

Clinton-Glen Gardner School District



Curriculum Management System

Language Arts

Grade 6

August 25, 2015

*** For adoption by all regular education programs as specified and for adoption or adaptation by all Special Education Programs in accordance with Board of Education Policy #2200.**

**Board Approved: August 2015
Revised: June 17, 2020**

CLINTON-GLEN GARDNER SCHOOL DISTRICT

ADMINISTRATION

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Mrs. Bernadette Wang, Business Administrator
Mrs. Jacqueline Turner, Assistant Principal
Dr. Jenine Kastner, Director of Special Services

BOARD OF EDUCATION

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Acknowledgments

Clinton-Glen Gardner School District

Mission

The Clinton-Glen Gardner School District, a community who values traditions, nurtures and cultivates each child to be a compassionate, curious, and creative thinker entrusted and empowered to build and lead the future.

Philosophy

As a means of achieving College and Career Readiness, the English Language Arts Curriculum must define a vision of what it means to be a literate person in the twenty-first century. The skills and understanding that students must demonstrate have wide applicability outside the classroom. Students must undertake close, attentive reading that is at the heart of understanding and enjoying complex works of literature. They habitually perform critical reading necessary to pick carefully through the staggering amount of information available today digitally and in print. They actively seek the wide, deep, and thoughtful engagement with high-quality literary and informational texts that builds knowledge, enlarges experience, and broadens worldviews. Students must demonstrate the cogent reasoning and use of evidence that is essential to deliberation and responsible citizenship. In short, students must develop the skills in reading, writing, speaking, and listening that are the foundation for any creative and purposeful expression in language.

A Balanced Literacy Program is the means through which this can be accomplished. Such an instructional approach engages students in meaningful and purposeful reading and writing experiences on a regular basis. These experiences are intended to honor the various stages and vast ranges in diversity of literacy development present in every classroom.

The English Language Arts curriculum fosters students who:

- Demonstrate independence
- Build strong content knowledge
- Respond to the varying demands of audience, task, purpose, and discipline
- Comprehend as well as critique
- Value evidence
- Use technology and digital media strategically and capably
- Develop understanding of other perspectives and cultures

<p style="text-align: center;">New Jersey State Department of Education New Jersey Student Learning Standards</p>

The ELA Standards were revised in by the NJDOE 2016, with the recommendations of teams of teachers, parents, administrators, supervisors and other stakeholders and reflect the strong beliefs that

- Literature and informational (nonfiction) text are important for our students and should maintain their rightful place in our classrooms;
- Background knowledge and motivation are critical to the success of students when learning to read and when accessing complex text;
- Research by students provides the opportunity to learn more about a subject, but equally as important, provides students the opportunity to look beyond their research to questions left unanswered (new avenues for student research);
- Using evidence remains a critical skill, interspersed throughout the standards, allowing students to ground their thinking in the work of authors and experts in literature and in the content areas;
- Literacy must be recognized and guided in content areas so that students recognize the academic vocabulary, media representations, and power of language inherent in the work of scholars and experts, and
- The importance of foundational skills in the early grades, as students learn to read, cannot be overstated and calls for targeted, sustained intervention at any point of struggle for a student.

Our Language Arts curriculum was thoughtfully revised in summer of 2017 to reflect the changes made by the New Jersey Department of Education with regard to the adoption of the New Jersey Student Learning Standards. The New Jersey Student Learning Standards for English Language Arts (ELA) build on the best of existing standards and reflect the skills and knowledge students need to succeed in college, career, and life.

The mission of the Language Arts Literacy Program in the Clinton-Glen Gardner Public School is two-fold. First, we wish to instill in our students through literary and expository texts the ability to process, question, understand, and sympathize with various forms of the human condition. By being fluent readers, our students will think critically about the universal themes that together make up the culture of an age including our own. The second part of our mission is to immerse students in the process of writing for a variety of goals and audiences, so that they have an appropriate and powerful outlet of expression. Through the use of interactive and engaging activities, the Clinton-Glen Gardner School District has created a cohesive program that allows our students to make a seamless transition from the elementary grades to the secondary level within the framework of Reader's and Writer's Workshop. Students of all grade levels work on authentic tasks that require a synthesis of skills across different disciplines. This approach provides all students with equitable access to the same learning goals while allowing teachers the flexibility to adapt to the needs of their learners. The standards below are overarching and represent the goals for the academic year:

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, with scaffolding as needed.

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.

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

W.6.10- 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.

SL.6.- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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

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

L.6.2.b- Spell correctly.

L.6.- Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.6.3.b- Maintain consistency in style and tone.

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

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.

Balanced Literacy Approach Definition of Components

READING

Read Aloud

Read Aloud is a planned instructional strategy that involves the teacher reading to the whole class or small groups of students each day for a specified period of time. The teacher initiates discussion before the reading to activate prior knowledge and/or build background, and prompts students to make meaningful predictions. The teacher reads the selection as a whole. Discussion follows the reading, with attention given to aesthetic responses to literature, direct instruction of strategies that help develop reading comprehension, or the craft of writing (e.g., effective lead sentences, beginning/middle/end, using descriptive language). Favorite texts, selected for special features, can be reread many times.

Shared Reading

Shared Reading is a planned instructional strategy that involves a teacher/expert reader introducing and reading an enlarged text, small selection, or a short passage, that each student can see (big book, overhead/SMART Board projection, charts). Text is selected in order to demonstrate a specific strategy and provides each student the opportunity to participate and behave like a reader. It creates a body of known texts that can be used for rereading, independent reading, as well as a resource for writing and word/vocabulary study. As with a Read Aloud, Shared Reading involves children in an enjoyable reading experience.

Guided Reading (Grades K-4)

Guided Reading is a planned instructional strategy in which the teacher works with a small group of children who are at a similar stage of reading development. The teacher selects and introduces a new text and supports the students' reading of the whole text (nonfiction, fiction, literary magazines, newspapers, science/social studies selected chapters/passages) by themselves, making teaching points during or after the reading. Unlike Read Aloud and Shared Reading, Guided Reading provides the opportunity for teachers to teach and students to apply demonstrated strategies independently.

Word Work

Word Work is a component of Guided Reading that may be pre-planned in some instances (in preparation to handle the text) or may be a result of the teacher's observations of student's reading during the Guided Reading lesson. This is a structured opportunity for students to learn more about the way words work in isolation. This experience should immediately be followed up with the chance to apply the learning in continuous text as a means to further generalize the learning.

Literature Circles/Book Club Discussions (Grades 5-8)

Literature Circles/Book Club Discussions are implemented in the classroom to help students develop a deeper appreciation and understanding of literary texts. During discussions students have the opportunity to share their personal responses about a piece of literature. When used as an instructional strategy, the teacher must be presented as a member and facilitator of the Literature Circle/Book Club Discussion group. The students and teacher will collaborate on assigned reading and meeting times and engage in in-depth discussions about the portion of the text read.

Independent Reading

Independent Reading is an instructional strategy that involves supporting and guiding students as they read independently. Teachers help student choose books at their independent reading level through book talks and mini-lessons. For example, teachers may guide students to choose a book in a particular genre, or teachers may use independent reading as a vehicle to analyze authors' writing styles. The goals of independent reading are the following:

- to increase the time students read
- to give students the opportunity to practice reading and use reading comprehension strategies
- to enable students to manage and keep records of their reading

Independent Reading is assessed through reading response journals and teacher/student conferences. Small group instruction and book discussion groups may also be incorporated into this component.

WRITING

Modeled Writing

Modeled Writing is a planned instructional strategy that involves the teacher modeling the writing process to the whole class or small groups of students. Modeled Writing is a useful component of any writing workshop. It can be used as a mini-lesson to teach a specific skill or strategy. In this component the teacher controls the entire writing process while the students observe.

Shared Writing

Shared Writing is a planned instructional strategy in which the teacher models and demonstrates the process of putting children's ideas into written language. The teacher guides children to compose messages and acts as their scribe. The message is reread many times. Teachers may use a combination of shared writing for children and interactive writing.

Interactive Writing

Interactive Writing is an instructional strategy that can be done in large or small groups. It is the writing of a large-print piece, which can be a list, chart, book page or another form of writing. There is a high level of teacher support. All children participate in composing and constructing various aspects of the writing. The teacher models and demonstrates the writing process but also involves individual children. The teacher selects letters, words, or other writing actions (capitalization, punctuation, etc.) for individual children to do; the pen or marker is then shared. The piece of writing is read many times by the group during the process (to provide insight into the thought process that occurs during writing).

Guided Writing

Guided Writing is the heart of the early writing program. It occurs after students have had the opportunity to see writing demonstrated and in shared contexts. It has students responding and thinking about their processes of composing text. This type of writing may occur in small groups, whole class, or one-to-one in writing workshop. Through conferences, the teacher is a facilitator who helps students discover what they want to say and how they want to say it. Guided Writing uses demonstrations (mini-lessons) in selecting topics, drafting, revising, etc. It empowers students to write and helps develop their ownership of the writing process.

Independent Writing

Independent Writing is an instructional strategy that involves supporting and guiding students as they write independently. The student independently composes and writes using known words and constructs the spelling of unknown words. Students know how to use the resources in the room (print rich environment, word wall, dictionaries, thesaurus) to help construct, revise, and edit their writing piece.

Word Study

Word Study is a student-centered approach to phonics, spelling, and vocabulary instruction that actively engages the learner in constructing concepts about the ways words work. This is accomplished through the use of phonemic (sound), visual (look), semantic (meaning) linking, and research strategies. Students are taught at their developmental level using activities that allow them to examine words for sound, pattern, and meaning relationships enabling them to develop strategies to apply in their own writing.

Vocabulary

Vocabulary instruction occurs in two basic forms: receptive (vocabulary students understand when they hear) and expressive (vocabulary students use in speaking and writing). In addition, vocabulary knowledge supports students' abilities in listening and reading comprehension. Vocabulary instruction assists in building students' understanding of a wide range of words, giving them quick, fluent access to their meaning and usage.

Grade 6
English Language Arts
Scope and Sequence

Quarter I September through December
(Approximately 60 Days)

Writing Focus

Argumentative: Literary Analysis

Narrative: Personal Narrative, Poetry (free verse)

Reading Focus

Literature: Poetry, The Novel

Informational Text:

Standards

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

LA.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.

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

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

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

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

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

LA.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.

LA.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.

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

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.

LA.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.

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

LA.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.

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

LA.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.

LA.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.

LA.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.

LA.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.

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

LA.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).

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

Differentiation/Accommodations/Modifications

Special Education: Read and follow IEP/504. Meet with CST case manager if additional guidance is needed.

For Gifted: Encourage risk taking in creating their projects as opportunities to stretch skills during production. Actively assess to identify student interests, learning preferences and the ability to work independently.

At Risk: Review specific accommodations for individual students in RTI folder. If accommodations are not working, schedule meeting with RTI case manager to discuss and refine/update strategies or refer student to RTI Committee

ELL: Meet with Mrs. Olczak to discuss specific accommodations based on student progress and placement on WIDA testing.

***Please review appendix for extensive list of strategies for each subgroup.**

Assessment

District Benchmark: Link It

Formative Assessment: Discussion, Teacher observation during Teacher conferences,

Summative Assessment: End of Chapter quiz, End of Chapter quiz, Essays, Responses to Open-Ended Questions

Alternative Assessment: PBA based on student interest, literacy center activities, Writers' Workshop Center Activities

Various opportunities during Reading and Writing Workshop individual and small group conferences for formative assessment and anecdotal notes

During Work Period adjust lessons for individual students and small groups of students based on formative and summative data (Go back and re-teach for those that did not meet standard on benchmark and plan accordingly for those that exceeded benchmark)

Core instructional and Supplemental Materials

Magazine articles

Classroom Library

News articles

On line articles

Extended Biography Texts:

My Life in Dog Years by Gary Paulsen

Knots in My Yo-Yo String by Jerry Spinelli

EBSCOhost

<http://search.epnet.com>

Facts on File

<http://www.fofweb.com/IP>

Anchor Charts

Novels

Memoirs

3-Minute Reading Assessment, Timothy V. Rasinski and Nancy Padak

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Easy Grammar series

Sadler-Oxford Vocabulary series

Easy Grammar

Purdue OWL site

Lessons That Change Writers, Nancie Atwell

Commas by Randy Larson

Hot Fudge Monday by Randy Larson

www.fcrr.org

www.teacherspayteachers.com

www.havefunteaching.com

<http://tc.readingandwritingproject.com/>

http://www2.ed.gov/parents/read/resources/readingtips/part_pg4.html

<http://www.wrsd.net/literacy/launch.cfm>

<http://www.nationalgeographic.com/ngextremeexplorer/pdf/effectivepractices.pdf>

<http://www.readingrockets.org/article/3479/>

<http://www.readinglady.com/mosaic/tools/Schema%20handout%20by%20Deb%20Smith.pdf>

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http://www2.ed.gov/parents/read/resources/readingtips/part_pg4.html

Interdisciplinary Connections

Students will be interacting with non-fiction texts in science, social studies and other disciplinary topics. Various disciplines will be explored through group texts and individual leveled, choice texts.

Mentor texts and personal choice texts make interdisciplinary connections in math, science, social studies, technology and the arts. For example, Civics, Government and Human Rights: Human and Civil Rights Human rights are universal, inalienable, and interdependent claims that derive from the inherent worth of every individual. They are the birthright of every human being regardless of race, sex, nationality, ethnicity, language, religion, or any other status. Human rights include the right to life and liberty, freedom from slavery and torture, freedom of opinion and expression, the right to work and education, and many more. These universal rights are not granted by states or governments but are inherent to every person.

- It is the responsibility of individuals and institutions at the state, national, and international levels to promote human rights.
- Individuals have the right to be safe and not to be bullied or discriminated against.
- 6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country. • 6.1.5.CivicsCM.2: Use evidence from multiple sources to construct a claim about how self-discipline and civility contribute to the common good. • 6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives. • 6.1.5.CivicsCM.4: Examine the responsibilities of differing positions of authority and identify criteria that are likely to make leaders qualified for those positions. • 6.1.5.CivicsCM.5: Investigate the lives of New Jersey individuals with diverse experiences who have contributed to the improvement of society. • 6.1.5.CivicsCM.6: Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation.

21st Century Skills (The ones that apply for this unit are in bold)

1. **Creativity & Innovation**
2. Critical Thinking & Problem Solving
3. **Communication & Collaboration**
4. Media Literacy
5. Information Literacy
6. Information, Communication & Technology

21st Century Themes (The ones that apply for this unit are in bold)

1. Global Awareness
2. Financial, Economic, Business and Entrepreneurial Literacy
3. **Civic Literacy**
4. Health Literacy
5. Environmental Literacy

Career Ready Practices and Career Education & Career Exploration

Students learn about different careers through role playing different aspects of Reader's and Writer's Workshop: Publisher, Writer, Editor, and through Reader's Theatre acting out the careers of different characters in their fictional texts and non-fiction articles.

CRP.K-12.CRP2 Apply appropriate academic and technical skills.

CRP.K-12.CRP4 Communicate clearly and effectively and with reason.

CRP.K-12.CRP8 Utilize critical thinking to make sense of problems and persevere in solving them.

CRP.K-12.CRP1 Act as a responsible and contributing citizen and employee.

9.2.4.A.1

Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

9.2.4.A.2

Identify various life roles and civic and work-related activities in the school, home, and community.

9.2.4.A.3

Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

9.2.4.A.4

Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Technology Infusion: Students are able to understand and use technology systems

TECH.8.1.5.A.CS1 Understand and use technology systems

TECH.8.1.5.A Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.

TECH.8.1.5.B.CS2 Create original works as a means of personal or group expression.

TECH.8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures. TECH.8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems. TECH.8.1.5.A.CS2 Select and use applications effectively and productively.

TECH.8.1.5.D.CS1 Advocate and practice safe, legal, and responsible use of information and technology.

Students will interact with the SmartBoards, Chromebooks, and Document Camera, and all aspects of Google Classroom including GoogleMeet.

Internet, Web Quests, content-related websites, wireless laptop computers, computer laboratory, classroom computers, and daily interaction with SMART Boards, CDs, DVDs, webinars, video streaming, and podcasting, Utilize programs on the iPad. Watch and interact with letter sound videos. Observe and engage with SchoolTube videos. Use of books on tape and listening center. Use of Shutterfly, Share Site. Creation and publication of class created books.

Holocaust Commission Mandate and Amistad Mandate

New Jersey Commission on Holocaust Mandate: Universal Design for Learning – Teaching About the Holocaust/Genocide, Prejudice & Bullying Using UDL Lesson **Title: The story of White Rose. A Lesson in Rebellion. A story of bravery, morality, and the struggle for justice.** Middle School students comprehend the ideas of intimidation, being a target of harassment, being a bystander and of resisting. This lesson provides guidelines that can be used with multiple books. (See Appendix).

Selections from *Amistad Commission Literacy Components Amistad Web Based Curriculum Resources*

<http://www.njamistadcurriculum.net/>

The NJDOE recognizes that healthy students are better learners. The department supports school health policies and practices that address the physical, social, and emotional needs of students. Recognizing that education cannot achieve this alone, the department works with other state agencies to support the implementation of statutes and regulations designed to promote student and staff wellness.

<https://www.state.nj.us/education/students/safety/health/>

<https://www.glaad.org/resources>

Companion Standards: History, Social Studies, Science and Technical Subjects Grades 6-8 and Anchor Standards

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Key Ideas and Details

RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

Integration of Knowledge and Ideas

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

Integration of Knowledge and Ideas

RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text.

RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic.

Craft and Structure

RST.6-8.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.

RST.6-8.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic. RST.6-8.6.

Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.

**Quarter II December through March
(Approximately 60 Days)**

Writing Focus Argumentative: Literary Analysis, Response Essay (from quote/excerpt) Narrative: Fictional Vignette (characterization focus)	Reading Focus Literature: Fantasy Informational Text: Environmental Science/Health Nonfiction
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Standards

- 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.6.9.** 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)
- W.5.6.** With some guidance and support from adults and peers, 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 two pages in a single sitting.
- W.6.9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.
- B.** Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not")
- L.6.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- E.** Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
- 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

Differentiation/Accommodations/Modifications

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Easy Grammar series

Sadler-Oxford Vocabulary series

Easy Grammar

Purdue OWL site

Lessons That Change Writers, Nancie Atwell

Commas by Randy Larson

Hot Fudge Monday by Randy Larson

www.fcrr.org

www.teacherspayteachers.com

www.havefunteaching.com

<http://tc.readingandwritingproject.com/>

http://www2.ed.gov/parents/read/resources/readingtips/part_pg4.html

<http://www.wrsd.net/literacy/launch.cfm>

<http://www.nationalgeographic.com/ngextremeexplorer/pdf/effectivepractices.pdf>

<http://www.readingrockets.org/article/3479/>

<http://www.readinglady.com/mosaic/tools/Schema%20handout%20by%20Deb%20Smith.pdf>

www.havefunteaching.com

<http://tc.readingandwritingproject.com/>

http://www2.ed.gov/parents/read/resources/readingtips/part_pg4.html

Interdisciplinary Connections

Students will be interacting with non-fiction texts in science, social studies and other disciplinary topics. Various disciplines will be explored through group texts and individual leveled, choice texts.

Mentor texts and personal choice texts make interdisciplinary connections in math, science, social studies, technology and the arts. For example, Civics, Government and Human Rights: Human and Civil Rights Human rights are universal, inalienable, and interdependent claims that derive from the inherent worth of every individual. They are the birthright of every human being regardless of race, sex, nationality, ethnicity, language, religion, or any other status. Human rights include the right to life and liberty, freedom from slavery and torture, freedom of opinion and expression, the right to work and education, and many more. These universal rights are not granted by states or governments but are inherent to every person.

- It is the responsibility of individuals and institutions at the state, national, and international levels to promote human rights.
- Individuals have the right to be safe and not to be bullied or discriminated against.
- 6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country. • 6.1.5.CivicsCM.2: Use evidence from multiple sources to construct a claim about how selfdiscipline and civility contribute to the common good. • 6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives. • 6.1.5.CivicsCM.4: Examine the responsibilities of differing positions of authority and identify criteria that are likely to make leaders qualified for those positions. • 6.1.5.CivicsCM.5: Investigate the lives of New Jersey individuals with diverse experiences who have contributed to the improvement of society. • 6.1.5.CivicsCM.6: Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation.

21st Century Skills (The ones that apply for this unit are in bold)

- 1. Creativity & Innovation**
- 2. Critical Thinking & Problem Solving**
3. Communication & Collaboration
4. Media Literacy
5. Information Literacy
6. Information, Communication & Technology

21st Century Themes (The ones that apply for this unit are in bold)

1. Global Awareness
2. Financial, Economic, Business and Entrepreneurial Literacy
3. Civic Literacy
- 4. Health Literacy**
- 5. Environmental Literacy**

Career Ready Practices and Career Education & Career Exploration

Students learn about different careers through role playing different aspects of Reader's and Writer's Workshop: Publisher, Writer, Editor, and through Reader's Theatre acting out the careers of different characters in their fictional texts and non-fiction articles.

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9.2.4.A.1

Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

9.2.4.A.2

Identify various life roles and civic and work-related activities in the school, home, and community.

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Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

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Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Technology Infusion: Students are able to understand and use technology systems

TECH.8.1.5.A.CS1 Understand and use technology systems

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TECH.8.1.5.D.CS1 Advocate and practice safe, legal, and responsible use of information and technology.

Students will interact with the SmartBoards, Chromebooks, and Document Camera, and all aspects of Google Classroom including GoogleMeet.

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Observe and engage with SchoolTube videos. Use of books on tape and listening center. Use of Shutterfly, Share Site. Creation and publication of class created books.

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Companion Standards: History, Social Studies, Science and Technical Subjects Grades 6-8 and Anchor Standards

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Key Ideas and Details

RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

Integration of Knowledge and Ideas

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

Integration of Knowledge and Ideas

RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text.

RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic.

Craft and Structure

RST.6-8.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.

RST.6-8.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic. RST.6-8.6.

Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.

**Quarter III March through June
(Approximately 60 Days)**

Writing
Informative/Explanatory: Research Paper

Reading
Literature: Mythology
Informational Text: Research Related Nonfiction

Standards

In this unit, students are learning to make evidence-based decisions as they read, research, and analyze various issues and topics. This is an extended sustained research unit in which students will learn to apply their research skills and present their findings to one another in an organized fashion. Students will be expected to analyze a variety of literary and informational texts and convert their understanding into multimodal presentations to share with their peers.

RI.6.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

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

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

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.6.7. 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.

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.

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.

Differentiation/Accommodations/Modifications

Special Education: Read and follow IEP/504. Meet with CST case manager if additional guidance is needed.

For Gifted: Encourage risk taking in crating their projects as opportunities to stretch skills during production. Actively assess to identify student interests, learning preferences and the ability to work independently.

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ELL: Meet with Mrs. Olczak to discuss specific accommodations based on student progress and placement on WIDA testing.
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Assessment

District Benchmark: Link It

Formative Assessment: Discussion, Teacher observation during Teacher conferences,

Summative Assessment: End of Chapter quiz, End of Chapter quiz, Essays, Responses to Open-Ended Questions

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Lessons That Change Writers, Nancie Atwell
Commas by Randy Larson
Hot Fudge Monday by Randy Larson

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Quarter III continued March through June
(approximately 60 Days)

Writing Focus

Argumentative: Letter, Essay

Informative/Explanatory: Compare-Contrast Essay

Reading Focus

Literature:

Informational Text: Biography

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Key Ideas and Details

RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.

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Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.

Text Types and Purposes WHST.6-8.1. Write arguments focused on discipline-specific content.

1. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
2. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
3. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
4. Establish and maintain a formal/academic style, approach, and form.
5. Provide a concluding statement or section that follows from and supports the argument presented.

WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- A. Introduce a topic and organize ideas, concepts, and information using text structures (e.g. definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g. headings, graphics, and multimedia) when useful to aiding comprehension. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- B. Use appropriate and varied transitions to create cohesion and clarify the relationships among deas and concepts.
- C. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- D. Establish and maintain a formal/academic style, approach, and form.
- E. Provide a concluding statement or section that follows from and supports the information or explanation presented.