

READINGTON PUBLIC SCHOOL DISTRICT
Sixth Grade English Language Arts Curriculum 2023

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I. PURPOSE AND OVERVIEW

The Readington School District middle school literacy program provides a balanced instructional approach which includes study of authentic and rich literature, word study, and experience and practice in effective writing traits. By the time our students are in sixth grade they are able to handle independently difficult texts. Students will focus on reading texts in the sixth grade level independently as well as sustained practice with texts in the seventh and eighth grade level as “stretch” texts, which will require scaffolding by teachers. Students will read a wide variety of genres; narratives, dramas, poetry, and informational text. At the middle school level, students will read subgenres of adventure stories, biographies, memoirs, historical fiction, mysteries, folktales, legends, fables, tall tales, myths, fantasy, science fiction, realistic fiction, and graphic novels. Poetry in the form of narrative poems, lyrical poems, free verse, odes, ballads, and epics will be read. Students will also read expository as well as argument in the form of essays and opinion pieces and other documents and digital media sources on a range of topics.

In writing, students focus on specific text types: narrative, informative and explanatory text, and argument. In the study of vocabulary, students focus both on understanding words and their nuances and on acquiring new words through conversation, reading, and being taught them directly. Students will grow to understand the proper meanings of words, with the means to select words based on the situation.

Our curriculum is designed to be responsive to developmental stages. The differentiated approach allows students to be engaged with reading and writing experiences appropriate to their point in development, and our teachers assess students at regular intervals to inform their instructional decisions. Instruction focuses on assisting students to build independence as readers, writers, speakers, listeners, and language users. Students will build a base of knowledge across a wide range of subject matter by engaging with words of quality and substance. They will respond to the varying demands of audience, task, purpose, and discipline.

Vocabulary instruction is woven into each of the units of study. Students engage in word study activities that are challenging, interactive, and inquiry-based. The vocabulary/word study program in sixth grade builds upon the K-5 elementary word study program.

II. GOALS

This curriculum is linked to the 2016 New Jersey Student Learning Standards for English Language Arts. Each unit is connected directly to the Anchor Standards, Strands, and Progress Indicators outlined in the document. Students advancing through the grades are expected to meet each year’s grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the standards.

III. ASSESSMENT

Student learning will be assessed through

- Student/teacher conferences
- Reading logs
- Reading pace and stamina
- Contributions to book clubs
- Running Record Assessment conducted at least three times a year and four times for anyone below grade level
- District Benchmark Assessment for Student Writings in Narrative, Argument, and Information
- Writing samples and student writing portfolios
- Student presentations
- Reader’s and writer’s notebooks
- Student Performance Checklists
- Student self-reflection
- Standards-based writing rubrics
- Writing Pathways Performance Assessments
- Learning Progressions
- Rubrics

[Accommodations and modifications](#) are available for those students who demonstrate a need and can be located on the curriculum page of the district website.

IV. PACING GUIDE

	Reading		Writing
Unit 1 Sep.-Oct. 6 Weeks	Turning Every Kid into a Reader Key Skills: <ul style="list-style-type: none"> - Develop language associated with workshop - Independently Read and identify “just right books” - Partake in a 6th grade “reading community” 	Unit 1A Sept. 4 weeks	Introduction to Middle School Writing Workshop <i>Honors: Raising the Level of Text Evidence in Our Writing</i> Key Skills: <ul style="list-style-type: none"> - Set expectations and goals for middle school writing - Write about literature using a formal structure - Use text evidence to support thinking
		Unit 1B Oct. - Nov. 5 Weeks	Personal Narrative Writing Key Skills: <ul style="list-style-type: none"> - Refine “small moment” writing skills - Use “show not tell” to enhance writing - Write multiple drafts and revise through conferencing and the writing process
Unit 2 Oct.-Nov. 6 Weeks	A Deep Study of Character Key Skills: <ul style="list-style-type: none"> - Analyze author’s craft - Participate effectively in book clubs - Track and identify character traits 	Unit 2 Nov.- Dec. 4 Weeks	Realistic Fiction Key Skills: <ul style="list-style-type: none"> - Create realistic fiction stories with complex characters, settings, and plots - Partake in the writing process and conferences to grow and revise writing - Experiment with various leads and closing - Work to develop theme within a story
		Unit 3 Dec.-Jan. 4 Weeks	Literary Essay Key Skills: <ul style="list-style-type: none"> - Elaborate on writing - Use quotes and paraphrasing to support thinking - Analyze and review text evidence to ensure it strongly supports claim - Create claims about literature and support with text evidence
Unit 3 Nov.-Dec. 6 Weeks	Developing Analytical Literacies-Reading for Perspective and Interpretation Across Genre Key Skills: <ul style="list-style-type: none"> - Discover and identify patterns in genres, series, and authors - Compare and contrast literary genres - Identify theme across genres 	Unit 4 Jan. - Feb 4 Weeks	Argument Essay Key Skills: <ul style="list-style-type: none"> - Develop persuasive language - Draw conclusions from multiple texts and sources to create a claim - Write a specific audience in mind Develop persuasive writing to create social change
		Unit 4 Jan.-Feb. 6 Weeks	
Unit 4 Jan. - Feb 4 Weeks	Nonfiction Reading Across Text Sets Key Skills: <ul style="list-style-type: none"> - Compare and contrast nonfiction texts of similar topics - Use the best text evidence to support thinking when writing about literature - View different forms of nonfiction media and analyze text structures for information 		
Unit 5 Feb.	Reading to Learn- Synthesizing Nonfiction		

4 Weeks	Key Skills: <ul style="list-style-type: none"> - Analyze, and use text features to enhance understanding - Identify text structures - Identify main idea and author's purpose 	Unit 5 Mar.-Apr. 6 Weeks	Informational Writing Key Skills: <ul style="list-style-type: none"> - Determine credible sources and use them to support thinking with a written piece - Apply nonfiction writing skills: transitions, headings/subheadings, text features, structure, etc. - Develop author's tone and purpose within an informational piece
Unit 6 Mar.-Apr. 6 Weeks	Deepening Thinking About Social Issues Through Historical Fiction Key Skills: <ul style="list-style-type: none"> - Analyze and track how a historical time period impacts the plot of a novel - Identify historical issues and connect them to current social issues - Analyze theme in historical fiction and interpret how the theme connects to the historical time 	Unit 6 Apr.-May 4 Weeks	Poetry Key Skills: <ul style="list-style-type: none"> - Review and write poems that look at details from a new perspective - Further develop "show not tell" - Create poems by generating ideas from feelings and expressions - Create an experience for the reader that impacts them emotionally
Unit 7 May-June 6 Weeks	Fantasy Book Clubs Key Skills: <ul style="list-style-type: none"> - Apply reading strategies to understand and track fantasy reading - Identify symbolism within fantasy texts - Discover and analyze character archetypes within fantasy texts and identify how these archetypes impact the plot of the story 	Unit 7 May-June 4 Weeks	Fantasy Writing (If...Then...Curriculum) Key Skills: <ul style="list-style-type: none"> - Create stories using fantasy character archetypes and rich fantasy settings - Use fantastical elements in writing - Develop challenges and obstacles for the main character - Create a theme/lesson learned for a fantasy story
Unit 8 June 1 Week	Launching a Summer of Reading Key Skills: <ul style="list-style-type: none"> - Review how to choose a "just right" book - Encourage summer reading mindset by setting goals - Set up summer reading tracking and written work 	Unit 8 June 1 Week	Reflecting on Our Writing Key Skills: <ul style="list-style-type: none"> - Review growth as a writer - Reflect and compare writing done throughout the year - Set writing goals for next year

6th GRADE READING

Reading Unit 1
Turning Every Kid Into a Reader- Really! (Fiction Reading)
September-October 6 weeks

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Readers choose “just right books” • Specific terminology is used when reading and talking about reading • Texts follow a specific structure • Students will expand their understanding of parts of a plot and define reading terminology that will be used throughout the year. • Readers participate in a reading community. <p>Goals:</p> <p>NJSLS.RL.6.1 Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>NJSLS.RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>NJSLS.RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p> <p>NJSLS.RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone</p> <p>NJSLS.RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p>	<p>Bend 1: Helping Readers Develop Agency so They Can Lift their Reading into Orbit</p> <ul style="list-style-type: none"> • Teachers will share and model techniques and reading strategies to analyze plot, setting, characters, conflicts, theme, etc... Teachers will demonstrate how these strategies can be applied to many varieties of literature. • Teachers will explain that each students’ individual reading will propel throughout the year, and model what a “just right book.” looks like. • Teachers will encourage choosing books wisely and independently. • Teachers will lead students to set reading goals/understanding reading statistics. • Teachers will show how to analyze a reading log and how to make improvements in “daily reading” to improve understanding and stamina. • Teachers will foster a reading community through discussion of favorite books, characters, stories, etc... This will be done through establishing book clubs and modeling book club discussion. • Vocabulary strategies to assist in comprehension of the text <p>Bend 2: Teaching Readers to Read Between the lines</p> <ul style="list-style-type: none"> • Teachers will model how to use reading strategies to propel through difficult/rich text. • Teachers will demonstrate how to read closely through the use of interactive read alouds. • Teachers will explain types of characters and students will look for those characters in their books. 	<p>Core Materials: Units of Study for Reading</p> <p>Supplemental Materials: Leveled Bookroom Classroom Libraries</p> <p>Mentor Texts (Instructional Read Aloud): <i>Bully</i> by Patricia Palacio <i>Each Kindness</i> by Jacqueline Woodson <i>The Paper Bag Princess</i> by Robert Munsch <i>Mama Gone</i> by Jane Yolen <i>Thank You Ma’am</i> by Langston Hughes <i>Under the Rug</i> by Jon Scieszka <i>Just Desert</i> by M.T. Anderson <i>The Chronicles of Harris Burdick</i> by Chris Van Allsburg <i>The Raft</i> by Jim LaMarche <i>Come on Rain</i> by Karen Hesse <i>Each Kindness</i> by Jacqueline Woodson <i>Thank You Mr. Falker</i> by Patricia Polacco <i>Feathers and Fools</i> by Mem Fox <i>Two Thanksgiving Day Gentlemen</i> by O’Henry <i>The Gift of the Magi</i> by O’Henry <i>Every Living Thing</i> by Cynthia Rylant <i>The Cherry Tree Buck and Other Stories</i> by Robin Moore <i>The Raven</i> by Edgar Allen Poe <i>Out of My Mind</i>, by Sharon M. Draper <i>Fish in a Tree</i> by Lynda Mullaly Hunt <i>Twelve Impossible Things Before Breakfast</i> by Jane Yolen <i>13</i> by James Howe</p> <p>Unit Texts (Texts for students to read in book clubs):</p>

<p>NJSLS.RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.</p> <p>NJSLS.RL.6.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.</p> <p>NJSLS.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.</p> <p>NJSLS.SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>NJSLS.SL.6.1.A Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>NJSLS.SL.6.1.B Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>NJSLS.SL.6.1.C Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>NJSLS.L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing</p>	<ul style="list-style-type: none"> Teachers will demonstrate how authors develop varying points of view within a text. Teachers will explain types of conflicts and students will determine the conflict their books. Teachers will model how to detect parts of the plot mountain in a variety of books/genres, and students will apply this knowledge to their independent reading. <p>Bend 3: Talking About Books: The Art of Literacy Conservation</p> <ul style="list-style-type: none"> Practice will be done with summarizing and retelling books to partners. Teachers will teach an introduction to theme and students will begin to determine morals and messages in the novels they read. Close reading "Read Alouds" will model how readers can read between the lines to determine the deeper meaning of text. Teachers will model making an image in your mind. Teachers will explain reading connections and model this through mini lessons and read alouds. Students will make connections in the books they read. Teachers will encourage talking about books with partners, and help students become successful in this skill through read alouds/conferences/and partner discussions. <p>Additional Honors Teaching Points:</p> <ul style="list-style-type: none"> Teachers will model how different literary elements interact in a story. Students will track and analyze the development of the theme over the course of a text. Teachers will demonstrate how authors create contrasting 	<p><i>City of Ember</i> by Jeanne DePrau (Level W) <i>The People of Sparks: The Second Book of Ember</i> by Jeanne DuPrau (Level U) <i>Fire Girl</i> by Tony Abbot (Level V) <i>Hatchet</i> by Gary Paulsen (Level R) <i>Stargirl</i> by Jerry Spinelli <i>Love Stargirl</i> by Jerry Spinelli <i>Wringer</i> by Jerry Spinelli <i>Julie of the Wolves</i> by Jean Craighead George (Level U) <i>Crash</i> by Jerry Spinelli <i>Holes</i> by Louis Sachar (Level V) <i>My Life in Dog Years</i> by Gary Paulsen (Level S) <i>Peak</i> by Roland Smith (Level Y) <i>I Can't Believe I Have to Do This</i> by Jan Alford</p> <p>Honors Texts: <i>City of Ember</i> by Jeanne DePrau (Level W) <i>The People of Sparks: The Second Book of Ember</i> by Jeanne DuPrau (Level U) <i>Stargirl</i> by Jerry Spinelli <i>Love Stargirl</i> by Jerry Spinelli <i>Trash</i> by Andy Mulligan <i>A Mango-Shaped Space</i> by Wendy Mass <i>Peak</i> by Roland Smith (Level Y) <i>Walk Two Moons</i>, Sharon Creech <i>The Wanderer</i>, Sharon Creech</p> <p>Teacher Resources: <i>When Kids Can't Read What Teachers Can Do</i> by Kyleene Beers <i>What Really Matters For Struggling Readers</i> by Richard Allington "A Curricular Plan for the Readers Workshop", Teachers College Electronic PDF, Grade 6 2011-2012 (Available on the shared drive)</p> <p>Technology:</p> <ul style="list-style-type: none"> Google Classroom Document camera Online resources and websites Smart board Chromebook <p>Assessment: Formative:</p>
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<p>flexibly from a range of strategies.</p> <p>NJSLS.L.6.4.A Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>NJSLS.L.6.4.B Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>).</p> <p>NJSLS.L.6.5.C Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy, scrimping, economical, unwasteful, thrifty</i>).</p> <p>NJSLS.L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>Additional Honors Goals:</p> <p>RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p>RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p>RL.7.10. 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.</p> <p>SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and</p>	<p>character or narrator points of view in a text.</p> <ul style="list-style-type: none"> • Teachers will model how to acknowledge others' contributions to a discussion and reframe their thinking based on those contributions. • Students will cite multiple pieces of text evidence to support an inference drawn from the text. • Students will engage in collaborative discussions by responding to and building off the ideas of their peers. 	<p>Do Nows and Exit Cards Conferences Reader's notebook assessments Reading logs Reading pace and stamina Contributions to book clubs Learning Progressions Student self-reflection</p> <p>Summative: Rubrics Unit Quiz Vocabulary/Spelling Quizzes</p> <p>Benchmark: Beginning of Year Running Record Reading Benchmark: Level V/W Level U : Approaching expectations Level T or below: Does not meet expectations</p> <p>Alternative: Student presentations</p>
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<p>teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>SL.7.1.A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>SL.7.1.B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>SL.7.1.D. Acknowledge new information expressed by others and, when warranted, modify their own views.</p>		
Interdisciplinary Connections		
<p>Visual and Performing Arts: 1.4.8.Cr3a: Demonstrate focus and concentration in the rehearsal process by analyzing and refining choices in a devised or scripted theatre performance. Activity: Demonstrate focus and concentration in the rehearsal process by analyzing and refining choices in performance of Book Talk Oral Presentations.</p> <p>Science: MS-LS1-5 From Molecules to Organisms: Structures and Processes: Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms. Activity: Compare this knowledge to how the setting of a story impacts the characters and plot of the story.</p>		
Career Readiness, Life Literacies, and Key Skills		
<p>Career Readiness, Life Literacies, and Key Skills Practices: Act as a responsible and contributing community members and employee. 9.4.8.DC.3: Describe tradeoffs between allowing information to be public (e.g., within online games) versus keeping information private and secure. 9.4.8.IML.11: Predict the personal and community impact of online and social media activities. 9.4.8.TL.5: Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration. Activity: Book Clubs/Book Club meetings and small group reading conferences. Discuss responsibilities of a book club member and how to share ideas appropriately on digital platforms.</p> <p>9.2.8.CAP.4: Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement. Activity: Book Clubs and Book Talk Presentations followed by an evaluation and discussion of communication and collaboration skills (eg., how an individual's online behavior can impact opportunities in the future).</p>		
Computer Science & Design Thinking		
<p>8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options. Activity: <i>Bully</i> by Patricia Polacco read aloud and discuss ways online behaviors impact activities and career options.</p>		

A Deep Study of Character
October- November 6 weeks

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Readers study the author’s craft by reading books in a series, or books by the same author. • Texts include internal and external character traits. • Readers expand their understanding of a text by participating in book clubs. <p>Goals:</p> <p>NJSLS.RL.6.1 Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>NJSLS.RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>NJSLS.RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p> <p>NJSLS.RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone</p> <p>NJSLS.RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p> <p>NJSLS.RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.</p> <p>NJSLS.RL.6.7 Compare and contrast the</p>	<p>Bend 1: Getting to Know Characters: Considering Complex Character Traits</p> <ul style="list-style-type: none"> • Read-Aloud: Investigating Multiple Character Traits • Readers revise their thinking as they accumulate evidence • Teachers will model learning new ideas from characters in literature. They will also model connecting those ideas to real life. • Teachers will model and encourage creating theories about characters to use in written responses with text evidence. • Teachers will demonstrate tracking characters' motivations and expect students to continue this work in their own notebooks. • Teachers will further the study of conflict by showing that conflict is created by characters. • There are complications/flaws within characters. • Teachers will model what objects can reveal about characters. This will serve as an introduction to symbolism. • Teachers will model seeing characters through the eyes of other characters • Teachers will demonstrate tracing ideas and theories through texts. • Vocabulary strategies to assist in comprehension of the text. • Teachers will stress the importance of reflection on self as a reader. Teachers will meet with students to set, review, and modify goals. • Developing courses of study with a partner: Book Choices and Thinking Work • Perceptive readers acknowledge the parts of a character that are less likable • Read-Aloud: Some character traits matter more than others, because they affect the rest of 	<p>Core Materials: Units of Study for Reading</p> <p><i>A Deep Study of Character</i></p> <p>Supplemental Materials: Leveled Bookroom Classroom Libraries</p> <p>Mentor Texts (Instructional Read Aloud):</p> <p><i>Bully</i> by Patricia Palacio <i>Each Kindness</i> by Jacqueline Woodson <i>The Paper Bag Princess</i> by Robert Munsch <i>Mama Gone</i> by Jane Yolen <i>Thank You Ma’am</i> by Langston Hughes <i>Under the Rug</i> by Jon Scieszka <i>Just Desert</i> by M.T. Anderson <i>The Chronicles of Harris Burdick</i> by Chris Van Allsburg <i>Feathers and Fools</i> by Mem Fox <i>The Raft</i> by Jim LaMarche <i>Come on Rain</i> by Karen Hesse <i>Each Kindness</i> by Jacqueline Woodson <i>Two Thanksgiving Day Gentlemen</i> by O’Henry <i>The Gift of the Magi</i> by O’Henry <i>Every Living Thing</i> by Cynthia Rylant <i>The Cherry Tree Buck and Other Stories</i> by Robin Moore <i>The Raven</i> by Edgar Allan Poe <i>Each Kindness</i> by Jacqueline Woodson <i>Thank You Mr. Falker</i> by Patricia Polacco <i>Out of My Mind</i> by Sharon Draper <i>Fish in a Tree</i> by Lynda Mullaly Hunt <i>Twelve Impossible Things Before Breakfast</i> by Jane Yolen <i>13</i> by James Howe</p>

<p>experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.</p> <p>NJSLS.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.</p> <p>NJSLS.SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>NJSLS.SL.6.1.A Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>NJSLS.SL.6.1.B Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>NJSLS.SL.6.1.C Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>NJSLS.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.</p> <p>NJSLS.L.6.4.A Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning</p>	<p>the story</p> <ul style="list-style-type: none"> • Lifting the level of your writing about reading • Readers consider the pressures acting on characters • Readers reflect on their novels and their reading lives <p>Bend 2: Investigating How Setting Shapes Characters</p> <ul style="list-style-type: none"> • Read-Aloud: Characters are often shaped by the mood or atmosphere of the setting • Readers attend to the precise language authors use to describe the setting • Sometimes characters are torn by competing pressures, including the pressures of a place • Settings can change over time, not just physically, but psychologically • Read-Aloud: Characters acting as a group can wield enormous influence, for good or for evil • Settings also change in time, often bringing in backstory to develop the character • Readers share their work and reflect on their challenges and growth <p>Bend 3: Analyzing Characters as Vehicles for Themes:</p> <ul style="list-style-type: none"> • Read-Aloud: Characters' troubles become motifs in a story • Moving from motifs to themes • Investigating how symbolism relates to themes • Taking charge of your collaborative reading life • Read-Aloud: reading aloud to support repertoire and agency • Reflection and agency centers <p>Bend 4: Thinking Deeper About Characters Across a Text or Series.</p> <ul style="list-style-type: none"> • Teachers will explain theme through teaching a deeper belief in theories or ideas that 	<p>Unit Texts (Texts for students to read in book clubs):</p> <p><i>Pictures of Hollis Woods</i> by Patricia Reilly Giff (V) <i>City of Ember</i> by Jeanne DePrau (W) <i>The People of Sparks: The Second Book of Ember</i> by Jeanne DuPrau (U) <i>Kira Kira</i> by Cynthia Kadohata (T) <i>Ida B</i> by Katherine Hannigan (T) <i>Al Capone Shines My Shoes</i> Gennifer Choldenko (X) <i>Al Capone Does My Shirts</i> by Gennifer Choldenko (X) <i>George</i> by Alex Gino <i>Among the Hidden</i> by Margaret Peterson Haddix <i>Among the Imposters</i> by Margaret Peterson Haddix <i>Among the Betrayed</i> by Margaret Peterson Haddix <i>City of Ember</i> by Jeanne DePrau (Level W) <i>Fire Girl</i> by Tony Abbot (Level V) <i>Hatchet</i> by Gary Paulsen (Level R) <i>Stargirl</i> by Jerry Spinelli <i>Love Stargirl</i> by Jerry Spinelli <i>Wringer</i> by Jerry Spinelli <i>Julie of the Wolves</i> by Jean Craighead George (Level U) <i>Flipped</i> by Wendelin Van Draanen <i>Crash</i> by Jerry Spinelli <i>I Can't Believe I Have to Do This</i> by Jan Alford <i>Holes</i> by Louis Sachar (Level V) <i>My Life in Dog Years</i> by Gary Paulsen (Level S) <i>Peak</i> by Roland Smith (Level T) <i>Freak the Mighty</i> by Rodman Philbrick <i>Max the Mighty</i> by Rodman Philbrick <i>Age of Miracles</i> by Karen Thompson Walker <i>Trash</i> by Andy Mulligan</p> <p>Honors Texts: <i>Al Capone Shines My Shoes</i> Gennifer Choldenko (X) <i>Al Capone Does My Shirts</i> by Gennifer Choldenko (X) <i>City of Ember</i> by Jeanne DePrau (Level W) <i>The People of Sparks: The Second</i></p>
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<p>of a word or phrase.</p> <p>NJSLS.L.6.4.B Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>).</p> <p>NJSLS.L.6.5.C Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy, scrimping, economical, unwasteful, thrifty</i>).</p> <p>NJSLS.L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>Additional Honors Goals:</p> <p>NJSLS.RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>NJSLS.RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p>NJSLS.RL.7.10. 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.</p> <p>NJSLS.SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p>	<p>are universal to culture. Students will come to understand universal themes or issues that are central to a book itself.</p> <ul style="list-style-type: none"> • Teachers will model viewing a series as a collection of episodes. Students will discover that characters develop and change over the course of a series. • Teachers will place strong emphasis on compare and contrast through both oral and written responses. • Teachers will explain and demonstrate how to analyze patterns within a series. Students will look for patterns and also see differences as the series progresses. • Teachers will work with looking for common or universal themes with series or books of the same genre. • Teachers will place heavy emphasis on supporting thinking with text evidence, and model this for students. All students will be expected to provide text evidence in their responses about reading. <p>Bend 5: Reading with Increased Expertise and Power</p> <ul style="list-style-type: none"> • Teachers will explain that readers can start books in a series with knowledge and experience they have gained from other books in the series. • Teachers will help students develop book clubs to continue discussions of theme, characters, evidence, etc... Students will be held accountable for group discussion, and teachers will model how to have appropriate discussions. • Teachers will model analyzing author's craft. • The impact of word choice on meaning and tone. • Teachers will demonstrate literary analysis and expect students to analyze their literature using the tools and 	<p><i>Book of Ember</i> by Jeanne DuPrau (<i>Level U</i>) <i>Stargirl</i> by Jerry Spinelli <i>Love Stargirl</i> by Jerry Spinelli <i>Trash</i> by Andy Mulligan <i>A Mango-Shaped Space</i> by Wendy Mass <i>Peak</i> by Roland Smith (<i>Level Y</i>) <i>Walk Two Moons</i>, Sharon Creech <i>The Wanderer</i>, Sharon Creech <i>George</i> by Alex Gino <i>Among the Hidden</i> by Margaret Peterson Haddix <i>Among the Imposters</i> by Margaret Peterson Haddix <i>Among the Betrayed</i> by Margaret Peterson Haddix <i>Freak the Mighty</i> by Rodman Philbrick <i>Max the Mighty</i> by Rodman Philbrick <i>Age of Miracles</i> by Karen Thompson Walker</p> <p>Teacher Resources: http://readingandwritingproject.com <i>When Kids Can't Read What Teachers Can Do</i> by Kyleene Beers <i>What Really Matters For Struggling Readers</i> by Richard Allington</p> <p>A Curricular Plan for the Readers Workshop, Teachers College Electronic PDF, Grade 6 2011-2012 Unit 2 Investigating Characters Across Series (Available on the shared drive)</p> <p>Technology:</p> <ul style="list-style-type: none"> • Google Classroom • Document camera • Online resources and websites • Smart board • Chromebook <p>Assessment: Formative: Do nows and exit cards Conferences Reader's notebook assessments Reading logs Reading pace and stamina</p>
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	<p>strategies taught in class.</p> <p>Additional Honors Teaching Points:</p> <ul style="list-style-type: none"> • Teachers will model how different literary elements interact in a story. • Students will track and analyze the development of the theme over the course of a text. • Teachers will demonstrate how authors create contrasting character or narrator points of view in a text. • Teachers will model how to acknowledge others' contributions to a discussion and reframe their thinking based on those contributions. • Students will cite multiple pieces of text evidence to support an inference drawn from the text. • Students will engage in collaborative discussions by responding to and building off the ideas of their peers. 	<p>Contributions to book clubs Learning Progressions Student self-reflection Student/teacher conferences</p> <p>Summative: Student presentations Rubrics Unit/Book Quizzes Vocabulary/Spelling Quizzes</p> <p>Alternative: Student presentations</p>
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Interdisciplinary Connections

Visual and Performing Arts: 1.2.8.Re8a: Analyze the intent and meanings and context of a variety of media artworks, focusing on intentions, forms, and detect bias, opinion, and stereotypes. Activity: Figurative Language Project and Figurative Language Lesson: Using Photography to Uncover Figurative Language.

Social Studies: 6.3.8.CivicsPI.3: Use a variety of sources from multiple perspectives to examine the role of individuals, political parties, interest groups, and the media in a local or global issue and share this information with a governmental or nongovernmental organization as a way to gain support for addressing the issue. Activity: Examine and discuss the role of individuals, political parties, interest groups and the media in a local or global issue presented in their novels.

Career Readiness, Life Literacies, and Key Skills

Career Readiness, Life Literacies, and Key Skills Practices: Consider the environmental, social and economic impacts of decisions. 9.4.8.DC.8: Explain how communities use data and technology to develop measures to respond to effects of climate change (e.g., smart cities). 9.4.8.IML.15: Explain ways that individuals may experience the same media message differently. 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem. Activity: Complete Character Trait Study and Character Study (considering the environmental, social, and economic impacts of decisions).

9.2.8.CAP.1: Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest. Activity: Character Trait Study and Character Study using the lens of current and future options for careers.

Computer Science & Design Thinking

8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose. Activity: Book clubs create a digital display of their discussions, blog, website, etc. exploring the global issues the characters in their novels face.

Reading Unit 3 Developing Analytical Literacies: Reading for Perspective and Interpretation Power Across Genres November-December 6 weeks

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Readers find patterns across texts. • Literary elements have commonalities and differences when they are compared across a variety of texts. • Theme, and how authors develop theme, must be analyzed for a full understanding of a text. • Ideas must be supported with finely grained evidence, from both text and read world experiences. <p>Goals: NJSLS.RL.6.1 Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>NJSLS.RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>NJSLS.RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p> <p>NJSLS.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</p>	<p>Bend 1:</p> <ul style="list-style-type: none"> • Teachers will explain analyzing moments in our own lives and show how we can compare theme literature for what we can learn from those moments. • Teachers will demonstrate noticing pivotal moments in stories (Ah Ha Moments). • Teachers will explain that stories are about more than one idea and ideas may appear in more than one story. • Teachers will continue the modeling of finding universal themes. • Teachers will model using a reading lens to focus on close reading. Students will use lenses of different elements learned in Units 1 and 2. ex: theme, character development, conflict, etc... • Teachers will model how to use evidence gained from reading with a lens to support thinking about reading. • Vocabulary strategies to assist in comprehension of the text. <p>Bend 2:</p> <ul style="list-style-type: none"> • Teachers will model comparing texts that are united thematically to investigate how respective authors have developed theme. • Teachers will model comparing texts that have similar character development to investigate how respective authors have developed characters. • Teachers will model how analyzing characters, conflict, etc... can lead to a deeper understanding of theme. 	<p>Core Materials: Units of Study for Reading</p> <p>Supplemental Materials: Leveled Bookroom Classroom Libraries</p> <p>Mentor Texts (Instructional Read Aloud): <i>Bully</i> by Patricia Palacio <i>Each Kindness</i> by Jacqueline Woodson <i>The Paper Bag Princess</i> by Robert Munsch <i>Mama Gone</i> by Jane Yolen <i>Thank You Ma'am</i> by Langston Hughes <i>Under the Rug</i> by Jon Scieszka <i>Just Desert</i> by M.T. Anderson <i>The Chronicles of Harris Burdick</i> by Chris Van Allsburg <i>Feathers and Fools</i> by Mem Fox <i>The Raft</i> by Jim LaMarche <i>Come on Rain</i> by Karen Hesse <i>Each Kindness</i> by Jacqueline Woodson <i>Thank You Mr. Falker</i> by Patricia Polacco <i>Two Thanksgiving Day Gentlemen</i> by O'Henry <i>The Gift of the Magi</i> by O'Henry <i>Every Living Thing</i> by Cynthia Rylant <i>The Cherry Tree Buck and Other Stories</i> by Robin Moore <i>The Raven</i> by Edgar Allen Poe <i>Out of My Mind</i> by Sharon Draper <i>Fish in a Tree</i> by Lynda Mullaly Hunt <i>Twelve Impossible Things Before Breakfast</i> by Jane Yolen</p>

<p>meaning and tone</p> <p>NJSLS.RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p> <p>NJSLS.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.</p> <p>NJSLS.SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>NJSLS.SL.6.1.A Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>NJSLS.SL.6.1.B Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>NJSLS.SL.6.1.C Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>NJSLS.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.</p> <p>NJSLS.L.6.4.A Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to</p>	<p>Bend 3:</p> <ul style="list-style-type: none"> Teachers will model reading with a lens for symbolism so that students can focus on symbolism and literary craft. This will alert students to the metaphors in the texts they encounter. Teachers will explain how symbolism and metaphors can help a reader interpret theme. <p>Additional Honors Teaching Points:</p> <ul style="list-style-type: none"> Teachers will model how different literary elements interact in a story and introduce higher level literary devices such as allusion, foil, etc. Students will come prepared to book club discussions with specific passages and questions. Students will track and analyze the development of the theme over the course of a text and how various literary elements contribute to the development of the theme. 	<p>13 by James Howe</p> <p>Unit Texts (Texts for students to read in book clubs):</p> <p><i>Pictures of Hollis Woods</i> by Patricia Reilly Giff (V)</p> <p><i>Kira Kira</i> by Cynthia Kadohata (T)</p> <p><i>Ida B</i> by Katherine Hannigan (T)</p> <p><i>George</i> by Alex Gino</p> <p><i>City of Ember</i> by Jeanne DePrau (Level W)</p> <p><i>Fire Girl</i> by Tony Abbot (Level V)</p> <p><i>Hatchet</i> by Gary Paulsen (Level R)</p> <p><i>Wringer</i> by Jerry Spinelli</p> <p><i>Julie of the Wolves</i> by Jean Craighead George (Level U)</p> <p><i>Flipped</i> by Wendelin Van Draanen</p> <p><i>I Can't Believe I Have to Do This</i> by Jan Alford</p> <p><i>Crash</i> by Jerry Spinelli</p> <p><i>Holes</i> by Louis Sachar (Level V)</p> <p><i>My Life in Dog Years</i> by Gary Paulsen (Level S)</p> <p><i>Peak</i> by Roland Smith (Level T)</p> <p><i>Freak the Mighty</i> by Rodman Philbrick</p> <p><i>Max the Mighty</i> by Rodman Philbrick</p> <p><i>Age of Miracles</i> by Karen Thompson Walker</p> <p><i>Trash</i> by Andy Mulligan</p> <p>Honors Texts:</p> <p><i>Al Capone Shines My Shoes</i> Gennifer Choldenko (X)</p> <p><i>Al Capone Does My Shirts</i> by Gennifer Choldenko (X)</p> <p><i>City of Ember</i> by Jeanne DePrau (Level W)</p> <p><i>The People of Sparks: The Second Book of Ember</i> by Jeanne DuPrau (Level U)</p> <p><i>Stargirl</i> by Jerry Spinelli</p> <p><i>Love Stargirl</i> by Jerry Spinelli</p> <p><i>Trash</i> by Andy Mulligan</p> <p><i>A Mango-Shaped Space</i> by Wendy Mass</p> <p><i>Peak</i> by Roland Smith (Level Y)</p> <p><i>Walk Two Moons</i>, Sharon Creech</p> <p><i>The Wanderer</i>, Sharon Creech</p> <p><i>George</i> by Alex Gino</p> <p><i>Among the Hidden</i> by Margaret Peterson Haddix</p> <p><i>Among the Imposters</i> by Margaret Peterson Haddix</p>
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<p>the meaning of a word or phrase.</p> <p>NJSLS.L.6.4.B Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>).</p> <p>NJSLS.L.6.5.C Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy, scrimping, economical, unwasteful, thrifty</i>).</p> <p>NJSLS.L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>Additional Honors Goals:</p> <p>NJSLS.RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>NJSLS.RL.7.10. 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.</p> <p>NJSLS.SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>NJSLS.SL.7.1.A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>NJSLS.SL.7.1.B. Follow rules for collegial discussions, track progress toward specific goals and</p>		<p><i>Among the Betrayed</i> by Margaret Peterson Haddix <i>Freak the Mighty</i> by Rodman Philbrick <i>Max the Mighty</i> by Rodman Philbrick <i>Age of Miracles</i> by Karen Thompson Walker</p> <p>Teacher Resources: <i>When Kids Can't Read What Teachers Can Do</i> by Kylene Beers <i>What Really Matters For Struggling Readers</i> by Richard Allington</p> <p>A Curricular Plan for the Readers Workshop, Teachers College Electronic PDF, Grade 6 2011-2012 Unit 6 Developing Analytical Practices (Available on the shared drive)</p> <p>Technology:</p> <ul style="list-style-type: none"> ● Google Classroom ● Document camera ● Online resources and websites ● Smart board ● Chromebook <p>Assessment: Formative: Do nows and exit cards Conferences Reader's notebook assessments Reading logs Reading pace and stamina Contributions to book clubs Learning Progressions Student self-reflection</p> <p>Summative: Reading Response (Choice) showing how one of the following relates to the theme.</p> <ul style="list-style-type: none"> ● conflict ● character development ● character flaws ● climax <p>Benchmark: 1st Interval Running Record Level W: meets Expectations Level V: Approaching expectations Level V or below: Does not meet</p>
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deadlines, and define individual roles as needed.		expectations Alternative: Student presentations Rubrics Unit Quiz/Book Quizzes Vocabulary/Spelling Quizzes
Interdisciplinary Connections		
<p>Visual and Performing Arts: 1.2.8.Re7a: Compare, contrast and analyze the qualities of and relationships between the components and style in media artworks. Activity: compare, contrast and analyze the qualities of and relationships between the components and style in media artworks and how this process relates to analyzing literature.</p> <p>Social Studies: 6.3.8.CivicsPD.3: Construct a claim as to why it is important for democracy that individuals are informed by facts, aware of diverse viewpoints, and willing to take action on public issues. Activity: Discuss why it is important for democracy that individuals are informed by facts, aware of diverse viewpoints, and willing to take action on public issues as it relates to those presented in their novels.</p>		
Career Readiness, Life Literacies, and Key Skills		
<p>Career Readiness, Life Literacies, and Key Skills Practices: Utilize critical thinking to make sense of problems and persevere in solving them. 9.4.8.DC.6: Analyze online information to distinguish whether it is helpful or harmful to reputation. 9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages. 9.4.8.TL.4: Synthesize and publish information about a local or global issue or event (e.g., MSLS4-5, 6.1.8.CivicsPI.3). Activity: Look for patterns across genres, authors, and series. Determine how problems in literature are reflective of the real world and how they can be solved in a real-world setting.</p> <p>9.2.8.CAP3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income. Activity: Complete an author study and discuss how career choices, educational choices, skills, economic conditions, and personal behavior impact success.</p>		
Computer Science & Design Thinking		
<p>8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options. Activity: Minilesson on how to cite sources when writing about literature. This can be applied to notebook entries for book clubs. Discuss how online citation generators can help with this process.</p>		

Reading Unit 4
Nonfiction Reading Across Text Sets
(4 weeks January)

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> Information in texts sets should be compared, contrasted, and discussed before forming an opinion or crafting an argument. Text evidence must be used to support thinking. 	<p>Bend I: Reading Across Texts to Develop and Compare Ideas and Information</p> <ul style="list-style-type: none"> Teachers will introduce text sets by getting students to read various articles/perspectives of a topic and compare the formats of each. Students will use text evidence from multiple text sets to create a 	<p>Core Materials: Units of Study for Reading</p> <p>Supplemental Materials: Leveled Bookroom Classroom Libraries</p> <p>Mentor Texts (Instructional Read Aloud):</p>

<p>Goals: NJSLS.RI.6.1 Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>NJSLS.RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>NJSLS.RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p> <p>NJSLS.RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p> <p>NJSLS.RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p> <p>NJSLS.RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p>NJSLS.RI.6.10 By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.</p> <p>NJSLS.SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>NJSLS.SL.6.1.A Come to discussions prepared,</p>	<p>claim and form an argument about a specific topic.</p> <ul style="list-style-type: none"> • Students work in small groups to further develop their argument. • Organizing thinking from text sets. <p>Bend II: Becoming Argument-Debaters: Researchers Investigate Issues, Recognize Sides</p> <ul style="list-style-type: none"> • Investigating multiple sides of a topic. • Determining point of view and bias. • Debate protocol. <p>Bend III: Employing close, critical, interpretive reading to notice how authors craft their arguments</p> <ul style="list-style-type: none"> • Angeling your argument. • Presenting to your audience. • Using anecdotes to stir up emotions. <p>Additional Honors Teaching Points:</p> <ul style="list-style-type: none"> • Identify two or more central ideas in a text and trace their development over the course of the text. • The organization and structure of a text are developed in order to support the author's claim. • Analyze a text in conjunction with an alternative form of multimedia and consider how the author(s) portrayed the subjects in each piece. • Compare and contrast two texts by different authors representing the same subject from different perspectives. • Cite multiple pieces of text evidence from multiple sources to support an inference drawn from the texts. • Trace and evaluate a common argument made within two or more texts. 	<p>Dogs in School Text Set (articles/video) "Listening to Wisdom From a 10-Year-Old Son About His Head Injury" (2009) from New York Times "Unique study explores cumulative effect of hits in high school football" (2011) from Sports Illustrated "Section V: Increasing Physical Activity" (2010) from White House Task Force on Childhood Obesity Report to the President</p> <p>Unit Texts (Texts for students to read in book clubs): Dogs in School Eating Bugs</p> <p>Honors Texts: Teacher-selected texts</p> <p>Teacher Resources: http://readingandwritingproject.com/public/themes/rwproject/resources/workshop_materials/12-11-2013/Institute%20on%20Argumentation%202013/Seventh%20Grade%20Unit%2003%20-%20Nonfiction%20Research%20Across%20Text%20Sets%20(1).pdf</p> <p>Technology:</p> <ul style="list-style-type: none"> • Google Classroom • Document camera • Online resources and websites • Smartboard • Chromebook <p>Assessment: Formative: Do nows and exit cards Conferences Reader's notebook assessments Reading logs Reading pace and stamina Contributions to book clubs Learning Progressions Student self-reflection</p>
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<p>having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>NJSLS.SL.6.1.B Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>NJSLS.SL.6.1.C Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>NJSLS.SL.6.1.D Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p> <p>NJSLS.SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p> <p>NJSLS.SL.6.3 Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p>NJSLS.SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).</p> <p>NJSLS.SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p> <p>NJSLS.SL.6.6 Adapt speech to a variety of</p>		<p>Summative: Rubrics Unit Quiz/Book Quizzes Vocabulary/Spelling Quizzes</p> <p>Alternative: Student presentations</p>
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<p>contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)</p> <p>Additional Honors Goals: NJSLS.RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p>NJSLS.RI.7.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p> <p>NJSLS.RI.7.6. Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p> <p>NJSLS.RI.7.7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).</p> <p>NJSLS.RI.7.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p> <p>NJSLS.RI.7.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.</p>		
Interdisciplinary Connections		
<p>Science: MS-LS2-1: Ecosystems: Interactions, Energy, and Dynamics: Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem. Activity: “Ecosystems” text set.</p>		

Social Studies: 6.3.8.Civics.PI.4: Investigate the roles of political, civil, and economic organizations in shaping people’s lives and share this information with individuals who might benefit from this information. Activity: Discuss how political, civil and economic organizations shape people’s lives as it relates to issues presented in various nonfiction text sets.

Career Readiness, Life Literacies, and Key Skills

Career Readiness, Life Literacies, and Key Skills Practices: Use technology to enhance productivity, increase collaboration and communicate effectively. 9.4.8.DC.6: Analyze online information to distinguish whether it is helpful or harmful to reputation. 9.4.8.IML.8: Apply deliberate and thoughtful search strategies to access high-quality information on climate change (e.g., 1.1.8.C1b). 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem. Activity: Students create text sets using a variety of different media outlets. Compare and contrast the information and evaluate how this information can change when modified for different types of audiences.

9.2.8.CAP.10: Evaluate how careers have evolved regionally, nationally, and globally. Activity: Study careers through different text sets and create lists of how specific careers have evolved using text evidence to support your thinking.

Computer Science & Design Thinking

8.1.8.DA.2: Explain the difference between how the computer stores data as bits and how the data is displayed.Activity: View multiple text sets on the same topic and gather different perspectives. Students analyze how different audience target groups impact the information being presented as they create a claim on the topic for a written assignment. Explain how this information is stored and displayed for audiences.

**Reading Unit 5
Reading to Learn: Synthesizing Nonfiction
4 weeks February**

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> Text features can be used to enhance comprehension of nonfiction. Good readers will ask questions and seek answers through nonfiction reading. <p>Goals: NJSLS.RI.6.1 Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>NJSLS.RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>NJSLS.RI.6.3</p>	<p>Bend 1: Expository Nonfiction</p> <ul style="list-style-type: none"> Teachers will model how to read nonfiction, providing information on how to ready the mind for understanding an assortment of texts. Teachers will emphasize how to read the structure within Nonfiction (text features) Teachers will continue helping and encouraging students to take ownership over what they read by choosing just right texts. Teachers will demonstrate how nonfiction texts help a reader to teach others through the oral presentations created by students. Teachers will demonstrate how to pick out main ideas in expository nonfiction and support them with text 	<p>Core Materials: Units of Study for Reading</p> <p>Supplemental Materials: Leveled Bookroom Classroom Libraries</p> <p>Mentor Texts (Instructional Read Aloud): <i>The Impossible Rescue: The Story of an Amazing Arctic Adventure</i> by Martin W. Sandler (Z) <i>Monsters</i> by Judith Herbst <i>Boy</i> by Roald Dahl <i>Harvesting Hope (The Story of Cesar Chavez)</i> by Kathleen Krul <i>Surprising Sharks</i> by Nicola Davies <i>Once a Wolf: How Wildlife Biologists Fought to Bring Back the Gray Wolf</i> by Stephen R. Swinburne <i>The Giant and How He Humbugged America</i> by Jim Murphy <i>Pyramid</i> by David Macaulay</p>

<p>Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p> <p>NJSLS.RI.6.10 By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.</p> <p>NJSLS.SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>NJSLS.SL.6.1.A Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>NJSLS.SL.6.1.B Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>NJSLS.SL.6.1.C Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>NJSLS.SL.6.1.D Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p> <p>NJSLS.SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p> <p>NJSLS.SL.6.4 Present claims and findings, sequencing ideas logically and</p>	<p>evidence.</p> <ul style="list-style-type: none"> Teachers will help to create nonfiction book clubs to allow students to continue talking about reading. Teachers will demonstrate how reading and rereading nonfiction can help change ideas of a discussion. Teachers will model how to ask questions while reading nonfiction, and where to find your answers if they are not in the text. Teachers will model how to summarize expository nonfiction for important facts. Vocabulary strategies to assist in comprehension of the text. <p>Bend 2: Narrative Nonfiction</p> <ul style="list-style-type: none"> Teachers will model and explain how narrative nonfiction differs from expository nonfiction. Teachers will model how to pick out character traits of real people. Teachers will demonstrate how to pick out main ideas in narrative nonfiction. Teachers will model and encourage students to pick out patterns within narrative nonfiction that can help relate to the theme of the story. Teachers will model how readers can envision narrative nonfiction is a similar way that they do when reading fiction. <p>Additional Honors Teaching Points:</p> <ul style="list-style-type: none"> Closely analyze the interactions between individuals, events, and ideas as presented in a text. The organization and structure of a text are developed in order to support the author's claim and how to evaluate the evidence supporting the claim. Analyze a text in conjunction with an alternative form of multimedia and consider how 	<p><i>Jungle</i> by Theresa Greenway <i>The Bat Scientists</i> by Mary Kay Carson <i>Stealing Home: The Story of Jackie Robinson</i> by Barry Denenberg <i>To Be Young in America: Growing Up with the Country</i> by Sheila Cole <i>Life in Ancient China</i> by Paul Challen <i>Rattlesnake Mesa: Stories from a Native American Childhood</i> by Ednah New Rider Weber <i>Team Moon: How 400,000 People Landed Apollo 11 on the Moon</i> by Catherine Thimmesh <i>Through My Eyes</i> by Ruby Bridges <i>Clean Water</i> by Beth Geiger <i>Secrets of the Mummies</i> by Harriet Griffey <i>Bodies from the Bog</i> by James M. Deem</p> <p>Unit Texts (Texts for students to read in book clubs): <i>Fire in their Eyes: Wildfires and the People Who Fight Them</i> by Karen Magnuson (Unleveled Lexile: 1010) <i>Quest for the Tree Kangaroo: An Expedition to the Cloud Forest of New Guinea</i> by Sy Montgomery (U) <i>The Tarantula Scientist</i> by Sy Montgomery (U) <i>Harry Houdini A Photographic story of a life</i> by Vicki Cobb (X) <i>Abraham Lincoln A photographic story of a life</i> by Tanya Lee Stone (V)</p> <p>Honors Texts: <i>Growing Up in Coal Country</i> by Susan Campbell Bartoletti (X) <i>Children of the Great Depression</i> by Russell Freedman (X) <i>Surviving Hitler: A Boy in the Nazi Death Camps</i> by Andrea Warren (Y) <i>Steve Jobs: Thinking Differently</i> by Patricia Lakin</p> <p>Teacher Resources: <i>When Kids Can't Read What Teachers Can Do</i> by Kylene Beers <i>What Really Matters For Struggling Readers</i> by Richard Allington</p>
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<p>using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).</p> <p>NJSLS.SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p> <p>NJSLS.SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)</p> <p>NJSLS.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.</p> <p>NJSLS.L.6.4.A Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>NJSLS.L.6.4.B Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience</i>, <i>auditory</i>, <i>audible</i>).</p> <p>NJSLS.L.6.4.C Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>NJSLS.L.6.4.D Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary)</p> <p>NJSLS.L.6.5.C Distinguish among the connotations (associations) of</p>	<p>the author(s) portrayed the subjects in each piece.</p> <ul style="list-style-type: none"> • Compare and contrast two texts by different authors representing the same subject from different perspectives. • Cite several pieces of text evidence to support an inference from the text. • Identify an author's point of view and how the author represents their point of view in respect to differing points of view. 	<p>A Curricular Plan for the Readers Workshop, Teachers College Electronic PDF, Grade 6 2011-2012 Unit 4 Nonfiction Resources Clubs Developing Analytical Lenses for Informational Reading (Available on the shared drive) Provide specific examples of the following assessments connected directly to the goals of this unit.</p> <p>Technology:</p> <ul style="list-style-type: none"> • Google Classroom • Document camera • Online resources and websites • Smart board • Chromebook <p>Assessment:</p> <p>Formative: Do nows and exit cards Conferences Reader's notebook assessments Reading logs Reading pace and stamina Contributions to book clubs Learning Progressions Student self-reflection</p> <p>Summative: Reading Response for Nonfiction Nonfiction Group Presentation Rubrics Unit Quiz/Book Quizzes Vocabulary/Spelling Quizzes</p> <p>Benchmark: 1st Interval Running Record</p> <p>Alternative: Student presentations</p>
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<p>words with similar denotations (definitions) (e.g., <i>stingy</i>, <i>scrimping</i>, <i>economical</i>, <i>unwasteful</i>, <i>thrifty</i>).</p> <p>NJSLS.L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>Additional Honors Goals:</p> <p>NJSLS.RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p>NJSLS.RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p> <p>NJSLS.RI.7.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p> <p>NJSLS.RI.7.7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).</p> <p>NJSLS.RI.7.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.</p>		
Interdisciplinary Connections		

Social Studies: 6.1.8.HistpryUP.5.c: Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life. Activity: “Abraham Lincoln” nonfiction book club.

Science: MS-ESS3-2. Earth and Human Activity: Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects. Activity: “Fire in Their Eyes” nonfiction book club.

Career Readiness, Life Literacies, and Key Skills

Career Readiness, Life Literacies, and Key Skills Practices: Use technology to enhance productivity to increase collaboration and communicate effectively. 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8). 9.4.8.IML.15: Explain ways that individuals may experience the same media message differently. 9.4.8.TL.3: Select appropriate tools to organize and present information digitally. Activity: Nonfiction reading and analysis of new informational topics using technology.

9.2.8.CAP.8: Compare education and training requirements, income potential, and primary duties of at least two jobs of interest. Activity: Nonfiction book talks and book club meetings followed by a discussion and evaluation of communication and collaboration skills and their impact on career success.

Computer Science & Design Thinking

8.1.8.CS.4: Systematically apply troubleshooting strategies to identify and resolve hardware and software problems in computing systems. Activity: Read nonfiction books about real-world problems and expand with information gained from other sources. Students should review how to find an effective source and evaluate that source as they gain information on their topic. Use troubleshooting strategies to resolve issues when creating citations.

**Reading Unit 6
Deepening Thinking About Social Issues Through Historical Fiction
(6 weeks March/April)**

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Good readers apply techniques for reading, analyzing, and interpreting historical fiction. • The themes of historical fiction fit into a reader’s understanding of the world in which they live. • Social issues affect characters and conflict within a historical fiction text. • Historical social issues have helped to shape our society. <p>Goals:</p> <p>NJSLS.RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide</p>	<p>Bend 1: Historical Fiction Characters and the Conflicts that Shape Them</p> <ul style="list-style-type: none"> • Read-Aloud: Orienting Oneself to the story • Filling in the backstory • Teachers will explain and model the importance of understanding background knowledge of a historical time period to understand a historical fiction story. This knowledge will be applied to uncovering social issues within historical fiction novels. • Teacher will help create book clubs to encourage peer collaboration for understanding historical fiction within historical fiction. • Analyzing how characters respond to trouble • Teachers will place an emphasis on creating timelines of historical 	<p>Core Materials: Units of Study for Reading <i>Historical Fiction Book Clubs</i> <i>Social Issues Book Clubs</i></p> <p>Supplemental Materials: Leveled Bookroom Classroom Libraries</p> <p>Mentor Texts (Instructional Read Aloud): <i>Out of the Dust</i> by Karen Hesse <i>Henry’s Freedom Box</i> by Ellen Leving <i>The Sneetches</i> by Dr. Seuss <i>A Sweet Smell of Roses</i> <i>Rose Blanche</i> by Roberto Innocenti <i>Jimi Sounds Like a Rainbow: A Story of the Young Jimi Hendrix</i> by Gary Golio</p>

<p>a summary of the text distinct from personal opinions or judgments.</p> <p>NJSLS.RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p> <p>NJSLS.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.</p> <p>NJSLS.SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>NJSLS.SL.6.1.A Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>NJSLS.SL.6.1.B Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>NJSLS.SL.6.1.C Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>NJSLS.SL.6.1.D Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p> <p>NJSLS.L.6.4 Determine or clarify the meaning of unknown and</p>	<p>fiction to keep track of the progress of social issues within a text.</p> <ul style="list-style-type: none"> • Read-Aloud: The collision of internal traits with external conflict • Teachers will model close reading of descriptions to gain further insight in text. • Attending to minor characters and missing perspectives • Looking back from the end of stories with new insights about themes • Clubs analyze their progress and plan reading projects • Vocabulary strategies to assist in the comprehension of the text. <p>Bend 2: Studying an Era</p> <ul style="list-style-type: none"> • Read-Aloud: Readers become students of an era • Reading outside the text to build up background knowledge • Perspectives clash with each other and with history • Reading differently because you have knowledge of the era • Learning truth from fiction • Clubs curate their work in reading projects <p>Bend 3: Studying Characters' Relationships</p> <ul style="list-style-type: none"> • Read-Aloud: Reading for trouble and discerning relationship issues • Weighing characters' relationships for the positive and negative--in literature and life • Noticing how characters contribute to relationship issues through actions and reactions • Club work that fuels reading plans and deeper thoughtful talk • Read-Aloud: analyzing how and why power affects relationships • Studying when character traits collide • Reflection on relationships with books to decide on a future course of study <p>Bend 4: Analyzing Group-Related Issues: Considering Power, Perspective, and Tone</p> <ul style="list-style-type: none"> • Read-Aloud: Thinking about groups as sources of issues • When people within a group struggle, it is often because of 	<p><i>The Butterfly</i> by Patricia Palico <i>The Yellow Star: The Legend of King Christian X of Denmark</i> by Carmen Agra Deedy <i>The Butter Battle Book</i> by Dr. Seuss <i>Hooray for Diffendoofer Day</i> by Dr. Seuss <i>The Sweet Smell of Roses</i> by Angela Johnson <i>Show Way</i> by Jacqueline Woodson <i>Sister Anne's Hands</i> by Marybeth Lorbiecki <i>Aunt Flossie's Hats (and Crab Cakes Later)</i> by Elizabeth Fitzgerald Howard <i>Harvesting Hope (The Story of Cesar Chavez)</i> by Kathleen Krull</p> <p>Unit Texts (Texts for students to read in book clubs): <i>Devil's Arithmetic</i> by Jane Yolen <i>Bud Not Buddy</i> by Christopher Paul Curtis <i>Woods Runner</i> by Gary Paulson <i>Out of the Dust</i> by Karen Hesse <i>Wednesday Wars</i> by Gary D. Schmidt <i>Number the Stars</i> by Lois Lowry <i>War Horse</i> by Michael Morpurgo <i>Cracker</i> by Cynthia Kadohata <i>Esperanza Rising</i> by Pam Munoz Ryan <i>The Cay</i> by Theodore Taylor <i>Al Capone Does My Shirts</i> by Gennifer Choldenko <i>Al Capone Shines My Shoes</i> by Gennifer Choldenko <i>Hiroshima</i> by Laurence Yep <i>Kira Kira</i> by Cynthia Kadohata <i>Wringer</i> by Jerry Spinelli</p> <p>Honors Texts: <i>Devil's Arithmetic</i> by Jane Yolen <i>Woods Runner</i> by Gary Paulson <i>Out of the Dust</i> by Karen Hesse <i>The Cay</i> by Theodore Taylor <i>War Horse</i> by Michael Morpurgo <i>Wednesday Wars</i> by Gary D. Schmidt</p> <p>Teacher Resources:</p>
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<p>multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p> <p>NJSLS.L.6.4.A Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>NJSLS.L.6.4.B Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>).</p> <p>NJSLS.L.6.4.C Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>NJSLS.L.6.4.D Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>NJSLS.L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>NJSLS.L.6.5.A Interpret figures of speech (e.g., personification) in context.</p> <p>NJSLS.L.6.5.B Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p>NJSLS.L.6.5.C Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy, scrimping, economical, unwasteful, thrifty</i>).</p>	<p>power imbalances</p> <ul style="list-style-type: none"> Using common literary themes to think more deeply about group issues in a text The intersection of group identities with individual traits Read-Aloud: Weighing positive and negative messages in stories Investigating when texts are reinforcing and challenging assumptions about groups Considering roles people can play when issues arise---and resolving to be upstanders <p>Bend 5: Thinking Deeply about History and Social Issues through Historical Fiction: Characters and Readers Come of Age & Bring Your life and Others' Lives to Your Reading</p> <ul style="list-style-type: none"> Characters come of age Analyzing power in the midst of conflict Read-Aloud (Video-Aloud): Change can be complicated The past is always with us Bringing yourself, with all your complications, to your reading Learning from our texts and from one another Identifying with less likable and less admirable characters Curating text sets and making plans to continue reading together Clubs leave a legacy <p>Additional Honors Teaching Points:</p> <ul style="list-style-type: none"> Teachers will guide students to compare, contrast and reflect on a historical account as portrayed in a fictional text. Authors of fiction use and/or alter history to suit their purpose for writing. Cite multiple pieces of text evidence to support an inference from a historical fiction text. Individuals, events, and ideas develop and interact over the course of a historical fiction text. Authors use specific words and phrases to establish the tone of a 	<p><u><i>When Kids Can't Read What Teachers Can Do</i></u> by Kylene Beers</p> <p><u><i>What Really Matters For Struggling Readers</i></u> by Richard Allington</p> <p>A Curricular Plan for the Readers Workshop, Teachers College Electronic PDF, Grade 6 2011-2012 Unit 5 Historical Fiction Book Clubs Tackling Complex Texts (Available on the shared drive)</p> <p>Technology:</p> <ul style="list-style-type: none"> Google Classroom Document camera Online resources and websites Smart board Chromebook <p>Assessment: Formative: Do nows and exit cards Conferences Reader's notebook assessments Reading logs Reading pace and stamina Contributions to book clubs Learning Progressions Student self-reflection</p> <p>Summative: Historical Fiction Reading Response Historical Fiction Time Period Presentations Rubrics Unit Quiz/Book Quizzes Vocabulary/Spelling Quizzes</p> <p>Benchmark 2nd Interval Running Record Benchmark Level X</p> <p>Alternative: Student presentations</p>
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<p>NJSLS.L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>Additional Honors Goals:</p> <p>NJSLS.RL.7.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</p> <p>NJSLS.RL.7.10. 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.</p>	<p>text.</p>	
Interdisciplinary Connections		
<p>Social Studies: 6.1.8.HistoryCC.4.b: Explain the growing resistance to slavery and New Jersey’s role in the Underground Railroad. Activity: “Show Way” and “Henry’s Freedom Box” read aloud.</p> <p>Visual and Performing Arts: 1.2.8.Cn10b: Explain and demonstrate how media artworks expand meaning and knowledge and create cultural experiences, such as local and global events. Activity: Analyze and interpret how media artworks depicting events from history expand meaning and knowledge of a time period.</p>		
Career Readiness, Life Literacies, and Key Skills		
<p>Career Readiness, Life Literacies, and Key Skills Practices: Attend to financial well-being. 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2). 9.4.8.DC.8: Explain how communities use data and technology to develop measures to respond to effects of climate change (e.g., smart cities). 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem. Activity: Compare the historical work environment with the current work environment. Question how advancements in technology impact the social environment and profit of a career/business by first viewing through a historical lens.</p> <p>9.2.8.CAP3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income. Activity: Compare modern employment and education trends to the social issues being studied in historical fiction novels.</p>		
Computer Science & Design Thinking		

8.1.8.DA.3: Identify the appropriate tool to access data based on its file format. Activity: Historical fiction study and presentations before reading novels. Generate questions and research to explore answers. Explore problems of the historical time period and create a presentation on how these historical social issues currently impact modern society. Identify the appropriate tool to access data.

**Reading Unit 7
Fantasy Book Clubs
(6 weeks May/June)**

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Readers apply strategies for holding onto and monitoring for comprehension as they read complicated and complex fantasies. • Fantasies are more than epic adventures but are symbolic of larger themes. • Readers think about fantasies metaphorically. • Archetypal characters, author's craft, and elements of illusion must be considered when determining theme. <p>Goals: NJSLS.RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>NJSLS.RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p> <p>NJSLS.RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone</p> <p>NJSLS.RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p>	<p>Bend 1: Thinking analytically at the start of a book - learning to build the world of the story when it's in another world.</p> <ul style="list-style-type: none"> • Reading analytically at the start of a story. • Analyzing the setting as a psychological site. • Investigating power early in the novel. • Learning alongside the main character. • Tackling hard vocabulary by studying patterns, word families, and Latin roots <p>Bend 2: Developing thematic understanding- it's about more than dwarfs and elves.</p> <ul style="list-style-type: none"> • Developing thematic understanding. • Analyzing how authors develop themes. • Investigating dominant themes. • Analyzing inner, as well as outer strengths. • Analyzing point of view. • Dealing with multiple plotlines. <p>Bend 3: Literary traditions, including archetypes, quest structures, and thematic patterns.</p> <ul style="list-style-type: none"> • Analyzing archetypes. • Analyzing quest structures - internal and external quests. • Considering how authors play with archetypes. • Comparing themes across texts. • Reading with critical lenses. • Deepening reading of all genres. <p>Additional Honors Teaching Points:</p> <ul style="list-style-type: none"> • Recognizing conflict in 	<p>Core Materials: Units of Study for Reading</p> <p>Supplemental Materials: Leveled Bookroom Classroom Libraries</p> <p>Mentor Texts (Instructional Read Aloud): <u><i>Twelve Impossible Things Before Breakfast</i></u> by Jane Yolen <u><i>The Cherry Tree Buck and Other Stories</i></u> by Robin Moore <u><i>Uncle Septimus' Beard</i></u> by Herbert Shippey <u><i>Paperbag Princess</i></u>, by Robert Munsch <u><i>Cloudy with a Chance of Meatballs</i></u>, Judi Barrett <u><i>Where the Wild Things Are</i></u>, Maurice Sendak <u><i>The Wizard of Oz</i></u> <u><i>Weslandia</i></u>, Paul Fleischman <u><i>The Cherry Tree Buck</i></u>, Robin Moore <u><i>The Chronicles of Harris Burdick</i></u>, Chris van Allsburg <u><i>Tuesday</i></u>, David Wiesner <u><i>The Stinky Cheese Man</i></u>, Jon Scieszka <u><i>Squids Will Be Squids</i></u>, Jon Scieszka <u><i>Harry Potter and the Sorcerer's Stone</i></u>, JK Rowling <u><i>Rules of Summer</i></u>, Shaun Tan <i>The Wizard of Oz</i> (1939 film) <u><i>Where the Wild Things Are</i></u> <u><i>Rules of Summer</i></u></p> <p>Unit Texts (Texts for students to read in book clubs):</p>

<p>NJSLS.RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.</p> <p>NJSLS.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.</p> <p>NJSLS.SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>NJSLS.SL.6.1.A Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>NJSLS.SL.6.1.B Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>NJSLS.SL.6.1.C Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>NJSLS.SL.6.1.D Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p> <p>NJSLS.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.</p> <p>NJSLS.L.6.4.A Use context (e.g., the overall meaning of a sentence or</p>	<p>fantasy stories as reflections of the social structure of our world.</p> <ul style="list-style-type: none"> Analyzing how a text is reflective of the hero's journey. Teachers will model how different literary elements interact specifically within a fantasy story. Identify the limits of magic and power in a text and consider the intention behind the author's craft. Cite multiple pieces of text evidence to support an inference found in the text. Characters and events are woven together to interact over the course of a fantasy story. The literary elements of the fantasy genre interact to establish the theme of a story. Students will trace theme in fantasy books. Students will follow the plot of a fantasy story, while discovering how setting, characters, and conflict play into the overall theme. 	<p><i>Guardians of Ga'hoole Book 1</i> by Katherine Lasky (V) <i>The Fire Chronicles</i> by John Stephens (U) <i>The Black Reckoning</i> by John Stephens <i>Gregor the Overlander</i> by Suzanne Collins <i>Gregor and the Prophecy of Bane</i> by Suzanne Collins</p> <p>Honors Texts: <i>Eragon</i> by Christopher Paolini (Y) <i>Eldest</i> by Christopher Paolini (Y) <i>Brisinger</i> by Christopher Paolini (Y)</p> <p>Teacher Resources: A Quick Guide to Teaching Reading Through Fantasy Novels, 5-8 By Mary Ehrenworth</p> <p>Technology:</p> <ul style="list-style-type: none"> Google Classroom Document camera Online resources and websites Smart board Chromebook <p>Assessment: Formative: Do nows and exit cards Conferences Reader's notebook assessments Reading logs Reading pace and stamina Contributions to book clubs Learning Progressions Student self-reflection</p> <p>Summative: Fantasy Reading Response Rubrics Unit Quiz/Book Quizzes Vocabulary/Spelling Quizzes</p> <p>Benchmark: End of Year Running Record Above Benchmark Z Level Y: On Benchmark Level X: Approaching expectations Level W or below: Does not meet expectations</p>
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<p>paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>NJSLS.L.6.4.B Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>).</p> <p>NJSLS.L.6.4.C Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>NJSLS.L.6.4.D Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>NJSLS.L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>NJSLS.L.6.5.A Interpret figures of speech (e.g., personification) in context.</p> <p>NJSLS.L.6.5.B Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p>NJSLS.L.6.5.C Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy, scrimping, economical, un wasteful, thrifty</i>).</p> <p>NJSLS.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</p>		<p>Alternative: Student presentations</p>
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<p>expression.</p> <p>Additional Honors Goals:</p> <p>NJSLS.RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>NJSLS.RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p>NJSLS.RL.7.10. 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.</p>		
Interdisciplinary Connections		
<p>Social Studies: 6.2.8.HistoryCC.1.b: Determine the impact of technological advancements on hunter/gatherer and agrarian societies. Activity: Read aloud, discussion, and analysis of <i>Weslandia</i>.</p> <p>Science: MS-LS1-4 From Molecules to Organisms: Structures and Processes: Use argument based on empirical evidence and scientific reasoning to support an explanation for how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction of animals and plants respectively.</p> <p>Activity: Read aloud, discussion, and analysis of <i>Weslandia</i>.</p>		
Career Readiness, Life Literacies, and Key Skills		
<p>Career Readiness, Life Literacies, and Key Skills Practices: Consider the environmental, social and economic impacts of decisions. 9.4.8.DC.5: Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure. 9.4.8.IML.10: Examine the consequences of the uses of media (e.g., RI.8.7). 9.4.8.TL.4: Synthesize and publish information about a local or global issue or event (e.g., MSLS4-5, 6.1.8.CivicsPI.3). Activity: Follow the hero's journey and analyze how their decisions, environment, or economic standing impact the plot of the story. Follow through with a discussion or posting on how this can relate to our own lives in the decisions and choices we make.</p> <p>9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential. 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries. Activity: Book club discussion of the hero's wants and motivations. Discussion of how this relates to people achieving their goals. Analyze how a character achieves their goals or completes their mission.</p>		
Computer Science & Design Thinking		

8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose. Activity: Use a digital tool to create a story map of the hero's journey in a text and compare events to a real-world problem.

**Readers Workshop Unit 8
Launching a Summer of Reading
(June)**

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Reading that occurred during 6th grade was preparation to read independently over the summer. • Choosing just right books of personal interest are important when selecting summer reading texts. <p>Goals: NJSL.S.RI.6.10 By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.</p>	<p>Teachers will present summer reading requirements/choices, and assist students with goal setting.</p>	<p>Core Materials: Units of Study for Reading</p> <p>Supplemental Materials: Leveled Bookroom Classroom Libraries</p> <p>7th Grade Summer Reading Requirements posted on the school website.</p> <p>7th Grade Honors Summer Reading Requirements posted on the school website.</p>
Interdisciplinary Connections		
<p>Visual and Performing Arts: 1.2.8.Cn11a: Access, evaluate and use internal and external resources and context to inform the creation of media artworks (e.g., cultural and societal knowledge, research, exemplary works). Activity: Compare how authors and artists inform the creation of their work.</p> <p>Social Studies: 6.3.8.CivicsDP.1: Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body. Activity: Identify an issue in a text read during the year. Develop multiple solutions, and communicate the best one to an appropriate government body.</p>		
Career Readiness, Life Literacies, and Key Skills		
<p>Career Readiness, Life Literacies, and Key Skills Practices: Plan education and career paths aligned to personal goals. 9.4.8.CI.2: Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3). Activity: Reflect on reading and writing done throughout the year by making a portfolio and creating goals for next year.</p> <p>9.2.8.CAP.5: Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan. Activity: Writing reflections on how the knowledge students gained in reading and writing this year will help them to grow and be successful in the future.</p>		
Computer Science & Design Thinking		

8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose. Activity: After students analyze their digital reading and writing portfolios, they should create a spreadsheet of their successes. Also, consider areas for improvement. Discuss the importance of keeping and reflecting on this data as they move to 7th grade.

6th GRADE WRITING

**Writing Unit 1A
Introduction to Middle School Writing Workshop
Honors: Raising the Level of Text Evidence in Our Writing
September 4 weeks**

Understandings	Teaching Points (Possible Mini Lessons)	Mentor Texts/Resources
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> Students will revisit the rules of grammar and paragraph structure. Students will successfully understand and create well written paragraphs that can be used in any subject matter. Students will learn paragraph terminology. Students will construct written responses to literature, developing claims and reasons to support thinking. Honors students will use grade level text evidence and citations. Honors students will publish literary analysis using technology, to help them collaborate with peers and teachers on their writing. <p>Goals: NJSLS.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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 here.) NJSLS.W.6.6 Use technology, including the</p>	<ul style="list-style-type: none"> Teachers will model how to write a structured paragraph citing text evidence. Teachers will review basic grammar skills such as subject-verb agreement and parts of speech. Teachers will instruct students in the composition of simple, compound, and complex sentences. Teachers will review how and when to use transitional words and phrases. <p>Additional Honors Teaching Points:</p> <ul style="list-style-type: none"> Vary sentence structure and vocabulary in writing. Effectively revise to strengthen writing. Effectively select a strong piece of text evidence and clearly explain how it supports a claim. Teachers will demonstrate and expect students to use technology to enhance their writing through conferencing with peers and teachers. Teachers will model expectations for publishing and help students understand the available tools that will be utilized throughout the year. 	<p>Mentor Texts (Instructional Read Aloud): <i>“The Gift of the Magi,”</i> and <i>“Two Thanksgiving Day Gentlemen”</i> by O’Henry <i>Every Living Thing</i> by Cynthia Rylant <i>Thank You Ma’am</i> by Langston Hughes <i>Fly Away Home</i> by Eve Bunting <i>“The Landlady”</i> by Roald Dahl <i>The Babysitter</i> by Jane Yolen <i>Twelve Impossible Things Before Breakfast</i> by Jane Yolen <i>Raymond’s Run</i> by Toni Cade Bambara <i>The Chronicles of Harris Burdick</i>, by Chris van Allsburg</p> <p>Additional Honor’s Texts: <i>“The Landlady”</i> by Roald Dahl <i>The Babysitter</i> by Jane Yolen <i>Twelve Impossible Things Before Breakfast</i> by Jane Yolen <i>Raymond’s Run</i> by Toni Cade Bambara <i>The Chronicles of Harris Burdick</i>, by Chris van Allsburg</p> <p>Technology:</p> <ul style="list-style-type: none"> Google Classroom Document camera Online resources and websites Smartboard Chromebook

<p>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.</p> <p>NJSLS.W.6.10 Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>NJSLS.L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>NJSLS.L.6.1.A Ensure that pronouns are in the proper case (subjective, objective, possessive).</p> <p>NJSLS.L.6.1.B Use intensive pronouns (e.g., <i>myself</i>, <i>ourselves</i>).</p> <p>NJSLS.L.6.1.C Recognize and correct inappropriate shifts in pronoun number and person.*</p> <p>NJSLS.L.6.1.D Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*</p> <p>NJSLS.L.6.1.E Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*</p> <p>NJSLS.L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>NJSLS.L.6.2.A</p>		<p>Assessment: Formative: Do nows and exit cards Conferences Writer's notebook assessments Writing stamina Contributions to book clubs Learning Progressions Student self-reflection</p> <p>Summative: Student presentations Summer Reading and log for 6th Grade</p> <p>Alternative: Different ways to log your reading Add to your summer reading list</p>
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Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*

NJSLS.L.6.2.B
Spell correctly.

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

NJSLS.L.6.3.A
Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.

NJSLS.L.6.3.B
Maintain consistency in style and tone.*

Additional Honors Goals:

W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

A. Introduce a topic clearly, previewing what is to follow; 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).

B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

D. Use precise language and domain-specific vocabulary to inform about or explain the topic.

E. Establish and maintain a formal style academic style, approach, and form.

F. Provide a concluding statement or section that follows from and supports the information or

<p>explanation presented.</p> <p>W.7.5. 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, focusing on how well purpose and audience have been addressed.</p>		
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Interdisciplinary Connections

Science: MS-LS1-1. From Molecules to Organisms: Structures and Processes: Conduct an investigation to provide evidence that living things are made of cells; either one cell or many different numbers and types of cells. [Clarification Statement: Emphasis is on developing evidence that living things are made of cells, distinguishing between living and non-living things, and understanding that living things may be made of one cell or many and varied cells.] Activity: Investigate cells and use this to write a narrative flash draft/prewrite about “What makes you, you!?”

Social Studies: 6.2.8.HistoryCC.1.a: Describe the influence of the agricultural revolution on population growth and the subsequent development of civilizations (e.g., the impact of food surplus from farming). Activity: Read articles about the agricultural revolution and write a narrative flash draft about an event in your life that helped you to grow or evolve into the person you are today.

Career Readiness, Life Literacies, and Key Skills

Career Readiness, Life Literacies, and Key Skills Practices: Act as a responsible and contributing community members and employee. 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8). 9.4.8.TL.3: Select appropriate tools to organize and present information digitally. 9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations. Activity: Host summer reading book talks and discuss the importance of reading and writing over the summer. Discuss how this responsibility will impact your writing career in 6th grade. Discuss ways you can share your thoughts on the book for your peers to view.

9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential. Activity: Discussion- Understanding the importance of reading and writing stamina for future academic and career success.

Computer Science & Design Thinking

8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose. Activity: Students create digital summer reading logs and graphs to keep track of their reading progress data. Students will discuss how quality summer reading impacts their writing ability.

Writing Unit 1B
Personal Narrative Writing
October/November (5 weeks)

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Students will pick out “small moments” to write about and will be encouraged to choose moments they have never before put into writing. • Students will show and not tell in their writing. • Students will revise their drafts by looking through their writer’s notebook entries to ratchet up their own work with skills, strategies, mentor texts, and talks with partners. Students will use teacher mentor texts as inspiration to take new risks and apply new strategies to their own work. • Students will develop strategies to conference about their writing with both teachers and peers. Students will pick out specific discussion points they would like to focus on. <p>Goals: NJSLS.W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>NJSLS.W.6.3.A Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>NJSLS.W.6.3.B Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>NJSLS.W.6.3.C Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to</p>	<p>Bend 1: Launching Independent Writing Lives and Generating Personal Narratives</p> <ul style="list-style-type: none"> • Teachers will model how to set up your notebook for writing. • Teachers will encourage the idea of writing “long and strong”. • Teachers will demonstrate how to tell the story from the narrator's point of view. • Teachers will model how to use mentor texts to raise the level of your own writing. This will include showing students how to take risks in their writing. Teachers will read a variety of mentor texts that students can reference throughout the unit. • Teachers will discuss how to reflect on writing and pause to set goals.. • Teachers will show how to use flash drafts to decide on a meaningful small moment for a narrative. • Teachers will demonstrate how some stories can pan out into longer pieces and how some cannot. • Teachers will conduct a series of mini lessons on characters, conflict/resolution, climax, themes, figurative language, sensory details, and mood/tone during both the writing and reading unit. All of this knowledge should be applied to narrative writing. <p>Bend 2: Moving through the Writing Process and toward Our Goals</p> <ul style="list-style-type: none"> • Teachers will model rehearsing: Experimenting with Beginnings. This will include students “telling” their stories in different ways before they start writing. • Teachers will model and encourage flash drafting: Get the whole story on the page. 	<p>Core Materials: Units of Study for Writing</p> <p>Supplemental Materials: Leveled Bookroom Classroom Libraries</p> <p>Mentor Texts (Instructional Read Aloud): <i>Knucklehead: Tall Tales and Mostly True Stories About Growing Up Scieszka</i> by Jon Scieszka <i>Boy: Tales of Childhood</i> by Roald Dahl <i>Guys Write for Guys Read</i> by Jon Scieszka <i>Looking Back</i> by Lois Lowry <i>The Circuit</i> by Francisco Jimenez</p> <p>Teacher Resources: http://readingandwritingproject.com/</p> <p>A Curricular Plan for the Writers Workshop, Teachers College Electronic PDF, Grade 6 2011-2012 Unit (Available on the shared drive)</p> <p><i>Units of Study for Argument, Information, and Narrative Writing</i> by Lucy Calkins and Colleagues from The Reading and Writing Project Grade 6 Published from Heinemann</p> <p><i>Schoolwide Personal Narrative Writing</i> by Writing Fundamentals Grade 6 Published by Writing Fundamentals</p> <p><i>Writing Pathways Grades 6-8 Performance Assessments and Learning Progressions</i> by Lucy Calkins and Audra Kirshbaum Robb and Colleagues from the Teachers College of Reading and Writing Project.</p> <p>Technology:</p> <ul style="list-style-type: none"> • Google Classroom • Document camera

<p>another.</p> <p>NJSLS.W.6.3.D Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>NJSLS.W.6.3.E Provide a conclusion that follows from the narrated experiences or events.</p> <p>NJSLS.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.)</p> <p>NJSLS.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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 here.)</p> <p>NJSLS.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.</p> <p>NJSLS.W.6.10 Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>NJSLS.L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<ul style="list-style-type: none"> • Teachers will encourage using Writer’s Notebooks for mindful, goal-driven work • Teachers will model how to re-angle and rewrite to convey what a story is really about. • Teachers will model how to elaborate on important scenes and add new ones from the Past • Teachers will show how to use checklists, rubrics, and all available resources to aid with final touches. <p>Bend 3: Final Product</p> <ul style="list-style-type: none"> • Teachers will demonstrate how to end stories in meaningful ways and encourage students to develop a message/theme in their writing. • Teachers will model how to edit sentences for rhythm and meaning. • Teachers will create an atmosphere of celebration as students come together as a community of writers to celebrate their writing. <p>Additional Honors Teaching Points:</p> <ul style="list-style-type: none"> • Use figurative language and description to convey actions and experiences of an author’s personal experiences. • Compound and complex sentences are used to enhance writing using a variety of sentence types. • Teacher will elaborate on how to address the audience through language/word choices to elicit different reactions from the reader. • Language helps the reader relate to the writer’s emotions and the overall theme of the story. 	<ul style="list-style-type: none"> • Online resources and websites • Smartboard • Chromebook <p>Assessment: Formative: Writer’s notebook entries Individual and small group conferencing Narrative checklist Student self assessment</p> <p>Summative: Personal Narrative using 6th Grade Personal Narrative Rubric Personal Narrative using 6th Grade Honors Personal Narrative Rubric</p> <p>Benchmark: Personal Narrative scored with Teacher’s College Rubric for 6th Grade</p> <p>Alternative: Memoir (Honors) Narrative Podcasts Narrative Picture Books</p>
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<p>NJSLS.L.6.1.A Ensure that pronouns are in the proper case (subjective, objective, possessive).</p> <p>NJSLS.L.6.1.B Use intensive pronouns (e.g., <i>myself, ourselves</i>).</p> <p>NJSLS.L.6.1.C Recognize and correct inappropriate shifts in pronoun number and person.*</p> <p>NJSLS.L.6.1.D Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*</p> <p>NJSLS.L.6.1.E Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*</p> <p>NJSLS.L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>NJSLS.L.6.2.A Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*</p> <p>NJSLS.L.6.2.B Spell correctly.</p> <p>NJSLS.L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>NJSLS.L.6.3.A Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.</p> <p>NJSLS.L.6.3.B Maintain consistency in style and tone.*</p> <p>Additional Honors Goals:</p> <p>NJSLS.W.7.3. D. Use precise words and phrases, relevant descriptive</p>		
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<p>details, and sensory language to capture the action and convey experiences and events.</p> <p>NJSLS.W.7.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>NJSLS.L.7.1.B. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p>NJSLS.L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>NJSLS.L.7.5.A. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p>		
Interdisciplinary Connections		
<p>Visual and Performing Arts: 1.3A.8.Re7a: Select programs of music (e.g., a playlist, live performance) and demonstrate the connections to an interest or experience for a specific purpose. Activity: Brainstorming personal narratives using music to evoke memories. Follow up with a lesson on comparing and contrasting genres of music.</p> <p>Science: MS-LS1-5 From Molecules to Organisms: Structures and Processes: Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms. Activity: Discuss how environmental factors influence our own growth and use this to write a narrative flash draft/prewrite.</p>		
Career Readiness, Life Literacies, and Key Skills		
<p>Career Readiness, Life Literacies, and Key Skills Practices: Utilize critical thinking to make sense of problems and persevere in solving them. 9.4.8.DC.4: Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences. 9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations. 9.4.8.TL.3: Select appropriate tools to organize and present</p>		

information digitally. **9.4.8.DC.8: Explain how communities use data and technology to develop measures to respond to effects of climate change (e.g., smart cities).** Activity: Craft a narrative from a small moment experience using critical thinking skills to make sense of real-life problems. Use strong language and writing to elaborate, and weave show not tell details into the story to have an emotional impact on their audience.

9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential. Activity: Reflection on school life through personal narrative. Relate to lessons learned in personal narrative and explain how this lays the foundation for future success.

Computer Science & Design Thinking

8.1.8.DA.3: Identify the appropriate tool to access data based on its file format. Activity: Choose your own small moment problem that you have encountered and write a narrative about this moment. Publish your work to share your experience and display what you learned using the appropriate tool and file format. Complete as a flash draft for one of your narrative options.

**Writing Unit 2
Realistic Fiction
November/December 4 weeks**

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> Students will develop realistic fiction with rich characters, settings and plot. Students will go through the writing process from collection to publishing. Students will understand the genre of realistic fiction, and understand the elements that go into it. Students will sample various leads, endings and ideas in realistic fiction and understand that writing is not a “one and done” process. <p>Goals: NJSLS.W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>NJSLS.W.6.3.A Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>NJSLS.W.6.3.B Use narrative techniques, such as</p>	<p>Bend 1: Understanding how and why writers write realistic fiction</p> <ul style="list-style-type: none"> Even though this isn't personal, writers still write about what they know. Teachers model the difference this makes in their writing. Teachers will model developing characters, plots, issues, conflicts, and solutions. Teachers will read various realistic fiction stories to prove that realistic fiction comes from real events. Teachers will model how to develop purpose and themes within realistic fiction. Teachers will model addressing an audience. Teachers will encourage collecting notebook entries to weed out the story you want to write. <p>Bend 2: Taking ideas and putting them on paper! Create a story!</p> <ul style="list-style-type: none"> Teachers will model different story openings/leads and explain that writing doesn't need to start from the beginning. Teachers will model how to create a setting. Teachers will demonstrate how to 	<p>Core Materials: Units of Study for Writing</p> <p>Supplemental Materials: Leveled Bookroom Classroom Libraries</p> <p>Mentor Texts (Instructional Read Aloud): <i>Bully</i> by Patricia Palacio <i>Thank You Ma'am</i> by Langston Hughes <i>The Raft</i> by Jim LaMarche <i>Come on Rain</i> by Karen Hesse <i>Each Kindness</i> by Jacqueline Woodson <i>Every Living Thing</i> by Cynthia Rylant <i>Out of My Mind</i> by Sharon Draper <i>Fish in a Tree</i> by Lynda Mullaly Hunt <i>13</i> by James Howe <i>Raymond's Run</i> by Toni Cade Bambara</p> <p>Teacher Resources: http://readingandwritingproject.com/</p> <p>A Curricular Plan for the Writers Workshop, Teachers College Electronic PDF, Grade 6 2011-2012 Unit (Available on the shared drive)</p> <ul style="list-style-type: none"> <i>Units of Study for Argument, Information, and Narrative Writing</i> by Lucy Calkins and Colleagues from The Reading and

<p>dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>NJSLS.W.6.3.C Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>NJSLS.W.6.3.D Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>NJSLS.W.6.3.E Provide a conclusion that follows from the narrated experiences or events.</p> <p>NJSLS.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.)</p> <p>NJSLS.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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 here.)</p> <p>NJSLS.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.</p> <p>NJSLS.W.6.10 Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>NJSLS.L.6.1 Demonstrate command of the conventions of standard English</p>	<p>create fictional characters.</p> <ul style="list-style-type: none"> Teachers will encourage students to sample various leads and endings. (Writing is not one and done!) Teachers will encourage using mentor texts as inspiration. Teachers will discuss the different ways writers publish realistic fiction. <p>Additional Honors Teaching Points:</p> <ul style="list-style-type: none"> Figurative language and description convey actions and experiences through a created character. Teacher will ask students to take this to the next level by ensuring this is found throughout the story. Teacher will encourage use of figurative language through show not tell. Compound and complex sentences enhance writing by using varying types of sentences. Teacher will model and expect students to add compound complex sentences to their stories. Students will self monitor their writing to ensure their sentence structure varies throughout the paper. Teacher will model sentence variation and fluency to develop written expression and meaning. Teacher will elaborate on how to address the audience through language/word choices to elicit different reactions from the reader. Language helps the reader relate to the character’s emotions and the overall theme of the story. Word choices and language enhances and changes the reader’s understanding of the story. Students will be expected to write with their audience in mind. 	<p>Writing Project Grade 6 Published from Heinemann</p> <ul style="list-style-type: none"> <i>Schoolwide Personal Narrative Writing</i> by Writing Fundamentals Grade 6 Published by Writing Fundamentals <i>Writing Pathways Grades 6-8 Performance Assessments and Learning Progressions</i> by Lucy Calkins and Audra Kirshbaum Robb and Colleagues from the Teachers College of Reading and Writing Project. <p>Technology:</p> <ul style="list-style-type: none"> Google Classroom Document camera Online resources and websites Smart board Chromebook <p>Assessment: Formative: Writer’s notebook entries Individual and small group conferencing Realistic Fiction checklist Student self assessment</p> <p>Summative: Realistic Fiction Story using 6th Grade Realistic Fiction Rubric</p> <p>Realistic Fiction Story using Honors 6th Grade Realistic Fiction Rubric</p> <p>Alternative: Write and perform a play using elements of realistic fiction</p>
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<p>grammar and usage when writing or speaking.</p> <p>NJSLS.L.6.1.A Ensure that pronouns are in the proper case (subjective, objective, possessive).</p> <p>NJSLS.L.6.1.B Use intensive pronouns (e.g., <i>myself</i>, <i>ourselves</i>).</p> <p>NJSLS.L.6.1.C Recognize and correct inappropriate shifts in pronoun number and person.*</p> <p>NJSLS.L.6.1.D Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*</p> <p>NJSLS.L.6.1.E Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*</p> <p>NJSLS.L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>NJSLS.L.6.2.A Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*</p> <p>NJSLS.L.6.2.B Spell correctly.</p> <p>NJSLS.L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>NJSLS.L.6.3.A Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.</p> <p>NJSLS.L.6.3.B Maintain consistency in style and tone.*</p> <p>Additional Honors Goals:</p> <p>NJSLS.W.7.3. D. Use precise words and phrases, relevant descriptive details,</p>		
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<p>and sensory language to capture the action and convey experiences and events.</p> <p>NJSLS.W.7.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>NJSLS.L.7.1.B. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p>NJSLS.L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>		
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Interdisciplinary Connections

Visual and Performing Arts: 1.4.8.Cr3c: Develop effective physical and vocal traits of characters in an improvised or scripted theatrical work. Activity: Create a character for your story and act out how that character would speak. Use this as a tool for developing your character in written word.

Science: MS-ESS3-2. Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects. Activity: Read articles about how natural hazards forecast future catastrophic events. Use this as a tool to brainstorm ideas for realistic fiction stories with a “character vs. nature” plot and build the real research into the fictional narrative.

Career Readiness, Life Literacies, and Key Skills

Career Readiness, Life Literacies, and Key Skills Practices: Use technology to enhance productivity, increase collaboration, and communicate effectively. 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8). 9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8). 9.4.8.TL.4: Synthesize and publish information about a local or global issue or event (e.g., MSLS4-5, 6.1.8.CivicsPI.3). Activity: Use creativity to create your own realistic fiction story that follows the plot mountain and contains a lesson learned. Encourage students to take risks with their problems and solutions and try multiple endings or leads to enhance their realistic fiction stories.

9.2.8.CAP.9: Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts postsecondary options. 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries. Activity: Create characters for your realistic fiction story that take on various life roles or work related activities. Explore how those roles will shape the characters in your story through research and apply it in writing.

Computer Science & Design Thinking

8.1.8.IC.2: Describe issues of bias and accessibility in the design of existing technologies. Activity: Research realistic fiction issues that are present in other cultures. Publish your realistic fiction story online using an actual global issue

that others experience. Share with the class and discuss how this story offers perspective on other cultures. Tie into realistic fiction read alouds.

**Writing Unit 3
Literary Essay
December/January 4 Weeks**

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> Students will learn to express their thoughts about reading through writing, and name ideas succinctly and to back up ideas and observations with strong evidence. Students will evaluate the strength of the evidence they choose. Students will annotate texts, and incorporate quotes with context and precision. Students will clarify and elaborate on their thinking. <p>Goals: NJSLS.W.6.1.A Introduce claim(s) and organize the reasons and evidence clearly. NJSLS.W.6.1.B Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. NJSLS.W.6.1.C Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. NJSLS.W.6.1.D Establish and maintain a formal/academic style, approach, and form. NJSLS.W.6.1.E Provide a concluding statement or section that follows from the argument presented. NJSLS.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. NJSLS.W.6.2.A Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification,</p>	<p>Bend 1: Writing Strong Literary Essays (Assess and determine what students know and do not know about essay writing as well as introduce in broad strokes some of the root moves of essay writing that will be developed later on. Draft and revise a simple essay about a character.)</p> <ul style="list-style-type: none"> Teachers will read aloud different essays to demonstrate structure and elements of essays. Teachers will model how to grow big ideas from details about characters. Teachers will explain and demonstrate writing to discover what a character truly wants. Teachers will model crafting claims about characters and conference with students about their own claims. Teachers will model conveying evidence: summarizing and storytelling. Teachers will encourage students to study and refer back to mentor texts to construct their literary essays. Teachers will model and stress the importance of revising essays to be sure you analyze as well as cite text evidence. Teachers will demonstrate and provide students with transitional words that are grade appropriate to add into their writing. <p>Bend 2: Elevating the Complexity of Literary Essays (Draft again a simple essay about a character but this time angling their essays to consider the theme of the text they are analyzing.)</p> <ul style="list-style-type: none"> Teachers will demonstrate looking for themes in the conflict of a text. Teachers will reinforce drafting 	<p>Core Materials: Units of Study for Writing</p> <p>Supplemental Materials: Leveled Bookroom Classroom Libraries</p> <p>Mentor Texts (Instructional Read Aloud): <i>"The Gift of the Magi,"</i> and <i>"Two Thanksgiving Day Gentlemen"</i> by O'Henry <i>Every Living Thing</i> by Cynthia Rylant <i>Thank You Ma'am</i> by Langston Hughes <i>Fly Away Home</i> by Eve Bunting <i>"The Landlady"</i> by Roald Dahl <i>The Babysitter</i> by Jane Yolen <i>Twelve Impossible Things Before Breakfast</i> by Jane Yolen <i>Raymond's Run</i> by Toni Cade Bambara</p> <p>Resources: http://readingandwritingproject.com/</p> <ul style="list-style-type: none"> A Curricular Plan for the Writers Workshop, Teachers College Electronic PDF, Grade 6 2011-2012 Unit (Available on the shared drive) <i>Units of Study for Argument, Information, and Narrative Writing</i> by Lucy Calkins and Colleagues from The Reading and Writing Project Grade 6 Published from Heinemann <i>Writing Pathways Grades 6-8 Performance Assessments and Learning Progressions</i> by Lucy Calkins and Audra Kirshbaum Robb and Colleagues from the Teachers College of Reading and Writing Project.

<p>comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.</p> <p>NJSLS.W.6.2.B Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>NJSLS.W.6.2.C Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>NJSLS.W.6.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>NJSLS.W.6.2.E Establish and maintain a formal style.</p> <p>NJSLS.W.6.2.F Provide a concluding statement or section that follows from the information or explanation presented.</p> <p>NJSLS.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.)</p> <p>NJSLS.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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 here.)</p> <p>NJSLS.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.</p> <p>NJSLS.W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>NJSLS.W.6.9.A Apply <i>grade 6 Reading standards</i> to literature (e.g., "Compare</p>	<p>using “all that you know”.</p> <ul style="list-style-type: none"> • Teachers will recap the idea of “First Impressions” and “Closing Remarks”. • Teachers will reinforce quoting texts to prove your thinking. • Teachers will open editing to peer conferences. <p>Bend 3: Writing Compare and Contrast Essays (Compare two texts through the lens of a common theme, teaching students to consider the similarities and differences in the ways two texts deal with an issue or problem.)</p> <ul style="list-style-type: none"> • Teachers will help students build their muscles to compare and contrast, by demonstrating how to annotate two texts for similar themes and ideas. • Teachers will encourage students to use all information learned about essay writing to craft their compare and contrast essay. • Teachers will model compare and contrast transitional words. • Revision will focus on identifying run-ons and sentence fragments. Teachers will encourage writing with simple, compound, and complex sentences to improve fluency in writing. • Teachers will create an atmosphere of celebration over literary essays. <p>Additional Honors Teaching Points:</p> <ul style="list-style-type: none"> • Organize literary analysis to most effectively convey a claim and text evidence. • Make the most of text evidence by reflecting and analyzing in a way that best supports the claim. • Students will reflect on their writing to better address the audience or to try a new approach in defending a claim. • Teacher will facilitate student discussions to help students draw conclusions from others with varying or similar viewpoints which can then be used as enhanced evidence for writing. • Reflect on writing to reduce 	<ul style="list-style-type: none"> • <i>The Literary Essay From Characters to Compare/Contrast</i> Grade 6 Written by Kate Roberts and Kathleen Tolan CD-ROM for Informational Writing included in the Units of Study. <p>Technology:</p> <ul style="list-style-type: none"> • Google Classroom • Document camera • Online resources and websites • Smart board • Chromebook <p>Assessment:</p> <p>Formative:</p> <p>Writer’s notebook entries Individual and small group conferencing Narrative checklist Student self assessment Literary Essay Checklist Compare and Contrast Checklist</p> <p>Summative:</p> <p>Compare and Contrast Essay using 6th Grade Compare and Contrast Rubric Compare and Contrast Essay using 6th Grade Honors Compare and Contrast Rubric Literary Essay using 6th Grade Literary Essay Rubric Literary Essay using 6 Grade Honors Literary Essay Rubric</p> <p>Alternative:</p> <p>Use two modalities (ex: text and drawing) to compare and contrast characters</p>
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<p>and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").</p> <p>NJSLS.W.6.10 Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>NJSLS.L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>NJSLS.L.6.1.C Recognize and correct inappropriate shifts in pronoun number and person.*</p> <p>NJSLS.L.6.1.D Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*</p> <p>NJSLS.L.6.1.E Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*</p> <p>NJSLS.L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>NJSLS.L.6.2.A Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*</p> <p>NJSLS.L.6.2.B Spell correctly.</p> <p>NJSLS.L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>NJSLS.L.6.3.A Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.</p> <p>NJSLS.L.6.3.B Maintain consistency in style and tone.*</p> <p>NJSLS.L.6.6 Acquire and use</p>	<p>wordiness and redundancy and emphasize how to make literary analysis as clear and concise as possible.</p> <ul style="list-style-type: none"> • Teacher will encourage and model how to use peers and the teacher as a mentor/editor for writing. Students will be expected to meet and discuss to improve writing and will modify their writing and claims to adjust to new information learned. • Student will participate in a writing community where all learners bring information and ideas to discussion to be used to improve written expression. • Vary word choice and sentence structure using different styles of sentence structure to help enhance meaning and written expression. • Individual and group conferences where students address their own strengths and needs. • Student selected writing goals. 	
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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.

Additional Honors Goals:

NLSLS.W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

A. Introduce a topic clearly, previewing what is to follow; 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).

B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

D. Use precise language and domain-specific vocabulary to inform about or explain the topic.

E. Establish and maintain a formal style academic style, approach, and form.

F. Provide a concluding statement or section that follows from and supports the information or explanation presented.

NLSLS.W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

NLSLS.W.7.5. 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, focusing on how well purpose and audience have been addressed.

NLSLS.L.7.3. Use knowledge of language and its conventions when

writing, speaking, reading, or listening. A. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.		
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Interdisciplinary Connections

Science: MS-ESS3-3. Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment. Activity: Read nonfiction articles on the human impact on the environment and write a compare and contrast essay about two different types of human impact on the environment while explaining how this impact can be lessened.

Visual and Performing Arts: 1.3A.8.Re9a: Support with evidence personal interpretation of contrasting programs of music and explain how the application of the elements of music and expressive qualities, within genres, cultures and historical periods convey expressive intent. Activity: Compare and contrast readings and essay to the use of structural forms of different musical styles and composition.

Career Readiness, Life Literacies, and Key Skills

Career Readiness, Life Literacies, and Key Skills Practices: Utilize critical thinking to make sense of problems and persevere in solving them. 9.4.8.TL.2: Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4). 9.4.8.IML.3: Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping (e.g., 6.SP.B.4, 7.SP.B.8b). Activity: Create your own claim about a character in your novel. Consider how this claim can be proved with evidence from the text and devise a plan to prove your point through your literary essay.

9.2.8.CAP.16: Research different ways workers/ employees improve their earning power through education and the acquisition of new knowledge and skills.

Activity: Group meetings to create claims about book club books. Students evaluate effective communication and book club skills. Reflect on communication, collaboration, and leadership skills in the form of a journal response in a writer's notebook.

Computer Science & Design Thinking

Computer Science: 8.1.8.CS.4: Systematically apply troubleshooting strategies to identify and resolve hardware and software problems in computing systems. Activity: Write literary essays using online short stories, and cite evidence to prove a claim. Use an online citation creator to make a works cited page and intext citations. Apply troubleshooting strategies when using software.

**Writing Unit 4
Argument Essay
January/February (6 weeks)**

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
Enduring Understandings: <ul style="list-style-type: none"> Students will use persuasive language and transitions/ 	Bend 1: Personal Essay <ul style="list-style-type: none"> Reading personal essay Writers write about what they 	Core Materials: Units of Study for Writing

<ul style="list-style-type: none"> • Students will craft a convincing call to action • Students will read and analyze multiple texts about a topic to draw conclusions and develop an argument. • Students will draw the conclusion that persuasive writing can serve as a vehicle for social change. <p>Goals: NJSLS.W.6.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>NJSLS.W.6.1.A Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>NJSLS.W.6.1.B Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>NJSLS.W.6.1.C Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p>NJSLS.W.6.1.D Establish and maintain a formal/academic style, approach, and form.</p> <p>NJSLS.W.6.1.E Establish and maintain a formal/academic style, approach, and form.</p> <p>NJSLS.W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>NJSLS.W.6.2.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</p>	<p>know</p> <ul style="list-style-type: none"> • Deciphering how personal essay is different from personal narrative • Elements of personal essay: Thesis and supporting reasons • Structure of personal essay: Boxes and Bullets • Writing and publishing a personal essay • Writers craft their sentences carefully and deliberately • Writers craft their paragraphs carefully and deliberately <p>Bend 2: Persuasive/Argument Essay</p> <ul style="list-style-type: none"> • Choosing a topic (Something you are interested and passionate about) • Choose a side (Stronger or weaker) • Boxes and Bullets • Supporting main ideas • Parts of an opening paragraph (Understanding why the issue is important) • Persuasive Language • Transitions • Call to Action • Audience <p>Bend 3: Research Based Argument Essay</p> <ul style="list-style-type: none"> • 4 Corners • Real life uses of argument writing • Choosing an argument • Credible Sources • Dissecting Research • Thesis and Supporting Evidence • Review and Organize • Conferring • Explain why the issue is important • Read and analyze multiple texts about a topic to draw conclusions and develop an argument • Write on demand essays • Conduct research for research based argument essays • Analyze and organize resources • Use voice in essay writing • View real life examples of persuasive & argument writing and see the change they created. <p>Additional Honors Teaching Points:</p> <ul style="list-style-type: none"> • Teachers will model how to use sufficient and reliable text evidence to raise the level of an argument. Teachers will facilitate the discussion of what constitutes 	<p>Supplemental Materials: Leveled Bookroom Classroom Libraries</p> <p>Mentor Texts (Instructional Read Aloud): Lego Essay Easy Bake Oven Essay Do You Believe in Me? (speech) I Have a Dream Dogs in School Articles Chocolate Milk Articles <i>The Lorax</i> by Dr. Seuss <i>Read All About It!</i> By Jim Trelease <i>Feathers and Fools</i> by Mem Fox <i>Fox</i> by Margaret Wild <i>The Giving Tree</i> by Shel Silverstein</p> <p>Teacher Resources: http://readingandwritingproject.com/</p> <p>Core Curriculum Content Standards http://www.corestandards.org/the-standards/english-language-arts-standards</p> <p>A Curricular Plan for the Writers Workshop, Teachers College Electronic PDF, Grade 6 2011-2012 Unit (Available on the shared drive)</p> <p><i>Units of Study for Argument, Information, and Narrative Writing</i> by Lucy Calkins and Colleagues from The Reading and Writing Project Grade 6 Published from Heinemann</p> <p><i>Schoolwide Personal Narrative Writing</i> by Writing Fundamentals Grade 6 Published by Writing Fundamentals</p> <p><i>Writing Pathways Grades 6-8 Performance Assessments and Learning Progressions</i> by Lucy Calkins and Audra Kirshbaum Robb and Colleagues from the Teachers College of Reading and Writing Project.</p> <p>Technology:</p> <ul style="list-style-type: none"> • Google Classroom • Document camera • Online resources and websites • Smart board • Chromebook
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<p>multimedia) when useful to aiding comprehension.</p> <p>NJSLS.W.6.2.B Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>NJSLS.W.6.2.C Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>NJSLS.W.6.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>NJSLS.W.6.2.E Establish and maintain a formal style.</p> <p>NJSLS.W.6.2.F Provide a concluding statement or section that follows from the information or explanation presented.</p> <p>NJSLS.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.)</p> <p>NJSLS.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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 here.)</p> <p>NJSLS.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.</p>	<p>effective text evidence.</p> <ul style="list-style-type: none"> • Teacher will facilitate discussions where students compare evidence and reflect on the opposite side of an argument to enhance their writing. Students will build their counter argument by gathering information credible information from both sides of a topic. • Teacher will demonstrate structure of an argument essay and how to using language and literary devices to build an effective argument. • Teacher will model how the styles, word choice, and evidence of different argument pieces and allow students to explore how these styles they impact the audience. • Teacher will demonstrate how lessons from narrative writing and literary analysis come together to help students address audience and form a claim. • Teacher will continue to model and expect students to choose valid sources, and expect students to assess sources for credible information. • Teacher will put students against others with opposite viewpoints on a topic, and demonstrate how writers need to understand all sides of an argument in order to support their claim. • Teacher will model how to organize argument writing to create the most effective structure to highlight claims, evidence, counterclaims, and conclusion. • Teacher will expect students to cite sources throughout their writing. • Teacher will demonstrate how writers alter claims or understanding through the research process. • Teacher will emphasize persuasive word choice and sentence structure to reach the intended audience. • Teacher will model online tools to help students publish their writing. • Teacher will expect students to present their writing through written and oral means. Teacher will model how to adapt written word for spoken purposes. 	<p>Assessment: Formative: Writer’s notebook entries Individual and small group conferencing Argument Essay checklist Student self assessment Debate Protocol</p> <p>Summative: Argument Letter using the 6th Grade Argument Letter Rubric Argument Letter using the 6th Grade Honors Argument Letter Rubric</p> <p>Benchmark: District Benchmark Assessment in Argument Writing Scored with Teachers College Information Rubric.</p> <p>Alternative: Write and present a speech using evidence to support a claim and persuasive language tailored to the intended audience</p>
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<p>NJSLS.W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p>NJSLS.W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p> <p>NJSLS.W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>NJSLS.W.6.9.B Apply <i>grade 6 Reading standards</i> to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").</p> <p>NJSLS.W.6.10 Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>NJSLS.SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>NJSLS.SL.6.1.A Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>NJSLS.SL.6.1.B</p>	<p>Teacher will show the best ways to include visuals and graphics into an oral presentation.</p>	
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<p>Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>NJSLS.SL.6.1.C Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>NJSLS.SL.6.1.D Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p> <p>NJSLS.SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p> <p>NJSLS.SL.6.3 Deconstruct a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p>NJSLS.SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).</p> <p>NJSLS.SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p> <p>NJSLS.SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)</p> <p>NJSLS.L.6.1 Demonstrate command of the</p>		
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<p>conventions of standard English grammar and usage when writing or speaking.</p> <p>NJSLS.L.6.1.A Ensure that pronouns are in the proper case (subjective, objective, possessive).</p> <p>NJSLS.L.6.1.B Use intensive pronouns (e.g., <i>myself</i>, <i>ourselves</i>).</p> <p>NJSLS.L.6.1.C Recognize and correct inappropriate shifts in pronoun number and person.*</p> <p>NJSLS.L.6.1.D Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*</p> <p>NJSLS.L.6.1.E Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*</p> <p>NJSLS.L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>NJSLS.L.6.2.A Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*</p> <p>NJSLS.L.6.2.B Spell correctly.</p> <p>NJSLS.L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>NJSLS.L.6.5.A Interpret figures of speech (e.g., personification) in context.</p> <p>NJSLS.L.6.5.B Use the relationship between particular words (e.g., cause/effect,</p>		
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<p>part/whole, item/category) to better understand each of the words.</p> <p>NJSLS.L.6.5.C Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i>, <i>scrimping</i>, <i>economical</i>, <i>unwasteful</i>, <i>thrifty</i>).</p> <p>NJSLS.L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>Additional Honors Goals: NJSLS.W.7.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.</p> <p>NJSLS.W.7.1. Write arguments to support claims with clear reasons and relevant evidence. A. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. D. Establish and maintain a formal style/academic style, approach, and form. E. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>NJSLS.W.7.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and</p>		
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<p>audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>NJSLS.W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>B. Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).</p> <p>NJSLS.W.7.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>NJSLS.SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p>A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>C. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p>D. Acknowledge new information expressed by others and, when warranted, modify their own views.</p> <p>NJSLS.SL.7.2. Analyze the main ideas and supporting details</p>		
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presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.		
Interdisciplinary Connections		
<p>Science: MS-LS1-4. Use argument based on empirical evidence and scientific reasoning to support an explanation for how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction of animals and plants respectively. Activity: Debate protocol. Students will work in groups to research evidence supporting one side of a debate (ex: animals transferring pollen or seeds positively or negatively impacts plant reproduction) and follow debate protocol to present and debate their side of the argument.</p>		
Career Readiness, Life Literacies, and Key Skills		
<p>Career Readiness, Life Literacies, and Key Skills Practices: Use technology to enhance productivity, increase collaboration, and communicate effectively. 9.4.8.DC.6: Analyze online information to distinguish whether it is helpful or harmful to reputation. 9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience. 9.4.8.TL.3: Select appropriate tools to organize and present information digitally. Activity: Create a presentation of your argument letter in a different form from your original writing. Use technology to present your argument to the class in a way that is interactive and informative. Ex: podcast, Google Slides, Prezi, movie, etc.</p> <p>9.2.8.CAP.16: Research different ways workers/ employees improve their earning power through education and the acquisition of new knowledge and skills. 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a). • 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal. Activity: Students plan with a group and then partake in debate protocol to effectively argue their side of an argument. Discuss how communication skills can impact career success.</p>		
Computer Science & Design Thinking		
<p>8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose. Activity: Research using multiple credible sources to find evidence to support your argument.</p>		

**Writing Unit 5
Informational Writing
6 weeks March-April**

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Students will be able to determine a credible resource. • Students will convey ideas and information about a subject in a well-structured text. • Students will use transitions to connect ideas, information, and examples and to imply relationships. • Students will use subheadings and/or clear introductory 	<p>Bend 1: Writing Research Based Informational Essays</p> <ul style="list-style-type: none"> • Teachers will model how to sort through topics and begin the narrowing down process. Teachers will demonstrate by choosing a topic that you know a little about and would like to know more about. • Teachers will model how to find, and discuss elements of a credible resource. 	<p>Core Materials: Units of Study for Writing</p> <p>Supplemental Materials: Leveled Bookroom Classroom Libraries</p> <p>Mentor Texts (Instructional Read Aloud): <i>The Impossible Rescue: The Story of an Amazing Arctic Adventure</i> by Martin W. Sandler (Z)</p>

<p>transitions to separate sections.</p> <ul style="list-style-type: none"> Students will support readers' learning by using a teaching tone and a formal style as appropriate. <p>Goals: NJSLS.W.6.1.A Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>NJSLS.W.6.1.B Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>NJSLS.W.6.1.C Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p>NJSLS.W.6.1.D Establish and maintain a formal/academic style, approach, and form.</p> <p>NJSLS.W.6.1.E Provide a concluding statement or section that follows from the argument presented.</p> <p>NJSLS.W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>NJSLS.W.6.2.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.</p> <p>NJSLS.W.6.2.B Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>NJSLS.W.6.2.C Use appropriate transitions to clarify</p>	<ul style="list-style-type: none"> Teachers will discuss using multiple resources and demonstrate how to pick out relevant information. Teachers will model the structure of an informational essay and compare and contrast how it relates to other types of essays. (Boxes and bullets) <p>Bend 2:</p> <ul style="list-style-type: none"> Teachers will model and provide examples of different parts of the informational essay: Introduction, SubTopics, Conclusion, Text Features, etc... Teachers will model and provide information for MLA in text citations and paraphrasing. Teachers will model how to write with detail about informational texts. Teachers will review lifting the level of sentence complexity Teachers will discuss using text features to strengthen writing, demonstrating how to choose the most helpful and appropriate text features or the paper. Teachers will model quoting/paraphrasing with a Purpose in Mind <p>Bend 3: Sharing knowledge on a digital platform such as websites or digital slideshow presentations. Students will share their work, promoting awareness and activism for the issues they've chosen.</p> <ul style="list-style-type: none"> Teachers will model how to revise to fit digital formats. Teacher will encourage celebration: presentations, feedback, and reflection. <p>Additional Honors Teaching Points:</p> <ul style="list-style-type: none"> Organize nonfiction writing and nonfiction features to enhance the audience's understanding of a topic. Analyze sources for credibility and evidence. Teacher will help students conduct research to find the most effective sources with the best evidence to support the topic. Teacher will discuss and model 	<p><i>Monsters</i> by Judith Herbst <i>Boy</i> by Roald Dahl <i>Harvesting Hope (The Story of Cesar Chavez)</i> by Kathleen Krul <i>Surprising Sharks</i> by Nicola Davies <i>Once a Wolf: How Wildlife Biologists Fought to Bring Back the Gray Wolf</i> by Stephen R. Swinburne <i>The Giant and How He Humbugged America</i> by Jim Murphy <i>Pyramid</i> by David Macaulay <i>Jungle</i> by Theresa Greenway <i>The Bat Scientists</i> by Mary Kay Carson <i>Stealing Home: The Story of Jackie Robinson</i> by Barry Denenberg <i>To Be Young in America: Growing Up with the Country</i> by Sheila Cole <i>Life in Ancient China</i> by Paul Challen <i>Rattlesnake Mesa: Stories from a Native American Childhood</i> by Ednah New Rider Weber <i>Team Moon: How 400,000 People Landed Apollo 11 on the Moon</i> by Catherine Thimmesh <i>Through My Eyes</i> by Ruby Bridges <i>Clean Water</i> by Beth Geiger <i>Secrets of the Mummies</i> by Harriet Griffey <i>Bodies from the Bog</i> by James M. Deem</p> <p>Teacher Resources: http://readingandwritingproject.com/</p> <p>A Curricular Plan for the Writers Workshop, Teachers College Electronic PDF, Grade 6 2011-2012 Unit (Available on the shared drive)</p> <p><i>Units of Study for Argument, Information, and Narrative Writing</i> by Lucy Calkins and Colleagues from The Reading and Writing Project Grade 6 Published from Heinemann <i>Schoolwide Personal Narrative Writing</i> by Writing Fundamentals Grade 6 Published by Writing Fundamentals <i>Writing Pathways Grades 6-8 Performance Assessments and Learning Progressions</i> by Lucy Calkins and Audra Kirshbaum</p>
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<p>the relationships among ideas and concepts.</p> <p>NJSLS.W.6.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>NJSLS.W.6.2.E Establish and maintain a formal style.</p> <p>NJSLS.W.6.2.F Provide a concluding statement or section that follows from the information or explanation presented.</p> <p>NJSLS.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.)</p> <p>NJSLS.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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 here.)</p> <p>NJSLS.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.</p> <p>NJSLS.W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p>NJSLS.W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data</p>	<p>how to use nonfiction text features to enhance the understanding of the topic at hand and to present information that builds upon what is already written in a more detailed light.</p> <ul style="list-style-type: none"> • Set guidelines for a standard format for citation. • Teacher will model different types of nonfiction writing (narrative/informational) and expect students to vary their approaches and change their style based on the audience and information. • Teacher will meet with students to ensure they are gathering information using credible sources and conduct lessons to help students identify the validity of sources on their own. • Use multiple sources and peers to gather relevant nonfiction information and sort through that information to form valid claims with evidence. • Teacher will model expectations for nonfiction writing and show how to address a nonfiction audience through voice, grammar, and sentence structure. • Strategies and tools to use when presenting nonfiction information orally. Teacher will set expectations and guidelines of how to adapt writing for presentation purposes. • Teacher will emphasize word choice and vocabulary for nonfiction writing. Refine writing to reduce repetition and redundancy. • Narrow down nonfiction information to support the writer's claim and the interest of the audience. 	<p>Robb and Colleagues from the Teachers College of Reading and Writing Project. <i>Research-Based Information Writing</i> Grade 6 Written by Lucy Calkins, Maggie Beattie Roberts, & Emily Strong Campbell CD-ROM for Informational Writing included in the Units of Study.</p> <p>Technology:</p> <ul style="list-style-type: none"> • Google Classroom • Document camera • Online resources and websites • Smart board • Chromebook <p>Assessment: Formative: Writer's notebook entries Individual and small group conferencing Informational Essay Checklist Student self assessment</p> <p>Summative: Informational Essay using the 6th Grade Informational Essay Rubric Informational Essay using the 6th Grade Honors Informational Essay Rubric Informational Presentation</p> <p>Benchmark: District Benchmark Assessment in Informational Writing Scored with Teachers College Information Rubric. See page vii in the <i>Research-Based Informational Writing</i> book</p> <p>Alternative: Create short video on the topic</p>
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<p>and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p> <p>NJSLS.W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>NJSLS.W.6.9.A Apply <i>grade 6 Reading standards</i> to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").</p> <p>NJSLS.W.6.9.B Apply <i>grade 6 Reading standards</i> to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").</p> <p>NJSLS.W.6.10 Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>NJSLS.SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).</p> <p>NJSLS.SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p> <p>NJSLS.SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for</p>		
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<p>specific expectations.)</p> <p>NJSLS.L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>NJSLS.L.6.1.C Recognize and correct inappropriate shifts in pronoun number and person.*</p> <p>NJSLS.L.6.1.D Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*</p> <p>NJSLS.L.6.1.E Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*</p> <p>NJSLS.L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>NJSLS.L.6.2.A Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*</p> <p>NJSLS.L.6.2.B Spell correctly.</p> <p>NJSLS.L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>NJSLS.L.6.3.A Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.</p> <p>NJSLS.L.6.3.B Maintain consistency in style and tone.*</p> <p>NJSLS.L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and</p>		
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phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Additional Honors Goals:

W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. A. Introduce a topic clearly, previewing what is to follow; 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). B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. D. Use precise language and domain-specific vocabulary to inform about or explain the topic. E. Establish and maintain a formal style academic style, approach, and form. F. Provide a concluding statement or section that follows from and supports the information or explanation presented.

NJSLS.W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

NJSLS.W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

NJSLS.W.7.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote

<p>or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>NJSLS.SL.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p>		
Interdisciplinary Connections		
<p>Science: MS-PS2-1. Apply Newton’s Third Law to design a solution to a problem involving the motion of two colliding objects. Activity: Informational writing practice. Students should research the speed of two colliding objects and design and explain their solution in written word using citations and a text feature.</p> <p>Visual and Performing Arts: 1.3A.8.Pr4b: Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each. Activity: Research practice and essay formatting practice. Nonfiction reading of structure and elements of music. Flash draft an informational essay explaining both. Use text features and headings to support thinking.</p>		
Career Readiness, Life Literacies, and Key Skills		
<p>Career Readiness, Life Literacies, and Key Skills Practices: Model integrity, ethical leadership and effective management. 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8). 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.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information. 9.4.8.TL.3: Select appropriate tools to organize and present information digitally. Activity: Credible sources lesson. Students work to apply ABCDs of credible sources to find appropriate sources for their informational essays.</p> <p>9.2.8.CAP.11: Analyze potential career opportunities by considering different types of resources, including occupation databases, and state and national labor market statistics. Activity: Students may research careers as their informational essay topics.</p>		
Computer Science & Design Thinking		
<p>8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose. Activity: Students will publish informational writing online and cite sources to support in text citations and paraphrasing.</p>		

Writing Unit 6
Poetry
Apri/May 4 weeks

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
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<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Students will look at the details with multiple perspectives and use their poet's eyes to observe. • Students will generate ideas for poems from feelings, everyday experiences and from observing the world around them. • Writers are able to express themselves and their unique perspectives of the world through poetry. • Writers use poetry to create a vision, experience or feeling in the reader's mind. <p>Goals: NJSLS.W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>NJSLS.W.6.3.A Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>NJSLS.W.6.3.B Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>NJSLS.W.6.3.C Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>NJSLS.W.6.3.D Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>NJSLS.W.6.3.E Provide a conclusion that follows from the narrated experiences or events.</p>	<p>Bend 1: Changing your view of words</p> <ul style="list-style-type: none"> • Generating ideas with sensory images for ordinary objects. • Generating ideas with poetic description vs. scientific description. • Creating a unique moment. • Emotion • Abstract vs. Concrete • Telling a story with poetry <p>Bend 2: Form and Creation</p> <ul style="list-style-type: none"> • Layout, placement size and font • Repetition and symbolism • Language choices • Titles and final lines • Using verbs <p>Bend 3: Publication</p> <ul style="list-style-type: none"> • Performance/sharing • Creating a collection <p>Additional Honors Teaching Points:</p> <ul style="list-style-type: none"> • Teacher will model different styles of poetry and compare them to narrative techniques already learned in class. • Rework/redevelop writing in poetic format. • Analyze different types of poetry to enhance their own writing and apply new poetic techniques. • Teacher will model poetic techniques to create narrative and pacing in poetry. • Teacher will emphasize the importance word choice and reflection in poetry. • Develop complex themes within poetry. • Poetry can be similar to other styles of writing learned this year and these writing styles/genres can be modified into a poetic form. • Poetic form can change the audience understanding of a topic or theme. • Specific vocabulary, word choice, figurative language, show not tell details, and connotation can affect the reader. • Teacher will draw upon classic and contemporary poets to demonstrate different poetic styles and forms. • Students will publish and illustrate 	<p>Core Materials: Units of Study for Writing</p> <p>Supplemental Materials: Leveled Bookroom Classroom Libraries</p> <p>Mentor Texts (Instructional Read Aloud): <i>Out of the Dust</i> by Karen Hesse <i>Love That Dog</i> by Sharon Creech <i>Skin Deep and Other Teenage Reflections</i> by Angela Shelf Medearis <i>Hate That Cat</i> by Sharon Creech <i>This is Just to Say</i> by Joyce Sidman "This is Just to Say" by William Carlos Williams "The Raven" by Edgar Allen Poe "The Ballad of the Green Beret" by Sergeant Barry Sadler "A Narrow Fellow in the Grass" by Emily Dickinson "Pencil Sharpener" by Zoe Ryder White</p> <p>Technology:</p> <ul style="list-style-type: none"> - Google Classroom - Document camera - Online resources and websites - Smart board - Chromebook <p>Assessment: Formative: Writer's notebook entries Individual and small group conferencing Poetry checklists Student self assessment</p> <p>Summative: Poems written using the 6th Grade Poetry Rubric Examples: Apology Poems, I Am Poems, Abstract Poems, Ballad Poems, etc...)</p> <p>Benchmark: None for this unit.</p>
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<p>NJSLS.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.)</p> <p>NJSLS.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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 here.)</p> <p>NJSLS.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.</p> <p>NJSLS.W.6.10 Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>NJSLS.L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>NJSLS.L.6.1.A Ensure that pronouns are in the proper case (subjective, objective, possessive).</p> <p>NJSLS.L.6.1.B Use intensive pronouns (e.g., <i>myself, ourselves</i>).</p> <p>NJSLS.L.6.1.C Recognize and correct inappropriate shifts in pronoun</p>	<p>their poetry using a variety of online tools.</p> <ul style="list-style-type: none"> • Poetry can display stories, emotions, feelings, and themes similar to those found in narrative story writing. • Students will modify their writing through individual and group conferences. • Teacher will challenge students to use vocabulary words that are grade appropriate and expressive. 	<p>Alternative: Use elements of poetry to compose a song</p>
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<p>number and person.*</p> <p>NJSLS.L.6.1.D Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*</p> <p>NJSLS.L.6.1.E Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*</p> <p>NJSLS.L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>NJSLS.L.6.2.A Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*</p> <p>NJSLS.L.6.2.B Spell correctly.</p> <p>NJSLS.L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>NJSLS.L.6.3.A Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.</p> <p>NJSLS.L.6.3.B Maintain consistency in style and tone.*</p> <p>NJSLS.L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>NJSLS.L.6.5.A Interpret figures of speech (e.g., personification) in context.</p> <p>NJSLS.L.6.5.B Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better</p>		
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<p>understand each of the words.</p> <p>NJSLS.L.6.5.C Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i>, <i>scrimping</i>, <i>economical</i>, <i>unwasteful</i>, <i>thrifty</i>).</p> <p>NJSLS.L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>Additional Honors Goals:</p> <p>NJSLS.W.7.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.</p> <p>NJSLS.W.7.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>NJSLS.W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>NJSLS.W.7.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.</p>		
Interdisciplinary Connections		

Visual and Performing Arts: 1.1.8.Cr1b: Explore various movement genres through the elements of dance. Identify and select personal preferences to create an original dance study. Activity: Craft a dance to go with a poem.

Social Studies: 6.3.8.Civics.PI.2: Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship). Activity: “Poem for Two Voices” representing different forms of government.

Career Readiness, Life Literacies, and Key Skills

Career Readiness, Life Literacies, and Key Skills Practices: Model integrity, ethical leadership and effective management. **9.4.8.TL.1:** Construct a spreadsheet in order to analyze multiple data sets, identify relationships, and facilitate data-based decision-making. **9.4.8.DC.3:** Describe tradeoffs between allowing information to be public (e.g., within online games) versus keeping information private and secure. Activity: Abstract Poetry- students reflect on an abstract word related to integrity and ethical leadership.

9.2.8.CAP.10: Evaluate how careers have evolved regionally, nationally, and globally. **9.4.8.CI.4:** Explore the role of creativity and innovation in career pathways and industries. Activity: Study poets and relate to how their writing, influence, and careers can be different from more traditional authors.

Computer Science & Design Thinking

8.1.8.CS.3: Justify design decisions and explain potential system trade-offs. Activity: Record “Poems for Two Voices” and publish them digitally to share with other classes. Poems should reflect a local/global issue or event. Ex: President and a citizen in two voices. Reflect on design decisions when sharing final product.

**Writing Unit 7
Fantasy Writing
May-June 4 weeks**

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> Writers notice that a lot of fantasy follows a pattern. Writers notice that fantasy stories have heroes who are flawed, villains that have motivations, and characters tend to go on quests that end happily. They check to make sure their descriptions and scenes with these characters contain this information for the reader. Writers will use plot mountains to create challenges and obstacles for their characters with solutions for characters to overcome. Writer’s will introduce fantastical elements into their stories. 	<p>Bend 1: Gathering Ideas, Developing Characters, Creating Setting</p> <ul style="list-style-type: none"> Elements of a story review Teachers use mentor texts to demonstrate fantasy worlds. Understanding elements of fantasy writing. Setting and characters Fantastical elements <p>Bend 2: Developing Plot</p> <ul style="list-style-type: none"> Plot Mountains- developing motivations, obstacles, and solutions Advanced techniques- flashback and foreshadowing Inner dialogue and thinking Crafting resolutions Revising work <p>Bend 3: Revision/Mentor Texts</p> <ul style="list-style-type: none"> Look back at mentor texts. Use techniques for how authors create world. 	<p>Core Materials: Units of Study for Writing</p> <p>Supplemental Materials: Leveled Bookroom Classroom Libraries</p> <p>Mentor Texts (Instructional Read Aloud): <u>Twelve Impossible Things Before Breakfast</u> by Jane Yolen <u>The Cherry Tree Buck and Other Stories</u> by Robin Moore <u>Uncle Septimus’ Beard</u> by Herbert Shippey <u>The Paperbag Princess</u>, by Robert Munsch <u>Cloudy with a Chance of Meatballs</u>, Judi Barrett <u>Where the Wild Things Are</u>, Maurice Sendak <u>Merlin and Dragons</u>, Jane Yolen</p>

<p>Goals: NJSLS.W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>NJSLS.W.6.3.A Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>NJSLS.W.6.3.B Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>NJSLS.W.6.3.C Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>NJSLS.W.6.3.D Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>NJSLS.W.6.3.E Provide a conclusion that follows from the narrated experiences or events.</p> <p>NJSLS.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.)</p> <p>NJSLS.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. (Editing for</p>	<ul style="list-style-type: none"> Strengthen plot, characters, language Publish <p>Additional Honors Teaching Points:</p> <ul style="list-style-type: none"> Fantasy writing unfolds so that events in the story help to build upon the theme of the writing. Use word choice and figurative language to fully develop fantasy worlds and engage the reader in the world of the story. Apply narrative skills taught in narrative, realistic fiction, and poetry to beautifully craft a fantastical story displaying a hero's journey. Revise sentence structure and story structure to craft a tale that engages the audience and conveys a message. Go through the writing process that was learned over the course of the year in order to make the best choices for the audience. Teacher will encourage students to vary sentence structure and pay attention to word choice through individual and group conferences. Show different ways that fantasy writers can publish stories and help students to publish their final piece in a way that best displays their story and theme. Use a plot mountain to organize and structure a fantasy story and emphasize the hero's journey. Teacher will model several examples that show the hero's journey will carry from story to story. Character archetypes are developed in stories and the impact these characters play on the theme of the story. Teacher will conference in small groups and individually to ensure students are meeting all the elements of fantasy writing. Teacher will expect and encourage students to maintain grammatical expectations set throughout the year. Teacher will check in with 	<p><u>The Thief of Always</u>, Clive Barker <u>The Lightning Thief</u>, Rick Riordan <u>Family Monster</u>, by Pamela F. Service in <u>But That's Another Story</u>, by Sandy Asher <u>The Wizard of Oz</u></p> <p>Teacher Resources: Teacher's College If...Then Curriculum</p> <p>Technology:</p> <ul style="list-style-type: none"> Google Classroom Document camera Online resources and websites Smart board Chromebook <p>Assessment: Formative: Writer's notebook entries Individual and small group conferencing Fantasy checklist Student self assessment Fractured Fairy Tales</p> <p>Summative: Fantasy Story graded with 6th grade Fantasy Rubric. Fantasy Story graded with Honors 6th Grade Fantasy Rubric. Fantasy Ballad graded with 6th Grade Fantasy Poetry Rubric. Fantasy Ballad graded with Honors 6th Grade Fantasy Poetry Rubric. Fantasy Picture Books.</p> <p>Alternative: Produce a multimedia project showcasing writing pieces from the unit</p>
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<p>conventions should demonstrate command of Language standards 1-3 up to and including grade 6 here.)</p> <p>NJSLS.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.</p> <p>NJSLS.W.6.10 Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>NJSLS.L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>NJSLS.L.6.1.A Ensure that pronouns are in the proper case (subjective, objective, possessive).</p> <p>NJSLS.L.6.1.B Use intensive pronouns (e.g., <i>myself</i>, <i>ourselves</i>).</p> <p>NJSLS.L.6.1.C Recognize and correct inappropriate shifts in pronoun number and person.*</p> <p>NJSLS.L.6.1.D Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*</p> <p>NJSLS.L.6.1.E Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional</p>	<p>students as they self monitor their grammar and sentence structure.</p> <ul style="list-style-type: none"> • Teacher will encourage students to monitor figurative language and sensory details used throughout their story. 	
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<p>language.*</p> <p>NJSLS.L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>NJSLS.L.6.2.A Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*</p> <p>NJSLS.L.6.2.B Spell correctly.</p> <p>NJSLS.L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>NJSLS.L.6.3.A Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.</p> <p>NJSLS.L.6.3.B Maintain consistency in style and tone.*</p> <p>Additional Honors Goals: NJSLS.W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>A. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>D. Use precise words and</p>		
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<p>phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>E. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p>NJSLS.W.7.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.</p> <p>NJSLS.W.7.5. 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, focusing on how well purpose and audience have been addressed.</p> <p>NJSLS.W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p> <p>NJSLS.W.7.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>		
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Interdisciplinary Connections

Visual and Performing Arts: 1.2.8.Re7a: Compare, contrast and analyze the qualities of and relationships between the components and style in media artworks. Activity: Identify symbolism in art, and then students should build that knowledge of symbolism into their fantasy stories.

Social Studies: 6.2.8.GeoPP.1.b: Use maps to examine the impact of the various migratory patterns of hunters/gatherers that moved from Africa to Eurasia, Australia, and the Americas. Activity: Compare maps, historical and present day, to maps that are present in the fantasy stories. Create a map using a historical map as a model for the setting of your fantasy story.

Career Readiness, Life Literacies, and Key Skills

Career Readiness, Life Literacies, and Key Skills Practices: Consider the environmental, social and economic impacts of decisions. **9.4.8.TL.6:** Collaborate to develop and publish work that provides perspectives on a real-world problem. **9.4.8.IML.3:** Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping (e.g., 6.SP.B.4, 7.SP.B.8b). **Activity:** Students write fantasy stories and consider how the hero's journey and choices impact the outcome and lesson learned. Relate this to a real life lesson/theme.

9.2.8.CAP.18: Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process. **9.4.8.GCA.1:** Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a). **Activity:** Study character wants and motivations and how their struggles and successes can help them achieve their personal dreams. Create a character for your fantasy story that models their own wants and struggles. Discuss how their behavior, appearance, attitudes and other choices could impact their future.

Computer Science & Design Thinking

8.1.8.CS.4: Systematically apply troubleshooting strategies to identify and resolve hardware and software problems in computing systems. **Activity:** Create realistic conflict for a character in your fantasy story. Produce a picture book using a slideshow to demonstrate this conflict. Add in fantastical elements to make sure it fits into the fantasy genre. Use troubleshooting strategies when creating slideshow.

**Writing Unit 8
Reflection on our Writing
June (1 week)**

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> Students will review and reflect on writing throughout the year. <p>Goals: NJSLS.W.6.10 Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>Honors Goals: NJSLS.W.7.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>Setting writing goals.</p>	<p>Core Materials: Units of Study for Reading Units of Study for Writing</p> <p>Supplemental Materials: Leveled Bookroom Classroom Libraries</p> <p>Technology:</p> <ul style="list-style-type: none"> Google Classroom Document camera Online resources and websites Smart board Chromebook <p>Assessment: Formative: Writer's notebook entries Individual and small group conferencing Student self assessment and reflection</p> <p>Summative:</p>

		<p>Benchmark: None for this unit.</p> <p>Alternative:</p> <ul style="list-style-type: none"> • Outlined writing goals for next year • Portfolios of student work
Interdisciplinary Connections		
<p>Visual and Performing Arts: 1.2.8.Cn11b: Explain and demonstrate how media artworks expand meaning and knowledge, and create cultural experiences (e.g., via local and global events considering fair use and copyright, ethics, media literacy). Activity: Reflect the ways in which artists and authors create pieces to expand knowledge of their audience.</p> <p>Social Studies: 6.3.8.CivicsPD.2: Propose and defend a position regarding a public policy issue at the appropriate local, state, or national level. Activity: Propose and defend a position regarding a public policy issue presented in a novel read during the year.</p>		
Career Readiness, Life Literacies, and Key Skills		
<p>Career Readiness, Life Literacies, and Key Skills Practices: Plan education and career paths aligned to personal goals. 9.4.8.DC.3: Describe tradeoffs between allowing information to be public (e.g., within online games) versus keeping information private and secure. 9.4.8.IML.3: Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping (e.g., 6.SP.B.4, 7.SP.B.8b). 9.4.8.TL.3: Select appropriate tools to organize and present information digitally. Activity: Reflect on reading and writing done throughout the year by making a portfolio and creating goals for next year.</p> <p>9.2.8.CAP.5: Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan. 9.4.8.CI.2: Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3). Activity: Write reflections on how the knowledge students gained in reading and writing this year will help them to grow and be successful in the future.</p>		
Computer Science & Design Thinking		
<p>8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose. Activity: After students analyze their digital reading and writing portfolios, they should create a spreadsheet of their successes and consider areas for improvement. Discuss the importance of keeping and reflecting on this data as they move to 7th grade.</p>		