

BELVIDERE CLUSTER CURRICULUM MAP

SUBJECT: English Language Arts

GRADE: 6

PACING-->	UNIT #1 4 Weeks	UNIT #2 4 Weeks	UNIT #3 3-4 Weeks	UNIT #4 4 Weeks
TOPIC/THEME AND OBJECTIVES	<p style="text-align: center;">Building a Community of Readers and Writers</p> <ul style="list-style-type: none"> • Determine the meaning of unfamiliar words by means of a variety of strategies including rereading, context clues, etc. • Determine the author’s purpose for choosing a specific point of view and sequence of events for a novel. • Develop writing by planning, revising, editing, rewriting • Write routinely over extended time frames or shorter times frames for range of purposes • Come to discussions prepared and engage in respectful and effective discussion about texts • Determine major elements of a novel including plot, character, setting, point of view, and theme. 	<p style="text-align: center;">Realistic and Science Fiction Literature</p> <ul style="list-style-type: none"> • Determine theme or central idea and summarize with supporting details • Describe how authors often provide foreshadowing of a novel’s events. • Describe and use textual evidence to analyze how the plot of the novel unfolds in a series of episodes and how the characters respond and change as the plot moves toward a resolution. • Cite textual evidence and formulate well thought out inferences to write or discuss a well structured, well supported response and/or essay related to the novel and elements of fiction. • Write an engaging narrative story with appropriate details, transitions, and sensory language that conveys experiences and events. 	<p style="text-align: center;">Informational Text Features</p> <ul style="list-style-type: none"> • Write informative/ explanatory texts to examine and convey complex ideas and information clearly • Cite textual evidence to support analysis of informational text and inferences • Determine a central idea of informational text by providing details and summary • Determine author's point of view or purpose in text using text features (subtitles; captions; graphs) • Introduce a topic, organize ideas and information for expository writing • Develop topic with relevant details and facts • Establish and maintain a formal style 	<p style="text-align: center;">Drama</p> <ul style="list-style-type: none"> • Identify the differences between a narrative and a drama. • Describe how a playwright’s 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. • 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. • 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. • Create a written review of a play.

**ESSENTIAL
QUESTIONS &
ENDURING
UNDERSTANDINGS**

- What strategies do effective readers utilize to construct meaning from texts?
- How do strong readers independently monitor their understanding of texts?
- How do successful readers improve their reading level and interest?
- How do readers use text evidence to support their thinking about texts?
- Why do we have a writing process?
- Readers improve their skills by selecting a variety of 'just right' books across many genres.

- How do the elements of fiction contribute to my comprehension of the novel's plot and theme?
- How does an author use different literary elements to change the genre of his writing?
- What writing strategies are needed for an engaging narrative story?
- The elements of a novel (plot, character, setting, style and point of view) contribute to a reader's understanding of the theme.

- How do readers use informational text to find and share information?
- Informational text has features that help the reader navigate the text and often provides additional information to help students comprehend the content.
- Authors write nonfiction for a variety of reasons including to relay information, to explore a topic in depth, to argue a point, or to entertain the reader with interesting facts.

- Does the author's message change between reading or watching a visual presentation of a drama?
- How does a playwright use literary elements to bring a story alive?
- What is the purpose of stage directions and how do they affect the develop of plot and character development?
- It is important to know when writing a review how to balance bias and unbiased ideas to make one's argument credible to the reader.

STANDARDS	<p>Reading (R) NONE</p> <p>Reading Literature (RL)</p> <p><u>NJLSA.RL.6.1</u> <u>Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</u></p> <p>NJLSA.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>NJLSA.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><u>NJLSA.RL.6.10</u> <u>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.</u></p> <p>Reading Info Text (RI) NONE</p> <p>Reading Foundation Skills (RF) NONE</p>	<p>Reading (R) NONE</p> <p>Reading Literature (RL)</p> <p><u>NJLSA.RL.6.1</u> <u>Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</u></p> <p>NJLSA.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>NJLSA.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>NJLSA.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>NJLSA.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>NJLSA.RL.6.6</p>	<p>Reading (R) NONE</p> <p>Reading Literature (RL) NONE</p> <p>Reading Info Text (RI)</p> <p><u>NJLSA.RI.6.1</u> <u>Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</u></p> <p>NJLSA.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>NJLSA.RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>NJLSA.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><u>NJLSA.RI.6.10</u> <u>By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.</u></p>	<p>Reading (R)</p> <p>NJLSA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>Reading Literature (RL)</p> <p><u>NJLSA.RL.6.1</u> <u>Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</u></p> <p>NJLSA.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>NJLSA.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>NJLSA.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>NJLSA.RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall</p>

	<p>Writing (W)</p> <p><u>NJSLSA.W.6.4</u> <u>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.)</u></p> <p>NJSLSA.W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p><u>NJSLSA.W.6.10</u> <u>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.</u></p> <p>Speaking/Listening (SL)</p> <p>NJSLSA.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>NJSLSA.SL.6.1.A Come to discussions prepared, having read or studied required material; explicitly draw on that</p>	<p>Explain how an author develops the point of view of the narrator or speaker in a text.</p> <p><u>NJSLSA.RL.6.10</u> <u>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.</u></p> <p>Reading Info Text (RI) NONE</p> <p>Reading Foundation Skills (RF) NONE</p> <p>Writing (W)</p> <p>NJSLSA.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>NJSLSA.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>NJSLSA.W.6.3.D Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>NJSLSA.W.6.3.E Provide a conclusion that follows from the narrated experiences or events.</p> <p><u>NJSLSA.W.6.4</u></p>	<p>Reading Foundation Skills (RF) NONE</p> <p>Writing (W)</p> <p>NJSLSA.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><u>NJSLSA.W.6.2.A</u> <u>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.</u></p> <p>NJSLSA.W.6.2.B Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>NJSLSA.W.6.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p><u>NJSLSA.W.6.2.E</u> <u>Establish and maintain a formal/academic style, approach, and form.</u></p> <p>NJSLSA.W.6.2.F</p>	<p>structure of a text and contributes to the development of the theme, setting, or plot.</p> <p>NJSLSA.RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.</p> <p>NJSLSA.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><u>NJSLSA.RL.6.10</u> <u>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.</u></p> <p>Reading Info Text (RI) NONE</p> <p>Reading Foundation Skills (RF) NONE</p> <p>Writing (W)</p> <p>NJSLSA.W.6.1.A Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>NJSLSA.W.6.1.B Support claim(s) with clear reasons and relevant evidence, using credible sources and</p>
--	--	--	---	--

	<p>preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>NJLSA.SL.6.1.B Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>Language (L)</p> <p>NJLSA.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p><u>Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.</u></p> <p>NJLSA.W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p><u>NJLSA.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.</u></p> <p>Speaking/Listening (SL)</p> <p>NJLSA.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>NJLSA.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>NJLSA.SL.6.1.D Review the key ideas expressed and demonstrate understanding of</p>	<p>Provide a concluding statement or section that follows from the information or explanation presented.</p> <p><u>NJLSA.W.6.4 Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.</u></p> <p>NJLSA.W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>NJLSA.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>NJLSA.W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Speaking/Listening (SL)</p> <p>NJLSA.SL.6.1.D Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>	<p>demonstrating an understanding of the topic or text.</p> <p>NJLSA.W.6.1.C Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p><u>NJLSA.W.6.1.D Establish and maintain a formal/academic style, approach, and form.</u></p> <p>NJLSA.W.6.1.E Provide a concluding statement or section that follows from the argument presented.</p> <p>NJLSA.W.6.9.B Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").</p> <p><u>NJLSA.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.</u></p> <p>Speaking/Listening (SL)</p> <p>NJLSA.SL.6.2</p>
--	--	--	--	--

		<p>multiple perspectives through reflection and paraphrasing.</p> <p>Language (L)</p> <p>NJSLSA.L.6.1.D Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</p> <p><u>NJSLSA.L.6.3.A</u> <u>Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.</u></p> <p>NJSLSA.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>NJSLSA.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>NJSLSA.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>NJSLSA.L.6.5.A Interpret figures of speech (e.g., personification) in context.</p> <p>NJSLSA.L.6.5.B Use the relationship between particular words (e.g.,</p>	<p>Language (L)</p> <p>NJSLSA.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.6.2.B Spell correctly. NJSLSA.L.6.3.B Maintain consistency in style and tone.</p> <p>NJSLSA.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>NJSLSA.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>NJSLSA.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>NJSLSA.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>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>NJSLSA.SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>Language (L)</p> <p>NJSLSA.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>NJSLSA.L.6.2.B Spell correctly.</p> <p><u>NJSLSA.L.6.3.A</u> <u>Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.</u></p> <p>NJSLSA.L.6.3.B Maintain consistency in style and tone.</p> <p>NJSLSA.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>NJSLSA.L.6.4.B</p>
--	--	--	---	--

		<p>cause/effect, part/whole, item/category) to better understand each of the words.</p>		<p>Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</p> <p>NJSLSA.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>NJSLSA.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>NJSLSA.L.6.5.C Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwholesome, thrifty).</p>
<p>INSTRUCTIONAL PROCEDURES</p>	<p><u>Whole Group</u> Whole class read alouds Introduce and review parts of speech (Parts of Speech Life Map) introduce the process of becoming a lifelong reader through reading incentive program and the role of book choice Guided reading Mini lessons: Picture Book Analysis Analog blog Word sorts Daily Warm Ups (text editing, grammar, previous lesson topics, current events, vocabulary, spelling, etc.)</p>	<p><u>Whole Group</u> Teacher modelling Mentor texts Guided practice class discussions Mini-lessons think aloud story map/ graphic organizer posters/anchor charts (classroom listening/sharing)</p> <p><u>Individual</u> Independent reading Reading conferences Journal writing/responses Connection drawings Idea formation Personal word wall</p>	<p><u>Whole Group</u> Teacher model research practices and finding reputable sources Guided practice with analysis of bias and author's purpose Web data collection and analysis Use of mentor texts to annotate goals for their own writing Reading response logs Skill-based workstations Ted Talk Use of short non-fiction to explore ideas for writing Word sorts/ Spelling practice</p>	<p><u>Whole Group</u> Guided reading Acting out plays; film performances to see how stage directions were followed. Pair and share Drama map- readwritethink.org Drama tableaux-drawing of one event in the story showing elements used by playwright Journal reflections; comprehension questions Impromptu skits using mystery bag of props/Improv Word analogies Class discussions Chart of stage directions</p>

	<p>Role Playing (discussion, leadership skills, goal setting, accountable talk, conflict resolution)</p> <p>Individual Conferences (teacher and peer) Independent reading Journal reflection, response to text</p> <p>Small Groups Reteaching teacher led instruction Student led discussion topics/brainstorming pair/share Book review/Book talk</p>	<p>Small Groups Literature circles Reteaching students as needed Flexible grouping Skill based workstations Shared reading Guided reading groups Word study session</p>	<p>Internet research/web page design</p> <p>Individual Peer/teacher conferences Graphic organizers Individual skill practice activity Create KWL chart Create Thin/Thick questions "I wonder" board</p> <p>Small Groups Discussion groups with research goals Reteaching students as needed Skills based workstations Pair/Share</p>	<p>Videos concerning theater, stage performances, acting Pantomime/charades Mini-lessons Quick writes of skits Graphic organizers; requirements for play review write a scene from a previously read story incorporating drama elements Write a comparative piece regarding directorial choice and presentation of themes</p> <p>Individual Peer/teacher conferences Graphic organizers Individual skill practice activity Venn diagram Monologues</p> <p>Small Groups Reteaching students as needed Skills based workstations Skit performance Reader's Theatre Pair/Share Discussion groups</p>
<p>INSTRUCTIONAL AND SUPPLEMENTAL MATERIALS/ LEVELED TEXTS</p>	<p>Materials Computer or iPad with Internet MyAccess Document Camera LCD projector Teacher-generated Slides Teacher-generated activities Summer reading list/response form Choice boards</p> <p>Texts/Leveled Texts Poetry and short fiction such as Maya Angelou's "Life Doesn't Frighten Me At All," "Eleven" Sandra Cisernos, Excerpts from Brown Girl Dreaming Holt Handbook, 2010</p>	<p>Materials Computer or iPad with Internet MyAccess Document Camera LCD projector SmartBoard Teacher-generated activities Teacher-generated Slides</p> <p>Texts/Leveled Texts Various short fiction texts, Literature circle books such as Threads, Hatchet, Holes <i>Where the Red Fern Grows</i> <i>Maniac Magee</i> <i>A Wrinkle in Time</i> Holt Handbook, 2010</p>	<p>Materials Computer or iPad with Internet MyAccess Document Camera LCD projector SmartBoard Teacher-generated activities Teacher-generated Slides Scholastic Scope United Streaming National Geographic Research models</p> <p>Texts/Leveled Texts Holt Handbook, 2010 Literature 6 McDougal Douglas 2008</p>	<p>Materials Computer or iPad with internet MyAccess Document Camera LCD Projector Smartboard Scholastic Scope</p> <p>Teacher Generated activities Teacher Generated Slides</p> <p>Texts/Leveled Texts Reader's Theater selections "You're a Good Man, Charlie Brown" "It's a Wonderful Life" Holt Handbook, 2010</p>

	<p>Literature 6 McDougal Douglas 2008 Prentice Hall Literature Grade 6 Common Core Edition. 2012 textbook/consumable textbook <i>myPerspectives</i> - Pearson digital and consumable text Write Source, 2010 Readwritethink.org Sadlier-Oxford Vocabulary Workshop, Level A Vocabulary Their Way. Pearson Commonlit.org Newsela.com</p>	<p>Literature 6 McDougal Douglas 2008 Prentice Hall Literature Grade 6 Common Core Edition. 2012 textbook/consumable textbook <i>myPerspectives</i> - Pearson digital and consumable text Write Source, 2010 Readwritethink.org Sadlier-Oxford Vocabulary Workshop, Level A Vocabulary Their Way. Pearson Commonlit.org Newsela.com "Feathered Friend," a science fiction short story by Arthur C. Clarke</p>	<p>Prentice Hall Literature Grade 6 Common Core Edition. 2012 textbook/consumable textbook <i>myPerspectives</i> - Pearson digital and consumable text Write Source, 2010 Readwritethink.org Sadlier-Oxford Vocabulary Workshop, Level A Vocabulary Their Way. Pearson Commonlit.org Newsela.com Read Works</p>	<p>Literature 6 McDougal Douglas 2008 Prentice Hall Literature Grade 6 Common Core Edition. 2012 textbook/consumable textbook <i>myPerspectives</i> - Pearson digital and consumable text Write Source, 2010 Readwritethink.org Sadlier-Oxford Vocabulary Workshop, Level A Vocabulary Their Way. Pearson Commonlit.org Newsela.com</p>
<p>ASSESSMENTS</p>	<p>Formative Exit Slips Reading Response Log Writing Conferences Class participation in small and whole group discussions Quick Writing Response/share Writer's Notebook Reading Conferences</p> <p>Summative Reading response journal(conference/journal rubric) Writing Process Discussion/Observation</p> <p>Benchmark DRA Standardized test practice MyAccess (White Twp) MAP (Hope) BAS testing (Harmony)</p> <p>Alternative A-B-C Projects Project based learning</p>	<p>Formative Comprehension questions Creating Thin and Thick questions Journal reflection Writer's/Reader's Notebook Reading response log</p> <p>Summative Narrative Rubric Reading Response journal/rubric Discussion/Observation Student led group blog</p> <p>Benchmark DRA Standardized test practice MyAccess (White Twp) MAP (Hope) BAS testing (Harmony)</p> <p>Alternative Kahoot Dramatic interpretation Question creation</p> <p>Scoring Rubrics:</p>	<p>Formative Reading Response log Writing/Reading conferences Class participation Writer's/reader's notebook Spelling/Vocabulary assessment</p> <p>Summative Reading Response Journal/rubric Discussion/Observation Student led group project Informative Writing Rubric</p> <p>Benchmark DRA Standardized test practice MyAccess (White Twp) MAP (Hope) BAS testing (Harmony)</p> <p>Alternative Kahoot Oral monologue readings (memorized) TouchCast Studio</p>	<p>Formative Journal reflection Play comparative writing Complete script and presentation Participation for impromptu activities Graphic organizer Reading/Writing Conferences</p> <p>Summative Reading Response Journal/rubric Discussion/Observation Student production</p> <p>Benchmark DRA Standardized test practice MyAccess (White Twp) MAP (Hope) BAS testing (Harmony)</p> <p>Alternative Kahoot Peer assessment forms Self evaluations Stage Direction Charades</p>

	<p>Matchbook summaries Kahoot Teacher-generated rubrics and checklists</p> <p>Scoring Rubrics: GRADES 6-11 (July 2015) v3.01 PARCC SCORING RUBRIC FOR PROSE CONSTRUCTED RESPONSE ITEMS Narrative Task (NT)</p> <p>https://parcc.pearson.com/resources/Practice-Tests/ELA_GR/ELA_L_Grade_6-11_July_2015_Updated_Rubric_v3.pdf</p> <p>Teacher-generated rubrics and checklists.</p>	<p>GRADES 6-11 (July 2015) v3.01 PARCC SCORING RUBRIC FOR PROSE CONSTRUCTED RESPONSE ITEMS Narrative Task (NT)</p> <p>https://parcc.pearson.com/resources/Practice-Tests/ELA_GR/ELA_L_Grade_6-11_July_2015_Updated_Rubric_v3.pdf</p> <p>Teacher-generated rubrics and checklists.</p>	<p>FlipGrid</p> <p>Scoring Rubrics: GRADES 6-11 (July 2015) v3.01 PARCC SCORING RUBRIC FOR PROSE CONSTRUCTED RESPONSE ITEMS Research Simulations</p> <p>https://parcc.pearson.com/resources/Practice-Tests/ELA_GR/ELA_L_Grade_6-11_July_2015_Updated_Rubric_v3.pdf</p> <p>Teacher-generated rubrics and checklists.</p>	<p>Scoring Rubrics: GRADES 6-11 (July 2015) v3.01 PARCC SCORING RUBRIC FOR PROSE CONSTRUCTED RESPONSE ITEMS Literary Analysis</p> <p>https://parcc.pearson.com/resources/Practice-Tests/ELA_GR/ELA_L_Grade_6-11_July_2015_Updated_Rubric_v3.pdf</p> <p>Teacher-generated rubrics and checklists.</p>
<p>ACCOMMODATIONS</p>	<p>Special Education</p> <ul style="list-style-type: none"> - Printed copy of board work/notes provided - Additional time for skill mastery - Behavior management plan - Check work frequently for understanding - Extended time on tests/ quizzes as needed - Have student repeat directions to check for understanding - Highlighted text visual presentation - Modified assignment format - Modified test accommodations - Preferential seating - Preview of content, concepts, and vocabulary - Reduced/shortened written assignments - Secure attention before giving instruction/directions - Shortened assignments - Choice of books or activities - Exploration by interest - Flexible grouping - Goal setting with students 	<p>Special Education</p> <ul style="list-style-type: none"> - Additional time for skill - Varied supplemental materials - Printed copy of board work/notes provided - Additional time for skill master - Check work frequently for understanding - Extended time on tests/ quizzes as needed - Modified assignment format/content/length - Preferential seating - Preview of content, concepts, and vocabulary - Goal setting with students - Mini workshops to re-teach or extend skills Open-ended activities <p>ELL</p> <ul style="list-style-type: none"> - Allowing students to correct errors (looking for understanding) - allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, 	<p>Special Education</p> <ul style="list-style-type: none"> - Printed copy of board work/notes provided - Additional time for skill master - Check work frequently for understanding - Extended time on tests/ quizzes as needed - Modified assignment format/content/length - Preferential seating - Preview of content, concepts, and vocabulary - Goal setting with students - Mini workshops to re-teach or extend skills Open-ended activities <p>ELL</p> <ul style="list-style-type: none"> - Allowing students to correct errors (looking for understanding) - Having peers take notes or providing a copy of the teacher's notes - Providing study guides 	<p>Special Education</p> <ul style="list-style-type: none"> - Printed copy of board work/notes provided - Additional time for skill master - Check work frequently for understanding - Extended time on tests/ quizzes as needed - Modified assignment format/content/length - Preferential seating - Preview of content, concepts, and vocabulary - Goal setting with students - Mini workshops to re-teach or extend skills Open-ended activities - Reader's Theatre <p>ELL</p> <ul style="list-style-type: none"> - Allowing students to correct errors (looking for understanding) - Having peers take notes or providing a copy of the teacher's notes - Providing study guides

	<ul style="list-style-type: none"> - Mini workshops to re-teach or extend skills Open-ended activities <p><u>ELL</u></p> <ul style="list-style-type: none"> - Allowing students to correct errors (looking for understanding) - Having peers take notes or providing a copy of the teacher's notes - Providing study guides - Reducing the number of answer choices on a multiple choice test - Using computer word processing spell check and grammar check features - Having Printed copy of notes - Reducing or omitting lengthy outside reading assignment <p><u>At Risk</u></p> <ul style="list-style-type: none"> - Allowing students to correct errors (looking for understanding) - Allowing the use of note cards or open-book during testing - decreasing the amount of work presented or required . - Having peers take notes or providing a copy of the teacher's notes - Marking students' correct and acceptable work, not the mistakes - Providing study guides - Reducing or omitting length, answers, and content on reading/ written assessments and lengthy Outside reading assignments - Using authentic assessments with real-life problem-solving <p><u>Gifted and Talented</u></p> <ul style="list-style-type: none"> - Alternative formative and summative assessments - Learning contracts - Allowing students to select from given choices - Leveled rubrics - Literature circles/Book clubs - Multiple intelligence options - Personal agendas - Tiered products - Varying supplemental materials <p><u>Gifted and Talented</u></p>	<p>slideshows, videos, etc.) to demonstrate student's learning</p> <ul style="list-style-type: none"> - Allowing the use of note cards - Decreasing the amount of work presented or required - Having printed copy of notes - Providing study guides - Reducing or omitting lengthy outside reading assignments <p><u>At Risk</u></p> <ul style="list-style-type: none"> - Allowing students to correct errors (looking for understanding) - Allowing the use of note cards or open-book during testing - decreasing the amount of work presented or required . - Having peers take notes or providing a copy of the teacher's notes - Marking students' correct and acceptable work, not the mistakes - Providing study guides - Reducing or omitting length, answers, and content on reading/ written assessments and lengthy Outside reading assignments - Using authentic assessments with real-life problem-solving <p><u>Gifted and Talented</u></p> <ul style="list-style-type: none"> - Alternative formative and summative assessments - Learning contracts - Allowing students to select from given choices - Leveled rubrics - Literature circles/Book clubs - Multiple intelligence options - Personal agendas - Tiered products - Varying supplemental materials 	<ul style="list-style-type: none"> - Reducing the number of answer choices on a multiple choice test - Using computer word processing spell check and grammar check features - Having Printed copy of notes - Reducing or omitting lengthy outside reading assignment <p><u>At Risk</u></p> <ul style="list-style-type: none"> - Allowing students to correct errors (looking for understanding) - Allowing the use of note cards or open-book during testing - decreasing the amount of work presented or required . - Having peers take notes or providing a copy of the teacher's notes - Marking students' correct and acceptable work, not the mistakes - Providing study guides - Reducing or omitting length, answers, and content on reading/ written assessments and lengthy Outside reading assignments - Using authentic assessments with real-life problem-solving <p><u>Gifted and Talented</u></p> <ul style="list-style-type: none"> - Alternative formative and summative assessments - Learning contracts - Allowing students to select topic choice - Leveled rubrics - Literature circles/Book clubs - Multiple intelligence options - Personal agendas - Tiered products - Varying supplemental materials 	<ul style="list-style-type: none"> - Reducing the number of answer choices on a multiple choice test - Using computer word processing spell check and grammar check features - Having Printed copy of notes - Reducing or omitting lengthy outside reading assignment <p><u>At Risk</u></p> <ul style="list-style-type: none"> - Allowing students to correct errors (looking for understanding) - Allowing the use of note cards or open-book during testing - decreasing the amount of work presented or required . - Having peers take notes or providing a copy of the teacher's notes - Marking students' correct and acceptable work, not the mistakes - Providing study guides - Reducing or omitting length, answers, and content on reading/ written assessments and lengthy Outside reading assignments - Using authentic assessments with real-life problem-solving <p><u>Gifted and Talented</u></p> <ul style="list-style-type: none"> - Alternative formative and summative assessments - Learning contracts - Allowing students to select topic choice - Leveled rubrics - Literature circles/Book clubs - Multiple intelligence options - Personal agendas - Tiered products - Varying supplemental materials - Independent role
--	---	---	--	--

	<ul style="list-style-type: none"> - Alternative formative and summative assessments - Learning contracts - Allowing students to select from given choices - Leveled rubrics - Literature circles/Book clubs - Multiple intelligence options - Personal agendas - Tiered products - Varying supplemental materials <p>504</p> <ul style="list-style-type: none"> - work/notes provided - Behavior management plan - Check work frequently for understanding - Extended time on tests/ quizzes - Have student repeat directions to check for understanding - Highlighted text visual presentation - Multi-sensory presentation - Preferential seating - Preview of content, concepts, and vocabulary - Shortened assignments - Exploration by interest - Flexible grouping 	<p>504</p> <ul style="list-style-type: none"> - work/notes provided - Behavior management plan - Check work frequently for understanding - Extended time on tests/ quizzes - Have student repeat directions to check for understanding - Highlighted text visual presentation - Multi-sensory presentation - Preferential seating - Preview of content, concepts, and vocabulary - Shortened assignments - Exploration by interest - Flexible grouping 	<p>504</p> <ul style="list-style-type: none"> - work/notes provided - Behavior management plan - Check work frequently for understanding - Extended time on tests/ quizzes - Have student repeat directions to check for understanding - Highlighted text visual presentation - Multi-sensory presentation - Preferential seating - Preview of content, concepts, and vocabulary - Shortened assignments - Exploration by interest - Flexible grouping 	<ul style="list-style-type: none"> - playing/production <p>504</p> <ul style="list-style-type: none"> - work/notes provided - Behavior management plan - Check work frequently for understanding - Extended time on tests/ quizzes - Have student repeat directions to check for understanding - Highlighted text visual presentation - Multi-sensory presentation - Preferential seating - Preview of content, concepts, and vocabulary - Shortened assignments - Exploration by interest - Flexible grouping
<p>INTERDISCIPLINARY CONNECTIONS</p> <p>21ST CENTURY SKILLS/THEMES (P21.ORG)</p> <p>TECHNOLOGY INTEGRATION</p> <p>CAREER EDUCATION (NJDOE CTE Clusters)</p>	<p><u>Interdisciplinary Connections</u></p> <ul style="list-style-type: none"> - English Language Arts - Social Studies, including American History, World History, Geography, Government and Civics, and Economics - Technology - Visual and Performing Arts <p><u>21st Century Skills/ Themes</u></p> <ul style="list-style-type: none"> - Creativity and Innovation - Critical Thinking - Problem Solving - Communication - Collaboration - Media Literacy 	<p><u>Interdisciplinary Connections</u></p> <ul style="list-style-type: none"> - English Language Arts - Science and Scientific Inquiry (Next Generation) - Social Studies, including American History, World History, Geography, Government and Civics, and Economics - Technology - Visual and Performing Arts - World languages <p><u>21st Century Skills/ Themes</u></p> <ul style="list-style-type: none"> - Civic Literacy - Health Literacy - Environmental Literacy - Creativity and Innovation 	<p><u>Interdisciplinary Connections</u></p> <ul style="list-style-type: none"> - English Language Arts - Mathematics - Science and Scientific Inquiry (Next Generation) - Social Studies, including American History, World History, Geography, Government and Civics, and Economics - Technology <p><u>21st Century Skills/ Themes</u></p> <ul style="list-style-type: none"> - Global Awareness - Civic Literacy - Health Literacy - Environmental Literacy 	<p><u>Interdisciplinary Connections</u></p> <ul style="list-style-type: none"> - English Language Arts - Social Studies, including American History, World History, Geography, Government and Civics, and Economics - Technology - Visual and Performing Arts <p><u>21st Century Skills/ Themes</u></p> <ul style="list-style-type: none"> - Creativity and Innovation - Critical Thinking - Problem Solving - Communication - Collaboration - Media Literacy

	<p><u>Technology Integration</u></p> <ul style="list-style-type: none"> - Chromebooks - Interactive whiteboard - Google classroom - Online textbooks <p><u>Career Education</u></p> <ul style="list-style-type: none"> - Arts, A/V Technology & Communications 	<ul style="list-style-type: none"> - Critical Thinking - Problem Solving - Communication - Collaboration - ICT (Information, Communication and Technology) Literacy <p><u>Technology Integration</u></p> <ul style="list-style-type: none"> - Chromebooks - Interactive whiteboard - Google classroom - Online textbooks <p><u>Career Education</u></p> <ul style="list-style-type: none"> - Arts, A/V Technology & Communication - Education & Training - Finance - Government & Public Administration - Health Science - Human Services - Information Technology 	<ul style="list-style-type: none"> - Creativity and Innovation - Critical Thinking - Problem Solving - Communication - Collaboration - Information Literacy - Media Literacy - ICT (Information, Communication and Technology) Literacy <p><u>Technology Integration</u></p> <ul style="list-style-type: none"> - Chromebooks - Interactive whiteboards - Google classroom - Online text <p><u>Career Education</u></p> <ul style="list-style-type: none"> - Agriculture, Food & Natural Resources - Architecture & Construction - Arts, A/V Technology & Communications - Manufacturing - Science, Technology, Engineering & Mathematics (STEM) 	<ul style="list-style-type: none"> - ICT (Information, Communication and Technology) Literacy <p><u>Technology Integration</u></p> <ul style="list-style-type: none"> - Chromebooks - Interactive whiteboards - Google classroom - Online text <p><u>Career Education</u></p> <ul style="list-style-type: none"> - Arts, A/V Technology & Communications - Education & Training
PACING-->	UNIT #5 4 Weeks	UNIT #6 4 Weeks	UNIT #7 4 Weeks	UNIT #8 4 Weeks

TOPIC/THEME AND OBJECTIVES

Functional Text

- Identify characteristics of effective argumentative writing by reading & listening to published and student mentor texts/models.
- Take a stand on a debatable issue and recognize differing points of view on the topic.
- Write a detailed, organized 5-paragraph argumentative essay/letter with an introduction, thesis/claim, topic sentences, supporting details, transitions, conclusion, etc
- Outline a multi-paragraph argumentative essay.
- Establish and maintain a formal style and awareness of audience.
- Use a scoring rubric / checklist as a guide to revising writing.
- Receive feedback on writing from their peers and provide specific feedback to other students. Revise writing based on peer conferences and teacher feedback.

Biographies and Memoirs

- Understand the consequential events of the subject's life.
- Differentiate between verifiable facts and opinions in a biography.
- Determine the author's purpose/central idea of the biography supported with evidence from the text.
- Make personal connections between self and subject.
- Analyze and cite textual evidence and formulate well thought out inferences to write a well structured, well supported response and/or essay related to the biography.

Myths/Legends/Folktales

- Read, compare, and contrast myths, legends, and tall and pourquoi tales from a variety of countries/cultures.
- Compare and contrast one author's presentation of events with that of another.
- Write a variety of responses to literature and informational text.
- Write a narrative (myth, legend, tall tale, or pourquoi tale).

Poetry

- Analyze poetry for literary elements including word choice and figurative language.
- Analyze the impact of a specific word choice on meaning and tone.
- Explain the various uses and effectiveness of literary elements within a poem.
- Compare and contrast one poet's presentation of events and or feelings with that of another.
- Recognize and correct inappropriate shifts in pronoun number and person.

<p>ESSENTIAL QUESTIONS & ENDURING UNDERSTANDINGS</p>	<ul style="list-style-type: none"> • How are logical arguments (and persuasive techniques) used in writing to change the reader’s point of view, to bring about some action on the reader’s part, or to ask the reader to accept the writer’s explanation of a concept, issue or problem? • How does knowledge of an audience shape the writer’s decisions in crafting an argument? 	<ul style="list-style-type: none"> • How can one person make a difference? • How does the kind of life one leads impact others and history? • A person can make a positive or negative difference in the lives of others and in the course of history. 	<ul style="list-style-type: none"> • What are legends and their cultural significance to a particular society? • What are folktales and in what ways are stories that come from oral tradition different from written stories? • Legends are traditional stories based on historical figures and usually exaggerate or supernaturalize heroic deeds 	<ul style="list-style-type: none"> • How do poetic devices, word choice and figurative language make a given poem more effective? • Why do readers interpret poetry differently? • Poems are written and read for a variety of purposes such as entertainment, instruction and enlightenment reflecting, at times, the norms in society. • Poets make connections to not only themselves, but also react to the world around them.
<p>STANDARDS</p>	<p>Reading (R) NONE</p> <p>Reading Literature (RL) NONE</p> <p>Reading Info Text (RI) <u>NJSLSA.RI.6.1</u> <u>Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</u></p> <p>NJSLSA.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>NJSLSA.RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and</p>	<p>Reading (R) NONE</p> <p>Reading Literature (RL)</p> <p>NJSLSA.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><u>NJSLSA.RL.6.9</u> <u>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.</u></p> <p><u>NJSLSA.RL.6.10</u></p>	<p>Reading (R) NONE</p> <p>Reading Literature (RL)</p> <p><u>NJSLSA.RL.6.1</u> <u>Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</u></p> <p>NJSLSA.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>NJSLSA.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</p>	<p>Reading (R) NONE</p> <p>Reading Literature (RL)</p> <p>RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. LA.6.CCSS.ELA-Literacy.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. LA.6.CCSS.ELA-Literacy.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>elaborated in a text (e.g., through examples or anecdotes).</p> <p>NJSLSA.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>NJSLSA.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>NJSLSA.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><u>NJSLSA.RI.6.10</u> <u>By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.</u></p> <p>Reading Foundation Skills (RF) NONE</p> <p>Writing (W)</p> <p>NJSLSA.W.6.1.A Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>NJSLSA.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>NJSLSA.W.6.1.C</p>	<p><u>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.</u></p> <p>Reading Info Text (RI)</p> <p><u>NJSLSA.RI.6.1</u> <u>Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</u></p> <p>NJSLSA.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>NJSLSA.RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p> <p>NJSLSA.RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>NJSLSA.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>NJSLSA.RI.6.7 Integrate information presented in different media or formats (e.g.,</p>	<p>or change as the plot moves toward a resolution.</p> <p>NJSLSA.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>NJSLSA.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>NJSLSA.RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.</p> <p>NJSLSA.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><u>NJSLSA.RL.6.9</u> <u>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</u></p>	<p>LA.6.CCSS.ELA-Literacy.RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.</p> <p>LA.6.CCSS.ELA-Literacy.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>Reading Info Text (RI)</p> <p>NJSLSA.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>NJSLSA.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>NJSLSA.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><u>NJSLSA.RI.6.9</u> <u>Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by</u></p>
--	--	--	--

<p>Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p><u>NJLSA.W.6.1.D</u> <u>Establish and maintain a formal/academic style, approach, and form.</u></p> <p>NJLSA.W.6.1.E Provide a concluding statement or section that follows from the argument presented.</p> <p><u>NJLSA.W.6.2.A</u> <u>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.</u></p> <p>NJLSA.W.6.2.B Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>NJLSA.W.6.2.C Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>NJLSA.W.6.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p><u>NJLSA.W.6.2.E</u> <u>Establish and maintain a formal/academic style, approach, and form.</u></p>	<p>visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p> <p>Reading Foundation Skills (RF)</p> <p>Writing (W)</p> <p>NJLSA.W.6.1.A Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>NJLSA.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>NJLSA.W.6.1.C Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p><u>NJLSA.W.6.1.D</u> <u>Establish and maintain a formal/academic style, approach, and form</u></p> <p>NJLSA.W.6.1.E Provide a concluding statement or section that follows from the argument presented.</p> <p><u>NJLSA.W.6.4</u> <u>Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.</u></p> <p>NJLSA.W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing,</p>	<p><u>their approaches to similar themes and topics.</u></p> <p><u>NJLSA.RL.6.10</u> <u>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.</u></p> <p>Reading Info Text (RI)</p> <p>Reading Foundation Skills (RF)</p> <p>Writing (W)</p> <p>NJLSA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>NJLSA.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>NJSLA.RL.6.9 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><u>NJLSA.W.6.4</u> <u>Produce clear and coherent writing in which the development, organization, voice and style are</u></p>	<p><u>and a biography on the same person).</u></p> <p>Reading Foundation Skills (RF) NONE</p> <p>Writing (W) NONE</p> <p>Speaking/Listening (SL)</p> <p>NJLSA.SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p> <p>NJLSA.SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>Language (L)</p> <p>NJLSA.L.6.1.C Recognize and correct inappropriate shifts in pronoun number and person.</p> <p>NJLSA.L.6.2.A Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</p> <p>NJLSA.L.6.2.B Spell correctly.</p> <p>NJLSA.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</p>
---	--	--	---

	<p>NJSLSA.W.6.2.F Provide a concluding statement or section that follows from the information or explanation presented.</p> <p><u>NJSLSA.W.6.4</u> <u>Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.</u></p> <p>NJSLSA.W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>NJSLSA.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>NJSLSA.W.6.9.B Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").</p> <p><u>NJSLSA.W.6.10</u> <u>Write routinely over extended time frames (time for research, reflection,</u></p>	<p>rewriting, or trying a new approach.</p> <p><u>NJSLSA.W.6.10</u> <u>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.</u></p> <p>Speaking/Listening (SL)</p> <p><u>NJSLSA.SL.6.4</u> <u>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).</u></p> <p>NJSLSA.SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p> <p>Language (L)</p> <p>NJSLSA.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>NJSLSA.L.6.2.B Spell correctly.</p>	<p><u>appropriate to task, purpose, and audience.</u></p> <p>NJSLSA.W.6.9.A Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").</p> <p><u>NJSLSA.W.6.10</u> <u>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.</u></p> <p>Speaking/Listening (SL)</p> <p>NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>NJSLSA.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>NJSLSA.SL.6.1.B</p>	<p>to the meaning of a word or phrase.</p> <p>NJSLSA.L.6.5.A Interpret figures of speech (e.g., personification) in context.</p> <p>NJSLSA.L.6.5.C Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).</p> <p>NJSLSA.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><u>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.</u></p> <p>Speaking/Listening (SL)</p> <p>NJSLSA.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><u>NJSLSA.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.</u></p> <p>Language (L)</p> <p>NJSLSA.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>NJSLSA.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>NJSLSA.L.6.4.B Use common, grade-appropriate Greek or Latin affixes and roots as</p>	<p><u>NJSLSA.L.6.3.A Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.</u></p> <p>NJSLSA.L.6.3.B Maintain consistency in style and tone.</p> <p>NJSLSA.L.6.4.B Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</p> <p>NJSLSA.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>NJSLSA.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>NJSLSA.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>Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>NJSLSA.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>Language (L)</p> <p>NJSLSA.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>NJSLSA.L.6.1.A Ensure that pronouns are in the proper case (subjective, objective, possessive).</p> <p>NJSLSA.L.6.1.B Use intensive pronouns (e.g., myself, ourselves).</p> <p>NJSLSA.L.6.1.C Recognize and correct inappropriate shifts in pronoun number and person.</p> <p>NJSLSA.L.6.1.D Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</p> <p>NJSLSA.L.6.2.B Spell correctly.</p> <p><u>NJSLSA.L.6.3.A Vary sentence patterns for meaning (syntax),</u></p>	
--	---	--	--	--

	<p>clues to the meaning of a word (e.g., audience, auditory, audible).</p> <p>NJSLSA.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>NJSLSA.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>NJSLSA.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><u>reader/listener interest, and style/voice.</u></p> <p>NJSLSA.L.6.3.B Maintain consistency in style and tone.</p> <p>NJSLSA.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>NJSLSA.L.6.4.B Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</p> <p>NJSLSA.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>NJSLSA.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>NJSLSA.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>INSTRUCTIONAL PROCEDURES</p>	<p><u>Whole Group</u> Teacher created slides regarding topics such as plagiarism, research skills, citations and transitions Compare and contrast mentor texts Teacher modelled interactive notebook Presentation of student essays/speeches Digital sharing of student research topics/published work Graphic organizer (pro/con, t-chart, digital organizers) Use of editorials, reviews, and mentor persuasive articles to annotate Short nonfiction persuasive text in mini lessons to present necessary elements</p> <p><u>Individual</u> Actively Learn leveled materials Teacher Conferences Additional graphic organizers Reteach individual daily goals Write alouds/think alouds</p> <p><u>Small Groups</u> Reteach missing skills Peer Conferencing/feedback Student-led groups based on topic/skills/interests Debates</p>	<p><u>Whole Group</u> Teacher modelling questioning/ interview skills Present mentor texts and real-life biographies Whole class discussion with essential questions in mind Student presentation of projects Digital sharing with the whole group Biographical Essays</p> <p><u>Individual</u> Interview family members Teacher Conferences Graphic Organizers Reteach/redirect as needed Write alouds/think alouds</p> <p><u>Small Groups</u> Book Clubs Reteach/redirect missing skills Student-led groups Students collaboration</p>	<p><u>Whole Group</u> Analyzing multiple mentor texts from various world cultures Listen to audio storytellers and respond to differing styles and how it changed the experience of the listener Create modern-day myths or legends based on mentor texts Whole class discussions Read a traditional story and respond to the belief systems of a culture Artistic representations of mythological Gods and write about the text connections that affected their choices Reader's Theater Write a comparison essay after reading similar texts Cross grade level peer collaboration</p> <p><u>Individual</u> Teacher Conferences Graphic organizers Reteach/Redirect as needed Choice of texts</p> <p><u>Small Groups</u> Retell small group activity- Students retell one student's work and discuss how story changed Reader's Theater Peer conferences</p>	<p><u>Whole Group</u> Create a collage to analyze theme, central idea, setting, and characters with written format citing details from poem to connect picture/image. Research biography of poet and historical setting of poems prior to reading. Color code poems to identify characteristics. Create a passport to list characteristics of different styles of poems listing titles and authors. Orally present a poem of choice to an audience. Create a multimedia presentation to visually present the feelings and message of a poem. Create a Venn Diagram to compare and contrast given poem or poet. Write a poem using the five senses (free verse). Write a collection of poems evidencing the particular elements found in the styles investigated. Word analogies</p> <p><u>Individual</u> Pair and share Self record and assess for fluency Annotation of mentor poetry Reteach individual daily goals</p> <p><u>Small Groups</u> Reteach missing skills Peer collaborative groups Peer conferences Response groups</p>
<p>INSTRUCTIONAL AND SUPPLEMENTAL MATERIALS/</p>	<p><u>Materials</u> Actively Learn Scholastic Scope</p>	<p><u>Materials</u> Computer or iPad with Internet MyAccess</p>	<p><u>Materials</u> Rick Riordon: Kane Chronicals</p>	<p><u>Materials</u> Computer or iPad with Internet MyAccess</p>

<p>LEVELED TEXTS</p>	<p>Digital Graphic Organizers Teacher Created Materials Computer or iPad with Internet MyAccess Document Camera LCD projector Teacher-generated Slides Teacher-generated activities Short nonfiction articles concerning current events and engaging issues</p> <p><u>Texts/Leveled Texts</u> <i>Declaration of the Rights of the Child-United Nations General Assembly</i> "Michaela DePrince: The War Orphan Who Became a Ballerina," by William Kremer news article "Pet Therapy: How Animals and Humans Heal Each Other," Grammar for Writing Printed resources Grammar Resources for grades 6-8 -Houghton-Mifflin Martin Luther King Speech Teachertube.com Holt Handbook, 2010 Literature 6 McDougal Douglas 2008 (Hope) Prentice Hall Literature Grade 6 Common Core Edition. 2012 (White Twp) <i>myPerspectives</i> - Pearson Realize digital text and consumable text (Harmony) Write Source, 2010 Readwritethink.org Sadlier-Oxford Vocabulary Workshop, Level A Vocabulary Their Way. Pearson Commonlit.org Newsela.com</p>	<p>Document Camera LCD projector Teacher-generated Slides Teacher-generated activities Ancestry.com</p> <p><u>Texts/Leveled Texts</u> I am Malala Undeclared: Jim Thorpe and the Carlisle Indian School Football Team "Brown Girl Dreaming." Jacqueline Woodson Small Steps: The Year I Got Polio- Peg Kehret "Michaela DePrince: The War Orphan Who Became a Ballerina," by William Kremer "My Life with the Chimpanzee" memoir by Jane Goodall "Bad Boy" Walter Dean Myers Grammar for Writing Printed resources Grammar Resources for grades 6-8 -Houghton-Mifflin Teachertube.com Holt Handbook, 2010 Literature 6 McDougal Douglas 2008 (Hope) Prentice Hall Literature Grade 6 Common Core Edition. 2012 (White Twp) <i>myPerspectives</i> - Pearson Realize digital text and consumable text (Harmony) Write Source, 2010 Readwritethink.org Sadlier-Oxford Vocabulary Workshop, Level A Vocabulary Their Way. Pearson Commonlit.org Newsela.com</p>	<p>Neil Gaiman Odd & the Frost Giants Fortunately the Milk by Neil Gaiman Scholastic Scope Teacher Created Materials Computer or iPad with internet MyAccess Document Camera LCD projector High-interest mentor texts Weird New Jersey magazine</p> <p><u>Texts/Leveled Texts</u> Aesop's Fables Favorite Folktales from Around the World(Jane Yolen) The Firebird and Other Russian Fairy Tales(Arthur Ransome) Just So Stories (Rudyard Kipling) Grammar for Writing Printed resources Grammar Resources for grades 6-8 -Houghton-Mifflin Teachertube.com Holt Handbook, 2010 Literature 6 McDougal Douglas 2008 (Hope) Prentice Hall Literature Grade 6 Common Core Edition. 2012 (White Twp) <i>myPerspectives</i> - Pearson Realize digital text and consumable text (Harmony) Write Source, 2010 Readwritethink.org Sadlier-Oxford Vocabulary Workshop, Level A Vocabulary Their Way. Pearson Commonlit.org Newsela.com "Black Cowboy, Wild Horses," folk literature by Julius Lester "How the Camel Got His Hump," a fable from Rudyard Kipling</p>	<p>Document Camera LCD projector Teacher-generated Slides Teacher-generated activities</p> <p><u>Texts/Leveled Texts</u> Grammar for Writing Printed resources Grammar Resources for grades 6-8 -Houghton-Mifflin Teachertube.com Holt Handbook, 2010 Literature 6 McDougal Douglas 2008 (Hope) Prentice Hall Literature Grade 6 Common Core Edition. 2012 (White Twp) <i>myPerspectives</i> - Pearson Realize digital text and consumable text (Harmony) Write Source, 2010 Readwritethink.org Sadlier-Oxford Vocabulary Workshop, Level A Vocabulary Their Way. Pearson Commonlit.org ReadWorks poetrysoup.com "I Was a Skinny Tomboy Kid," by Alma Villanueva "Oranges" by Gary Soto "A Blessing," by James Wright "Predators" Linda Hogan</p>

<p>ASSESSMENTS</p>	<p>Formative Teacher created rubrics Student/Teacher collaborative rubrics Conferences Interactive Notebook Writer's/Reader's Notebook</p> <p>Summative Persuasive Writing Assignment Teacher created rubrics Conferences Book Review</p> <p>Benchmark MyAccess DRA Standardized test practice MAP BAS testing CommonLit</p> <p>Alternative Kahoot Timelines Teacher-generated rubrics/checklists TouchCast Studio WeVideo Mapping</p> <p>Scoring Rubrics: GRADES 6-11 (July 2015) v3.01 PARCC SCORING RUBRIC FOR PROSE CONSTRUCTED RESPONSE ITEMS (simulation task and literary analysis task)</p> <p>https://parcc.pearson.com/resources/Practice-Tests/ELA_GR/ELA_L_Grade_6-11_July_2015_Updated_Rubric_v3.pdf</p> <p>Teacher-generated rubrics and checklists. Student debates</p>	<p>Formative Teacher conferences Teacher created rubric Writer's/Reader's notebook Teacher observation Exit slips</p> <p>Summative Family Ties Writing Assignment Teacher Created Rubrics Conferences Student Role Feedback</p> <p>Benchmark MyAccess DRA Standardized test practice MAP BAS testing CommonLit</p> <p>Alternative Kahoot Teacher-generated rubrics/checklists Short Memoir texts</p> <p>Scoring Rubrics: GRADES 6-11 (July 2015) v3.01 PARCC RUBRIC FOR PROSE CONSTRUCTED RESPONSE ITEMS (simulation task and literary analysis task)</p> <p>https://parcc.pearson.com/resources/Practice-Tests/ELA_GR/ELA_L_Grade_6-11_July_2015_Updated_Rubric_v3.pdf</p> <p>Teacher-generated rubrics and checklists. Student debates</p>	<p>Formative Writing response journals class participation in small and whole group discussion reading/writing conferences Class participation in discussions Collaborative rubrics/checklists</p> <p>Summative Teacher created rubrics Conferences Comparative essay Reading Responses</p> <p>Benchmark MyAccess DRA Standardized test practice MAP BAS testing CommonLit</p> <p>Alternative Kahoot Scholastic Scope Articles/Activities</p> <p>Scoring Rubrics: GRADES 6-11 (July 2015) v3.01 PARCC SCORING RUBRIC FOR PROSE CONSTRUCTED RESPONSE ITEMS</p> <p>https://parcc.pearson.com/resources/Practice-Tests/ELA_GR/ELA_L_Grade_6-11_July_2015_Updated_Rubric_v3.pdf</p> <p>Teacher-generated rubrics and checklists. Student debates</p>	<p>Formative Journal response log Multimedia presentation Poem assessed rubric Class participation</p> <p>Summative Oral presentation Poetry Portfolio Conferencess Project Portfolio</p> <p>Benchmark MyAccess DRA Standardized test practice MAP BAS testing CommonLit</p> <p>Alternative Kahoot Poeticpower.com (poetry contest) PoetrySlam</p> <p>Scoring Rubrics: GRADES 6-11 (July 2015) v3.01 PARCC SCORING RUBRIC FOR PROSE CONSTRUCTED RESPONSE ITEMS</p> <p>https://parcc.pearson.com/resources/Practice-Tests/ELA_GR/ELA_L_Grade_6-11_July_2015_Updated_Rubric_v3.pdf</p> <p>Teacher-generated rubrics and checklists. Student debates</p>
---------------------------	--	--	--	---

ACCOMMODATIONS	<p><u>Special Education</u></p> <ul style="list-style-type: none"> - Additional time for skill mastery - Exploration by interest - Flexible grouping - Goal setting with students - Mini workshops to re-teach or extend skills Open-ended activities - Varied supplemental - Materials Preview of content, concepts, and vocabulary - Modified assignment format, content, or length - Reduced/shortened reading or written assignments - Use open book, study guides, test prototypes <p><u>ELL</u></p> <ul style="list-style-type: none"> - Allowing students to correct errors (looking for understanding) - Teaching key aspects of a topic through project based learning - allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student’s learning - Modifying tests to reflect selected objectives - Providing study guides <p><u>At Risk</u></p> <ul style="list-style-type: none"> - Allowing students to correct errors (looking for understanding) - Allowing the use of note cards or open-book during testing - decreasing the amount of work presented or required . - Having peers take notes or providing a copy of the teacher’s notes 	<p><u>Special Education</u></p> <ul style="list-style-type: none"> - Additional time for skill mastery - Assistive technology - Check work frequently for understanding - Extended time on tests/ quizzes - Have student repeat directions to check for understanding - Choice of books or activities - Exploration by interest - Flexible grouping - Goal setting with students - Mini workshops to re-teach or extend skills Open-ended activities - Modified assignment format, content, or length - Varied supplemental material <p><u>ELL</u></p> <ul style="list-style-type: none"> - Allowing students to correct errors (looking for understanding) - Teaching key aspects of a topic Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify - Providing study guides <p><u>At Risk</u></p> <ul style="list-style-type: none"> - Allowing students to correct errors (looking for understanding) - Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify <p><u>Gifted and Talented</u></p> <ul style="list-style-type: none"> - Alternative formative and summative assessments - Group investigations - Independent research and projects Interest groups 	<p><u>Special Education</u></p> <ul style="list-style-type: none"> - Additional time for skill mastery - Assistive technology - Check work frequently for understanding - Extended time on tests/ quizzes - Highlighted text visual presentation - Multi-sensory presentation - Reduced/shortened reading or written assignments - Choice of books or activities - Exploration by interest - Flexible grouping - Goal setting with students - Mini workshops to re-teach or extend skills Open-ended activities - Varied supplemental materials <p><u>ELL</u></p> <ul style="list-style-type: none"> - Allowing students to correct errors (looking for understanding) - allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student’s learning - Allowing students to correct errors (looking for understanding) - Modifying tests to reflect selected objectives - Providing study guides - Using computer word processing spell check and grammar check features <p><u>At Risk</u></p>	<p><u>Special Education</u></p> <ul style="list-style-type: none"> - Additional time for skill mastery - Assistive technology - Check work frequently for understanding - Extended time on tests/ quizzes - Modified assignment format, content, or length - Multi-sensory presentation - Preview of content, concepts, and vocabulary - Reduced/shortened reading or written assignments - Use open book, study guides, test prototypes - Exploration by interest - Goal setting with students - Mini workshops to re-teach or extend skills Open-ended activities - Varied supplemental materials <p><u>ELL</u></p> <ul style="list-style-type: none"> - Allowing students to correct errors (looking for understanding) - Decreasing the amount of work presented or required - Having peers take notes or providing a copy of the teacher’s notes - Reducing or omitting lengthy outside reading assignments - Using computer word processing spell check and grammar check features <p><u>At Risk</u></p> <ul style="list-style-type: none"> - Allowing students to correct errors (looking for understanding) - Allowing the use of note cards or open-book during testing - decreasing the amount of work presented or required .
-----------------------	---	--	---	--

- Marking students' correct and acceptable work, not the mistakes
- Providing study guides
- Reducing or omitting length, answers, and content on reading/ written assessments and lengthy Outside reading assignments
- Using authentic assessments with real-life problem-solving

Gifted and Talented

- Alternative formative and summative assessments
- Group investigations
- Independent research and projects Interest groups
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Stations/centers
- Tiered activities/assignments

504

- Printed copy of board work/notes provided
- Behavior management plan
- Extended time on tests/ quizzes
- Have student repeat directions to check for understanding
- Highlighted text visual presentation
- Multi-sensory presentation
- Preferential seating
- Preview of content, concepts, and vocabulary
- Goal setting with students

- Multiple intelligence options
- Multiple texts
- Personal agendas
- Stations/centers
- Tiered activities/assignments

504

- Printed copy of board work/notes provided
- Behavior management plan
- Check work frequently for understanding
- Extended time on tests/ quizzes
- Highlighted text visual presentation
- Secure attention before giving instruction/directions
- Use open book, study guides, test prototypes
- Goal setting with students

- Allowing students to correct errors (looking for understanding)
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
- Allowing students to correct errors (looking for understanding)
- Modifying tests to reflect selected objectives
- Providing study guides
- Using computer word processing spell check and grammar check features

Gifted and Talented

- Alternative formative and summative assessments
- Group investigations
- Independent research and projects Interest groups
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Stations/centers
- Tiered activities/assignments

504

- Behavior management plan
- Extended time on tests/ quizzes
- Have student repeat directions to check for understanding
- Highlighted text visual presentation
- Multi-sensory presentation
- Preferential seating
- Preview of content, concepts, and vocabulary
- Goal setting with students

- Having peers take notes or providing a copy of the teacher's notes
- Marking students' correct and acceptable work, not the mistakes
- Providing study guides
- Reducing or omitting length, answers, and content on reading/ written assessments and lengthy Outside reading assignments
- Using authentic assessments with real-life problem-solving

Gifted and Talented

- Alternative formative and summative assessments
- Group investigations
- Independent research and projects Interest groups
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Stations/centers
- Tiered activities/assignments

504

- Behavior management plan
- Check work frequently for understanding
- Extended time on tests/ quizzes
- Have student repeat directions to check for understanding
- Highlighted text visual presentation
- Multi-sensory presentation
- Preferential seating
- Exploration by interest
- Varied supplemental materials
- Goal setting with students

<p>INTERDISCIPLINARY CONNECTIONS</p> <p>21ST CENTURY SKILLS/THEMES (P21.ORG)</p> <p>TECHNOLOGY INTEGRATION</p> <p>CAREER EDUCATION (NJDOE CTE Clusters)</p>	<p><u>Interdisciplinary Connections</u></p> <ul style="list-style-type: none"> - Science and Scientific Inquiry (Next Generation) - Social Studies, including American History, World History, Geography, Government and Civics, and Economics - Technology - Visual and Performing Arts - World languages <p><u>21st Century Skills/ Themes</u></p> <ul style="list-style-type: none"> - Global Awareness - Health Literacy - Environmental Literacy - Creativity and Innovation - Critical Thinking - Problem Solving - Communication - Information Literacy - Media Literacy - ICT (Information, Communication and Technology) Literacy <p><u>Technology Integration</u></p> <ul style="list-style-type: none"> - Chromebooks - Interactive whiteboards - Google Tools: classroom, DOCs, Slides, etc. - Online text - YouTube Tutorials - TED Talks (ED) - Digital Cameras/Web Cam <p><u>Career Education</u></p> <ul style="list-style-type: none"> - Agriculture, Food & Natural Resources - Arts, A/V Technology & Communications - Government & Public Administration - Health Science - Human Services 	<p><u>Interdisciplinary Connections</u></p> <ul style="list-style-type: none"> - Social Studies, including American History, World History, Geography, Government and Civics, and Economics - Technology - World languages <p><u>21st Century Skills/ Themes</u></p> <ul style="list-style-type: none"> - Creativity and Innovation - Critical Thinking - Problem Solving - Communication - Collaboration - Information Literacy - Media Literacy - ICT (Information, Communication and Technology) Literacy <p><u>Technology Integration</u></p> <ul style="list-style-type: none"> - Chromebooks - Interactive whiteboards - Google Tools: classroom, DOCs, Slides, etc. - Online text - YouTube - Digital Cameras/Web Cam - Ancestry.com <p><u>Career Education</u></p> <ul style="list-style-type: none"> - Agriculture, Food & Natural Resources - Architecture & Construction - Arts, A/V Technology & Communications - Hospitality & Tourism - Information Technology - Manufacturing - Marketing 	<p>- Check work frequently for understanding</p> <p><u>Interdisciplinary Connections</u></p> <ul style="list-style-type: none"> - Social Studies, including American History, World History, Geography, Government and Civics, and Economics - Technology - Visual and Performing Arts - World languages <p><u>21st Century Skills/ Themes</u></p> <ul style="list-style-type: none"> - Global Awareness - Environmental Literacy - Creativity and Innovation - Critical Thinking - Problem Solving - Communication - Collaboration - Information Literacy - Media Literacy - ICT (Information, Communication and Technology) Literacy <p><u>Technology Integration</u></p> <ul style="list-style-type: none"> - Chromebooks - Interactive whiteboards - Google Tools: classroom, DOCs, Slides, etc. - Online text - YouTube - Digital Cameras/Web Cam - FlipGrid - Seesaw <p><u>Career Education</u></p> <ul style="list-style-type: none"> - Architecture & Construction - Arts, A/V Technology & Communications - Information Technology 	<p><u>Interdisciplinary Connections</u></p> <ul style="list-style-type: none"> - Science and Scientific Inquiry (Next Generation) - Social Studies, including American History, World History, Geography, Government and Civics, and Economics - Technology - Visual and Performing Arts <p><u>21st Century Skills/ Themes</u></p> <ul style="list-style-type: none"> - Global Awareness - Creativity and Innovation - Communication - Collaboration - Information Literacy - ICT (Information, Communication and Technology) Literacy <p><u>Technology Integration</u></p> <ul style="list-style-type: none"> - Chromebooks - Interactive whiteboards - Google Tools: classroom, DOCs, Slides, etc. - Online text - YouTube - Digital Cameras/Web Cam - FlipGrid - Seesaw <p><u>Career Education</u></p> <ul style="list-style-type: none"> - Agriculture, Food & Natural Resources - Arts, A/V Technology & Communications - Education & Training - Health Science - Human Services
---	---	---	--	--

	<ul style="list-style-type: none"> - Information Technology - Science, Technology, Engineering & Mathematics (STEM) 			
PACING-->	UNIT #9 4 Weeks	UNIT #10 4 Weeks		
TOPIC/THEME AND OBJECTIVES	<p>Historical Fiction</p> <ul style="list-style-type: none"> • Identifying any significant changes in character or setting over time • Describe characters' traits, motivation, or interactions, citing thoughts, words, or actions that reveal characters' traits motivations, or their changes over time • Making inferences about cause/effect, external conflicts (e.g. person versus person, person versus nature/society/fate), or the relationship among elements within text (e.g. how the historical era influences the characters' actions or thinking) • Identify author's message or theme 	<p>Research and Reading Informational Text</p> <ul style="list-style-type: none"> • Choose and narrow a research topic • Take notes in phrases and paraphrasing • Research topics using a variety of sources (a minimum of 3) • Understand and identify plagiarism • Write a paper with an introduction with a thesis/topic sentence, researched supporting reasons (at least 3), and a concluding paragraph that restates the thesis and synthesizes the information in the body of the paper • Learn the basic format of a bibliography and/or works cited (www.noodletools.com) 		
ESSENTIAL QUESTIONS & ENDURING UNDERSTANDINGS	<ul style="list-style-type: none"> • What can a reader learn from reading historical fiction? • What makes characters in historical fiction believable? • How does the author add clues to allow the reader to infer relationships between literary elements? • One's understanding of historical events impact the formation of identity. 	<ul style="list-style-type: none"> • Good writers develop and refine their research writing skills by using strategies to create a thesis, locate and collect information, creating a focused outline and identifying where more information is needed. • By writing a research paper, the writer learns the importance of not plagiarizing, but incorporating the formal use of citing text and development of a works cited page. 		

<p>STANDARDS</p>	<p>Reading (R) NONE</p> <p>Reading Literature (RL)</p> <p><u>NJSLSA.RL.6.1</u> <u>Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</u></p> <p>NJSLSA.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>NJSLSA.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>NJSLSA.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>NJSLSA.L.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>NJSLSA.RL.6.6</p>	<p>Reading (R) NONE</p> <p>Reading Literature (RL) NONE</p> <p>Reading Info Text (RI)</p> <p><u>NJSLSA.RI.6.1</u> <u>Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</u></p> <p>NJSLSA.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>NJSLSA.RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>NJSLSA.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>NJSLSA.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>NJSLSA.RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are</p>		
-------------------------	--	---	--	--

	<p>Explain how an author develops the point of view of the narrator or speaker in a text.</p> <p><u>NJSLSA.RL.6.10</u> <u>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.</u></p> <p>Reading Info Text (RI) NONE</p> <p>Reading Foundation Skills (RF) NONE</p> <p>Writing (W)</p> <p>NJSLSA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>NJSLSA.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>NJSLSA.W.6.3.B Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p>	<p>supported by reasons and evidence from claims that are not.</p> <p><u>NJSLSA.RI.6.10</u> <u>By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.</u></p> <p>Reading Foundation Skills (RF) Writing (W)</p> <p>NJSLSA.W.6.1.A Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>NJSLSA.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>NJSLSA.W.6.1.C Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p><u>NJSLSA.W.6.1.D</u> <u>Establish and maintain a formal/academic style, approach, and form.</u></p> <p>NJSLSA.W.6.1.E Provide a concluding statement or section that follows from the argument presented.</p> <p><u>NJSLSA.W.6.2.A</u> <u>Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification,</u></p>		
--	---	--	--	--

	<p>NJLSLA.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>NJLSLA.W.6.3.D Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>NJLSLA.W.6.3.E Provide a conclusion that follows from the narrated experiences or events.</p> <p><u>NJLSLA.W.6.4</u> <u>Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.</u></p> <p>NJLSLA.W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>NJLSLA.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><u>NJLSLA.W.6.10</u> <u>Write routinely over extended time frames (time for</u></p>	<p><u>comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.</u></p> <p>NJLSLA.W.6.2.B Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>NJLSLA.W.6.2.C Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>NJLSLA.W.6.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p><u>NJLSLA.W.6.2.E</u> <u>Establish and maintain a formal/academic style, approach, and form.</u></p> <p>NJLSLA.W.6.2.F Provide a concluding statement or section that follows from the information or explanation presented.</p> <p>NJLSLA.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>NJLSLA.W.6.7 Conduct short research projects to answer a question, drawing on</p>		
--	--	--	--	--

research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking/Listening (SL)

NJSLSA.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.

NJSLSA.SL.6.1.B
Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

NJSLSA.L.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.

NJSLSA.SL.6.1.D
Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

Language (L)

NJSLSA.L.6.2.B
Spell correctly.

NJSLSA.L.6.4.A
Use context (e.g., the overall meaning of a sentence or

several sources and refocusing the inquiry when appropriate.

NJSLSA.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.

**Speaking/Listening (SL)
NONE**

Language (L)

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

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

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

NJSLSA.L.6.3.B
Maintain consistency in style and tone.

	<p>paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>NJSLSA.L.6.4.B Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</p> <p>NJSLSA.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>NJSLSA.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>NJSLSA.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>INSTRUCTIONAL PROCEDURES</p>	<p><u>Whole Group</u> Cooperative learning novel museum highlighting the history and literary elements Mini-Lessons Interactive notebook Note-taking Whole group discussion Guided Reading Think aloud/read aloud</p>	<p><u>Whole Group</u> Informational research project based on countries of ancestry. Graphic organizers - developing outlining skills Index cards/Google Slides - developing skill to cite source and information found Work collaboratively with Peers through the use of technology</p>		

	<p>Individual Independent reading Teacher conferences Reteach as necessary Literature Circle Roles</p> <p>Small Groups Book clubs Student led discussion groups Peer conferences Student presentation</p>	<p>Color coding index card/Google Slides to match subtopics Class discussion Journal Writing Reading response Media presentation (power point; glogster)</p> <p>Individual Research graphic organizer Teacher conferences Note-taking Independent research Reteach as necessary</p> <p>Small Groups Debates Cooperative learning Discussion groups Read-aloud/Think-aloud</p>		
<p>INSTRUCTIONAL AND SUPPLEMENTAL MATERIALS/ LEVELED TEXTS</p>	<p>Materials Computer or iPad with Internet MyAccess Document Camera LCD projector Teacher-generated Slides Teacher-generated activities Ancestry.com</p> <p>Texts/Leveled Texts <i>Sadako and the Thousand Paper Cranes</i>-Coerr <i>Number the Stars</i>-Lowry <i>Sophia's War</i>-AVI Crispin-AVI Al Capone Does my Shirts The War That Saved My Life <i>Bud, Not Buddy</i>-Christopher Paul Curtis Holt Handbook, 2010 Literature 6 McDougal Douglas 2008 <i>myPerspectives</i> - Pearson digital and consumable text</p>	<p>Materials Computer or iPad with Internet MyAccess Document Camera LCD projector Teacher-generated Slides Teacher-generated activities Ancestry.com Noodletools.com</p> <p>Texts/Leveled Texts Holt Handbook, 2010 Literature 6 McDougal Douglas 2008 Prentice Hall Literature Grade 6 Common Core Edition. 2012 textbook/consumable textbook <i>myPerspectives</i> - Pearson digital and consumable text Write Source, 2010 Readwritethink.org Sadlier-Oxford Vocabulary Workshop, Level A</p>		

	<p>Prentice Hall Literature Grade 6 Common Core Edition. 2012 textbook/consumable textbook Write Source, 2010 Readwritethink.org Sadlier-Oxford Vocabulary Workshop, Level A Vocabulary Their Way. Pearson Commonlit.org Newsela.com</p>	<p>Vocabulary Their Way. Pearson Commonlit.org Newsela.com</p>		
<p>ASSESSMENTS</p>	<p><u>Formative</u> Graphic organizer Jurnal responses Diary Entries Exit Tickets Whole-group discussions Open-ended responses Project Guidelines</p> <p><u>Summative</u> Completed research Teacher Created Rubric Essays-assessed with NJ Holistic Rubric Reading Responses</p> <p><u>Benchmark</u> MyAccess DRA Standardized test practice MAP BAS testing CommonLit</p> <p><u>Alternative</u> Kahoot Kinesthetic Mapping Activity (movement around the room connecting short stories & places found on a boat to America)</p> <p><u>Scoring Rubrics:</u> GRADES 6-11 (July 2015) v3.01 PARCC SCORING RUBRIC FOR PROSE CONSTRUCTED RESPONSE</p>	<p><u>Formative</u> Media presentation open ended response Portfolio</p> <p><u>Summative</u> Completed research paper-assessed with NJ Holistic Rubric Essays-assessed with NJ Holistic Rubric</p> <p><u>Benchmark</u> MyAccess DRA Standardized test practice MAP BAS testing CommonLit</p> <p><u>Alternative</u> Kahoot Family History Parade Float Teacher created rubric/checklist</p> <p><u>Scoring Rubrics:</u> GRADES 6-11 (July 2015) v3.01 PARCC SCORING RUBRIC FOR PROSE CONSTRUCTED RESPONSE ITEMS</p> <p>https://parcc.pearson.com/resources/Practice-Tests/ELA_GR/ELA_L_Grade_6-11_July_2015_Updated_Rubric_v3.pdf</p>		

	<p>ITEMS (simulation task and literary analysis task)</p> <p>https://parcc.pearson.com/resources/Practice-Tests/ELA_GR/ELA_L_Grade_6-11_July_2015_Updated_Rubric_v3.pdf</p> <p>Teacher-generated rubrics and checklists. Student debates</p>	<p>Teacher-generated rubrics and checklists. Student debates</p>		
<p>ACCOMMODATIONS</p>	<p><u>Special Education</u></p> <ul style="list-style-type: none"> - Additional time for skill mastery - Check work frequently for understanding - Extended time on tests/ quizzes - Modified assignment format/content/length - Multiple test sessions - Multi-sensory presentation - Preview of content, concepts, and vocabulary - Reduced/shortened reading and written assignments - Use open book, study guides, test prototypes - Exploration by interest - Goal setting with students - Mini workshops to re-teach or extend skills Open-ended activities - Think-Pair-Share - Varied supplemental materials <p><u>ELL</u></p> <ul style="list-style-type: none"> - Allowing students to correct errors (looking for understanding) - Teaching key aspects of a topic Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify - Allowing the use of note cards or open-book during testing - Decreasing the amount of work presented or required 	<p><u>Special Education</u></p> <ul style="list-style-type: none"> - Additional time for skill mastery - Check work frequently for understanding - Extended time on tests/ quizzes - Highlighted text visual presentation - Modified assignment format/content/length - Multiple test sessions - Multi-sensory presentation - Preview of content, concepts, and vocabulary - Reduced/shortened reading and written assignments - Use open book, study guides, test prototypes - Choice of books or activities - Exploration by interest - Goal setting with students - Mini workshops to re-teach or extend skills Open-ended activities - Varied supplemental materials <p><u>ELL</u></p> <ul style="list-style-type: none"> - Allowing students to correct errors (looking for understanding) - allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student’s learning 		

- Having peers take notes or providing a copy of the teacher's notes
- Modifying tests to reflect selected objectives
- Providing study guides
- Reducing or omitting lengthy outside reading assignments
- Using computer word processing spell check and grammar check features

At Risk

- Allowing students to correct errors (looking for understanding)
- Allowing the use of note cards or open-book during testing
- decreasing the amount of work presented or required .
- Marking students' correct and acceptable work, not the mistakes
- Providing study guides
- using videos, illustrations, pictures, and drawings to explain or clarify
- Choice of books or activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Mini workshops to re-teach or extend skills Open-ended activities
- Reading buddies

Gifted and Talented

- Games and tournaments
- Independent research and projects Interest groups
- Leveled rubrics
- Multiple intelligence options
- Personal agendas
- Project-based/ Problem-Based learning
- Tiered activities/assignments
- Tiered products

- Allowing the use of note cards or open-book during testing
- Decreasing the amount of work presented or required
- Having peers take notes or providing a copy of the teacher's notes
- Modifying tests to reflect selected objectives
- Providing study guides
- Reducing or omitting lengthy outside reading assignments
- Reducing the number of answer choices on a multiple choice test
- Using computer word processing spell check and grammar check features

At Risk

- Allowing students to correct errors (looking for understanding)
- Allowing the use of note cards or open-book during testing
- decreasing the amount of work presented or required .
- Having peers take notes or providing a copy of the teacher's notes
- Marking students' correct and acceptable work, not the mistakes
- Providing study guides
- Reducing or omitting lengthy Outside reading assignments
- using videos, illustrations, pictures, and drawings to explain or clarify
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Mini workshops to re-teach or extend skills Open-ended activities
- Reading buddies

	<p>504</p> <ul style="list-style-type: none"> - Behavior management plan - Check work frequently for understanding - Computer or electronic device utilization - Extended time on tests/ quizzes - Have student repeat directions to check for understanding - Highlighted text visual presentation - Multi-sensory presentation - Preferential seating - Preview of content, concepts, and vocabulary - Shortened assignments - Exploration by interest - Flexible grouping 	<ul style="list-style-type: none"> - Varied supplemental materials <p><u>Gifted and Talented</u></p> <ul style="list-style-type: none"> - Games and tournaments - Independent research and projects Interest groups - Leveled rubrics - Multiple intelligence options - Personal agendas - Project-based/ Problem-Based learning - Tiered activities/assignments - Tiered products <p>504</p> <ul style="list-style-type: none"> - work/notes provided - Behavior management plan - Check work frequently for understanding - Computer or electronic device utilization - Extended time on tests/ quizzes - Have student repeat directions to check for understanding - Highlighted text visual presentation - Multi-sensory presentation - Preferential seating - Preview of content, concepts, and vocabulary - Shortened assignments - Exploration by interest - Flexible grouping 		
<p>INTERDISCIPLINARY CONNECTIONS</p> <p>21ST CENTURY SKILLS/THEMES (P21.ORG)</p> <p>TECHNOLOGY INTEGRATION</p> <p>CAREER EDUCATION (NJDOE CTE Clusters)</p>	<p><u>Interdisciplinary Connections</u></p> <ul style="list-style-type: none"> - Social Studies, including American History, World History, Geography, Government and Civics, and Economics - Technology - Visual and Performing Arts - World languages <p><u>21st Century Skills/ Themes</u></p> <ul style="list-style-type: none"> - Global Awareness - Civic Literacy - Health Literacy 	<p><u>Interdisciplinary Connections</u></p> <ul style="list-style-type: none"> - Science and Scientific Inquiry (Next Generation) - Social Studies, including American History, World History, Geography, Government and Civics, and Economics - Technology - Visual and Performing Arts - World languages <p><u>21st Century Skills/ Themes</u></p> <ul style="list-style-type: none"> - Global Awareness 		

	<ul style="list-style-type: none"> - Environmental Literacy - Creativity and Innovation - Critical Thinking - Problem Solving - Communication - Collaboration - Information Literacy <p><u>Technology Integration</u></p> <ul style="list-style-type: none"> - Chromebooks - Interactive whiteboards - Google Tools: classroom, DOCs, Slides, etc. - Online text - YouTube - Digital Cameras/Web Cam - FlipGrid - Seesaw - Coggle.it <p><u>Career Education</u></p> <ul style="list-style-type: none"> - Agriculture, Food & Natural Resources - Architecture & Construction - Arts, A/V Technology & Communications - Government & Public Administration - Manufacturing 	<ul style="list-style-type: none"> - Civic Literacy - Health Literacy - Environmental Literacy - Creativity and Innovation - Critical Thinking - Problem Solving - Communication - Collaboration - Information Literacy - Media Literacy - ICT (Information, Communication and Technology) Literacy <p><u>Technology Integration</u></p> <ul style="list-style-type: none"> - Chromebooks - Interactive whiteboards - Google Tools: classroom, DOCs, Slides, etc. - Online text - YouTube - Digital Cameras/Web Cam - FlipGrid - Seesaw - Coggle.it <p><u>Career Education</u></p> <ul style="list-style-type: none"> - Agriculture, Food & Natural Resources - Architecture & Construction - Arts, A/V Technology & Communications - Education & Training - Government & Public Administration - Hospitality & Tourism - Human Services - Information Technology - Manufacturing - Marketing - Science, Technology, Engineering & Mathematics (STEM) 		
--	--	--	--	--