.com
- http://www.readinga-z.com
- www.newsela.com
- www.scholasticstacks.com
- www.getepic.com
- www.storylineonline.com
- www.scholasticnews.com
- www.storyworks.com
- www.freckle.com
- www.vooks.com
- www.safeyoutube.com
- www.brainpopjr.com
- www.scholasticstorystarters.com
- https://www.softschools.com/

Various Levels of Text:

The Droon series
The Dragons in a Bag series
Dragon Slayer Academy series
Spiderwick Chronicles
The Love Sugar Magic series
The Storm Runner series
Deltora Quest series
The Spirit series
The Chronicles of Narnia
The Lightning Thief series
Pendragon series
The Mortal Instruments series

Inclusivity/LGBTQ and Individuals with Disabilities Resources

Inclusivity: Introduce the visual fictional story, Julián Is a Mermaid by Jessica Love https://www.youtube.com/watch?v=sNjGIgpNk8k Inclusivity: Historical fiction book recommendations https://www.youtube.com/watch?v=Or4itXSzR9A Inclusivity: All Are Welcome by Alexandra Penfold and Suzanne Kaufman https://www.youtube.com/watch?v=mwS3FOn4-Ow

Assessments/Evidence of Learning	
Formative Assessments	**Summative Assessments**
● Anecdotal Notes ● Student/Teacher Observations ● Reading Conferences ● Writing Conferences ● Guided Reading Lessons ● Strategy Groups ● Reader's Notebooks ● Writer's Notebooks ● Class Discussions ● Think-Pair-Share ● Peer/Self Assessment ● Cooperative Learning Groups ● Whiteboard Assessments ● Hand signals to check in for student understanding (1-4 scale or thumbs up, down, side) ● Graphic Organizers ● Exit Slips	● Unit Test ● Report Card Assessments ● Running Records/DRA ● Exit Slips ● Performance Assessment ● Pre-Unit on demand writing prompt ● Post-unit on demand writing prompts ● Fundations Unit Assessments
Alternative Assessments	**Benchmark Assessments**
● Reflective/response journals ● Reading A-Z Guided Level Assessments ● Kahoot ● Anecdotal Assessments (data collected during small groups, 1:1 conferences, active engagement, and share time ● My Reading Log and Reflections ● Fundations Fluency Kit Assessments	● DRA ● Beginning of the year SGO assessments ● Mid-Year SGO assessments ● End-of-Year SGO assessments ● Pre and post-unit writing prompt

● Independent Writing/ Process Writing Pieces (i.e. narrative, information, etc. writing that students do every day	

Unit 7 Overview

Content Area: English Language Arts Literacy

Unit Title: Unit

Reading: Launching Summer Reading Projects

Writing: Graphic Novels: Writing in Pictures (Bend 2)

Integrated Accommodations and Modification

English Language Learners:

- choral reading
- chants, songs
- use charts, posters, videos
- use a highlighter for key ideas, vocabulary
- write helpful hints in margins of copied materials
- provide copy of all notes
- preferential seating
- use manipulatives
- use graphic organizers
- reinforce vocabulary within the content
- assign a picture or movement to vocabulary words
- small group instruction
- use print, not cursive
- use books on tape

Special Education/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual student IEP plan
- Strategic grouping for reading (Guided Reading,Strategy Groups)
- Small group for assessments
- Check in's during reading group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.
- Access prior knowledge before reading
- Be given outline of lesson or written directions
- Use visual presentations
- Provide responses in a form that is easier for student
- Teach study skills
- Use planner for organizing assignments
- Mark text with highlighter
- Work in alternate setting
- Leveled Guided Reading Books
- Paired partner reading
- Literacy Projects
- Student choice for publication
- Differentiated Instruction/Layered Curriculum/Tiered Lessons
- Computer Based Programs (i.e., Study Island, Learnia, KidBiz, Accelerated Reader, Core K-12)

Students at Risk of Failure:

- Strategic grouping
- Pre-teach concepts
- Small group for reading and writing assessments
- Check in's during reading/writing group collaboration to help refocus
- Incorporate social/emotional discussions
- Encourage and monitor positive peer collaboration
- Provide academic resources for both home and school use
- Provide incentives to increase motivation and collaboration

Economically Disadvantaged:

- Provide clear, achievable expectations, do not lower academic requirements for them.

- Build a safe and nurturing atmosphere
- Be flexible with assignments
- Offer several alternatives from which all students can choose
- Allow students to finish assignments independently, or give them the opportunity to complete tasks at their own pace.
- Provide increased knowledge base and vocabulary use about real world experiences
- Share the decision-making in class.
- Maintain expectations while offering choice and soliciting input

504:
- Follow specific students accommodations and modifications as listed in individual student 504 plan
- Strategic grouping for reading (Guided Reading,Strategy Groups)
- Small group for assessments
- Check in's during reading group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.
- Access prior knowledge before reading
- Be given outline of lesson or written directions
- Use visual presentations
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Culturally Diverse:
- Involve families in student learning
- Provide home letters in native language
- Provide social/emotional support
- Respect cultural traditions
- Build in more reading and writing group work to encourage interaction with peers
- Show photos, videos, and definitions when possible for culturally unique vocabulary
- Teach reading study skills
- Provide students with necessary academic resources and materials

Gifted and Talented:
- Higher level books
- Create a poster on the computer as a slideshow
- Choice board to extend learning
- Expand reading bookshelf 'variety of genre'
- Higher level questioning
- Students design questions
- Choice board to extend learning
- Expose to sophisticated vocabulary
- Reader response extension
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Modeling or independent student-led research.

NJSLS: <u>Content Standards</u>:

Reading:
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.
RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RL.6.3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
RL.6.5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text
RL.6.7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.
RL.6.9. Compare, 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.
RL.6.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

Writing:
W.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
W.6.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.
W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
 W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
W.6.8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research
W.6.10. Write routinely over extended time frames (time for research, reflection, 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.

Speaking & Listening:
SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly
SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
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Unit Essential Questions	Unit Enduring Understandings
Reading: ● How can I reflect on my reading skills and continue to grow as a reader?	**Reading:** Students will understand that… ● Readers reflect on their reading plans, reading logs, reading surveys, and set goals for future success.
Writing: What special techniques can I use to make my graphic novels irresistible to readers?	**Writing:** ● Writers control the reader's eye, to slow the story, and play with perspective to create a sophisticated graphic novel.

Unit Learning Targets- Objectives

Reading:

In the area of reading, the student will:

Students will infer about characters and other story elements.

Students will determine the theme of a story from details in the text, including how characters respond to challenges.

Students will reflect on prior reading experiences and set goals for summer reading.

Writing:

In the area of writing, the student will:

Students will reflect on previous narrative units of study and use special techniques to create a more sophisticated graphic novel.

Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources

● Infuse various literary genres throughout this unit. (i.e. realistic fiction, historical fiction, science fiction, fantasy, folktale, myth, legend, biography, mystery, nonfiction, poetry)

Suggested Literature:

Historical Fiction
  ● Estes, Eleanor The Moffats Series
  ● Nesbit Edith The Railway Children
  ● Nesbit, Edith The Story of the Treasure Seekers
  ● Nesbit, Edith The WouldBeGoods
  ● Speare, Elizabeth The Sign of the Beaver

Realistic Fiction
  ● Alcott, Louisa May Jo's Boys, Little Men, and Little Women
  ● Anderson, C.W. Billy and Blaze and the Blaze series
  ● Burnett Frances Hodgson The Secret Garden
  ● Canfield, Dorothy Understood
  ● Betsy Ceary, Beverly Henry Huggins Cleary, Beverly Ribsy

Fantasy
  ● Barrie, James Peter Pan
  ● Bond, Michael A Bear Called Paddington; the Paddington series
  ● Bulla, Clyde Shoeshine Girl
  ● Bulla, Clyde John Billington Friend of Squanto
  ● Collodi, Carlo The Pinnochio
  ● C. Collodi Dahl, Roald Charlie and the

Chocolate Factory
- Fleischman, Sid The Whipping Boy
- Kipling, Ruyard The Jungle Book
- Lawson, Robert Rabbit Hill

Suggested Amistad Mandate Resources:
Yolanda's Genius Fenner, Carol
The People Could Fly: American Black Folktales Hamilton, Virginia
Amistad: The Story of a Slave Ship McKissack, Patricia C.
Suggested Amistad Mandate Resources:
What was the Holocaust? Gail Herman
J Jacob's Rescue Malka Drucker

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- http://www.starfall.com
- http://www.abcya.com
- http://www.readinga-z.com
- www.newsela.com
- www.scholasticstacks.com
- www.getepic.com
- www.storylineonline.com
- www.scholasticnews.com
- www.storyworks.com
- www.freckle.com
- www.vooks.com
- www.safeyoutube.com
- www.brainpopjr.com
- www.scholasticstorystarters.com
- https://www.softschools.com/

Various Levels of Text:
The Dragon Ball series by Akira Toriyama
The Great Greene Heist (Jackson Greene series)
Smile and Drama by Raina Telgemeier
All's Faire in Middle School by Victoria Jamieson
Shirley and Jamila Save Their Summer by Gillian Goerz

Assessments/Evidence of Learning	
Formative Assessments ● Anecdotal Notes ● Student/Teacher Observations ● Reading Conferences ● Writing Conferences ● Guided Reading Lessons ● Strategy Groups ● Reader's Notebooks ● Writer's Notebooks ● Class Discussions ● Think-Pair-Share ● Peer/Self Assessment ● Cooperative Learning Groups ● Whiteboard Assessments ● Hand signals to check in for student understanding (1-4 scale or thumbs up, down, side) ● Graphic Organizers ● Exit Slips	**Summative Assessments** ● Unit Test ● Report Card Assessments ● Running Records/DRA ● Exit Slips ● Performance Assessment ● Pre-Unit on demand writing prompt ● Post-unit on demand writing prompts ● Fundations Unit Assessments
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