PUBLIC SCHOOLS OF EDISON TOWNSHIP

OFFICE OF CURRICULUM AND INSTRUCTION

English Grade 6

Length of Course:	Term
Elective/Required:	Required
Schools:	Middle Schools
Eligibility:	Grade 6
Credit Value:	N/A
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MARKING PERIOD 1: FINDING YOUR VOICE

State Standards	NJSLS: RL.1-7, 10; RI.1-3, 4, 10; W.2-6, W.10; SL.1, 3-4, 6; L.2-2-6 (Because the standards are embedded in multiple units, please see Standards Table to identify when the standards should be mastered.)
Essential Questions	● What is unique about you? ● How do these characteristics and experiences influence your actions and beliefs? ● What do we want other people to know about us and the groups that we belong to?
Enduring Understandings	● Our unique voices stem from our individual experiences and culture and can be heard, seen, and felt in our actions, interactions, and written expression. ● We read as a community to learn new ideas, share our unique perspectives, revise or reaffirm our thinking, and gain a better understanding of the world and ourselves. ● Reading various texts helps us identify and develop the techniques necessary to share our own unique voices as writers.
Unit Objectives	● Use mentor texts, rubrics, and feedback to improve "voice" in our narratives. ● Closely read and respond to fiction and nonfiction, orally and in writing. ● Engage in varied discussion formats to comprehend and deepen our understanding of texts.

Suggested Texts	Skills/ Academic Vocabulary	Assessments	Suggested Modifications/Support

● *Newsela Text Set- Establishing Routines and Mindsets*
● *CommonLit. Text Set*
● *"Jason Reynolds: Grab the Mic" text set (craft)*
● *Finding Your Voice (Text Pairing)*
● *Instructional Materials List (IML)- Grade 6 for whole class, small-group, and book club*
● *Independent Reading selections*
	● Textual evidence
	● Close Reading/annotation
	● Paraphrase/ Summary
	● Genre
	● Analysis
	● Narrative
	  - Dialogue
	  - Pacing
	  - Description
	  - Sequencing
	  - Foreshadowing
	  - Flashback
	  -
	● Plot pyramid: exposition,
		May include, but are limited to, the following assessment to measure related skills:
		● Summer Reading Task (district-wide)
		● Link-It Diagnostic and Study Island assessment: baseline data (standards-based,formative)
		● *Dynamic Literacy* (2-3 units per MP)
		● Evidence Based Reading / Writing on-demand performance tasks (narrative)
			● Graphic Organizers
			● Audio Recordings of texts
			● Read-alouds
			● Visual Presentation of materials
			● Extended time for reading, oral responses, written responses
			● Clarification of directions
			● Guided Questions
			● Small Group Instruction
			● Extension Activities
			● Alternate Assessments

	- rising action, climax, falling action, resolution - Transitions - Active reading skills - Signpost strategies (fiction) - Story elements: - Characterization (e.g. antagonist/protagonist) - Setting (context) - Plot (types of conflict) - Points of view - Affixes, root words, morphemes *Other essential academic vocabulary related to standards*: affect, analyze, characteristic, convey, create, describe, explicit, formulate, impact, implicit, inference, influence, interact, interpret, qualities, relevant, reliable	- Process Writing (narrative) - Writing-to-learn pieces (e.g. short constructed responses, close-reading annotations, collection of evidence on graphic organizers, reflections, learning logs, one-pagers, quick writes, blogging) - Speaking and Listening (ie. Socratic Seminar, Book Clubs, philosophical chairs, vlogging) - Inquiry or problem-based learning outcomes and/or projects	

MARKING PERIOD 1: OBJECTIVES & STRATEGIES

Reading Literature - Grade 6 - Marking Period 1
Suggested Strategies & Activities
● Think Alouds / Interactive Read Aloud (features) ● Use of short narrative selections as mentor texts for skills ● *Notice and Note Signposts*, Beers/Probst):   Approach Reading from 3 Stances: What surprised me? What challenged, changed or confirmed my thinking? What did the author think I knew? ● Active Reading Strategies ● Close Reading and Marking the Text (AVID) ● Graphic Organizers (ie. two-column notes) ● One-Pagers (AVID) A, B ● Literacy Strategies: The Quick Write ● Book, Head. Heart Strategy and/or other bookmarks ● Other AVID strategies ● Independent reading ● Developing higher-level thinking questions (Costa's Levels of Questioning), A, QFT (Question Formulation Technique) to clarify and deepen understanding of a text.

RL Standards	Student Learning Objectives
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.	● citing is a specific way of quoting textual evidence (citations mention the source of quoted text) ● there are different types of connections ● there are explicit and implicit meanings that can be drawn from a text ● relevant connections and text evidence are used to make inferences ● cite textual evidence to support analysis of what the text says explicitly ● cite textual evidence to support analysis of inferences drawn from the text ● make relevant connections to support analysis of what the text says explicitly ● make relevant connections to support analysis of inferences drawn from the text

	● draw inferences from the text *Student-Friendly*: - I can cite evidence from the text to prove my inferences about the text I am reading.
RL.6.2. Determine a theme/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.	● theme or central idea is conveyed through particular details in a text ● summaries do not include personal opinions ● determine a theme or central idea of a text ● provide a summary distinct from personal opinions or judgments *Student-Friendly:* - I can identify the theme or central idea of a text. - I can support my theme with examples from the text. - I can write a concise summary of the text details without including my opinion or judgment.
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.	● the plot of a story or drama unfolds in a series of episodes (i.e. literary elements: exposition, rising action, etc.) ● characters respond or change as the plot moves towards a resolution ● describe how the story's or drama's plot unfolds in a series of episodes ● describe how the characters respond or change as the plot moves toward a resolution *Student-Friendly:* - I can retell the major plot points of a story. - I can analyze how the characters react to important moments of the plot. - I can analyze how characters grow and change during a story.
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.	● words have figurative meanings ● specific word choice in a text has an impact on meaning and tone ● determine the meaning of words and phrases as used in a text ● determine the meaning of figurative language as used in a text ● analyze the impact of word choice on meaning and tone

	Student-Friendly: - I can explain how the author's word choice affects his or her tone. - I can understand the meaning of figurative language in the text.
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.	● analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text *Student-Friendly:* - I can explain how parts of a story contribute to the setting, theme, and plot of the story.
RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.	● there are different points of view in a story or poem ● an author develops the point of view of the narrator or speaker ● explain how an author develops the point of view of the narrator in a text ● explain how an author develops the point of view of the speaker in a text *Student-Friendly:* - I can explain how an author uses point of view.
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.	● there is a difference between what readers "see" and "hear" when reading a story, drama, or poem and between what they perceive when listening to its audio, video, or live version ● 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. *Student-Friendly:* - I can compare and contrast the experience of reading a story with viewing a video or live play of the story.
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.	● read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above.

Reading Information - Grade 6 - Marking Period 1
Suggested Strategies & Activities
- Close Reading and Marking the Text (AVID)   - Reading Nonfiction Signposts *(Nonfiction Strategies* -Notice & Note Beers/Probst)   - Concept Maps   - Word/Impact/Idea Charts   - Graphic Organizers (ie. two-column notes)   - Use of informational text to support students' background knowledge

RI Standards	Student Learning Objectives
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.	- citing is one way of quoting textual evidence (citations mention the source of quoted text) - there are explicit and implicit meanings that can be drawn from a text *Student-Friendly:* - I can read an informational text - I can cite evidence to support my inferences drawn from the text.
RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments	providing a summary is distinct from personal opinions or judgments *Student-Friendly:* - I can explain the central idea of a text. - I can identify important details. - I can summarize my reading without opinion.
RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	- how words and phrases are used in a text determine its meaning - words and phrases have figurative meanings - words and phrases have connotative meanings - words and phrases have technical meanings Student-Friendly: - I can use context clues to understand the meaning of the unfamiliar words & phrases.

Writing - Grade 6 - Marking Period 1
Suggested Strategies & Activities
- Writing Process (Narrative W.3)   - On-demand writing illustrating narrative techniques ("toolbox skills")   - Graphic Organizers   - Reader-Responses/Reflections   - Short-Constructed Responses / Writing-to-Learn (W.2 as response to literature, but not as the main writing task)   - Craft lessons from mentor texts   - Journals   - Peer-revising, using rubrics and student checklists to frame discussion   - Conferences   - Learning Logs

W Standards	Student Learning Objectives
W.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. 　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.	- narratives use effective technique, relevant descriptive details, and well-structured event sequences - write narratives to develop real or imagined experiences or events using effective technique - use relevant descriptive details to create a narrative - use well-structured event sequences to create a narrative - engage and orient the reader by establishing a context in narrative writing - introduce a narrator and/or characters in narrative writing - organize an event sequence that unfolds naturally and logically in narrative writing *Student-Friendly:* -　I can introduce a narrator and or character. -　I can organize an event sequence that unfolds naturally and logically.
W.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. 　B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	use narrative techniques (such as dialogue, pacing, description, and reflection) to develop experiences, events, and/or characters in narrative writing *Student-Friendly:* -　I can use dialogue, pacing, and description to develop

	experiences, events, and/or characters.
W.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one timeframe or setting to another.	● transition words, phrases, and clauses convey the sequence or signal shifts in narrative writing in narrative writing ● transition words, phrases, and clauses show the relationship among experiences and events in narrative writing ● use a variety of transition words, phrases, and clauses to convey sequence *Student-Friendly:* - I can clearly transition from one time frame or setting to another.
W.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. D. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	● use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events in narrative writing *Student-Friendly:-* - I can use precise words and phrases, relevant details and sensory language to tell my story.
W.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. E. Provide a conclusion that follows from the narrated experiences or events.	● provide a conclusion that follows from the narrated experiences or events *Student-Friendly:* - I can create a conclusion for my narrative.
W.6.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.	● writers use different voice and style according to task, purpose and audience ● organize writing that is appropriate to task, purpose and audience ● develop writing that is appropriate to task, purpose and audience *Student-Friendly:* - I can write clearly & make my writing appropriate for the task I am given. - I can make my writing appropriate for the audience who will read my writing.
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.	● with some guidance and support from peers and adults, develop and strengthen writing by planning ● with some guidance and support from peers and adults, develop and strengthen writing by revising ● with some guidance and support from peers and adults, develop and strengthen writing by editing ● with some guidance and support from peers and adults, develop and strengthen writing by rewriting ● with some guidance and support from peers and adults, develop

	and strengthen writing by trying a new approach *Student-Friendly:* - I can work with my teachers and classmates to plan, revise, & edit my writing, trying new strategies when needed.
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.	● use technology, including the internet, to produce and publish writing ● use technology, including the internet, to interact and collaborate with others to produce and publish writing *Student-Friendly:* - I can use technology including the internet to publish my writing. - I can use technology to collaborate and interact with others.
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 audience	● write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) for a range of discipline-specific tasks, purposes, and audiences ● write routinely over shorter time frames for a range of discipline-specific tasks, purposes, and audiences *Student-Friendly:* - I can work on a piece of writing for several days. - I can write in a shorter time frame. I can write in one sitting. - I can write for different tasks, purposes, and audiences.

Speaking & Listening - Grade 6 - Marking Period 1

Suggested Strategies & Activities
● Developing higher-level thinking questions (Costa's Levels of Questioning), A, QFT (Question Formulation Technique) (QFT to Socratic Seminars) to guide discussions ● Book Clubs and/or other student-led discussions ● Socratic Seminar (or similar structure for discussion) ● Philosophical Chairs ● Use of Academic Language Scripts to engage in discussions ● Student Conferences ● Flipgrid videos, vlogging and/or Google Meet discussions

SL Standards	Student Learning Objectives
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. 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.	● engage effectively in a range of collaborative discussions (one-on-one) with diverse partners on *grade 6 topics, texts*, and issue building on others' ideas and expressing their own clearly ● building on others' ideas and expressing our own clearly helps us engage effectively in a range of collaborative discussions ● come to discussions prepared, having read or studied required material *Student-Friendly:* - I can prepare for a discussion of my reading and draw on my notes to express my own thoughts and opinions based on evidence.
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. B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	● following rules for collegial discussions helps us engage in collaborative discussion ● defining individual roles as needed helps us engage in collaborative discussion *Student-Friendly:* - I can work effectively with others to set goals and deadlines and to fulfill individual roles as needed.
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.	● posing and responding to questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion helps us engage in collaborative discussion *Student-Friendly:*

C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	- I can reflect and expand upon the ideas under discussion.
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. D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	● reviewing the key ideas expressed and demonstrating understanding of multiple perspectives through reflection and paraphrasing helps us engage in collaborative discussion Student-Friendly: - I can use reflection and paraphrasing to demonstrate understanding of multiple perspectives.
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. (This standard is in Unit 1 to reinforce claims, evidence, and reasoning while discussing literature in a Socratic seminar, Book Club, etc.)	● claims need to be supported by reasons and evidence ● deconstruct a speaker's argument ● distinguish claims that are supported by reasons and evidence from those that are not Student-Friendly: - I can identify the parts of a speaker's argument that are supported by evidence and those that are not.
SL.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation). (This standard is in Unit 1 to reinforce claims, evidence, and reasoning while discussing literature in a Socratic seminar, Book Club, etc.)	● use pertinent descriptions, facts, and details to accentuate main ideas or themes ● use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation) Student-Friendly: - When speaking to others, I can support my main ideas or themes with evidence organized logically. - I can be aware of using eye contact, adequate volume, and clear pronunciation when speaking to others.
SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate	● speakers adapt their speech appropriate to a task and situation Student-Friendly: - I can adapt my speech to my audience

Language - Grade 6 - Marking Period 1

Suggested Strategies & Activities
● Small Group Revision Lessons ● Graphic Organizers (Frayer Model, Semantic Mapping, including word webs) ● Word Walls ● Visual representations ● Language in Context: Independent search for affixes, morphemes, and roots in whole-class, book club, self-selected, and cross-content texts to develop conceptual understanding ● *Dynamic Literacy*: word building games, sorts, magic squares, predictions ● Learning and Retaining Academic Vocabulary ● Peer-editing

L Standards	Student Learning Objectives

L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
    A. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
	● following capitalization, punctuation and spelling rules when writing help us demonstrate that we have command of the conventions of standard English
	● demonstrate command of the conventions of standard English capitalization, punctuation (commas, parentheses, dashes) , and spelling when writing
	● use punctuation to set off nonrestrictive/parenthetical elements
	Student-Friendly:
	    - I can use correct spelling, capitalization, and punctuation.

L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. B. Spell correctly.	● spell correctly

L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
    A. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
	● varying sentence patterns impacts meaning, interest, style and voice
	Student-Friendly:
	    - I can choose varying sentence patterns to convey my message, style and voice.

L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
    B. Maintain consistency in style and tone.
	● be consistent in style and tone
	Student-Friendly:
	    - I can write in a consistent style and tone.

L.6.4. Determine or clarify the meaning of unknown and multi ple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
    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.
	● the meaning of unknown or multiple-meaning words can be determined through different contexts, such as its position in a sentence
	● the meaning of unknown or multiple-meaning words can be determined through different contexts, such as its Greek or Latin roots
	● the meaning of unknown or multiple-meaning words can be determined through consulting different materials
	● 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
	Student-Friendly:
	  - I can use a range of strategies to determine the meaning of unknown words.
	  - I can use context clues to determine the meaning of an unknown word.
	  - I can use common Greek and Latin affixes and roots to define words.
	  - I can consult reference materials to find pronunciation of a word and determine its meaning.
	  - I can use the dictionary to confirm a word's meaning.

L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings	● words carry different meanings depending on how they are used
	Student-Friendly:
	  - I can understand figurative language.
	  - I can use the relationship between words to better understand each of the words.
	  - I can differentiate between words with similar meanings but different connotations.

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	● vocabulary knowledge is important to comprehension Student-Friendly: - I can learn and use grade-level academic terms and vocabulary to comprehend texts and communicate ideas in writing.

Career Ready, Life Literacies, and Key Skills Standards- Grade 6 - Marking Period 1	
Suggested Strategies & Activities	
• Varied discussion formats of texts (ie. Socratic, Book Clubs, philosophical chairs) • Use and evaluation of digital tools and formats to communicate messages to varied audiences for a variety of purposes. • Comparing and contrasting media in terms of the impact on the message and audience. • Question Formulation Technique (QFT) / Costa's Levels of Thinking and Questioning	
Standards	
9.1.8.PB.5	Identify factors that affect one's goals, including peers, culture, location and past experiences.
9.4.8.DC.7	Collaborate within a digital community to create a digital artifact using strategies such as crowdsourcing or digital surveys.
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect.
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
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)
9.4.8.IML.4	Ask insightful questions to organize different types of data and create meaningful visualizations.
9.4.8.IML.6	Identify the subtle and overt messages based on the method of communication.
9.4.8.IML9	Distinguish between ethical and unethical uses of information and media.

MARKING PERIOD 2: USING YOUR VOICE

State Standards	NJSLS: RL.1-9; RI.1-6; W.2, 4-6, 9-10; SL.1, 3-4, 6; L.1, 3-6 (Because the standards are embedded in multiple units, please see Standards Table to identify when the standards should be mastered.)
Essential Questions	● How do our unique characteristics shape our voice?
Enduring Understandings	● Writers develop their unique voice by using a variety of techniques, their experiences, and their culture to impact and influence their readers' interaction with and reaction to the text.
Unit Objectives	● Compare and contrast the techniques authors use to develop their voice in writing. ● Cite evidence to support our analysis of the text, orally and in writing. ● Analyze how setting, character, plot, text structure, and word choice develop the meaning, tone, and theme of a text.

Suggested Texts	Skills /Academic Vocabulary	Assessments	Suggested Modifications/Support
● *Newsela Text Set and other Nonfiction (Using Your Voice)* ● *CommonLit. Text Set* ● *Using Your Voice (Shorter Texts and Poetry)* ● *Instructional Materials List (IML): Grade 6 for whole class, small-group, and book club* ● *Independent Reading selections*	● Topic vs. Theme ● Analyzing Conflict and Theme ● Analyzing Character and Theme ● Author's purpose ● Compare/contrast ● Imagery ● Sensory Language ● Style ● Symbolism ● Tone and Mood ● Figurative Language: 　　　-hyperbole 　　　-personification 　　　-metaphor 　　　-simile ● Structure, Speaker, and Form	May include, but are not limited to, the following: ● Literary Analysis (compare/contrast)- process piece ● Evidence Based Reading / Writing on-demand performance tasks (literary analysis) ● Link-It Diagnostic and Study Island assessment: mid-year progress monitoring (standards-based,formative) ● *Dynamic Literacy* (2-3 units per MP) ● Speaking and Listening	● Graphic Organizers ● Audio Recordings of texts ● Read-alouds ● Visual Presentation of materials ● Extended time for reading, oral responses, written responses ● Clarification of directions ● Guided Questions ● Small Group Instruction

	● Sound Devices: 　-onomatopoeia 　-refrain 　-meter 　-rhyme / rhythm 　-alliteration ● *Other essential academic vocabulary related to standards*: attitude, cite, context, device, distinctive, illustrate, insight, interpret, perceive, reaction, sensory, specific, stanza	(e.g. Socratic Seminar, Book Clubs, philosophical chairs, vlogging) ● writing-to-learn pieces (e.g. short constructed responses, close-reading annotations, collection of evidence on graphic organizers, reflections, learning logs, one-pagers, quick writes, blogging) ● Inquiry or problem-based learning outcomes and/or projects	● Extension Activities ● Alternate Assessments

MARKING PERIOD 2: OBJECTIVES & STRATEGIES

Reading Literature - Grade 6 - Marking Period 2
Suggested Strategies & Activities
Continued use and mastery of the following from Marking Period 1: ● Think Alouds / Interactive Read Aloud (features) ● Use of short narrative selections as mentor texts for skills ● *Notice and Note Signposts*, beers/Probst): Approach Reading from 3 Stances: What surprised me? What challenged, changed or confirmed my thinking? What did the author think I knew? ● Active Reading Strategies ● Close Reading and Marking the Text (AVID) ● One-Pagers (AVID) A, B ● Literacy Strategies: The Quick Write ● Graphic Organizers (ie. two-column notes) ● Book, Head. Heart Strategy and/or other bookmarks ● Other AVID strategies ● Developing higher-level thinking questions (Costa's Levels of Questioning), A, QFT (Question Formulation Technique) to clarify and deepen understanding of a text. ● Independent reading

RL Standards	Student Learning Objectives
(continued application of standards RL.1-7, 10 based upon the needs of your students - increasing in independence or sophistication)	
RL.6.9. Compare, contrast, and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) texts in different forms or genres (e.g. stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	● different forms or genres approach similar themes and topics in similar and different ways ● compare, contrast, and reflect on texts in different forms or genres and how they approach similar themes and topics *Student-Friendly:* - I can compare & contrast texts in different forms or genres (stories, poems, fantasy, plays.) - I can compare & contrast how different texts address similar themes/topics.

Reading Information - Grade 6 - Marking Period 2
Suggested Strategies & Activities
- Close Reading and Marking the Text (AVID)   - Reading Nonfiction Signposts *(Nonfiction Strategies* -Notice & Note Beers/Probst)   - Graphic Organizers (ie. two-column notes)   - Concept Maps   - Word/Impact/Idea Charts   - Use of informational text to support students' background knowledge

RI Standards	Student Learning Objectives
(continued application of standards RI.1-2, 4 based upon the needs of your students - increasing in independence or sophistication)	
RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	- analyze how a key individual, is introduced, illustrated, and elaborated in a text through examples or anecdotes - analyze how a key event is introduced, illustrated, and elaborated in a text through examples or anecdotes - analyze how a key idea is introduced, illustrated, and elaborated in a text through examples or anecdotes *Student-Friendly:* - I can explain how an event, person, or idea is presented in the reading (ex. Through examples or anecdotes.)
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. (This standard is introduced in Unit 2 to reinforce skills when reading nonfiction texts that are paired with fiction.)	- analyze how a particular sentence fits into the overall structure of a text - analyze how a particular paragraph fits into the overall structure of a text - analyze how a particular chapter fits into the overall structure of a text - analyze how a particular section fits into the overall structure of a text - analyze how a particular sentence, paragraph, chapter, or section contributes to the development of ideas in a text *Student-Friendly:* - I can explain how a part of the text contributes to the central idea of the reading.

RI.6.6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. (This standard is introduced in Unit 2 to reinforce skills when reading nonfiction texts that are paired with fiction.)	● determine an author's point of view ● explain how author's point of view is conveyed ● determine an author's purpose *Student-Friendly:* - I can determine the author's point of view and explain how it is conveyed in a text.

Writing - Grade 6 - Marking Period 2
Suggested Strategies & Activities
● Writing Process (Literary Analysis) ● On-demand writing to demonstrate mastery of literary analysis ("toolbox skills"), ● Graphic Organizers ● Integration using annotations to write formally about literature ● Reader-Responses/Reflections ● Short-Constructed Responses (text analysis) ● Craft lessons from mentor texts ● Journals ● Peer-revising, using rubrics and student checklists to frame discussion ● Conferences ● Learning Logs

W Standards	Student Learning Objectives
(continued application of standards 4-6, 9-10 based upon the needs of your students - increasing in independence or sophistication)	
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.	● informative/explanatory texts examine topics and convey ideas, concepts and information through the selection, organization and analysis of relevant content ● write informative/explanatory texts to examine a topic by selecting, organizing, and analyzing relevant content ● write informative/explanatory texts to convey ideas, concepts, and information by selecting, organizing, and analyzing relevant content *Student-Friendly:* - I can write informative/explanatory texts that convey ideas, concepts, & information through the selection, organization, & analysis of relevant content
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. 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.,	● informative/explanatory writing has text structures when useful, (e.g., definition, classification, comparison/contrast, cause/effect, etc.) ● informative/explanatory writing has text features when useful, e.g., headings, graphics, and multimedia

headings, graphics, and multimedia) when useful to aiding comprehension.	● use text structures to organize ideas, concepts, and information in informative/explanatory writing when useful in aiding comprehension ● use text features to organize ideas, concepts, and information in informative/explanatory writing when useful in aiding comprehension *Student-Friendly:* - I can introduce my topic explicitly. - I can organize information using text structures (ex. definition, classification, compare/contrast, cause/effect). - I can use text features to help my readers understand the important ideas in my writing.
W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	● develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples in informative/explanatory text Student-Friendly: - I can support & develop my main ideas using relevant facts, definitions, concrete details, quotations, or other information & examples.
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. C. Use appropriate transitions to clarify the relationships among ideas and concepts.	● appropriate transitions can create cohesion and clarify the relationship of ideas in informative/explanatory text ● use appropriate transitions to create cohesion in informative/explanatory text ● use appropriate transitions to clarify the relationships among ideas and concepts in informative/explanatory text Student-Friendly: - I can use appropriate transitions to show the relationships among ideas.
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. D. Use precise language and domain-specific vocabulary to inform about or explain the topic.	● use precise language to inform about or explain the topic in informative/explanatory text ● use domain-specific vocabulary to inform about or explain the topic in informative/explanatory text Student-Friendly: - I can use specific vocabulary related to my topic effectively.
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. E. Establish and maintain a formal/academic style, approach, and form.	● establish and maintain a formal/academic style, approach, and form in informative/explanatory text Student-Friendly: - Establish & maintain a formal/academic style, approach, & form.

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. F. Provide a concluding statement or section that follows from the information or explanation presented.	● provide a concluding statement or section that follows from the information or explanation presented in informative/explanatory text Student-Friendly: - Write a meaningful conclusion statement or section that logically follows the information presented.
W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. B. Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").	● draw evidence from informational texts to support analysis, reflection, and research ● draw evidence from informational texts to support analysis, reflection, and research by applying non-fiction reading standards to writing Student-Friendly: - I can cite evidence from informational texts to support analysis, reflection, & research.

Speaking & Listening - Grade 6 - Marking Period 2
Suggested Strategies & Activities
- Developing higher-level thinking questions (Costa's Levels of Questioning), A, QFT (Question Formulation Technique) (QFT to Socratic Seminars) to guide discussions   - Socratic Seminar (or similar structure for discussion)   - Philosophical Chairs   - Book Clubs, Literature Circles, and/or other student-led discussions   - Student Conferences (Reading and Writing)   - Flipgrid videos (e.g. vlogging) and/or Google Meet discussions   - Use of Academic Language Scripts to engage in discussions

SL Standards	Student Learning Objectives
(continued application of standards SL.1, 3-4, 6 based upon the needs of your students - increasing in independence or sophistication)	

Language - Grade 6 - Marking Period 2
Suggested Strategies & Activities
● Small Group Revision Lessons ● Graphic Organizers (Frayer Model, Semantic Mapping, including word webs) ● Word Walls ● Language in Context: Independent search for affixes, morphemes, and roots in whole-class, book club, self-selected, and cross-content texts to develop conceptual understanding ● *Dynamic Literacy* : word building games, sorts, magic squares, predictions ● Learning and Retaining Academic Vocabulary ● Peer-editing ● Analyzing Word choice (ie. Nonfiction Signpost: Word Gaps) ● Analyzing figurative language using mentor, book club, and independent texts
● Small Group Revision Lessons ● Graphic Organizers (Frayer Model, Semantic Mapping, including word webs) ● Word Walls ● Language in Context: Independent search for affixes, morphemes, and roots in whole-class, book club, self-selected, and cross-content texts to develop conceptual understanding ● Dynamic Literacy : word building games, sorts, magic squares, predictions ● Learning and Retaining Academic Vocabulary ● Peer-editing ● Analyzing Word choice (ie. Nonfiction Signpost: Word Gaps) ● Analyzing figurative language using mentor, book club, and independent texts

L Standards	Student Learning Objectives
(continued application of standards L.1, 3-4, 5 based upon the needs of your students - increasing in independence or sophistication)	
L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Ensure that pronouns are in the proper case (subjective, objective, possessive).	● the use of conventions of standard English grammar and usage help to communicate ideas effectively when writing or speaking ● demonstrate command of the conventions of standard English grammar and usage when writing or speaking ● recognize variations from standard English in their own and others' writing and speaking

	● identify and use strategies to improve expression in conventional language ● ensure that pronouns are in the proper case (subjective, objective, possessive) *Student-Friendly:* - I can use correct grammar when writing & speaking. - I can use appropriate pronouns (subjective, objective, & possessive).
L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. B. Use intensive pronouns (e.g., myself, ourselves).	● use intensive pronouns (e.g., myself, ourselves) *Student-Friendly:* - I can use intensive pronouns (myself, ourselves, etc.).
L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. C. Recognize and correct inappropriate shifts in pronoun number and person.	● recognize and correct inappropriate shifts in pronoun number and person *Student-Friendly:* - I can use pronouns correctly & clearly & recognize when they're used incorrectly.
L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).	● recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents) *Student-Friendly:* - I can correct pronouns that do not provide my reader with a clear reference.

Career Ready, Life Literacies, and Key Skills Standards- Grade 6 - Marking Period 2
Suggested Strategies & Activities
- Varied discussion formats of texts (ie. Socratic, Book Clubs, philosophical chairs) with independent research.   - Use and evaluation of digital tools and formats to communicate messages to varied audiences for a variety of purposes.   - Comparing and contrasting visual representations based on personal sorts of text evidence.   - Question Formulation Technique (QFT) / Costa's Levels of Thinking and Questioning
Standards
(continued application of standards 9.1.8.PB5; 9.4.8.DC7; 9.4.8.GCA1-2; 9.4.8.IML.3-4, 6-7, 9-11 based upon the needs of your students - increasing in independence or sophistication)

MARKING PERIOD 3: APPRECIATING AND LEARNING FROM UNIQUE VOICES

State Standards	NJSLS - RL.6.1-6,9-10; RL6.1-10; W.6.1-2, 4-10; SL.1-6; L.6.3-5 (Because the standards are embedded in multiple units, please see Standards Table to identify when the standards should be mastered.)
Essential Questions	● How can appreciating unique voices help us learn about ourselves and the world? ● What opportunities are there to use your unique voice?
Enduring Understandings	● We can share our voices through a variety of media to achieve different purposes. ● When we make arguments, we support our claims with evidence and reasoning while also acknowledging other perspectives as part of our counterclaims. ● As readers and writers, we are influenced by and can persuade others through techniques, rhetorical devices, and structure.
Unit Objectives	● Develop a logical argument that addresses counterclaims ● Conduct research to find evidence to support a thesis ● Apply rhetorical devices to develop voice in writing ● Properly cite evidence in a research paper or project

Suggested Texts	Skills/ Academic Vocabulary	Assessments	Suggested Modifications/Support
● *CommonLit. Text Set* ● *Appreciating Unique Voices (Shorter Texts)* ● *Instructional Materials List (IML):- Grade 6 for whole class, small-group, and book club* ● *Independent Reading selections*	● Nonfiction Signposts ● Claim ● Evidence (CER) ● Reasoning ● counterclaim/argument ● Text Features ● Thesis ● Main Ideas/Support ● Paraphrase/Summarize ● Analysis of Author's Purpose ● Synthesis Skills Across Texts ● Interpretation of Information	May include, but are not limited to, the following: ● Argument Writing (Process) ● Evidence Based Reading / Writing on-demand performance tasks (argument) ● Link-It Diagnostic and Study Island assessment: EOY data	● Graphic Organizers ● Audio Recordings of texts ● Read-alouds ● Visual Presentation of materials ● Extended time for reading, oral responses, written responses ● Clarification of directions

	● Organizational Patterns
	    -cause/effect
	    -problem/solution
	    -chronological
	    -compare/contrast
	● Visual aids/ graphics
	● Evaluation of Argument
	● Evaluation of Support
	● Faulty Reasoning
	● Persuasive Techniques
	● Rhetorical Devices
	● Propaganda
	● Inference
	Other essential academic vocabulary related to standards: achieve, authority, concept, conclude, credible, debate, fact, judgment, opinion, persuade, purpose, structural, relevant, reliable, warrant
		(standards-based, formative)
		● *Dynamic Literacy* (2-3 units per MP)
		● Speaking and Listening activities (ie. Socratic Seminar, Book clubs, philosophical chairs)
		● writing-to-learn pieces (e.g. short constructed responses, close-reading annotations, collection of evidence on graphic organizers, reflections, learning logs, one-pagers, quick writes, writing reviews)
		● Inquiry or problem-based learning outcomes and/or projects
		● Visual representations (ie. Infographic)
			● Guided Questions
			● Small Group Instruction
			● Extension Activities
			● Alternate Assessments

MARKING PERIOD 3: OBJECTIVES & STRATEGIES

Reading Literature - Grade 6 - Marking Period 3
Suggested Strategies & Activities
Continued use and mastery of the following from Marking Period 1: ● Think Alouds / Interactive Read Aloud (features) ● Close Reading and Marking the Text (AVID) ● *Notice and Note Signposts*, Beers/Probst) (continued application): Approach Reading from 3 Stances: What surprised me? What challenged, changed or confirmed my thinking? What did the author think I knew? ● Active Reading Strategies (continued application) ● One-Pagers (AVID) A, B ● Literacy Strategies: The Quick Write ● Graphic Organizers (ie. two-column notes) ● Book, Head. Heart Strategy and/or other bookmarks ● Other AVID strategies ● Independent reading

RL Standards	Student Learning Objectives
(continued application of standards RL.6.1-6, 9-10 based upon the needs of your students - increasing in independence or difficulty of text)	

Reading Information - Grade 6 - Marking Period 3
Suggested Strategies & Activities
- Close Reading and Marking the Text (AVID)   - Reading Nonfiction Signposts *(Nonfiction Strategies* -Notice & Note Beers/Probst)   - Use of short, topical nonfiction selections as mentor texts for skills   - Developing higher-level thinking questions (Costa's Levels of Questioning), A, QFT (Question Formulation Technique) to clarify and deepen understanding of a text.   - Concept Maps, KWL, and Other AVID strategies   - Inquiry-based learning/PBL   - Jigsaw

RI Standards	Student Learning Objectives
(continued application of standards RI.6.1-6, 9-10 based upon the needs of your students - increasing in independence or difficulty of text)	
RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	- information can be presented in different media or formats as well as words to develop an understanding of a topic or issue - integrate information presented in different media or formats and in words to develop an understanding of a topic or issue *Student-Friendly:* - I can synthesize information about a topic from multiple sources or formats.
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.	- trace argument and specific claims in a text - evaluate an argument and its specific claims in a text - distinguish claims that are supported by reasons and evidence from claims that are not *Student-Friendly:* - I can explain the arguments in a text and explain how they are or are not supported in the reading.

Writing - Grade 6 - Marking Period 3
Suggested Strategies & Activities
- Writing Process (Argument)   - Developing higher-level thinking questions (Costa's Levels of Questioning), A, QFT (Question Formulation Technique) to guide research   - Graphic organizers   - Integration of research using annotations to inform argument   - Reader-Responses/Reflections   - Short-Constructed Responses (non-fiction text analysis)   - Craft lessons from mentor texts   - Journals   - Peer-revising, using rubrics and student checklists to frame discussion   - Conferences   - Learning Logs

W Standards	Student Learning Objectives
(continued application of W.2, 4-6, 9-10 based upon the needs of your students - increasing in independence or sophistication)	

W.6.1. Write arguments to support claims with clear reasons and relevant evidence.
    A. Introduce claim(s) and organize the reasons and evidence clearly.
	- arguments and claims are supported by clear reasoning and relevant evidence - write arguments to support claims with clear reasons and relevant evidence - introduce claims in argumentative writing - organize the reasons and evidence clearly in argumentative writing *Student-Friendly:*
	    - I can introduce my claim and organize my reasons and evidence.

W.6.1. Write arguments to support claims with clear reasons and relevant evidence.
    B. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
	- support ~~a~~ claim(s) with clear reasoning and relevant evidence in argumentative writing - use credible sources to demonstrate an understanding of the topic or text in argumentative writing *Student-Friendly:*
	    - I can support my claim with clear reasons and relevant evidence.

	- C - E - R model (Also utilized in Science standards)
W.6.1. Write arguments to support claims with clear reasons and relevant evidence. C. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	● use words, phrases, and clauses in argumentative writing ● clarify the relationships among claim(s), reasons, and evidence in argumentative writing *Student-Friendly:* - I can organize my writing to clearly show the relationships between my claims and reasons.
W.6.1. Write arguments to support claims with clear reasons and relevant evidence. D. Establish and maintain a formal/academic style, approach, and form.	● writing can establish and maintain a formal style in argumentative writing ● establish and maintain a formal style/academic style, approach, and form in argumentative writing Student-Friendly: - I can write with a formal style.
W.6.1. Write arguments to support claims with clear reasons and relevant evidence. E. Provide a concluding statement or section that follows from the argument presented.	● provide a concluding statement or section that follows from the argument presented Student-Friendly: - I can include a concluding statement.
W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate**.**	● questions can be answered by conducting short research projects ● inquiry may need to be refocused ● conduct short research projects to answer a question ● conduct short research projects drawing on several sources ● refocus inquiry when appropriate Student-Friendly: - I can conduct research to answer a question. - I can use multiple sources to find information. - I can adjust my search terms & research questions as needed.
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.	● assess the credibility of each source ● quote or paraphrase the data and conclusions of others to avoid plagiarism ● provide basic bibliographic information for sources Student-Friendly: - I can use multiple print and digital sources in my research. - I can assess the trustworthiness of each source. - I can quote and paraphrase information while avoiding plagiarism. - I can name my sources.

Speaking & Listening - Grade 6 - Marking Period 3

Suggested Strategies & Activities
● Developing higher-level thinking questions (Costa's Levels of Questioning), A, QFT (Question Formulation Technique) (QFT to Socratic Seminars) to guide discussions ● Socratic Seminar (or similar structure for discussion) ● Philosophical Chairs ● Book Clubs, Literature Circles, and/or other student-led discussions ● Student Conferences (Reading and Writing) ● Flipgrid videos and/or Google Meet discussions ● Use of Academic Language Scripts to engage in discussions

SL Standards	Student Learning Objectives
(continued application of SL.1,3-4, 6 based upon the needs of your students -increasing in independence or sophistication)	
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	● information in diverse media and formats can be interpreted ● information in diverse media contributes to a topic, text, or issue under study ● interpret information presented in diverse media and format *Student-Friendly:* - I can explain how information from a variety of media and formats contributes to the discussion.
SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information	● information can be clarified by including multimedia components and visual displays in presentation *Student-Friendly:* - I can use multimedia components and visual displays to clarify information.

Language - Grade 6 - Marking Period 3
Suggested Strategies & Activities
- Small Group Revision Lessons   - Graphic Organizers (Frayer Model, Semantic Mapping, including word webs)   - Word Walls   - Language in Context: Independent search for affixes, morphemes, and roots in whole-class, book club, self-selected, and cross-content texts to develop conceptual understanding   *Dynamic Literacy*: word building games, sorts, magic squares, predictions   - Learning and Retaining Academic Vocabulary   - Peer-editing   - Analyzing Word choice (ie. Nonfiction Signpost: Word Gaps)

L Standards	Student Learning Objectives
(continued application of L.1-5 based upon the needs of your students -increasing in independence or sophistication)	

Career Ready, Life Literacies, and Key Skills Standards- Grade 6 - Marking Period 3	
Suggested Strategies & Activities	
- Varied discussion formats of texts (ie. Socratic, Book Clubs, philosophical chairs) with independent research. - Use and evaluation of digital tools and formats to communicate messages to varied audiences for a variety of purposes. - Comparing and contrasting visual representations based on personal sorts of text evidence. - Question Formulation Technique (QFT) / Costa's Levels of Thinking and Questioning - PBL or other inquiry-based learning strategies	
Standards	
(continued application of standards 9.1.8.PB5; 9.4.8.DC7; 9.4.8.GCA1-2; 9.4.8.IML.3-4, 6-7, 9-11 based upon the needs of your students - increasing in independence or sophistication)	
9.4.8.CT.2	Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option.
9.4.8.DC.1	Analyze the resource citations in online materials for proper use.
9.4.8.DC.2	Provide appropriate citation and attribution elements when creating media products.
9.4.8.IML.2	Identify specific examples of distortion, exaggeration, or misrepresentation of information.
9.4.8.IML7	Use information from a variety of sources, context, disciplines, and cultures for a specific purpose.
9.4.8.IML.10	Examine the consequences of the uses of media.
9.4.8.IML.11	Predict the personal and community impact of online and social media activities.

MARKING PERIOD 4: USING YOUR VOICE TO EXPLORE YOUR WORLD AND INSPRIRE CHANGE

State Standards	NJSLS - RL.6.1-10; RI6.1-5, 7-10; W6.2, 4-10; SL.6.1-4, 6; L.6.4-5 (Because the standards are embedded in multiple units, please see Standards Table to identify when the standards should be mastered.)
Essential Questions	● How can one use their voice to explore the world and inspire change within ourselves and others?
Enduring Understandings	● With a clear understanding of our topic, audience, and ourselves, we can employ a variety of tools and formats to ensure our voices are part of a global conversation. ● Speeches and essays often vary in their tone, word choice, and brevity to communicate an oral message.
Unit Objectives	● Independently research, synthesize, and present on a self-selected topic. ● Select writing toolbox strategies and presentation techniques that help the speaker communicate an effective oral message.

Suggested Texts	Skills/Academic Vocabulary	Assessments	Suggested Modifications/Support
● *"Little Things Are Big" (Colon)* ● *"Washington's Latest tell-all Memoir: Secrets of a Preschool Girl gone Viral" - (Rosenwald)* ● *Instructional Materials List (IML):- Grade 6 for whole class, small-group, and book club* ● *Independent Reading selections*	● Characteristics of the following: classical/traditional stories, legends, tall tales, and folktales. ● Interpreting information ● Public speaking / presentation techniques *Other essential academic vocabulary related to standards*: circumstance, contribute, element, formulate, relevant, reliable, significant, tradition,	May include, but are not limited to, the following: ● "This I Believe" Research-TED Talk Presentation speech (Process for inquiry or problem-based learning outcomes and/or projects) ● Evidence Based Reading / Writing on-demand tasks ● Study Island assessment (standards-based, formative) ● *Dynamic Literacy* (2-3 units per MP) ● Speaking and Listening activities (ie. Socratic Seminar, Book clubs,	● Graphic Organizers ● Audio Recordings of texts ● Read-alouds ● Visual Presentation of materials ● Extended time for reading, oral responses, written responses ● Clarification of directions

		philosophical chairs, TED Talk presentations) ● writing-to-learn pieces (e.g. short constructed responses, close-reading annotations, collection of evidence on graphic organizers, reflections, learning logs, one-pagers, quick writes, writing reviews) ● Visual aids	● Guided Questions ● Small Group Instruction ● Extension Activities ● Alternate Assessments

MARKING PERIOD 4: OBJECTIVES & STRATEGIES

Reading Literature - Grade 6 - Marking Period 4	
Suggested Strategies & Activities	
Continued use and mastery of the following from Marking Period 1: ● Think Alouds / Interactive Read Aloud (features) ● Close Reading and Marking the Text (AVID) ● *Notice and Note Signposts*, Beers/Probst) (continued application): Approach Reading from 3 Stances: What surprised me? What challenged, changed or confirmed my thinking? What did the author think I knew? ● Active Reading Strategies (continued application) ● One-Pagers (AVID) A, B ● Literacy Strategies: The Quick Write ● Graphic Organizers (ie. two-column notes) ● Book, Head. Heart Strategy and/or other bookmarks ● Other AVID strategies ● Independent reading	
RL Standards	Student Learning Objectives
(continued application of standards 1-10 based upon the needs of your students - increasing in independence or difficulty of text)	

Reading Information - Grade 6 - Marking Period 4
Suggested Strategies & Activities
Application of skills from MP1- MP3 ● Close Reading and Marking the Text (AVID) ● Reading Nonfiction Signposts *(Nonfiction Strategies* -Notice & Note Beers/Probst) ● Use of speeches as mentor texts for skills ● Developing higher-level thinking questions (Costa's Levels of Questioning), A, QFT (Question Formulation Technique) to clarify and deepen understanding of a text. ● Concept Maps, KWL, and Other AVID strategies

RI Standards	Student Learning Objectives
(continued application of RI.1-10 based upon the needs of your students -increasing in independence or difficulty of text)	

Writing - Grade 6 - Marking Period 4
Suggested Strategies & Activities
- Writing Process ("This I Believe" speech and/or other presentation topic)   - Developing higher-level thinking questions (Costa's Levels of Questioning), A, QFT (Question Formulation Technique) to guide research   - Graphic organizers   - Integration of research into speech writing   - Reader-Responses/Reflections   - Short-Constructed Responses (non-fiction text analysis)   - Craft lessons from mentor texts   - Journals   - Peer-revising, using rubrics and student checklists to frame discussion   - Conferences   - Learning Logs

W Standards	Student Learning Objectives
(continued application of W.2, 4-10 based upon the needs of your students -increasing in independence or sophistication)	

Speaking & Listening - Grade 6 - Marking Period 4
Suggested Strategies & Activities
● Developing higher-level thinking questions (Costa's Levels of Questioning), A, QFT (Question Formulation Technique) (QFT to Socratic Seminars) to guide discussions ● Socratic Seminar (or similar structure for discussion) ● Philosophical Chairs ● Book Clubs, Literature Circles, and/or other student-led discussions ● Student Conferences (Reading and Writing) ● Flipgrid videos and/or Google Meet discussions ● Use of Academic Language Scripts to engage in discussions ● Viewing Ted Talks (models) to identify and apply presentation methods

SL Standards	Student Learning Objectives
(continued application of SL1-4, 6 based upon the needs of your students -increasing in independence or sophistication)	

Language - Grade 6 - Marking Period 4
Suggested Strategies & Activities
● Small Group Revision Lessons ● Graphic Organizers (Frayer Model, Semantic Mapping, including word webs) ● Word Walls ● Language in Context: Independent search for affixes, morphemes, and roots in whole-class, book club, self-selected, and cross-content texts to develop conceptual understanding ● *Dynamic Literacy*: word building games, sorts, magic squares, predictions ● Learning and Retaining Academic Vocabulary ● Peer-editing ● Analyzing Word choice (ie. Nonfiction Signpost: Word Gaps)

L Standards	Student Learning Objectives
(continued application of L1-5 based upon the needs of your students)	

Career Ready, Life Literacies, and Key Skills Standards- Grade 8 - Marking Period 4
Suggested Strategies & Activities
- Varied discussion formats of texts (ie. Socratic, Book Clubs, philosophical chairs) with independent research.   - Use and evaluation of digital tools and formats to communicate messages to varied audiences for a variety of purposes.   - Comparing and contrasting visual representations based on personal sorts of text evidence.   - Question Formulation Technique (QFT) / Costa's Levels of Thinking and Questioning   - TED Talks
Standards
(continued application of standards 9.1.8CR.2, 9.1.8.PB5; 9.4.8.CT2; 9.4.8.DC1,2, 7; 9.4.8.GCA1-2; 9.4.8.IML.1, 3-4, 6-7, 9 based upon the needs of your students - increasing in independence or sophistication)

Suggested Social Emotional Learning (SEL) connections (CASEL) by competency:

Self-Awareness	Self-Management	Social Awareness	Relationship Skills	Responsible Decision-Making
- Identifying and articulating emotions using specific vocabulary - Engaging in identifying the problem and finding solutions. - Recognizing and assessing strengths - Building confidence and positivity - Teaching a growth mindset - Modeling think-aloud	- Understanding emotions in order to communicate and self-advocate as well as manage behavior appropriately and productively to achieve goals. - Modeling behaviors - Developing organizational skills	- Understanding others' perspectives and developing empathy, including those from diverse backgrounds and cultures. - Understanding social and ethical norms - Knowing how to access resources and support from others. - Respecting others - Modeling respectful conversation, especially	- Maintaining positive relationships with a diverse group of people. - Communicating and collaborating effectively with others: listening, cooperating, addressing conflict "constructively," and seeking assistance to resolve an issue when required. - Modeling relationship skills.	- Understanding all facets of the context or problem and the possible consequences of a situation in order to make informed, ethical, and independent decisions to guide actions. - Making decisions in a manner that considers personal well being as well as the well being of others.

		when disagreements arise.		● Understanding the possible outcome and impact of decisions on others. ● Modeling decision-making
*Suggested activities to promote **Self-Awareness**:* ● Use of an emotion wheel to articulate feelings ● Mindfulness activities ● Journaling using prompts that encourage self-reflection ● Use of surveys to gauge emotions ● Restorative Circles	*Suggested activities to promote **Self-Management**:* ● Setting SMART Goals ● Developing class contracts / rules ● Learning logs ● Conferencing ● Restorative circles ● Organizing the classroom using student input based on their needs ● Developing consistent routines and procedures ● Greeting students daily ● Use of regulating activities (ie. puzzles, coloring pages, safe corners, scenarios)	*Suggested activities to promote **Social Awareness**:* ● Use of accountable talk stems to engage in respectful discussion structures, including listening and summarizing the speakers' arguments to ensure understanding. ● Writing narratives that require students to write about the conflict from a different character's perspective or point of view. ● Engaging with a wide-range of media that offer varied perspectives about a topic or issue. ● Examining verbal and nonverbal cues during discussions to monitor and adjust for appropriate responses.	*Suggested activities to promote **Relationship Skills**:* ● Providing feedback to a partner during peer editing. ● Working in collaborative teams for a related PBL or inquiry-based activity, student discussion (ie. Socratic, Book Club), gaming, or shared writing activity.	*Suggested activities to promote **Responsible Decision-Making**:* ● Group assessment /reflection during and at the close of a PBL, collaborative discussion, or group activity. ● Developing norms, responsibilities, and consequences for collaborative assessments (ie. PBLs, Book Clubs) ● Assessing SMART goals by examining the impact of their personal decisions/actions on the outcome, making adjustments, as necessary based on reflection, and determining next steps. ● Modeling decision-making.

Additional Resources:

Commonsense.org- Civil Rights and Social Justice Resources/Simulations