



ESL  
SCIENCE  
BUSINESS  
BILINGUAL  
PRESCHOOL  
MATHEMATICS  
LIBRARY MEDIA  
SOCIAL STUDIES  
WORLD LANGUAGES  
GIFTED & TALENTED  
TECHNOLOGY EDUCATION  
ENGLISH LANGUAGE ARTS  
FINE & PERFORMING ARTS  
FAMILY & CONSUMER SCIENCE  
HEALTH & PHYSICAL EDUCATION

RAHWAY PUBLIC SCHOOLS

# CURRICULUM & INSTRUCTION

**Course:** English Language Arts

**Grade Level:** 6

This curriculum is part of the Educational Program of Studies of the Rahway Public Schools.

### **ACKNOWLEDGMENTS**

**Stephanie Holobinko, Program Supervisor: ELA/Social Studies K-6, Library/Media Specialists K-12**

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**Mrs. Jenna Asokan**

**Dr. Tiffany A. Beer, Director of Curriculum and Instruction**

Subject/Course Title:  
**English Language Arts  
Grade 6**

Date of Board Adoption:  
**August 27, 2024**

## RAHWAY PUBLIC SCHOOLS CURRICULUM

### English Language Arts: Grade 6

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| <b><i>PACING GUIDE</i></b> |
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| Unit | Title  | Pacing       |
|------|--|--------------|
| 1A   | <b>ELA:</b> Exploring Structure, Theme, and Evidence in Literature<br>&<br><b>Writing:</b> Techniques, Process, and Purpose in Narrative Writing | 4-5<br>weeks |
| 1B   | <b>ELA:</b> Analyzing and Interpreting Informational Texts<br>&<br><b>Writing:</b> Mastering Informative Writing                                 | 4-5<br>weeks |
| 2A   | <b>ELA:</b> Perspectives and Structures in Literature<br>&<br><b>Writing:</b> Crafting Literary Analysis Essays                                  | 4-5<br>weeks |
| 2B   | <b>ELA:</b> Understanding Structure, Purpose, and Argument<br>&<br><b>Writing:</b> Building Strong Arguments: Mastering Evidence-Based Writing   | 4-5<br>weeks |
| 3A   | <b>ELA:</b> Comparing Literary Texts Across Genres<br>&<br><b>Writing:</b> Crafting Comparative Essays   | 4-5<br>weeks |
| 3B   | <b>ELA:</b> Exploring Information Across Media<br>&<br><b>Writing:</b> Navigating Research Across Platforms                                      | 4-5<br>weeks |
| 4A   | <b>ELA:</b> Revisiting Structure, Theme, and Evidence in Literature<br>&<br><b>Writing:</b> From Memories to Memoirs: A Sixth Grade Journey      | 2-3<br>Weeks |
| 4B   | <b>ELA:</b> Revisiting the Analysis and Interpretation of Informational Texts<br>&<br><b>Writing:</b> Inquiry Based Research and Writing         | 3-4<br>Weeks |

## *ACCOMMODATIONS*

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| <p><b>504 Accommodations:</b></p> <ul style="list-style-type: none"> <li>● Provide scaffolded vocabulary and vocabulary lists.</li> <li>● Provide extra visual and verbal cues and prompts.</li> <li>● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials.</li> <li>● Provide links to audio files and utilize video clips.</li> <li>● Provide graphic organizers and/or checklists.</li> <li>● Provide modified rubrics.</li> <li>● Provide a copy of teaching notes, especially any key terms, in advance.</li> <li>● Allow additional time to complete assignments and/or assessments.</li> <li>● Provide shorter writing assignments.</li> <li>● Provide sentence starters.</li> <li>● Utilize small group instruction.</li> <li>● Utilize Think-Pair-Share structure.</li> <li>● Check for understanding frequently.</li> <li>● Have student restate information.</li> <li>● Support auditory presentations with visuals.</li> <li>● Weekly home-school communication tools (notebook, daily log, phone calls or email messages).</li> <li>● Provide study sheets and teacher outlines prior to assessments.</li> <li>● Quiet corner or room to calm down and relax when anxious.</li> <li>● Reduction of distractions.</li> <li>● Permit answers to be dictated.</li> <li>● Hands-on activities.</li> <li>● Use of manipulatives.</li> <li>● Assign preferential seating.</li> <li>● No penalty for spelling errors or sloppy handwriting.</li> <li>● Follow a routine/schedule.</li> <li>● Provide student with rest breaks.</li> <li>● Use verbal and visual cues regarding directions and staying on task.</li> <li>● Assist in maintaining agenda book.</li> </ul> | <p><b>IEP Accommodations:</b></p> <ul style="list-style-type: none"> <li>● Provide scaffolded vocabulary and vocabulary lists.</li> <li>● Differentiate reading levels of texts (e.g., Newsela).</li> <li>● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials.</li> <li>● Provide extra visual and verbal cues and prompts.</li> <li>● Provide links to audio files and utilize video clips.</li> <li>● Provide graphic organizers and/or checklists.</li> <li>● Provide modified rubrics.</li> <li>● Provide a copy of teaching notes, especially any key terms, in advance.</li> <li>● Provide students with additional information to supplement notes.</li> <li>● Modify questioning techniques and provide a reduced number of questions or items on tests.</li> <li>● Allow additional time to complete assignments and/or assessments.</li> <li>● Provide shorter writing assignments.</li> <li>● Provide sentence starters.</li> <li>● Utilize small group instruction.</li> <li>● Utilize Think-Pair-Share structure.</li> <li>● Check for understanding frequently.</li> <li>● Have student restate information.</li> <li>● Support auditory presentations with visuals.</li> <li>● Provide study sheets and teacher outlines prior to assessments.</li> <li>● Use of manipulatives.</li> <li>● Have students work with partners or in groups for reading, presentations, assignments, and analyses.</li> <li>● Assign appropriate roles in collaborative work.</li> <li>● Assign preferential seating.</li> <li>● Follow a routine/schedule.</li> </ul> |
| <p><b>Gifted and Talented Accommodations:</b></p> <ul style="list-style-type: none"> <li>● Differentiate reading levels of texts (e.g., Newsela).</li> </ul>   | <p><b>ELL Accommodations:</b></p> <ul style="list-style-type: none"> <li>● Provide extended time.</li> <li>● Assign preferential seating.</li> </ul>  |

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| <ul style="list-style-type: none"> <li>● Offer students additional texts with higher lexile levels.</li> <li>● Provide more challenging and/or more supplemental readings and/or activities to deepen understanding.</li> <li>● Allow for independent reading, research, and projects.</li> <li>● Accelerate or compact the curriculum.</li> <li>● Offer higher-level thinking questions for deeper analysis.</li> <li>● Offer more rigorous materials/tasks/prompts.</li> <li>● Increase number and complexity of sources.</li> <li>● Assign group research and presentations to teach the class.</li> <li>● Assign/allow for leadership roles during collaborative work and in other learning activities.</li> </ul> | <ul style="list-style-type: none"> <li>● Assign peer buddy who the student can work with.</li> <li>● Check for understanding frequently.</li> <li>● Provide language feedback often (such as grammar errors, tenses, subject-verb agreements, etc...).</li> <li>● Have student repeat directions.</li> <li>● Make vocabulary words available during classwork and exams.</li> <li>● Use study guides/checklists to organize information.</li> <li>● Repeat directions.</li> <li>● Increase one-on-one conferencing.</li> <li>● Allow student to listen to an audio version of the text.</li> <li>● Give directions in small, distinct steps.</li> <li>● Allow copying from paper/book.</li> <li>● Give student a copy of the class notes.</li> <li>● Provide written and oral instructions.</li> <li>● Differentiate reading levels of texts (e.g., Newsela).</li> <li>● Shorten assignments.</li> <li>● Read directions aloud to student.</li> <li>● Give oral clues or prompts.</li> <li>● Record or type assignments.</li> <li>● Adapt worksheets/packets.</li> <li>● Create alternate assignments.</li> <li>● Have student enter written assignments in criterion, where they can use the planning maps to help get them started and receive feedback after it is submitted.</li> <li>● Allow student to resubmit assignments.</li> <li>● Use small group instruction.</li> <li>● Simplify language.</li> <li>● Provide scaffolded vocabulary and vocabulary lists.</li> <li>● Demonstrate concepts possibly through the use of visuals.</li> <li>● Use manipulatives.</li> <li>● Emphasize critical information by highlighting it for the student.</li> <li>● Use graphic organizers.</li> <li>● Pre-teach or pre-view vocabulary.</li> <li>● Provide student with a list of prompts or sentence starters that they can use when completing a written assignment.</li> <li>● Provide audio versions of the textbooks.</li> <li>● Highlight textbooks/study guides.</li> <li>● Use supplementary materials.</li> <li>● Give assistance in note taking</li> </ul> |
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|  | <ul style="list-style-type: none"><li>● Use adapted/modified textbooks.</li><li>● Allow use of computer/word processor.</li><li>● Allow student to answer orally, give extended time (time-and-a-half).</li><li>● Allow tests to be given in a separate location (with the ESL teacher).</li><li>● Allow additional time to complete assignments and/or assessments.</li><li>● Read question to student to clarify.</li><li>● Provide a definition or synonym for words on a test that do not impact the validity of the exam.</li><li>● Modify the format of assessments.</li><li>● Shorten test length or require only selected test items.</li><li>● Create alternative assessments.</li><li>● On an exam other than a spelling test, don't take points off for spelling errors.</li></ul> |
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**UNIT 1A OVERVIEW**

**Content Area:** English Language Arts

**Unit Title:** Exploring Structure, Theme, and Evidence in Literature

**Target Course/Grade Level:** ELA/ Grade 6

**Unit Summary:** This unit focuses on enhancing students' ability to analyze literary texts and engage with various literary genres including stories, plays, and poetry. The primary objectives are to help students develop skills in citing textual evidence, analyzing text structure, and determining thematic elements. In addition, this unit will develop students' narrative writing skills and their overall writing process across various contexts. Students will learn to create engaging narratives using effective storytelling techniques, descriptive details, and clear event sequences for both real and imagined experiences. The unit also reinforces the importance of regular writing practice, from quick daily exercises to in-depth projects, encouraging students to plan, revise, and adapt their writing to effectively meet different purposes and audience needs.

**Approximate Length of Unit:** 5 weeks

**LEARNING TARGETS**

**NJ Student Learning Standards:**

**LANGUAGE:**

**L.SS.6.1.**

- Demonstrate command of the system and structure of the English language when writing or speaking.

**L.KL.6.2.**

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

**L.VI.6.4.**

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

**L.VL.6.3.**

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

**READING:****RL.CR.6.1**

- Cite textual evidence and make relevant connections to support analysis of what a literary text says explicitly, as well as inferences drawn from the text

**RL.IT.6.3**

- Analyze how a particular text's structure unfolds in a series of episodes and use textual evidence to describe how the characters respond or change as the plot moves toward a resolution.

**RL.CI.6.2**

- Determine the theme of a literary text (e.g., stories, plays, or poetry) and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.

**WRITING:****W.NW.6.3.**

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

**W.WP.6.4.**

- With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.

**W.RW.6.7.**

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

**SPEAKING AND LISTENING:****SL.PE.7.1.**

- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.



**SL.AS.7.6:**

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

**Career Readiness, Life Literacies, and Key Skills:****9.4.8.DC.1:**

- Analyze the resource citations in online materials for proper use.

**9.4.8.DC.2:**

- Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).

**9.4.8.GCA.1:**

- Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).

**9.4.8.TL.5:**

- Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.

**Interdisciplinary Connections and Standards:****6.3.8.CivicsHR.1:**

- Construct an argument as to the source of human rights and how they are best protected.

**6.3.8.CivicsPD.3:**

- Construct a claim as to why it is important for democracy that individuals are informed by facts, aware of diverse viewpoints, and willing to take action on public issues.

**Unit Understandings:**

*Students will understand that...*

**ELA**

- analyzing a text effectively requires citing specific evidence to support both explicit statements and inferences.
- analyzing a text deepens their comprehension and appreciation of literary works.
- the structure of a text influences its meaning and the development of its themes.
- by examining how a story unfolds through a series of episodes, students learn to interpret how characters evolve and how these changes drive the narrative toward its resolution.
- identifying the theme of a text involves recognizing the central message or insight it offers.
- the central message or theme of a literary work is supported by analyzing key details and summarizing the text while distinguishing these elements from personal opinions or judgments.

## WRITING

- crafting effective narratives involves developing real or imagined experiences with appropriate narrative techniques, relevant descriptive details, and well-organized event sequences to captivate readers.
- using vivid and precise language is crucial for creating clear, engaging narratives, and structured event sequences enhance the flow and clarity of their stories.
- effective writing requires careful planning to address the intended purpose and audience, and utilizing feedback from peers and adults is essential for refining and strengthening their compositions.
- maintaining flexibility in revision choices and addressing the specific needs of different audiences are necessary to ensure the writing fits the composition's needs and purposes.
- routine writing across various time frames and disciplines, coupled with metacognitive practices like self-reflection and time management, enhances their communication skills and overall writing proficiency.

### Unit Essential Questions:

#### **RL.CR.6.1**

1. How can we use evidence from the text to understand what is directly stated and what is implied?
2. What connections can you draw between the text and your experiences to enhance your understanding of the story?

#### **RL.IT.6.3**

3. How does the structure of the story affect the development of its characters and plot?
4. How do characters change throughout the story, and what causes these changes?

#### **RL.CI.6.2**

5. What is the theme of the story, and how is it revealed through key details and events?
6. How can you summarize a story while distinguishing between the text's content and your personal reactions or judgments?

#### **W.NW.6.3**

7. What elements make a narrative engaging and effective?
8. How can writers develop vivid and memorable characters and settings using descriptive details?

#### **W.WP.6.4**

9. What steps are crucial in the planning phase of writing to ensure the content fits the purpose and engages the audience?
10. How can feedback from peers and adults improve a piece of writing?

**W.RW.6.7**

11. How does writing frequently for various tasks, purposes, and audiences enhance a writer's skill?

**Knowledge and Skills:**

*Students will know...*

**ELA**

- how to identify and cite specific textual evidence that supports explicit statements and inferences within a text.
- the methods by which analyzing a text using evidence can deepen their understanding and appreciation of literary works.
- the ways in which the structure of a text—such as its sequence of events, setting, and plot development—affects its themes and overall meaning.
- how to analyze the progression of a story through its episodes, understand character development, and recognize how these changes contribute to the narrative's climax and resolution.
- the techniques for identifying the central theme or message of a text, including how to discern this theme through the analysis of key details.
- how to provide a summary of a text that is supported by key details and is distinct from personal opinions or judgments.

**WRITING**

- the essential components of effective narrative writing, such as plot development, character creation, setting description, and the structure of a cohesive beginning, middle, and end, and how to enhance narratives using descriptive language and sensory details.
- how to logically and effectively organize a narrative to ensure clarity and impact, and they will know the steps involved in the planning process of writing, from initial brainstorming to drafting.
- strategies for receiving, interpreting, and applying feedback from peers and adults and various revision techniques like reorganizing content and refining language to meet the writing purpose and audience expectations.
- how to adjust their writing style, tone, and content to address different audiences and purposes appropriately, and understand the nuances that differentiate effective communication across diverse contexts.

*Students will be able to...*

**ELA**

- accurately cite specific textual evidence to support both explicit statements and inferences made from a text.
- analyze and interpret literary texts to deepen understanding and appreciation of the works, using evidence to support their insights.
- examine and describe how the structure of a text contributes to its meaning and how it unfolds through a series of episodes.
- assess and explain how characters develop throughout the text and how these changes affect the plot's progression towards its resolution.
- identify and articulate a literary work's central theme or message, using key details from the text to support their conclusions.

- summarize a text effectively, highlighting its main ideas and supporting details, while distinguishing these from personal opinions or judgments.

## WRITING

- develop well-structured narratives with clear beginnings, middles, and ends, using descriptive language and sensory details to make their stories vivid and engaging for readers.
- logically organize narrative events, create detailed plans using tools like outlines and story maps, and apply peer and adult feedback to enhance the clarity, structure, and style of their writing.
- make flexible editing and revision choices, refine language, adjust tone, and reorganize content to meet the needs of different audiences and purposes effectively.
- routinely write for both extended and shorter time frames, managing time and resources efficiently for research, drafting, and revision across various academic and creative demands.
- reflect on their writing processes and outcomes using metacognitive strategies, effectively manage time across different writing phases, and execute discipline-specific writing tasks that meet academic and field-based standards.

## *EVIDENCE OF LEARNING*

### Assessment:

*What evidence will be collected and deemed acceptable to show that students truly “understand”?*

- Standards Mastery (end of standard assessment) - Support Inferences in a Literary Text: Grade 6 Forms A/B
- Standards Mastery (end of standard assessment) - Describe a Plot and Its Influences on Characters: Grade 6 Forms A/B
- Standards Mastery (end of standard assessment) - Themes and Summaries Grade 6 Forms A/B
- UNIT 1A & 1B Summative Assessment
- Narrative Writing Practice - *Alice in Wonderland*
- Narrative Writing Unit 1A Summative Assessment
- Exit Tickets
- Teacher Observations
- Think-Pair-Share
- Student Oral Response
- Classroom Discussion
- Anecdotal Records
- Conferring Checklist
- Gradual Release Demonstration of Learning (DOL)

### Learning Activities:

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

#### ELA

- Daily 3 - read independently, write independently, word work (Greek and Latin roots and affixes)
- Turn and Talk

- Independent Reading
- Small Group Instruction

### **L.VL.6.3.**

#### **1. Context Clues**

- Description or Definition: Teach students to look for a description or a definition within the sentence or in adjacent sentences.
- Example Clues: Encourage students to identify examples provided in the text that could illuminate the meaning of the word.
- Contrast/Antonym Clues: Help students recognize signal words (e.g., however, but, yet) that indicate a contrast and might give insights into the word's meaning.
- Cause and Effect Clues: Instruct students to find cause and effect relationships that might explain the term's usage or meaning.

#### **2. Word Parts (Morphology)**

- Prefixes and Suffixes: Have students analyze unfamiliar words by breaking them down into their prefixes, roots, and suffixes.
- Root Words: Teach common Latin and Greek roots as many English technical terms are derived from these languages.

#### **3. Reference Materials**

- Dictionary Use: Train students on how to effectively use print and online dictionaries to find word meanings, pronunciation, and usage.
- Thesaurus: Show students how to use a thesaurus to find synonyms and antonyms which can broaden their understanding of the word.
- Glossaries: Especially for content-specific or technical texts, encourage the use of glossaries often found in textbooks.

#### **4. Using Synonyms and Antonyms**

- Synonym Replacement: Teach students to replace the unknown word with a synonym they think fits, to see if it makes sense in context.
- Exploring Antonyms: Understanding what a word is not can often help clarify what it is.

#### **5. Multiple-Meaning Words**

- Sentence Switching: Have students use the word in different sentences that reflect different meanings.
- Visual Representations: Use diagrams or drawings to illustrate different meanings of the same word.

#### **6. Technology Integration**

- Digital Context Clue Activities: Use digital platforms like Quizlet or Kahoot to create fun activities that reinforce understanding through context clues.
- Online Word Parts Games: Incorporate games that focus on building skills in using word parts for vocabulary development.

#### **7. Interactive Reading and Discussions**

- Read Alouds and Shared Reading: This can help students hear how words are used in context and discuss meanings as a group.
- Peer Discussions: Encourage students to discuss word meanings in pairs or small groups, which

can help deepen their understanding.

## **8. Sentence Creation**

- Writing with New Words: Ask students to write their own sentences using new vocabulary words, ensuring they understand the word's usage.

## **RL.CR.6.1**

### **1. Textual Evidence Frames**

- Provide sentence starters and frames to help students correctly integrate and cite textual evidence.

### **2. Annotation Techniques**

- Teach students to annotate texts by highlighting, underlining, and making marginal notes. Focus on identifying key details, questions, and their reactions or connections to the text.

### **3. Evidence Logs**

- Use a log or journal where students record pieces of evidence along with their thoughts and connections to the text. This can be structured around specific questions or themes in the reading.

### **4. Paired Passages**

- Pair related texts (could be excerpts, poems, articles) and have students use evidence from both to make comparisons or draw contrasts, enhancing their ability to connect ideas across different texts.

### **5. Socratic Seminars**

- Organize discussions where students must use specific quotes from the text to back up their points of view, fostering a deeper understanding and connection to the reading material.

### **6. Quote Integration Practice**

- Provide practice opportunities where students must integrate quotes into their writing, learning to seamlessly weave textual evidence into their essays or responses.

### **7. Fishbowl Activities**

- In this activity, a small group discusses a text in the center of the room ("fishbowl") while others outside listen. The inside group must use textual evidence in their discussion, demonstrating effective citation for those observing.

### **8. Literary Element Focus**

- Have students focus on a specific literary element (like theme, character, setting) and gather textual evidence that reveals information about this element, helping them connect the parts of the text to a greater whole.

### **9. Connection Charts**

- Enable students to visualize and articulate connections between the text they are reading, their own lives, and the broader world around them.

### **RL.IT.6.3**

#### **1. Story Mapping**

- Use graphic organizers to map out the sequence of events in a story. Each node on the map represents a key episode, detailing major events and character responses.

#### **2. Episode Charts**

- Create charts that break down the story into episodes or scenes. For each episode, students note the setting, key characters, main events, and any changes in characters.

#### **3. Character Journals**

- Students keep a journal from the perspective of a character, documenting how they change throughout the text.

#### **4. Role-Playing**

- Students act out key episodes from the text, focusing on accurately conveying the characters' emotions and reactions.

#### **5. Comparative Analysis**

- Compare and contrast character reactions in different episodes using a Venn diagram or a comparative matrix.

#### **6. Textual Evidence Tracker**

- Use a tracking sheet where students list quotations or describe scenes that showcase character changes or plot advancements.

#### **7. Plot Prediction**

- Before finishing the text, have students predict future plot developments based on the episodes analyzed so far.

#### **8. Literary Element Focus**

- Focus on specific literary elements like foreshadowing or flashbacks within episodes to see how the author builds the narrative.

#### **9. Reflection Essays**

- After analyzing the text, students write a reflective essay on how the structure of the narrative influenced the characters and the resolution.

### **RL.CI.6.2**

#### **1. Theme Exploration Workshops**

- Conduct workshops where students explore common themes in literature (e.g., friendship, courage, conflict) and discuss how these might appear in various texts.

#### **2. Evidence-Based Discussion Circles**

- Use structured discussion groups where students are required to bring a piece of textual evidence that suggests a theme.

#### **3. Theme Statement Writing**

- Teach students how to craft clear and concise theme statements. Provide examples and practice opportunities.

#### **4. Key Detail Highlighting**

- Have students use highlighters or sticky notes to mark key details in the text that support the identified theme.

#### **5. Summary Templates**

- Provide templates that guide students in writing summaries, prompting them to include main points and key details without personal opinions.

#### **6. Literary Element Links**

- Activities that link themes to other literary elements like setting, character, and plot.

#### **7. Reflective Journals**

## 8. Visual Theme Boards

- Create visual representations (like a mood board) that depict the theme using images, quotes, and symbols from the text.

### W.NW.6.3.

#### 1. Narrative Structure

- A step-by-step guide outlining the parts of a narrative (introduction, rising action, climax, falling action, resolution).

#### 2. Character Development Worksheet

- Templates that prompt students to describe their characters' physical features, traits, motivations, and backgrounds.

#### 3. Setting Description Framework

- A checklist that encourages detailed descriptions of the setting using the five senses.

#### 4. Vivid Vocabulary Lists

- Collections of expressive adjectives, verbs, and adverbs that students can use to make their narratives more vivid.

#### 5. Sensory Details Chart

- A reference chart to help students incorporate sensory details that describe what is seen, heard, smelled, tasted, and touched.

#### 6. Plot Diagram

- A visual organizer that helps students plan out the sequence of events in their stories.

#### 7. Transition Words List

- A compilation of phrases and words that help link ideas and events smoothly.

#### 8. Dialogue Rules Sheet

- A quick reference for the rules of writing dialogue, including punctuation, formatting, and the use of dialogue tags.

#### 9. Dialogue Prompts

- Practice exercises that encourage students to write meaningful and character-driven conversations.

#### 10. Voice Development Activities

- Exercises to help students find and develop a unique narrative voice for their characters or narrators.

#### 11. Exemplar Narratives

- A curated list of short stories and narrative excerpts that exemplify strong narrative writing across genres.

#### 12. Author Interviews/Workshops

- Access to online videos or articles where authors discuss narrative techniques and personal writing processes.



**W.WP.6.4/W.RW.6.7****1. Graphic Organizers**

- Visual aids such as mind maps, Venn diagrams, flow charts, and outline templates to help students plan their writing structure.

**2. Writing Planners**

- Calendars or planners specifically designed for tracking writing assignments and setting goals for completion.

**3. Purpose and Audience Worksheets**

- Guides that help students identify the purpose of their writing and understand their target audience.

**4. Writing Checklists**

- Customizable checklists for different types of writing tasks (narrative, expository, persuasive, etc.) that outline key components to include.

**5. Peer Review Protocols**

- Structured guidelines for conducting peer reviews that focus on constructive feedback and specific aspects of the writing.

**6. Collaborative Writing Platforms**

- Digital tools such as Google Docs that allow real-time collaboration and feedback among peers and teachers.

**7. Editing Checklists**

- Detailed checklists that focus on grammar, punctuation, usage, and style to guide students through the self-editing process.

**8. Revision Strategies**

- Techniques and strategies for revising content, such as adding detail, rearranging for clarity, and improving sentence variety.

**9. Goal Setting Templates**

- Worksheets that help students set specific, measurable, achievable, relevant, and time-bound (SMART) goals for their writing tasks.

**10. Time Tracking Logs**

- Forms for students to record how much time they spend on various stages of the writing process, helping them manage their time more effectively.

**11. Pomodoro Technique Timer**

- Digital timers or apps that use the Pomodoro technique (work for a set period, followed by a short break) to help maintain focus and sustain effort.

**12. Feedback Forms**

- Standardized forms for teachers and peers to provide structured, actionable feedback on written drafts.

**13. Conference Templates**

- Guidelines for one-on-one writing conferences with teachers or peers, focusing on specific improvement areas.

## **RESOURCES**

### **Teacher Resources:**

- TEACHER PACING GUIDE 1A & 1B (ELA)
- TEACHER PACING GUIDE 1A & 1B (WRITING)
- Ready Teacher Resource Book
- ELL Strategy Library
- District Writing Rubrics

### **RL.CR.6.1/L.VL.6.3.**

- RACES Reference Sheet
- Citing Textual Evidence Reference Sheet
- Citing Evidence to Make Inferences
- Determining the Meaning of Unknown Words
- Context Clues Reference Sheet
- Context Clues Practice
- Greek and Latin Roots and Affixes - Book 1
- Greek and Latin Roots - Sketch Notes
- Standards Mastery (end of standard assessment) - Support Inferences in a Literary Text: Grade 6 Forms A/B
- Assigning iReady Standards Mastery
- iReady Standards Mastery Information Page

### **RL.IT.6.3**

- Story Elements Reference Sheets
- Describing Plot
- Mood and Tone Reference Sheet
- Types of Conflict Reference Sheets
- Foreshadowing/Flashback Reference Sheet
- Figurative Language Mini-Lesson
- Point of View vs Perspective Reference Sheet
- Character Traits Reference Sheets
- Analyzing Character Development
- Literature Journal
- Types of Conflict Intro:
  - Types of Conflict Graphic Organizer
- “Piper”, “Everest”
  - Character vs nature
  - Types of Conflict Discussion Questions for Pixar’s “Piper”
- “Geri's Game”, “Bao”, “The Grinch”
  - Character vs self
- “For the Birds”, The Landlady
  - Character vs character
- “Alma”, “The Witches”
  - Character vs. supernatural
- Wall-E, Wreck-It Ralph

- Character vs Technology
- The Hunger Games, The Lottery, The Giver
  - Character vs. Society
- Standards Mastery (end of standard assessment) - Describe a Plot and Its Influences on Characters: Grade 6 Forms A/B
- Assigning iReady Standards Mastery
- iReady Standards Mastery Information Page

### **RL.CI.6.2**

- Determining Theme or Central Idea
- Theme or Central Idea Teaching Slides
- Thematic Statement Writing - Single Text
- Theme Reference Sheet
- Thematic Statement Writing - Paired Texts
- Summarizing Literary Texts
- A Long Walk to Water - Resources:
  - Point of View in Literature - Intro Lesson
  - Long Walk to Water - Complete Novel
  - Salva's Route
  - Mini-lesson on Summary (OL)/ HL
  - LL Summary Mini-Lesson
  - Mood and Tone mini-lesson
  - After the novel - Ted Talk
  - End of Novel Project
  - ReadWorks - Knowledge Book Study
- Standards Mastery (end of standard assessment) - Themes and Summaries Grade 6 Forms A/B
- Assigning iReady Standards Mastery
- iReady Standards Mastery Information Page

### **W.NW.6.3/W.WP.6.4/W.RW.6.7**

- Character Development Reference Sheet
- Plot Mountain Detailed Graphic Organizer (Inciting Incident)
- Story Arc Graphic Organizer
- Narrative Writing Notebook
- "The Elevator" - Narrative Writing Task
- Amplify Your Writing - Vivid Imagery
- Vivid Imagery - Write With the Pros
- The Elements of Suspense - Mini-Lesson
- Narrative Writing Practice - *Alice in Wonderland*
- Writing Reference Sheet
- Narrative Writing Unit 1A Summative Assessment

## ELA Mentor Texts for Unit 1A

- *Thank You, Ma'am* by Langston Hughes **AAH**
  - Theme and thematic statements
- *The Thief and His Mother* by Aesop
  - Theme and thematic statements
- *Everything Will Be Okay* by James Howe
  - Character analysis
  - Theme/thematic statements
- *Four Skinny Trees* by Sandra Cisneros
  - Theme and thematic statements
- *Amigo Brothers* by Piri Thomas
- *Salvador Late or Early* by Sandra Cisneros
  - Theme and thematic statements
- *The Lottery* by Shirley Jackson
  - Symbolism
- *Lamb to the Slaughter* by Roald Dahl
  - Irony (verbal, situational, dramatic)
- *The Monkey's Paw* W.W. Jacobs
  - Flashback/foreshadowing
- *The Ghost of the Lagoon* by Armstrong Sperry **AAPI**
  - Story elements
  - Teaching slides [HERE](#)
- *The Necklace* by Guy de Maupassant
  - Symbolism
- *The Two Travelers* by the Brothers Grimm
  - Theme and central idea
- *The Landlady* by Roald Dahl
  - Teaching slides found [HERE](#)
  - Theme
  - Characterization
  - mood/tone
  - Irony
- *The Gift of the Magi* by O. Henry
  - Story elements
  - Point of view
  - Theme
  - Irony
- *An Hour With Abuelo* by Judith Ortiz Cofer
  - mood/tone
- *The Treasure of Lemon Brown* by Walter Dean Myers
  - Types of Conflict
- *Thanksgiving in Polynesia* by Susan Haven **AAPI**
  - Theme and thematic statements
- *Pricilla and the Wimps* by Richard Peck
  - Types of characters
- *The Elevator* by William Sleator
  - Elements of suspense
- *If Cornered, Scream* by Patricia J. Thurmond
  - Elements of suspense

- *The Third Wish* by Joan Aiken
- *Down a Dark Hall* by Lois Duncan
- *A Long Walk to Water* by Linda Sue Park **AAH**

### **Writing Mentor Texts for Unit 1A**

- Narrative Writing Mentor Texts
- Suspense - Mentor Text
- How to Make Your Writing Suspenseful
- District Narrative Writing Rubric
- Additional Narrative Writing Rubric

### **Equipment Needed:**

- projector
- document camera
- student Chromebooks

## *UNIT 1B OVERVIEW*

**Content Area:** English Language Arts

**Unit Title:** Analyzing and Interpreting Informational Texts

**Target Course/Grade Level:** 6th Grade/ELA

**Unit Summary:** This unit focuses on enhancing students' abilities to understand and analyze informational texts. Through the exploration of articles, brochures, technical manuals, and procedural texts, students will develop critical reading skills essential for comprehending and engaging with non-fiction content. The unit emphasizes citing textual evidence, analyzing text structures, and identifying central ideas. In addition, this unit focuses on developing students' abilities to write informative texts and effectively manage the writing process. Students will learn to organize and present complex information clearly, enhancing their ability to convey ideas, concepts, and information through structured narratives of historical events, scientific procedures, and technical processes. The unit also emphasizes the importance of planning, revising, and tailoring writing to specific audiences and purposes, equipping students with the skills to produce coherent and purpose-driven work.

**Approximate Length of Unit:** 3-4 weeks

## *LEARNING TARGETS*

**NJ Student Learning Standards:**

**LANGUAGE:**

**L.SS.6.1.**

- Demonstrate command of the system and structure of the English language when writing or speaking.

**L.KL.6.2.**

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

**L.VL.6.3.**

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

**READING:****RI.CR.6.1.**

- Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.

**RI.IT.6.3.**

- Analyze how a particular text's (e.g., article, brochure, technical manual, procedural text) structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.

**RI.CI.6.2.**

- Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.

**WRITING:****W.IW.6.2.**

- Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

**W.WP.6.4.**

- With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.

**SPEAKING AND LISTENING:****SL.PE.6.1.**

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

**SL.II.6.2.**

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

### **Career Readiness, Life Literacies, and Key Skills:**

#### **9.4.8.DC.1:**

- Analyze the resource citations in online materials for proper use.

#### **9.4.8.GCA.1:**

- Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).

#### **9.4.8.IML.7:**

- Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).

### **Interdisciplinary Connections and Standards:**

#### **6.3.8.CivicsPI.1:**

- Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve.

#### **6.3.8.CivicsDP.1:**

- Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body.

#### **6.3.8.CivicsPR.3:**

- Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).

### **Unit Understandings:**

*Students will understand that...*

#### **ELA**

- it is important to cite textual evidence and make relevant connections to support their analysis of what an informational text says explicitly as well as the inferences drawn from the text.
- it is important to analyze the structure of various informational texts, such as articles, brochures, and manuals, and describe how a key individual, event, or idea is introduced, illustrated, and elaborated in these texts.
- informational texts contain clues that help them identify the central idea.
- the central idea is supported by key details.
- effective arguments in writing are built on a clear claim, supported by strong reasons and relevant evidence from the subject area.



## WRITING

- writing effective informative/explanatory texts, including the narration of historical events, scientific procedures, or technical processes, involves a meticulous process of selecting, organizing, and analyzing relevant content to clearly convey ideas and information.
- developing and structuring arguments across different disciplines requires using clear reasons, relevant evidence, and appropriate argumentative techniques to support claims effectively.
- the writing process entails thoughtful planning and sustained effort, emphasizing the importance of revising and editing to refine the clarity, structure, and impact of their writing based on feedback and self-assessment.
- addressing the specific needs of the audience and the purpose of the text is crucial for enhancing communication and engagement, requiring flexible editing and revision choices throughout the writing process.
- routine practice in writing, coupled with targeted revisions and the ability to utilize feedback from peers and adults, strengthens their ability to communicate complex information and arguments effectively.

### Unit Essential Questions:

#### **RI.CR.6.1.**

1. How can we use textual evidence to distinguish between what is directly stated and what is implied in an informational text?
2. Why is it important to use evidence from the text when making statements or drawing conclusions about informational content?

#### **RI.IT.6.3.**

3. How does the structure of an informational text affect the way key ideas or information are presented and understood?
4. In what ways are key individuals, events, or ideas introduced, developed, and emphasized in different types of texts?
5. How can identifying the structure of a text improve your ability to extract and remember important information?

#### **RI.CI.6.2.**

6. Why is it important to determine the central idea of nonfiction text as you read?
7. Why is it important to distinguish between the central idea and your own opinions when summarizing a text?

#### **W.IW.6.2**

8. How do writers select which details are relevant to their topic and necessary for the reader's understanding?
9. What are the characteristics of well-written informative texts, and how do they enhance the reader's learning experience?

#### **W.WP.6.4**

10. What role does planning play in successfully addressing the purpose of your writing?

## 11. How can writers effectively incorporate feedback from others to improve their work?

### Knowledge and Skills:

*Students will know...*

#### ELA

- how to use textual evidence to differentiate between explicit statements and implied meanings, grounding their conclusions in evidence to clarify the author's intentions and enhance the credibility of their analyses.
- strategies for identifying and selecting relevant evidence to support their analyses or arguments, and understanding the importance of citing this evidence to deepen their interpretation of informational texts.
- how the structure of an informational text influences its interpretation, including how key individuals, events, or ideas are developed and highlighted, and how text features like headings and graphic organizers enhance understanding of the content.
- how recognizing the structure of a text improves their ability to extract and recall information, enhancing learning and memory retention, and the significance of identifying the central idea to navigate and comprehend nonfiction materials effectively.
- how details in a text support the development of the central idea, aiding in building a comprehensive understanding of the text's main message, and the importance of distinguishing between the text's central idea and personal opinions when summarizing to maintain objectivity.

#### WRITING

- the distinct requirements for effective writing across different subjects such as social studies, science, math, and English/Language Arts, and understand how to organize and present information in informative and explanatory texts to clarify complex ideas.
- how to communicate historical events, scientific concepts, and technical procedures effectively through narrative and descriptive writing, and the processes involved in selecting and organizing content to develop a coherent and informative text.
- various strategies for planning their writing to effectively address specific audiences and purposes, and how to utilize peer and adult feedback to identify areas for improvement.
- the techniques for revising and editing their work to enhance clarity, coherence, and overall effectiveness, including maintaining consistent effort through drafting, revising, and finalizing their projects.
- how to adapt their writing to meet different composition needs and effectively communicate with varied audiences, ensuring their writing is appropriately tailored for each context.

*Students will be able to...*

#### ELA

- use textual evidence to distinguish between explicit statements and inferences in informational texts, supporting their analyses with evidence to ensure accuracy and depth in understanding both surface meanings and deeper implications.
- employ strategies to effectively identify and utilize relevant evidence, and cite it in discussions and writings to enhance comprehension and substantiate their interpretations.

- analyze how the structure of informational texts affects the presentation of key ideas and understand how textual features and the development of individuals, events, or ideas contribute to their comprehension and critical reading skills.
- use their understanding of text structure to effectively extract and remember important information, evaluate the text's influence on its message or impact, and apply these skills across academic and real-world contexts.
- accurately determine and articulate the central idea of nonfiction texts, differentiate it from personal opinions in their summaries, and discuss how specific details support the central idea, enhancing their ability to synthesize and interpret content.

## WRITING

- identify and apply the specific writing conventions and expectations across subjects such as social studies, science, math, and English/Language Arts, and write informative and explanatory texts that convey complex information through narratives and descriptions.
- narrate historical events, describe scientific procedures, and explain technical processes with clarity and accuracy, while effectively selecting, organizing, and analyzing content to convey ideas logically and engagingly.
- plan their writing projects to address the intended audience's specific needs and purpose, use appropriate tools and strategies, and incorporate feedback from peers and adults to make targeted improvements in substance and style.
- revise and edit their work flexibly, making necessary adjustments to enhance the overall quality of their texts, and sustain their effort throughout the writing process from initial planning to the final draft.
- adapt their writing style, tone, and content to meet different audiences and purposes, ensuring their writing effectively communicates and engages with the intended readers.

## *EVIDENCE OF LEARNING*

### Assessment:

*What evidence will be collected and deemed acceptable to show that students truly “understand”?*

- Standards Mastery (end of standard assessment) - Cite Evidence to Support Inferences: Grade 6 Forms A/B
- Standards Mastery (end of standard assessment) - Analyze Text Structures: Grade 6 Forms A/B
- Standards Mastery (end of standard assessment) - Central Ideas and Summaries (1) Analyze Key Details (2): Grade 6 Forms A/B
- Assessment - Research Simulation
- UNIT 1A & 1B Summative Assessment
- Research Simulation Unit 1B Summative Assessment
- Exit Tickets
- Teacher Observations
- Think-Pair-Share
- Student Oral Response
- Classroom Discussion
- Anecdotal Records

- Conferring Checklist
- Gradual Release Demonstration of Learning (DOL)

### **Learning Activities:**

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

### **ELA**

- Daily 3 - read independently, write independently, word work (Greek and Latin roots and affixes)
- Turn and Talk
- Independent Reading
- Small Group Instruction

### **L.VL.6.3.**

#### **1. Context Clues**

- Description or Definition: Teach students to look for a description or a definition within the sentence or in adjacent sentences.
- Example Clues: Encourage students to identify examples provided in the text that could illuminate the meaning of the word.
- Contrast/Antonym Clues: Help students recognize signal words (e.g., however, but, yet) that indicate a contrast and might give insights into the word's meaning.
- Cause and Effect Clues: Instruct students to find cause and effect relationships that might explain the term's usage or meaning.

#### **2. Word Parts (Morphology)**

- Prefixes and Suffixes: Have students analyze unfamiliar words by breaking them down into their prefixes, roots, and suffixes.
- Root Words: Teach common Latin and Greek roots as many English technical terms are derived from these languages.

#### **3. Reference Materials**

- Dictionary Use: Train students on how to effectively use print and online dictionaries to find word meanings, pronunciation, and usage.
- Thesaurus: Show students how to use a thesaurus to find synonyms and antonyms which can broaden their understanding of the word.
- Glossaries: Especially for content-specific or technical texts, encourage the use of glossaries often found in textbooks.

#### **4. Using Synonyms and Antonyms**

- Synonym Replacement: Teach students to replace the unknown word with a synonym they think fits, to see if it makes sense in context.
- Exploring Antonyms: Understanding what a word is not can often help clarify what it is.

#### **5. Multiple-Meaning Words**

- Sentence Switching: Have students use the word in different sentences that reflect different meanings.
- Visual Representations: Use diagrams or drawings to illustrate different meanings of the same word.

## 6. Technology Integration

- Digital Context Clue Activities: Use digital platforms like Quizlet or Kahoot to create fun activities that reinforce understanding through context clues.
- Online Word Parts Games: Incorporate games that focus on building skills in using word parts for vocabulary development.

## 7. Interactive Reading and Discussions

- Read Alouds and Shared Reading: This can help students hear how words are used in context and discuss meanings as a group.
- Peer Discussions: Encourage students to discuss word meanings in pairs or small groups, which can help deepen their understanding.

## 8. Sentence Creation

- Writing with New Words: Ask students to write their own sentences using new vocabulary words, ensuring they understand the word's usage.

### RI.CR.6.1.

#### 1. Evidence Charting

- Utilize charts or graphic organizers to log textual evidence and related inferences.

#### 2. Annotation Techniques

- Teach students effective annotation strategies, focusing on highlighting key phrases and writing marginal notes about their thoughts and questions.

#### 3. Think-Pair-Share

- Implement think-pair-share activities where students first think about a question individually, then discuss their thoughts with a partner, and finally share their findings with the class.

#### 4. Quote Integration Practice

- Conduct exercises that practice integrating quotes into written or oral responses.

#### 5. Socratic Seminars

- Organize Socratic seminars where students engage in critical discussions based on a set of predetermined textual evidence.

#### 6. Evidence-Based Writing Prompts

- Provide writing prompts that require specific evidence from the text to support responses.

### RI.IT.6.3.

#### 1. Text Structure Analysis Worksheets

- Create worksheets that highlight different text structures (cause and effect, problem and solution, chronological, compare and contrast, etc.).

#### 2. Flow Charts

- Use flow charts to map out how a key event, idea, or individual is introduced and developed across the text.

#### 3. Annotated Reading

- Encourage students to annotate texts with notes on how key information is presented and elaborated.

#### 4. Guided Reading Sessions

- Conduct guided reading sessions focusing on specific sections of a text that showcase its structure.

#### 5. Compare and Contrast Activities

- Set up activities where students compare and contrast the structure of different texts.
- 6. Evidence Sorting Games**
  - Use card sorting games where students must organize pieces of evidence based on how they support the development of the main idea or key event.
- 7. Digital Storyboarding**
  - Utilize digital tools to create storyboards that illustrate how a text unfolds.

### **RI.CI.6.2.**

- 1. Graphic Organizers**
  - Use graphic organizers like Venn diagrams, T-charts, or concept maps.
- 2. Summarization Templates**
  - Provide templates with cues for students to fill in, focusing on the central idea, supporting details, and a summary without personal input.
- 3. Annotation Techniques**
  - Teach students to annotate texts by highlighting, underlining, and making marginal notes. Focus on identifying key details, questions, and their reactions or connections to the text.
- 4. Text Evidence Frames**
  - Provide sentence starters for citing textual evidence, such as “According to the text...”, “The author states...”

### **W.IW.6.2./W.WP.6.4.**

- 1. Informative/Explanatory Writing Tools**
  - Graphic Organizers: Use organizers like spider maps, Venn diagrams, and cause-and-effect charts to help students plan and organize their informative texts.
- 2. Planning and Organizing Tools**
  - Writing Planners: Use detailed planners and timelines to help students break down the writing process into manageable tasks.
  - Purpose and Audience Worksheets: Help students clarify the purpose of their writing and understand their audience’s needs with targeted worksheets.
- 3. Revision and Editing Tools**
  - Peer Review Templates: Develop structured peer review forms that guide students to give constructive feedback focused on specific aspects of the writing.
  - Editing Checklists: Provide checklists that focus on grammar, punctuation, style, and content accuracy for self-assessment and peer assessments.
- 4. Feedback Utilization Tools**
  - Feedback Reflection Log: Encourage students to keep a log where they note feedback received, reflect on it, and plan how to implement it in their revisions.
  - Revision Strategy Cards: Create cards with targeted strategies for common issues like improving transitions, enhancing detail, and strengthening argument logic.
- 5. Writing Routine Development Tools**
  - Daily Writing Prompts: Offer daily writing exercises that help students practice writing over shorter time frames and build fluency.
  - Project Milestone Calendar: Use a calendar to plan out long-term writing projects, setting milestones for research, first drafts, revisions, and final submissions.

## 6. Metacognitive Strategies

- Metacognition Journals: Have students maintain journals where they reflect on their writing choices, challenges, and growth over time.
- Strategy Use Tracker: Encourage students to track the writing strategies they use and assess how these strategies impact their writing outcomes.

## 7. Digital Writing and Research Tools

- Online Research Databases: Teach students how to use academic databases to find reliable sources.
- Digital Writing Platforms: Utilize platforms like Google Docs for collaborative writing and feedback.

# *RESOURCES*

### Teacher Resources:

- TEACHER PACING GUIDE UNIT 1A & 1B (ELA)
- TEACHER PACING GUIDE UNIT 1A & 1B (WRITING)
- Ready Teacher Resource Book
- ELL Strategy Library
- District Writing Rubrics

### RI.CR.6.1/L.VL.6.3.

- Citing Evidence to Make Inferences
- Context Clues Reference Sheet
- Determining Word Meanings Intro Lesson
- Greek and Latin Roots and Affixes - Book 1
- Greek and Latin Roots - Sketch Notes
- Standards Mastery (end of standard assessment) - Cite Evidence to Support Inferences: Grade 6 Forms A/B
- Assigning iReady Standards Mastery
- iReady Standards Mastery Information Page

### RI.IT.6.3.

- Text Structure Graphic Organizers
- Text Structure Reference Sheets
- Standards Mastery (end of standard assessment) - Analyze Text Structures: Grade 6 Forms A/B
- Assigning iReady Standards Mastery
- iReady Standards Mastery Information Page

### RI.CI.6.2.

- Central Idea/Summary Graphic Organizers

- [Central Idea teaching slides and graphic organizer](#)
- [Summarizing Informational Texts](#)
- [Central Idea - Intro Lesson](#)
- [Central Idea - Tiny Plastic, Big Problem](#)
- [Central Idea - A Kenyan Teen's Discovery](#)
- [Analyzing Key Ideas in a Text](#)
- [Assigning iReady Standards Mastery](#)
- [Standards Mastery \(end of standard assessment\) - Central Ideas and Summaries \(1\) Analyze Key Details \(2\): Grade 6 Forms A/B](#)
- [Assigning iReady Standards Mastery](#)
- [iReady Standards Mastery Information Page](#)
- [UNIT 1A & 1B Summative Assessment](#)

### **Mentor Texts - RI.CR.6.1. /RI.CI.6.2./RI.CI.6.2.**

#### **A Long Walk to Water Nonfiction Links**

- A Long Walk to Water - Nonfiction Link (AAH) (HG)
- Readworks - Refugee Communities in the United States (8 articles) (AAPI)

#### **Down a Dark Hall - Nonfiction links:**

- Thomas Cole Biography
- Emily Bronte Biography
- Franz Schubert Biography
- Nonfiction Text - The Tragic True Story of Lois Duncan, the Queen of Teen Suspense
- Psychic Detectives - Nonfiction Article
- Do Psychics Ever Really Break the Case?

#### **Short Story Nonfiction Links**

- Phobias (The Landlady)
- The Psychology Behind Gift Giving (The Third Wish)
- You Have a Hive Mind (The Lottery)

### **W.IW.6.2./W.WP.6.4.**

- Writing Reference Sheet
- Nonfiction Graphic Organizers
- Research Simulation Intro
- Research Simulation
- Interactive Essay Map
- Transition Words Reference Sheet
- Citing Textual Evidence Reference Sheet
- Prior to Central Idea/Key Details - Text Structure
- Central Idea/ Key Details Intro
- Central Idea Slides
- Central Idea Graphic Organizer
- Political Map of Africa
- All About South Sudan
- A Long Walk to Water - Lessons 1-16



- The Conflict in South Sudan, Explained
- Conflict in South Sudan - Response Sheet
- The Lost Boys of Sudan
- Writing Exercise - Walking to Water and From War
- 'Before I was Kidnapped I Had Friends'
- The World's Largest Child Displacement Crisis is in Sudan
- Refugee Communities in the United States
- Growing Up in Darfur
- Central Idea - Nonfiction Text
- Chapters 1-3 - Gathering Evidence
- Chapters 1-3 Race Responses
- The Refugee Experience - Informational Text Rubric
- Informative Essay Outline
- Research Simulation - Refugee Spotlight
- Outline for Refugee Project
- Research Simulation Task
- Research Simulation Unit 1B Summative Assessment

**Equipment Needed:**

- projector
- document camera
- student Chromebooks

**UNIT 2A OVERVIEW**

**Content Area:** English Language Arts

**Unit Title:** Perspectives and Structures in Literature & Crafting Literary Analysis Essays

**Target Course/Grade Level:** ELA/ Grade 6

**Unit Summary:** In this 6th-grade unit, students will explore the structure of literary texts, understanding how elements like sentences and chapters contribute to developing themes, settings, and plots. They will learn to analyze how authors develop perspectives, employing techniques through narrators or characters to shape the reader's understanding. Additionally, students will compare and contrast literary works of different forms and genres, examining how various authors approach similar themes. The unit culminates with students applying their analytical skills to write a literary analysis essay, synthesizing their insights while crafting well-supported arguments.

**Approximate Length of Unit:** 4-5 Weeks

**LEARNING TARGETS****NJ Student Learning Standards:****LANGUAGE:****L.SS.6.1.**

- Demonstrate command of the system and structure of the English language when writing or speaking.

**L.KL.6.2.**

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

**READING:****RL.TS.6.4.**

- Analyze how a particular piece (e.g., sentence, chapter, scene, stanza, or section) fits into the overall structure of a text and contributes to the development of the ideas, theme, setting, or plot.

**RL.PP.6.5.**

- Determine how an author conveys or develops perspective in a text (through the narrator or speaker when appropriate).

**RL.CT.6.8.**

- Compare and contrast literary texts in different forms, by different authors, or from different genres (e.g., stories and poems; historical novels and primary source documents, scientific journals, and fantasy stories) in terms of their approaches to similar themes and topics

**WRITING:****W.AW.6.1.**

- Write arguments on discipline-specific content (e.g., social studies, science, math, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

**W.WP.6.4.**

- With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.

**W.RW.6.7.**

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

**SPEAKING AND LISTENING:****SL.PE.6.1.**

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

**SL.ES.6.3.**

- Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

**SL.PI.6.4.**

- Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).

### **Career Readiness, Life Literacies, and Key Skills:**

#### **9.4.8.DC.1:**

- Analyze the resource citations in online materials for proper use.

#### **9.4.8.DC.2:**

- Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).

#### **9.4.8.GCA.1:**

- Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).

#### **9.4.8.TL.5:**

- Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.

### **Interdisciplinary Connections and Standards:**

#### **6.3.8.CivicsHR.1:**

- Construct an argument as to the source of human rights and how they are best protected.

#### **6.3.8.CivicsPD.3:**

- Construct a claim as to why it is important for democracy that individuals are informed by facts, aware of diverse viewpoints, and willing to take action on public issues.

### **Unit Understandings:**

*Students will understand...*

#### **ELA**

- how specific sentences contribute to the development of themes in a text.
- how chapters fit into the overall structure of a novel.
- the role of scenes in the development of plot and character.
- how stanzas in a poem contribute to its overall message and emotional impact.
- students will understand how sections in a text are designed to introduce, build upon, or resolve ideas.
- how authors develop perspectives through narrative choices and character portrayal.
- students will understand how tone, style, and setting contribute to the author's conveyance of perspective.

#### **Writing**

- how to use evidence from a literary text to support a specific thesis or claim statement about the text.
- what strategies can be used to organize their reasons and evidence in a way that makes their argument clear and convincing.

- how a strong concluding statement or section can reinforce the main argument and leave a lasting impression on the reader.
- the crucial steps in the planning phase of writing to ensure the content fits the purpose and engages the audience.
- how feedback from peers and adults can improve a piece of writing.
- how writing frequently for various tasks, purposes, and audiences enhances a writer's skill.

### **Unit Essential Questions:**

#### **RL.TS.6.4**

1. How do specific chapters or scenes contribute to the overall plot and theme of the text, develop characters, and reveal character motivations?
2. In what ways do stanzas or sections enhance the central ideas or themes of the story/poem?
3. How do particular parts of the text influence the reader's interpretation of the overall story or message?

#### **RL.PP.6.5.**

4. How does the narrator or speaker's perspective influence the way events are described and understood in the text?
5. What techniques does the author employ to develop the narrator's or speaker's viewpoint throughout the text?
6. How does changing the perspective alter the interpretation of key events or ideas in the story?

#### **RL.CT.6.8**

7. How do different literary forms and genres approach the same themes and topics, and what can we learn from these varied perspectives?
8. How can comparing and contrasting different texts enhance our comprehension of a theme or topic, and what does this reveal about the universal nature of these themes?

#### **W.AW.6.1.**

1. How can we use evidence from a literary text to support a specific thesis or claim statement about the text?
2. What strategies can we use to organize our reasons and evidence in a way that makes our argument clear and convincing?
3. How can a strong concluding statement or section reinforce the main argument and leave a lasting impression on the reader?

#### **W.WP.6.4**

1. What steps are crucial in the planning phase of writing to ensure the content fits the purpose and engages the audience?
2. How can feedback from peers and adults improve a piece of writing?

#### **W.RW.6.7**

3. How does writing frequently for various tasks, purposes, and audiences enhance a writer's skill?

## Knowledge and Skills:

*Students will know...*

### ELA

- how specific sentences contribute to the development of themes in a text.
- how chapters fit into the overall structure of a novel.
- the role of scenes in the development of plot and character.
- how stanzas in a poem contribute to its overall message and emotional impact.
- how sections in a text are designed to introduce, build upon, or resolve ideas.
- how authors develop perspectives through narrative choices and character portrayal.
- how tone, style, and setting contribute to the author's conveyance of perspective.

### Writing

- how to use evidence from a literary text to support a specific thesis or claim statement about the text.
- what strategies can be used to organize their reasons and evidence in a way that makes their argument clear and convincing.
- how a strong concluding statement or section can reinforce the main argument and leave a lasting impression on the reader.
- the crucial steps in the planning phase of writing to ensure the content fits the purpose and engages the audience.
- how feedback from peers and adults can improve a piece of writing.
- how writing frequently for various tasks, purposes, and audiences enhances a writer's skill.

*Students will be able to...*

### ELA

- identify how specific sentences contribute to the development of themes in a text.
- explain how chapters fit into the overall structure of a novel.
- analyze the role of scenes in the development of plot and character.
- describe how stanzas in a poem contribute to its overall message and emotional impact.
- determine how sections in a text are designed to introduce, build upon, or resolve ideas.
- assess how authors develop perspectives through narrative choices and character portrayal.
- evaluate how tone, style, and setting contribute to the author's conveyance of perspective.

### Writing

- use evidence from a literary text to support a specific thesis or claim statement about the text.
- implement strategies to organize their reasons and evidence in a way that makes their argument clear and convincing.
- craft a strong concluding statement or section that reinforces the main argument and leaves a lasting impression on the reader.
- identify the crucial steps in the planning phase of writing to ensure the content fits the purpose and engages the audience.
- utilize feedback from peers and adults to improve a piece of writing.
- understand how writing frequently for various tasks, purposes, and audiences enhances a writer's skill.

## ***EVIDENCE OF LEARNING***

### **Assessment:**

*What evidence will be collected and deemed acceptable to show that students truly “understand”?*

- Standards Mastery (end of standard assessment) -Analyze Text Structures: Grade 6 Forms A/B
- Standards Mastery (end of standard assessment) -Explain Point of View: Grade 6 Forms A/B
- Standards Mastery (end of standard assessment) -Evaluating Arguments: Grade 6 Forms A/B
- Unit 2A/B Summative Assessment
- End of Unit 2A Assessment - Literary Essay: *The Sword of Damocles/ The Eighteenth Camel* - Assessment
- Exit Tickets
- Teacher Observations
- Think-Pair-Share
- Student Oral Response
- Classroom Discussion
- Anecdotal Records
- Conferring Checklist
- Gradual Release Demonstration of Learning (DOL)

### **Learning Activities:**

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- Daily 3 - read independently, write independently, word work (Greek and Latin roots and affixes)
- Turn and Talk
- Independent Reading
- Small Group Instruction

### **RL.TS.6.4.**

#### **1. Textual Analysis Framework**

- Segmentation: Teach students to break the text into manageable parts (e.g., sentences, paragraphs, chapters) for detailed analysis.
- Mapping: Use graphic organizers to visually map out how each segment relates to the text’s overall structure.
- Annotation: Encourage students to annotate texts, noting how specific sections contribute to themes, settings, or plot development.

#### **2. Guided Questions**

- Provide a list of guided questions that prompt deeper analysis:
  - How does this chapter introduce a new aspect of the character?

- What does this stanza reveal about the underlying theme?
- How does the description in this scene contribute to the setting?

### 3. Comparative Analysis

- Text Pairing: Pair the primary text with other texts having similar themes or structures and guide students to compare how different authors develop similar ideas.
- Role Play: Have students assume the role of the author and explain why they might have chosen to structure a text in a particular way.

### 4. Literary Elements Chart

- Create charts that outline literary elements (theme, plot, setting) and ask students to link text sections to these elements.

### 5. Character Journals

- Have students maintain a journal from the perspective of a character, reflecting on how different scenes or chapters affect the character's development and the overall story.

### 6. Peer Discussions

- Organize peer discussion groups where students present their analysis of text sections and receive feedback.
- Use a structured format like a Socratic Seminar to facilitate in-depth discussion and multiple perspectives.

### 7. Writing Assignments

- Assign analytical essays where students must argue how a particular piece of the text contributes to the whole, using evidence from the text.
- Provide prompts that require students to focus on analyzing a specific element, such as the setting or a character's development.

## RL.PP.6.5.

### 1. Instructional Guides

- Guides on Narrative Voices: Provide resources that explain different narrative voices (first-person, second-person, third-person limited, omniscient) and how they affect perspective.
- Bias and Perspective Worksheets: Worksheets that help students identify and understand the author's bias and the perspective of different characters.

### 2. Examples and Excerpts

- Provide excerpts from diverse texts that showcase different perspectives.

### 3. Question Prompts

- Develop a list of question prompts that encourage deeper thinking about perspective:
  - What information does the narrator choose to share or withhold?
  - How does the narrator's background influence their description of events?



#### **4. Discussion Protocols**

- Implement structured discussion formats such as fishbowl discussions, where students can debate and explore different perspectives within a text.
- Use think-pair-share activities to facilitate peer discussions on how perspective shapes content.

#### **5. Analytical Tools**

- Perspective Charts: Tools that help students map out different perspectives within a story, including that of the narrator and other characters.
- Point of View Graphic Organizers: Graphic organizers that help students analyze and compare perspectives between different texts or characters within the same text.

#### **6. Writing Assignments**

- Assign analytical essays or reflection papers where students must argue how the narrator's perspective influences the text.
- Creative writing tasks where students rewrite a scene from another character's perspective.

#### **7. Multimedia Resources**

- Encourage students to create multimedia presentations exploring perspectives in their favorite books or stories.

#### **9. Peer Review Sessions**

- Facilitate peer review sessions where students present their analysis of perspective and receive constructive feedback.

### **RL.MF.6.6.**

#### **1. Comparative Analysis Resources**

- Comparison Charts and Venn Diagrams: Provide templates that facilitate the comparison of story elements (theme, character, setting) across different media.
- Guidelines on Critical Viewing and Listening: Offer tips and techniques for analyzing audio and visual media effectively.

#### **2. Multimedia Text Sets**

- Curate sets of texts, along with their audio, video, or live versions. Include stories, dramas, and poems that have been adapted into films, audiobooks, or plays.

#### **3. Discussion Prompts and Guides**

- Develop questions that guide students to focus on how different media interpret and present the same story or theme.
- Example prompts: "How does the film version of this story emphasize different aspects of the character compared to the book?"

#### **4. Analytical Activities**

- Run workshops where students learn to dissect and analyze the techniques used in different media.

## 5. Writing Assignments

- Assign comparative essays or reflection papers on the experience of engaging with a text in different forms.
- Creative tasks where students write their own adaptations of a text for different media formats.

## 6. Guest Speaker Sessions

- Invite authors, filmmakers, or theater directors to speak about the process of adapting texts between different media.
- These sessions can provide insights into creative decisions that influence how a story is told in different formats.

## 7. Peer Collaboration

- Set up peer review groups where students share their comparisons and get feedback.
- Encourage collaborative group projects where students create presentations comparing different media adaptations.

### W.AW.6.1.

#### 1. Introductory paragraph ANT

- A - Attention grabber/hook
- N- Necessary information
- T - Thesis/ Claim Statement

#### 2. “Chicken Foot” Thesis/Claim Strategy

- Central Toe (Middle Claw):
  - This part represents the main idea or claim of the thesis statement. It’s the central argument that the entire essay will support.
- Side Toes (Outer Claws):
  - These are typically three in number and represent the main supporting points or reasons that will be expanded upon in the body paragraphs. Each "toe" or point should directly support the central thesis and be distinct enough to sustain its own paragraph.

#### 3. Pre-Writing and Planning

- Brainstorming Tools: Mind maps, lists, and free writing sessions to generate ideas.
- Thesis Generator: Exercises to help develop a strong, arguable thesis statement.
- Outline Templates: Provide a structured outline format to organize ideas logically, detailing what will be discussed in the introduction, each body paragraph, and the conclusion.

#### 4. Textual Analysis

- Annotation Guides: Teach students how to annotate texts for themes, symbols, character development, and significant quotes.
- Literary Device Cheat Sheets: Quick reference sheets that define common literary devices and examples of how they might be discussed in an analysis.

#### 5. Structured Writing

- Paragraph Structure Models: Show examples of well-structured paragraphs that include a topic sentence, evidence, analysis, and a concluding sentence.
- Transition Word Lists: A list of phrases that help in linking ideas within and across paragraphs smoothly.
- Integrating Quotes: Guidelines on how to properly introduce, explain, and cite quotes.

## 6. Style and Tone

- Formal Language Exercises: Activities that practice avoiding colloquialisms and maintaining an academic tone.
- Active vs. Passive Voice: Exercises to understand when and how to use active voice for clearer, more direct writing.

## 7. Revision and Editing

- Peer Review Checklists: Structured checklists that guide students through peer reviews focusing on argument strength, cohesion, organization, and grammar.
- Self-Assessment Rubrics: Rubrics that help students self-assess their essays based on defined criteria before final submission.

## 8. Citation

- Citation Guides and Tools: Easy access to MLA or APA format guides, and tools like EasyBib or Zotero for managing and automating citations.
- Plagiarism Workshops: Lessons on identifying and avoiding plagiarism and why citing sources is crucial.

## 9. Feedback and Reflection

- Feedback Forms: Forms that facilitate constructive feedback from teachers and peers.
- Reflection Journals: Encourage writing a brief reflection after each essay to consider what went well and what could be improved.

# *RESOURCES*

### Teacher Resources:

- TEACHER PACING GUIDE UNIT 2A & 2B (ELA)
- TEACHER PACING GUIDE UNIT 2A & 2B (WRITING)
- Ready Teacher Resource Book
- ELL Strategy Library
- District Writing Rubrics

### Mentor Texts For Unit 2A:

#### RL.TS.6.4.RL.PP.6.5.

- *Blended* by Sharon Draper **AAH**
- *Everything Will Be Okay* by James Howe
- Perspective - *Fish Cheeks* by Amy Tan **AAPI**
- How to Make a S'more **AAPI**

#### RL.CT.6.8.

- *Blended* by Sharon Draper **AAH**
- *Everything Will Be Okay* by James Howe & *On Turning 10* by Billy Collins

## Resources for Unit 2A

### RL.TS.6.4./RL.PP.6.5.

- *Blended* Novel Study
- Structure of Literature Graphic Organizer
- Analyzing Text Structure - Guided Questions
- Grandfather’s Chopsticks by Janet Wong **AAPI** (poem)
- *Fancy Dancer - Finding the Strength to Be Yourself* by Monique Gray Smith **HG**
- *Sometimes a Dream Needs a Push* by Walter Dean Myers **LGBTQ/D**
- *Ode to Molcajete* by Gary Soto (poem)
- *I Grow a White Rose* by Isabel Santos (English and Spanish) (poem)
- Point of View Vs Perspective Intro Graphic Organizer
- Point of View Reference Sheet
- Point of View - Gradual Release
- Point of View vs Perspective
- Alone in the Universe - POV Perspective Practice
- Identifying Point of View - Gradual Release
- Analyzing Character Point of View - Seas the Day
- Analyzing Character Point of View - “The Rice Sandwich”
- Standards Mastery (end of standard assessment) -Analyze Structures of Literature: Grade 6 Forms A/B
- Standards Mastery (end of standard assessment) -Explain Point of View: Grade 6 Forms A/B
- Assigning iReady Standards Mastery
- iReady Standards Mastery Information Page

### RL.CT.6.8.

- *The Road Not Taken* by Robert Frost (Poem) & *Thank You, Ma'am* by Langston Hughes **AAH**
- *If* by Rudyard Kipling & *The Scholarship Jacket* by Marta Salinas
- *Salvador Late or Early* by Sandra Cisneros, & *Four Skinny Trees* by Sandra Cisneros
- *The Medicine Bag* by Virginia Driving Hawk Sneve & *Remember* by Joy Harjo **HG**
- Standards Mastery (end of standard assessment) -Compare and Contrast Genres: Grade 6 Forms A/B
- Assigning iReady Standards Mastery
- iReady Standards Mastery Information Page
- Unit 2A/B Summative Assessment

### Equipment Needed:

- projector
- document camera
- student chromebooks

**UNIT 2B OVERVIEW**

**Content Area:** English Language Arts

**Unit Title:** Understanding Structure, Purpose, and Argument & Building Strong Arguments: Mastering Evidence-Based Writing

**Target Course/Grade Level:** 6th Grade ELA and Writing

**Unit Summary:** In unit 2B, students will explore text structures to enhance comprehension and information integration. They will analyze authors' purposes and biases to understand their influence on texts, and critically evaluate arguments and evidence within readings. Writing activities will involve crafting disciplined, evidence-based arguments, revising work with guidance to suit different purposes and audiences, and practicing routine writing for diverse tasks.

**Approximate Length of Unit:** 4-5 Weeks

**LEARNING TARGETS**

**NJ Student Learning Standards:**

**LANGUAGE:**

**L.SS.6.1.**

- Demonstrate command of the system and structure of the English language when writing or speaking.

**L.KL.6.2.**

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

**READING:**

**RLTS.6.4.**

- Use text structures (e.g., cause-effect, problem-solution), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information.

**RI.PP.6.5.**

- Identify the author's purpose, perspective, or potential bias in a text and explain the impact on the reader's interpretation.

**RI.AA.6.7.**

- Trace the development of and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. 🌱

**WRITING:****W.AW.6.1.**

- Write arguments on discipline-specific content (e.g., social studies, science, math, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

**W.WP.6.4.**

- With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.

**W.RW.6.7.**

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

**SPEAKING AND LISTENING:****SL.PE.6.1.**

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

**SL.ES.6.3.**

- Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

**Career Readiness, Life Literacies, and Key Skills:****9.4.8.GCA.1**

- Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).

**9.4.8.GCA.2**

- Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

#### **9.4.8.IML.1**

- Critically curate multiple resources to assess the credibility of sources when searching for information.

#### **9.4.8.IML.2**

- Identify specific examples of distortion, exaggeration, or misrepresentation of information.

### **Interdisciplinary Connections and Standards:**

#### **6.3.8.CivicsPI.1:**

- Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve.

#### **6.3.8.CivicsDP.1:**

- Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body.

#### **6.3.8.CivicsPR.3:**

- Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).

### **Unit Understandings:**

*Students will understand...*

#### **ELA**

- how to utilize text structures such as cause-effect and problem-solution to effectively locate and synthesize information.
- the role of various genre features like graphics, captions, and indexes in comprehending and integrating content from different sources.
- the importance of using search tools efficiently to navigate through texts and enhance their learning experience.
- how to identify an author's purpose, perspective, and potential biases within a text.
- students will understand how an author's perspective or bias can shape the content and influence the reader's interpretation of the text.
- the various techniques authors use to communicate their purpose and how this impacts the reader's engagement with the text.
- how to trace and evaluate the development of an argument and its specific claims within a text.
- the importance of distinguishing between claims that are supported by credible reasons and evidence and those that are not.

**Writing**

- the techniques used to analyze and critique the strength of an argument and its underlying assumptions.
- how to construct arguments on discipline-specific content such as social studies, science, math, and English, using clear reasons and relevant evidence to support their claims.
- the importance of selecting appropriate evidence to back up their arguments in various academic disciplines.
- the strategies for articulating their viewpoints effectively in written arguments across different subject areas.
- the importance of planning and revising their writing with guidance from peers and adults to enhance the clarity and effectiveness of their work.
- how to make flexible editing decisions and sustain effort during the writing process to meet the needs of different compositions and purposes.
- how to tailor their writing to address specific purposes and audiences, improving their ability to communicate effectively.
- the value of writing routinely over both extended and shorter time frames to develop their writing skills for a variety of tasks and purposes.
- how to balance time for research, reflection, metacognition, and revision in their writing process.
- the importance of adapting their writing practices to suit different disciplinary tasks, purposes, and audiences, enhancing their versatility as writers.

**Unit Essential Questions:****ELA****RI.TS.6.4.**

1. How do different text structures, such as cause-effect and problem-solution, help us understand and organize information in informational texts?
2. In what ways can search tools and genre features, like graphics, captions, and indexes, enhance our ability to locate, understand, and integrate information from informational texts?

**RI.PP.6.5**

3. How can identifying an author's purpose and perspective help us understand their potential bias and its impact on our interpretation of the text?
4. What strategies can we use to detect bias in a text, and how does recognizing this bias influence our critical reading and interpretation of the information?

**RI.AA.6.7.**

5. How can we trace the development of an argument in a text to determine the strength and validity of the author's claims?
6. What methods can we use to distinguish between claims supported by solid reasons and evidence and those that are not, and why is this distinction important for critical reading?



## Writing

### W.AW.6.1.

1. How can we identify and develop a strong claim in an essay?
2. What makes evidence relevant and effective in supporting claims in an essay?
3. How do we organize an argumentative essay to ensure clarity and persuasiveness?

### W.WP.6.4

1. What steps are crucial in the planning phase of writing to ensure the content fits the purpose and engages the audience?
2. How can feedback from peers and adults improve a piece of writing?

### W.RW.6.7

3. How does writing frequently for various tasks, purposes, and audiences enhance a writer's skill?

## Knowledge and Skills:

*Students will know...*

### ELA

- how to utilize text structures such as cause-effect and problem-solution to effectively locate and synthesize information.
- the role of various genre features like graphics, captions, and indexes in comprehending and integrating content from different sources.
- the importance of using search tools efficiently to navigate through texts and enhance their learning experience.
- how to identify an author's purpose, perspective, and potential biases within a text.
- how an author's perspective or bias can shape the content and influence the reader's interpretation of the text.
- the various techniques authors use to communicate their purpose and how this impacts the reader's engagement with the text.
- how to trace and evaluate the development of an argument and its specific claims within a text.
- the importance of distinguishing between claims that are supported by credible reasons and evidence and those that are not.
- the techniques used to analyze and critique the strength of an argument and its underlying assumptions.

## Writing

- how to construct arguments on discipline-specific content such as social studies, science, math, and English, using clear reasons and relevant evidence to support their claims.
- the importance of selecting appropriate evidence to back up their arguments in various academic disciplines.
- the strategies for articulating their viewpoints effectively in written arguments across different subject areas.
- the importance of planning and revising their writing with guidance from peers and adults to enhance the clarity and effectiveness of their work.

- how to make flexible editing decisions and sustain effort during the writing process to meet the needs of different compositions and purposes.
- how to tailor their writing to address specific purposes and audiences, improving their ability to communicate effectively.
- the value of writing routinely over both extended and shorter time frames to develop their writing skills for a variety of tasks and purposes.
- how to balance time for research, reflection, metacognition, and revision in their writing process.
- the importance of adapting their writing practices to suit different disciplinary tasks, purposes, and audiences, enhancing their versatility as writers.

*Students will be able to...*

**ELA:**

- utilize text structures such as cause-effect and problem-solution to effectively locate and synthesize information.
- understand the role of various genre features like graphics, captions, and indexes in comprehending and integrating content from different sources.
- identify an author's purpose, perspective, and potential biases within a text.
- recognize how an author's perspective or bias can shape the content and influence the reader's interpretation of the text.
- apply various techniques authors use to communicate their purpose and how this impacts the reader's engagement with the text.
- trace and evaluate the development of an argument and its specific claims within a text.
- distinguish between claims that are supported by credible reasons and evidence and those that are not.
- analyze and critique the strength of an argument and its underlying assumptions.

**Writing:**

- construct arguments on discipline-specific content such as social studies, science, math, and English, using clear reasons and relevant evidence to support their claims.
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## ***EVIDENCE OF LEARNING***

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*What evidence will be collected and deemed acceptable to show that students truly “understand”?*

- Standards Mastery (end of standard assessment) -Analyze Text Structures: Grade 6 Forms A/B
- Standards Mastery (end of standard assessment) -Explain Point of View: Grade 6 Forms A/B
- Standards Mastery (end of standard assessment) -Evaluating Arguments: Grade 6 Forms A/B
- Unit 2A/B Summative Assessment
- End of Unit 2B Assessment - Argument Writing
- Exit Tickets
- Teacher Observations
- Think-Pair-Share
- Student Oral Response
- Classroom Discussion
- Anecdotal Records
- Conferring Checklist
- Gradual Release Demonstration of Learning (DOL)

### **Learning Activities:**

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- Daily 3 - read independently, write independently, word work (Greek and Latin roots and affixes)
- Turn and Talk
- Independent Reading
- Small Group Instruction

### **ELA**

#### **RI.TS.6.4.**

##### **1. Understanding Text Structures**

- Cause-Effect:
  - Flowchart - Map out events and their outcomes to visually connect causes with their effects.
- Problem-Solution:
  - Two-column chart - List problems in one column and corresponding solutions in the other, helping to analyze how solutions address specific problems.
- Compare-Contrast:
  - Venn Diagram -Use this tool to visually organize similarities and differences between two subjects, enhancing understanding of each.
- Sequence/Chronological:
  - Timeline -Sequence events in the order they occur to better understand the progression of information or narratives.

- Description:
  - Concept Map - Create a detailed map of the text's key ideas and supporting details to improve comprehension of complex information.
- 2. Navigating Genre Features**
- Graphics (Charts, Graphs, Maps):
  - Analytical notes - Examine and write notes on what the graphic conveys and how it relates to the text, helping to integrate visual and textual information.
- Captions
  - Read and interpret captions to understand context and additional details about the graphic they accompany.
- Indexes
  - Use the index to find pages containing specific information quickly, streamlining the research process.
- Tables of Contents -
  - Review the table of contents to get an overview of the text's structure and to quickly locate sections of interest.
- Glossaries
  - Refer to the glossary to understand key terms and jargon, ensuring accurate comprehension of the subject matter.
- 3. Integrating Information**
- Note-Taking:
  - Employ effective note-taking strategies, such as the Cornell method, to organize notes from multiple sources cohesively.
- Summarizing:
  - Practice writing summaries of the reading material to distill essential information and improve retention.
- Synthesizing:
  - Combine information from various texts and resources to form a comprehensive understanding of the topic.
- Citing Sources:
  - Keep track of all sources used and cite them properly to maintain academic integrity and avoid plagiarism.

### **RI.PP.6.5.**

#### **1. Vocabulary Building**

- Key Terms: Ensure students understand terms like "purpose," "perspective," "bias," "interpretation."
- Flashcards: Use flashcards to help memorize definitions and examples of these key terms.

#### **2. Guided Reading Questions**

- Create question sets that guide students to look for clues about the author's purpose (to inform, persuade, entertain, explain).
- Include questions that prompt students to analyze the language and style to discern perspective and detect bias.

### 3. Text Annotation Techniques

- Teach students how to annotate a text by highlighting or underlining:
  - Words that indicate bias (e.g., "clearly," "obviously").
  - Phrases that reveal perspective (e.g., personal pronouns, subjective descriptions).
  - Clues about the author's purpose (e.g., argumentative language for persuasion).
- Encourage marginal notes to summarize points and ask questions.

### 4. Comparison Activities

- Use two texts with differing perspectives or biases on the same topic.
- Have students compare and contrast the texts to identify how different purposes and biases shape information presentation and reader interpretation.

### 5. Role Play and Debate

- Assign roles to students to defend an author's purpose or challenge an observed bias.
- Facilitate debates where students must use evidence from the text to support their views.

### 6. Graphic Organizers

- Purpose Chart: Helps identify and summarize the author's main purpose.
- Perspective Map: Visual tool to trace how perspective influences content.
- Bias Barometer: A scale for students to rate the level of bias and provide reasons for their ratings.

### 7. Case Studies

- Present case studies of real-world articles where the author's purpose and bias significantly influenced public opinion or policy.
- Discuss these in class to enhance understanding of real-world implications.

### 8. Reflection Journals

- Encourage students to keep journals where they reflect on how the understanding of the author's purpose, perspective, and bias changed their interpretation of a text.

### 9. Critical Questioning

- Teach students to constantly ask critical questions while reading: "Why did the author write this?" "What is the author trying to convince me of?" "What is left out, and why might that be?"

### 10. Peer Teaching

- Let students take turns teaching a segment of the text to their peers, focusing on explaining the author's purpose, perspective, and bias.

## **RI.AA.6.7.**

### 1. Vocabulary Building

- Key Terms: Familiarize students with terms like "argument," "claims," "evidence," "support," and "evaluate."
- Flashcards: Use flashcards for quick reviews of these terms and their meanings.

## **2. Guided Reading Questions**

- Develop a list of guided questions that lead students through the process of identifying and evaluating arguments and claims in texts.
- Example questions include: “What is the main argument of the text?” “What claims does the author make?” “What evidence supports these claims?”

## **3. Annotation Techniques**

- Teach students how to annotate texts by marking:
  - Claims with one color.
  - Supporting evidence with another color.
  - Unsupported claims with a different marker or notation.

## **4. Comparison Activities**

- Provide texts with similar topics but different arguments or levels of evidence.
- Have students compare and contrast these texts to better understand how arguments are supported or weakened by evidence.

## **5. Role Play and Simulations**

- Organize role-playing activities where students assume the role of a character defending a claim with or without evidence.
- Simulate a courtroom scenario where students must argue for the validity of a claim using evidence from a text.

## **6. Graphic Organizers**

- Evidence Chart: Helps students organize and link claims to their supporting evidence.
- Argument Maps: Visual tools that allow students to trace the flow and structure of arguments in a text.

## **7. Debates and Discussion Rounds**

- Set up debates where students must use evidence from a text to defend a claim.
- Organize discussion rounds focusing on evaluating the strength of arguments in various texts.

## **8. Critical Thinking Exercises**

- Introduce exercises that challenge students to identify logical fallacies or biases that might weaken an argument.
- Encourage students to critique the quality of evidence provided and suggest additional data or research that could strengthen the argument.

## 9. Writing Assignments

- Assign essays where students must make and support their own claims using evidence.
- Include peer review to evaluate and provide feedback on the use of evidence.

## Writing

### 1. Pre-Writing and Planning

- Brainstorming Tools: Use mind maps or graphic organizers to help students brainstorm and organize their ideas.
- Claim Development Exercises: Activities that guide students in formulating strong, defensible claims.
- Outline Templates: Provide templates that help students structure their essays, outlining the introduction, body paragraphs, and conclusion.

### 2. Critical Reading and Evidence Gathering

- Annotation Techniques: Teach students how to annotate texts to identify key arguments, evidence, and counterarguments.
- Evidence Logs: Use logs or charts where students can record the evidence they find and note its relevance and credibility.

### 3. Writing the Argument

- Paragraph Structure Guides: Show examples and provide templates for well-structured paragraphs, including topic sentences, evidence, analysis, and concluding sentences.
- Transition Word Lists: Provide lists of transitional phrases that students can use to connect ideas within their essays smoothly.

### 4. Citing Sources

- Practice Worksheets: Exercises that allow students to practice proper citation to avoid plagiarism.

### 5. Revising and Editing

- Peer Review Checklists: Checklists that guide students through providing constructive feedback on each other's drafts.
- Revision Guides: Step-by-step guides on how to revise essays for clarity, strength of argument, and logical flow.
- Editing Checklists: Checklists that focus on grammar, punctuation, and spelling corrections.

### 6. Formal Writing and Style

- Style Workshops: Sessions that focus on maintaining a formal tone, using an academic voice, and avoiding colloquial language.
- Examples of Formal vs. Informal Writing: Comparisons that help students recognize the difference in tone and style.

## 7. Argument Strengthening

- Counterargument Workshops: Teach students how to acknowledge and refute counterarguments, strengthening their own positions.
- Logical Reasoning Exercises: Activities that enhance students' ability to use logic to connect their claims and evidence convincingly.

## *RESOURCES*

### Teacher Resources:

- TEACHER PACING GUIDE UNIT 2A & 2B (ELA)
- TEACHER PACING GUIDE UNIT 2A & 2B (WRITING)
- Ready Teacher Resource Book
- ELL Strategy Library
- District Writing Rubrics

### Mentor Texts for Unit 2B

#### ELA

##### RI.TS.6.4.

*Navajo Code Talkers* **HG**

##### RI.PP.6.5.

*Malala the Powerful*

##### RI.AA.6.7.

*The Omnivore's Dilemma* - Young Readers Edition

#### Writing

##### W.AW.6.1.

Evaluating an Argument - Do Mummies Belong in Museums?

Argument - Youtube Made Me Do It

Evaluating Arguments - Checklist

### Resources for Unit 2B

#### ELA

##### RI.TS.6.4

- Text Structure Reference Sheet and Graphic Organizers
- Analyzing Text Structure
- Analyzing Text Structure - The Future of Food
- Analyzing Text Structure with "Mysteries of Science: Dragons"
- Analyzing Text Structure with "During the 1918 flu pandemic, at-home learning meant little schoolwork"



- [Analyzing Text Structure with “Drone-racing passion propels teen to the sport’s top ranks”](#)
- [Tiny Plastic, Big Problem](#)
- [Standards Mastery \(end of standard assessment\) -Analyze Text Structures: Grade 6 Forms A/B](#)
- [Assigning iReady Standards Mastery](#)
- [iReady Standards Mastery Information Page](#)

### **RI.PP.6.5.**

- Author’s Purpose & Point of View
- Author’s Purpose - Guided Questions **AAPI**
- Author’s Purpose - Guided Questions 2
- Author’s Purpose - Guided Questions 3
- Author’s Purpose & Point of View
- How You Spend Your Summer Matters
- “Bullying”
- “Too Much Sugar”
- Standards Mastery (end of standard assessment) -Explain Point of View: Grade 6 Forms A/B
- Assigning iReady Standards Mastery
- iReady Standards Mastery Information Page

### **RI.AA.6.7.**

- Evaluating An Argument - Gradual Release
- Tools of Persuasion - Evaluating Arguments
- Tools of Persuasion - Ethos, Pathos, Logos Reference Sheet
- Argument Terms
- Argument Validity - Conspiracy Theories
- Hidden History of Chocolate/ The Making of Chocolate
- Putting Good Deeds in Headlines May Not Be So Good
- UFOs
- Parents Vs. Kids - The Real Fortnite Battle
- Standards Mastery (end of standard assessment) -Evaluating Arguments: Grade 6 Forms A/B
- Assigning iReady Standards Mastery
- iReady Standards Mastery Information Page
- Unit 2A/B Summative Assessment

## **Writing**

### **W.AW.6.1.**

- Argument Essay Outline and
- Rubrics
- Chicken Foot Thesis/Claim Statement Template
- Argument Essay Checklist
- Argument Terms
- Writing Reference Sheet
- Tools of Persuasion - Evaluating Arguments
- Tools of Persuasion - Ethos, Pathos, Logos Reference Sheet
- Argument Essays - Use Text Evidence - Reference Sheet
- Argument Essays - Transitions Reference

- Tone Words - Reference Sheet
- End of Unit 2B Assessment - Argument Writing

**Equipment Needed:**

- projector
- document camera
- student chromebook

## *UNIT 3A OVERVIEW*

**Content Area:** English Language Arts

**Unit Title:** Comparing Literary Texts Across Genres & Crafting Comparative Essays

**Target Course/Grade Level:** 6th Grade ELA and Writing

**Unit Summary:** In this 6th grade literary analysis unit, students will engage in comparing and contrasting a diverse array of texts across various forms and genres. They will explore how different authors tackle similar themes and topics in stories, poems, dramas, and multimedia presentations. Through critical analysis, students will learn to identify thematic connections and discrepancies, enhancing their understanding of how context and format influence the interpretation and presentation of key ideas. Additionally, students will learn to master the art of analytical writing by comparing and contrasting texts across different genres and formats. They will develop critical thinking skills to identify similarities and differences in themes, character development, and authors' techniques, enhancing their ability to interpret and evaluate diverse literary works. Through structured lessons on thesis formulation, argument development, and evidence-based analysis, students will become adept at crafting cohesive and persuasive essays that showcase their understanding and insights on comparative literature.

**Approximate Length of Unit:** 4-5 Weeks

## *LEARNING TARGETS*

**NJ Student Learning Standards:**

**LANGUAGE:**

**L.SS.6.1.**

- Demonstrate command of the system and structure of the English language when writing or speaking.

**L.KL.6.2.**

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

**L.VI.6.4.**

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

**READING:****RL.CT.6.8.**

- Compare and contrast literary texts in different forms, by different authors, or from different genres (e.g., stories and poems; historical novels and primary source documents, scientific journals and fantasy stories) in terms of their approaches to similar themes and topics.

**RL.MF.6.6.**

- Compare and contrast information or texts to develop a coherent understanding of a theme, topic, or issue when reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text.

**WRITING:****W.AW.6.1.**

- Write arguments on discipline-specific content (e.g., social studies, science, math, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

**W.WP.6.4.**

- With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.

**W.RW.6.7.**

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

**SPEAKING AND LISTENING:****SL.PE.6.1.**

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

**SL.II.6.2.**

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

### Career Readiness, Life Literacies, and Key Skills:

#### 9.4.8.DC.1:

- Analyze the resource citations in online materials for proper use.

#### 9.4.8.GCA.1:

- Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).

#### 9.4.8.TL.5:

- Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.

### Interdisciplinary Connections and Standards:

#### 6.3.8.CivicsHR.1:

- Construct an argument as to the source of human rights and how they are best protected.

### Unit Understandings:

*Students will understand...*

#### **ELA**

- that the medium through which a story is told can significantly influence the interpretation of characters, plot, and themes, affecting the audience's emotional and intellectual engagement with the text.
- that while different formats of a story might share core themes and plot points, the presentation style, pace, and sensory details unique to each format can lead to variations in the depth and nuance of the theme's exploration.
- that certain themes or messages may be more effectively conveyed through specific formats, depending on how the medium's strengths align with the narrative needs of the story and the intended impact on the audience.
- that authors' from diverse backgrounds and genres bring unique perspectives and stylistic choices to common themes, enriching the literature landscape with varied interpretations and insights.
- that literary techniques such as imagery, point of view, and character development may be employed differently across genres and forms, affecting how themes are conveyed and perceived by readers.
- that comparing texts across different forms and genres reveals both universal literary techniques and form-specific strategies, highlighting how authors manipulate elements to enhance thematic impact.

## Writing

- that selecting and effectively using evidence from literary texts to support a claim or thesis strengthens their argument by providing clear justification and enhancing credibility.
- that organizing reasons and evidence in a logical and coherent manner is crucial in crafting clear and convincing arguments, facilitating the reader's understanding and agreement.
- that a strong concluding statement not only reinforces the main argument but also leaves a lasting impression on the reader, emphasizing the significance and impact of the argument.
- that the planning phase of writing, including brainstorming, outlining, and researching, is essential to ensure that the content is purposeful, coherent, and tailored to engage the intended audience.
- that incorporating feedback from peers and adults is a valuable part of the writing process that can significantly improve the clarity, coherence, and overall quality of their work.
- that frequent writing across a variety of tasks, purposes, and audiences develops writing skills, enhances adaptability, and builds confidence in expressing ideas effectively in different contexts.

## Unit Essential Questions:

### ELA

#### RL.MF.6.6.

1. How does the way a story is presented influence the way we understand the characters, plot, and overall message?
2. When comparing a story across different formats, what are some key similarities and differences that contribute to the overall theme or central idea?
3. Can a story's message or theme be conveyed more effectively in one format over another?

#### RL.CT.6.8.

4. How do authors from different backgrounds or genres approach similar themes or topics?
5. When comparing texts from different forms what literary techniques are used differently to achieve similar effects?

## Writing

#### W.AW.6.1.

1. How can we use evidence from a literary text to support a specific thesis or claim statement about the text?
2. What strategies can we use to organize our reasons and evidence in a way that makes our argument clear and convincing?
3. How can a strong concluding statement or section reinforce the main argument and leave a lasting impression on the reader?

#### W.WP.6.4

1. What steps are crucial in the planning phase of writing to ensure the content fits the purpose and engages the audience?

2. How can feedback from peers and adults improve a piece of writing?

### **W.RW.6.7**

3. How does writing frequently for various tasks, purposes, and audiences enhance a writer's skill?

### **Knowledge and Skills:**

*Students will know...*

#### **ELA**

- how different mediums can influence the interpretation of narrative elements like characters, plot, and themes.
- how presentation style, pace, and sensory details can affect the exploration of themes in various formats.
- the strengths of different formats in conveying specific themes or messages.
- the impact of authors' backgrounds and genres on the interpretation of themes in literature.
- how literary techniques are utilized differently in various genres and forms to convey thematic messages.
- how comparing texts across forms and genres can reveal both shared and unique literary techniques.

#### **Writing**

- how to select and use evidence from texts to effectively support a thesis or claim.
- strategies for organizing reasons and evidence to create a clear and convincing argument.
- how to craft a strong concluding statement that reinforces the main argument and impacts the reader.
- the steps involved in the planning phase of writing to ensure the content aligns with the intended purpose and engages the audience.
- how to use feedback from peers and adults to improve the quality of their writing.
- how engaging in frequent writing across various tasks and audiences can enhance their writing skills and adaptability.

*Students will be able to...*

#### **ELA**

- analyze how different mediums (like text, audio, video) affect the interpretation of a story's characters, plot, and themes.
- identify and discuss the unique presentation styles, pacing, and sensory details of stories presented in various formats.
- evaluate which formats are most effective for conveying particular themes or messages based on the medium's strengths.
- compare and contrast the approaches to theme development by authors from diverse backgrounds and genres.
- analyze the use of literary techniques like imagery, point of view, and character development across different genres and forms.
- synthesize and articulate insights gained from comparing texts across different forms and genres.

**Writing:**

- construct well-supported arguments using evidence gathered from literary texts.
- organize their writing logically to craft clear and convincing arguments that are coherent and well-structured.
- write strong concluding statements that reinforce their arguments and leave a memorable impact on readers.
- execute effective writing plans, utilizing brainstorming, outlining, and researching techniques to create purposeful content.
- incorporate constructive feedback into revisions to improve the clarity, coherence, and overall quality of their writing.
- adapt their writing style and content for various tasks, purposes, and audiences, demonstrating versatility and confidence in their writing abilities.

|                                    |
|------------------------------------|
| <b><i>EVIDENCE OF LEARNING</i></b> |
|------------------------------------|

**Assessment:**

*What evidence will be collected and deemed acceptable to show that students truly “understand”?*

- Standards Mastery (end of standard assessment) -Compare and Contrast Genres: Grade 6 Forms A/B
- Standards Mastery (end of standard assessment) -Compare and Contrast Reading to Viewing: Grade 6 Forms A/B
- End of Unit 3A Assessment (ELA)
- Unit 3A Writing Summative Assessment
- Teacher observation
- Think-Pair-Share
- Gradual Release Demonstration of Learning (DOL)
- Exit Tickets
- Teacher Observations
- Think-Pair-Share
- Student Oral Response
- Classroom Discussion
- Anecdotal Records
- Conferring Checklist

**Learning Activities:**

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- Daily 3 - read independently, write independently, word work (Greek and Latin roots and affixes)
- Turn and Talk
- Independent Reading



## ELA

- Small Group Instruction

**RL.MF.6.6.****1. Dual-Entry Journals**

- Have students divide a page into two columns. In the left column, they write notes or quotes from the reading material, and in the right, they note their observations from the audio or video version.

**2. Venn Diagrams**

- Students use a Venn Diagram to list similarities and differences in themes, settings, character portrayals, and key events between written and audio/visual versions.

**3. Guided Discussion Questions**

- Provide a set of questions that guide students in analyzing how different media formats influence their perception and interpretation of the text. Examples include:
  - "How does the mood or tone change between the written and audio/visual versions?"
  - "What theme was more effectively portrayed, and by which medium?"

**4. Role-Playing**

- Students perform a scene from the text and then watch a video of the same scene. Discuss how the portrayals of characters or themes differ and why.

**5. Comparative Media Analysis Essays**

- Students write an essay comparing and contrasting the presentation of a specific theme or topic across the different versions of the text. Emphasize the use of specific examples to support their analysis.

**6. Storyboarding**

- Students create storyboards for a segment of the text and its audio/visual adaptation, noting differences in representation and technique.

**7. Peer Teaching**

- In small groups, students prepare presentations that analyze different aspects of the texts and their adaptations, then teach their findings to the class.

## **8. Critical Reviews**

- Students write a review of both the text and its adaptation, focusing on how well each version communicated its themes and engaged its audience.

## **9. Theme Tracking Worksheets**

- Create worksheets that help students note when and how themes appear in each version of the text, noting any shifts in emphasis or portrayal.

## **10. Multimedia Presentations**

- Students use tools like Google Slides or video editing software to create presentations that compare the text and its adaptations, including clips, textual evidence, and analytical commentary.

## **RL.CT.6.8.**

### **1. Literary Pairing Guide**

- A curated list of texts grouped by common themes or topics.
- Guidelines on how to identify thematic connections between texts.
- Examples of text pairs like a historical novel paired with primary source documents.

### **2. Venn Diagram Templates**

- Printable and digital (linked in resources) Venn diagram templates.
- Instructions on how to effectively use Venn diagrams to analyze literary elements.

### **3. Comparative Analysis Framework**

- A step-by-step guide on how to perform comparative analysis.
- Worksheets with prompts such as "How does each author approach the theme of courage?" or "Compare the narrative structure of each text."

### **4. Genre Characteristics Reference Sheet**

- A cheat sheet detailing typical features of various genres like science fiction, fantasy, historical fiction, and scientific journals.
- Examples of how genre influences theme, tone, and style.

### **5. Author Study Toolkit**

- Biographies and context information about various authors.
- Guides on how authorial perspective shapes narrative and theme.

### **6. Discussion and Debate Prompts**

- Prepared prompts for class discussions and debates.
- Guidelines on respectful arguing and evidence presentation.

### **7. Multimedia Comparison Activities**

- Suggestions for films, audio books, or plays that align with the reading texts.
- Activities that guide students to compare the portrayal of themes/topics across different media.

### **8. Thematic Journals**

- Journal templates with thematic prompts.
- Tips for reflective writing and making personal connections to the text.

### **9. Peer Review Sheets**

- Peer review worksheets designed to give constructive feedback on comparative essays or projects.
- Criteria for assessing clarity, insight, and thoroughness in comparative analysis.

## **WRITING**

### **W.AW.6.1.**

#### **1. Introductory paragraph ANT**

- A - Attention grabber/hook
- N- Necessary information
- T - Thesis/ Claim Statement

#### **2. “Chicken Foot” Thesis/Claim Strategy**

- Central Toe (Middle Claw):
  - This part represents the main idea or claim of the thesis statement. It’s the central argument that the entire essay will support.
- Side Toes (Outer Claws):
  - These are typically three in number and represent the main supporting points or reasons that will be expanded upon in the body paragraphs. Each "toe" or point should directly support the central thesis and be distinct enough to sustain its own paragraph.

### 3. Pre-Writing and Planning

- Brainstorming Tools: Mind maps, lists, and free writing sessions to generate ideas.
- Thesis Generator: Exercises to help develop a strong, arguable thesis statement.
- Outline Templates: Provide a structured outline format to organize ideas logically, detailing what will be discussed in the introduction, each body paragraph, and the conclusion.

### 4. Textual Analysis

- Annotation Guides: Teach students how to annotate texts for themes, symbols, character development, and significant quotes.
- Literary Device Cheat Sheets: Quick reference sheets that define common literary devices and examples of how they might be discussed in an analysis.

### 5. Writing

- Paragraph Structure Models: Show examples of well-structured paragraphs that include a topic sentence, evidence, analysis, and a concluding sentence.
- Transition Word Lists: A list of phrases that help in linking ideas within and across paragraphs smoothly.
- Integrating Quotes: Guidelines on how to properly introduce, explain, and cite quotes.

### 6. Style and Tone

- Formal Language Exercises: Activities that practice avoiding colloquialisms and maintaining an academic tone.
- Active vs. Passive Voice: Exercises to understand when and how to use active voice for clearer, more direct writing.

### 7. Revision and Editing

- Peer Review Checklists: Structured checklists that guide students through peer reviews focusing on argument strength, cohesion, organization, and grammar.
- Self-Assessment Rubrics: Rubrics that help students self-assess their essays based on defined criteria before final submission.

### 8. Citation

- Citation Guides and Tools: Easy access to MLA or APA format guides, and tools like EasyBib or Zotero for managing and automating citations.
- Plagiarism Workshops: Lessons on identifying and avoiding plagiarism and why citing sources is crucial.

### 9. Feedback and Reflection

- Feedback Forms: Forms that facilitate constructive feedback from teachers and peers.
- Reflection Journals: Encourage writing a brief reflection after each essay to consider what went well and what could be improved.

## *RESOURCES*

### Teacher Resources:

- TEACHER PACING GUIDE UNIT 3A & 3B (ELA)
- TEACHER PACING GUIDE UNIT 3A & 3B (WRITING)

- Ready Teacher Resource Book
- ELL Strategy Library
- District Writing Rubrics

## Mentor Texts for Unit 3A

### ELA

#### RL.MF.6.6.

- *The Outsiders* by S.E. Hinton
- *The Outsiders* - Full Novel Movie
- *The Witch of Blackbird Pond* by Elizabeth George Speare
- Salem Witch Trials - The Simpsons (video)
- Salem Witch Trials - Informational Video

#### RL.CT.6.8.

- *The Outsiders* by S.E. Hinton
- Exclusive Interview with S.E. Hinton
- S.E. Hinton - Letter to Editor
- *The Witch of Blackbird Pond* by Elizabeth George Speare
- Salem Witch Trials - Digital Inquiry Group
- Trials Primary Document

### Writing

#### Comparative Analysis Essay

- Essay prompt for *The Palm Tree Bandit* and *Still I Rise*
- *The Palm Tree Bandit* by Nnedi Okoraf **AAH**
- *Still I Rise* by Maya Angelou **AAH**

## Resources for Unit 3A

### ELA

#### RL.CT.6.8./RL.MF.6.6.

- Digital Venn Diagram
- Comparing and Contrasting Genres
- Double Entry Journal
- Genres Reference Sheets
- Venn Diagram Template
- Don't Break Tradition
- First Eid in America
- The Necklace (drama)
- The Necklace (short story)
- The Legend of Sleepy Hollow (drama)
- The Legend of Sleepy Hollow (prose)

- Standards Mastery (end of standard assessment) -Compare and Contrast Genres: Grade 6 Forms A/B
- Standards Mastery (end of standard assessment) -Compare and Contrast Reading to Viewing: Grade 6 Forms A/B
- Assigning iReady Standards Mastery
- iReady Standards Mastery Information Page
- Intro to Comparing and Contrasting Reading to Viewing
- Storyboard Template
- Tone vs Mood Reference Sheet
- *Where the Sidewalk Ends* - Video
- *Where the Sidewalk Ends* - Poem and Questions
- *Theseus and the Minotaur* - prose
- *Theseus and the Minotaur* - video
- *Minotaur* - video
- *The Fisherman and His Wife*
- *The Fisherman and His Wife* - video
- *The Elephant's Child* - prose
- *The Elephant's Child* - video
- End of Unit 3A Assessment

## Writing

### W.AW.6.1.

- Chicken Foot Thesis/Claim Statement Template
- Writing Rubrics
- Universal Essay Guideline/Graphic Organizer/T-Chart
- Essay prompt for *A Retrieved Reformation* and *Nothing Gold Can Stay*
- *A Retrieved Reformation*, by O. Henry
- *Nothing Gold Can Stay* by Robert Frost
- *The Legend of Sleepy Hollow* (drama)
- *The Legend of Sleepy Hollow* (prose)
- Don't Break Tradition
- First Eid in America
- Writing Reference Sheet
- Unit 3A Writing Summative Assessment

## Equipment Needed:

- projector
- document camera
- student chromebooks

## **UNIT 3B OVERVIEW**

**Content Area:** English Language Arts

**Unit Title:** Exploring Information Across Media & Navigating Research Across Platforms

**Target Course/Grade Level: 6th Grade ELA and Writing**

**Unit Summary:** In this unit, students will engage with a variety of informational texts to sharpen their analytical skills by comparing and contrasting materials such as memoirs, biographies, historical novels, and scientific journals. This unit is designed to enhance students' ability to discern how different authors and genres approach similar themes and topics, fostering a deeper understanding of subject matter. Additionally, students will learn to integrate information from diverse media and formats, including visual and quantitative data, to develop a comprehensive understanding of complex topics. Through hands-on activities and critical analysis, students will cultivate skills in synthesizing information across multiple platforms, preparing them for more advanced research tasks and informed discussions about various subjects.

**Approximate Length of Unit:** 4-5 Weeks

***LEARNING TARGETS*****NJ Student Learning Standards:****LANGUAGE:****L.SS.6.1.**

- Demonstrate command of the system and structure of the English language when writing or speaking.

**L.KL.6.2.**

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

**L.VL.6.3.**

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

**READING:****RI.CT.6.8.**

- Compare and contrast informational texts in different forms, by different authors, or from different genres (e.g., a memoir written by and a biography on the same person, historical novels and primary source documents, infographics and scientific journals) in terms of their approaches to similar themes and topics.

**RI.MF.6.6.**

- Integrate information when presented in different media or formats (e.g., visually, quantitatively) to develop a coherent understanding of a topic or issue.

**WRITING:****W.AW.6.1.**

- Write arguments on discipline-specific content (e.g., social studies, science, math, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

**W.WP.6.4.**

- With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.

**W.RW.6.7.**

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

**SPEAKING AND LISTENING:****SL.PE.6.1.**

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

**SL.II.6.2.**

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

**Career Readiness, Life Literacies, and Key Skills:****9.4.8.DC.1:**

- Analyze the resource citations in online materials for proper use.

**9.4.8.GCA.1:**

- Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).



**9.4.8.IML.7:**

- Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).

**Interdisciplinary Connections and Standards:****6.3.8.CivicsPI.1:**

- Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve.

**6.3.8.CivicsDP.1:**

- Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body.

**6.3.8.CivicsPR.3:**

- Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).

**Unit Understandings:**

*Students will understand...*

**ELA**

- different authors and genres present unique perspectives and methodologies, which can lead to varying interpretations of the same theme or topic.
- how to critically analyze and evaluate the effectiveness of various authors' approaches in conveying similar content, considering factors such as bias, purpose, and audience.
- that comparing and contrasting informational texts across different forms and genres enhances their comprehension and appreciation of diverse literary techniques and viewpoints.
- that integrating information from various media and formats requires critical thinking and analytical skills to synthesize diverse types of data and perspectives into a coherent whole.
- the importance of assessing the reliability and relevance of information presented in different formats as they develop a comprehensive understanding of a topic or issue.
- how visual and quantitative data complement textual information, providing a fuller, more nuanced understanding of the subject matter they are studying.

**Writing**

- that selecting and effectively using evidence from literary texts to support a claim or thesis strengthens their argument by providing clear justification and enhancing credibility.
- that organizing reasons and evidence in a logical and coherent manner is crucial in crafting clear and convincing arguments, facilitating the reader's understanding and agreement.
- that a strong concluding statement not only reinforces the main argument but also leaves a lasting impression on the reader, emphasizing the significance and impact of the argument.

- that the planning phase of writing, including brainstorming, outlining, and researching, is essential to ensure that the content is purposeful, coherent, and tailored to engage the intended audience.
- that incorporating feedback from peers and adults is a valuable part of the writing process that can significantly improve the clarity, coherence, and overall quality of their work.
- that frequent writing across a variety of tasks, purposes, and audiences develops writing skills, enhances adaptability, and builds confidence in expressing ideas effectively in different contexts.

### **Unit Essential Questions:**

#### **ELA**

##### **RI.CT.6.8**

1. How do different authors present the same information differently, and what effect does this have on the reader's understanding?
2. What can we learn about a topic or theme by examining it through different genres or forms of writing?
3. How does the format of a text influence the presentation of facts and information?
4. In what ways do historical contexts or the authors' perspectives shape the portrayal of information in texts?

##### **RI.MF.6.6.**

1. How does information change when it is presented in different formats, and why is it important to understand these differences?
2. What can different formats tell us about the same topic, and how can integrating these insights provide a more complete understanding?
3. How do visual and quantitative information complement or challenge textual information on the same subject?
4. Why is it necessary to consider multiple formats of information when making decisions or forming opinions about an issue?

#### **Writing**

##### **W.AW.6.1.**

1. How can we use evidence from a literary text to support a specific thesis or claim statement about the text?
2. What strategies can we use to organize our reasons and evidence in a way that makes our argument clear and convincing?
3. How can a strong concluding statement or section reinforce the main argument and leave a lasting impression on the reader?

##### **W.WP.6.4**

1. What steps are crucial in the planning phase of writing to ensure the content fits the purpose and engages the audience?
2. How can feedback from peers and adults improve a piece of writing?

**W.RW.6.7**

3. How does writing frequently for various tasks, purposes, and audiences enhance a writer's skill?

**Knowledge and Skills:**

*Students will know...*

**ELA**

- authors from diverse backgrounds may interpret the same themes differently due to their unique perspectives and cultural influences.
- the methods for critically analyzing texts, including how to identify author bias, understand the author's purpose, and consider the intended audience when evaluating an argument's effectiveness.
- that by comparing and contrasting texts from various genres and authors, they can gain a deeper understanding of literary techniques and different viewpoints, enhancing their overall literary analysis skills.
- how to integrate and synthesize information from multiple formats, such as text, video, and data visualization, to create a well-rounded understanding of complex topics.
- the criteria for assessing the reliability and relevance of information from different sources and formats, crucial for developing informed opinions and arguments.
- how to use visual and quantitative data to enrich their interpretation of texts, recognizing how these forms of data can provide additional insights not readily apparent from textual analysis alone.

**Writing**

- how to select and cite evidence properly from literary texts to support their claims, understanding that strong evidence enhances the persuasiveness of their arguments.
- strategies for organizing their essays effectively, ensuring that their arguments are presented logically and coherently to maximize clarity and persuasiveness.
- how to craft impactful conclusions that reinforce their thesis and leave a lasting impression on the reader, emphasizing the importance and broader implications of their arguments.
- the essential steps in the writing process, from brainstorming and outlining to drafting and revising, to ensure their written work is purposeful, well-organized, and engages the intended audience.
- the value of seeking and incorporating feedback from peers and instructors, recognizing that constructive criticism is key to improving the clarity and quality of their writing.
- writing frequently for different purposes and audiences helps to refine their writing skills, increases their adaptability to various writing contexts, and builds confidence in their ability to communicate ideas effectively.

*Students will be able to...*

**ELA**

- analyze texts from various authors and genres to identify how different perspectives influence the portrayal of similar themes.
- evaluate the effectiveness of an author's argument, considering factors such as bias, purpose, and audience, and articulate their findings in both oral and written forms.
- compare and contrast the use of literary techniques and thematic treatment across different forms and genres, thereby enhancing their literary analysis skills.

- synthesize information from multiple sources and formats (textual, visual, quantitative) to construct a coherent understanding of complex topics.
- assess the credibility and relevance of information from diverse media and formats, using critical thinking to support their academic research and inquiries.
- integrate quantitative data and visual aids into their textual analysis to provide a more comprehensive understanding of the content.

### Writing

- use evidence from literary texts effectively to support their claims or theses in written arguments.
- organize their writing logically, ensuring that their arguments are clear, coherent, and convincing to the intended audience.
- craft strong concluding statements that reinforce their arguments and resonate with the audience, leaving a lasting impression.
- engage in the planning phase of writing effectively, utilizing tools such as brainstorming, outlining, and researching to produce well-structured and engaging content.
- incorporate feedback from peers and adults constructively to revise and improve their written work, focusing on clarity, coherence, and overall quality.
- adapt their writing style and content for various purposes and audiences, demonstrating flexibility and creativity in their written communications.

## ***EVIDENCE OF LEARNING***

### Assessment:

*What evidence will be collected and deemed acceptable to show that students truly “understand”?*

- Standards Mastery (end of standard assessment) -Integrate Information: Grade 6 Forms A/B
- Unit 3B - End of Unit Assessment (ELA)
- Unit 3B Writing - Summative Assessment
- Exit Tickets
- Teacher Observations
- Think-Pair-Share
- Student Oral Response
- Classroom Discussion
- Anecdotal Records
- Conferring Checklist
- Gradual Release Demonstration of Learning (DOL)

### Learning Activities:

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

### ELA

- Daily 3 - read independently, write independently, word work (Greek and Latin roots and affixes)
- Turn and Talk
- Independent Reading

- Small Group Instruction

### **L.VL.6.3.**

#### **1. Context Clues**

- Description or Definition: Teach students to look for a description or a definition within the sentence or in adjacent sentences.
- Example Clues: Encourage students to identify examples provided in the text that could illuminate the meaning of the word.
- Contrast/Antonym Clues: Help students recognize signal words (e.g., however, but, yet) that indicate a contrast and might give insights into the word's meaning.
- Cause and Effect Clues: Instruct students to find cause and effect relationships that might explain the term's usage or meaning.

#### **2. Word Parts (Morphology)**

- Prefixes and Suffixes: Have students analyze unfamiliar words by breaking them down into their prefixes, roots, and suffixes.
- Root Words: Teach common Latin and Greek roots as many English technical terms are derived from these languages.

#### **3. Reference Materials**

- Dictionary Use: Train students on how to effectively use print and online dictionaries to find word meanings, pronunciation, and usage.
- Thesaurus: Show students how to use a thesaurus to find synonyms and antonyms which can broaden their understanding of the word.
- Glossaries: Especially for content-specific or technical texts, encourage the use of glossaries often found in textbooks.

#### **4. Using Synonyms and Antonyms**

- Synonym Replacement: Teach students to replace the unknown word with a synonym they think fits, to see if it makes sense in context.
- Exploring Antonyms: Understanding what a word is not can often help clarify what it is.

#### **5. Multiple-Meaning Words**

- Sentence Switching: Have students use the word in different sentences that reflect different meanings.
- Visual Representations: Use diagrams or drawings to illustrate different meanings of the same word.
- 

#### **6. Technology Integration**

- Digital Context Clue Activities: Use digital platforms like Quizlet or Kahoot to create fun activities that reinforce understanding through context clues.
- Online Word Parts Games: Incorporate games that focus on building skills in using word parts for vocabulary development.

#### **7. Interactive Reading and Discussions**

- Read Alouds and Shared Reading: This can help students hear how words are used in context and discuss meanings as a group.

- Peer Discussions: Encourage students to discuss word meanings in pairs or small groups, which can help deepen their understanding.

## **8. Sentence Creation**

- Writing with New Words: Ask students to write their own sentences using new vocabulary words, ensuring they understand the word's usage.

## **RL.CT.6.8.**

### **1. Text Pairing Guide**

- A curated list of text pairs suitable for comparison, such as memoirs and biographies of the same person, along with guidelines for choosing texts based on themes, authors, or genres.

### **2. Comparative Analysis Chart**

- Templates for charts to systematically compare texts on aspects like author background, genre characteristics, theme, tone, and style, with example charts for common text pairs.

### **3. Genre Characteristics Sheet**

- Detailed descriptions and key features of various genres (e.g., memoirs, biographies, historical novels, scientific journals) to help students understand how genre influences presentation and perception.

### **4. Author Study Toolkit**

- Brief bios and contextual information about various authors, coupled with worksheets to analyze how an author's background might influence their thematic approach.

### **5. Thematic Analysis Guides**

- Lists of common themes with definitions and guided questions to help students identify and analyze themes across different texts.

### **6. Cross-Media Comparison Activities**

- Activities for comparing textual information with other media such as videos, podcasts, or infographics, including guidelines for synthesizing information from these sources.

### **7. Vocabulary Development Tools**

- Key terms used in literary analysis, along with flashcards and quizzes to aid in learning and using genre-specific and analytical vocabulary.

### **8. Critical Thinking Question Prompts**

- Open-ended questions designed to provoke thought and discussion on authorial intent, perspective, and informational bias, encouraging deeper textual engagement and personal insight.

## **9. Peer Collaboration Framework**

- Structured activities and discussion prompts for group work, along with peer review forms to facilitate feedback on comparative essays or presentations.

## **RI.MF.6.6.**

### **1. Multimedia Integration Guide**

- Guidelines for identifying key information in different media formats, such as texts, videos, podcasts, and infographics, and instructions on how to synthesize this information into a coherent understanding.

### **2. Visual Data Analysis Tools**

- Resources and activities to help students interpret and analyze information presented in visual formats, including charts, graphs, and maps.

### **3. Quantitative Data Workshops**

- Exercises that teach students how to read and interpret quantitative data, such as statistical tables and numerical reports, and how to correlate this data with textual or visual information.

### **4. Critical Media Literacy Lessons**

- Lessons that focus on evaluating the credibility and bias of various media sources, helping students discern the quality and relevance of the information they are integrating.

### **5. Comparative Analysis Activities**

- Activities that encourage students to compare information from different sources or formats to detect similarities, differences, and potential biases or discrepancies.

### **6. Cross-Format Project Templates**

- Project templates that require students to use information from multiple formats (e.g., a video and a written report) to create presentations or reports, ensuring they practice integrating and presenting cohesive arguments.

### **7. Digital Tool Proficiency**

- Tutorials and practice sessions on using digital tools and platforms like presentation software, digital libraries, and online databases to gather and present integrated information.

### **8. Interactive Reading Strategies**

- Techniques for active reading and note-taking that help students effectively extract information from complex texts and multimedia sources.

### 9. Group Collaboration Framework

- Structured collaborative tasks where students work in groups to integrate and present information on a given topic, fostering teamwork and shared learning.

### 10. Reflection and Evaluation Forms

- Forms and checklists that guide students in reflecting on their process of integrating information and evaluating the coherence and effectiveness of their final understanding.

## WRITING

### W.AW.6.1.

#### 1. Introductory paragraph ANT

- A - Attention grabber/hook
- N- Necessary information
- T - Thesis/ Claim Statement

#### 2. “Chicken Foot” Thesis/Claim Strategy

- Central Toe (Middle Claw):
  - This part represents the main idea or claim of the thesis statement. It’s the central argument that the entire essay will support.
- Side Toes (Outer Claws):
  - These are typically three in number and represent the main supporting points or reasons that will be expanded upon in the body paragraphs. Each "toe" or point should directly support the central thesis and be distinct enough to sustain its own paragraph.

#### 3. Pre-Writing and Planning

- Brainstorming Tools: Mind maps, lists, and free writing sessions to generate ideas.
- Thesis Generator: Exercises to help develop a strong, arguable thesis statement.
- Outline Templates: Provide a structured outline format to organize ideas logically, detailing what will be discussed in the introduction, each body paragraph, and the conclusion.

#### 4. Textual Analysis

- Annotation Guides: Teach students how to annotate texts for themes, symbols, character development, and significant quotes.

#### 5. Writing

- Paragraph Structure Models: Show examples of well-structured paragraphs that include a topic sentence, evidence, analysis, and a concluding sentence.
- Transition Word Lists: A list of phrases that help in linking ideas within and across paragraphs smoothly.
- Integrating Quotes: Guidelines on how to properly introduce, explain, and cite quotes.

#### 6. Style and Tone

- Formal Language Exercises: Activities that practice avoiding colloquialisms and maintaining an academic tone.
- Active vs. Passive Voice: Exercises to understand when and how to use active voice for clearer, more direct writing.

#### 7. Revision and Editing



- Peer Review Checklists: Structured checklists that guide students through peer reviews focusing on argument strength, cohesion, organization, and grammar.
- Self-Assessment Rubrics: Rubrics that help students self-assess their essays based on defined criteria before final submission.

## 8. Citation

- Citation Guides and Tools: Easy access to MLA or APA format guides, and tools like EasyBib or Zotero for managing and automating citations.
- Plagiarism Workshops: Lessons on identifying and avoiding plagiarism and why citing sources is crucial.

## 9. Feedback and Reflection

- Feedback Forms: Forms that facilitate constructive feedback from teachers and peers.
- Reflection Journals: Encourage writing a brief reflection after each essay to consider what went well and what could be improved.

# *RESOURCES*

## Teacher Resources:

- TEACHER PACING GUIDE UNIT 3A & 3B (ELA)
- TEACHER PACING GUIDE UNIT 3A & 3B (WRITING)
- Ready Teacher Resource Book
- ELL Strategy Library
- District Writing Rubrics

## Mentor Texts for Unit 3B

### ELA

#### RI.CT.6.8./RI.MF.6.6.

- *I Am Malala* - Memoir
- Malala Yousafzai: A Normal Yet Powerful Girl
- Video: Malala Nobel Peace Prize Speech
- Infographic: Understanding Climate Change
- Science News Explores: *Climate change is changing how scientists measure time*
- Video: Climate Change
- Venn Diagram

## Writing

### Research Simulation Essay

- Prompt: Research Simulation - Symbiotic Relationships
- Source 1: *Can't We All Just Get Along?*
- Source 2: *Clownfish and Sea Anemone*
- Source 3: Video: Symbiotic Relationships

- Prompt: Research Simulation - Ancient Egypt
- Source 1: *Developing Civilization in Ancient Egypt*
- Source 2: *Egyptian Inventions*
- Source 3: *What did Egyptians Invent?*

### Resources for Unit 3B

#### ELA

##### RI.CT.6.8/RI.MF.6.6.

- Comparing and Contrasting Texts - Intro Lesson
- Integrating Information - Intro Lesson
- *Trapped in a Cave* - Narrative Nonfiction
- Trapped in a Cave - news article
- Video: Thailand Cave: How the Thai cave boys were rescued - BBC News
- *Finding Hope in a Time of War* - Narrative Nonfiction
- TIME for Kids - War in Ukraine
- Video: Unique Challenges Military Kids Face
- Standards Mastery (end of standard assessment) -Integrate Information: Grade 6 Forms A/B
- Assigning iReady Standards Mastery
- iReady Standards Mastery Information Page
- *Does AI steal art or help create it-- It depends on who you ask*
- *'It's the opposite of art'--Why illustrators are furious about AI*
- Video: The Beauty of Human-made Art: Pageant Masters
- Unit 3B - End of Unit Assessment

#### Writing

##### W.AW.6.1.

- Chicken Foot Thesis/Claim Statement Template
- Writing Rubrics
- Universal Essay Guideline/Graphic Organizer/T-Chart
- Prompt: Research Simulation - Water Scarcity
- Source 1: *Water Scarcity: A Global Issue*
- Source 2: *Addressing the Global Water Crisis*
- Source 3: Video: *Fresh Water Scarcity - An Introduction to the problem*
- Research Simulation - Navajo Code Talkers
- Writing Reference Sheet
- Unit 3B Writing - Summative Assessment

#### Equipment Needed:

- projector
- document camera
- student chromebooks

## *UNIT 4A OVERVIEW*

**Content Area:** English Language Arts

**Unit Title:** Revisiting Structure, Theme, and Evidence in Literature & From Memories to Memoirs: A Sixth Grade Journey

**Target Course/Grade Level:** 6th Grade ELA and Writing

**Unit Summary:** In this unit, students will engage in literary analysis and narrative writing. They will use textual evidence to understand explicit content and implications, connecting literary themes to personal experiences to deepen understanding. The unit examines narrative structure, character development, and plot progression. Students will identify themes, learn to summarize stories, and differentiate between text content and personal reactions. Students will also craft narratives focusing on character and setting, and improve their writing through planning, drafting, revising, and peer feedback. This approach builds analytical skills and creative expression, equipping students for more complex literary tasks.

**Approximate Length of Unit:** 2-3 Weeks

## *LEARNING TARGETS*

**NJ Student Learning Standards:**

**LANGUAGE:**

**L.SS.6.1.**

- Demonstrate command of the system and structure of the English language when writing or speaking.

**L.VL.6.3.**

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

**L.VI.6.4.**

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

**READING:**

**RL.CR.6.1**

- Cite textual evidence and make relevant connections to support analysis of what a literary text

says explicitly, as well as inferences drawn from the text.

**RL.IT.6.3**

- Analyze how a particular text’s structure unfolds in a series of episodes and use textual evidence to describe how the characters respond or change as the plot moves toward a resolution.

**RL.CI.6.2**

- Determine the theme of a literary text (e.g., stories, plays, or poetry) and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.

**WRITING:**

**W.NW.6.3**

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

**W.WP.6.4**

- With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.

**SPEAKING AND LISTENING:**

**SL.PE.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.

**Career Readiness, Life Literacies, and Key Skills:**

**9.4.8.DC.1:**

- Analyze the resource citations in online materials for proper use.

**9.4.8.GCA.1:**

- Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).

**9.4.8.TL.5:**

- Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.

## Interdisciplinary Connections and Standards:

### 6.3.8.CivicsHR.1:

- Construct an argument as to the source of human rights and how they are best protected.

## Unit Understandings:

*Students will understand...*

### ELA

- the process of identifying and interpreting explicit statements and implicit meanings within texts, and how to support their analyses with textual evidence.
- the significance of connecting personal experiences to texts to enhance understanding and relate literary themes to real-world contexts.
- how the structure of a story, including its sequence of events, influences the development and transformation of characters and the progression of the plot.
- the various factors that contribute to character development and the ways characters change in response to events and challenges within the story.
- the methods for determining the central theme of a story by analyzing key details and events, and understanding how these themes are woven throughout the narrative.
- the essential skills needed to summarize a story effectively, while distinguishing between the actual content of the text and personal interpretations or emotional responses.

### Writing

- the key elements that make a narrative engaging and effective, such as well-structured plot, dynamic character development, and the strategic use of tension or conflict.
- techniques for crafting vivid and memorable characters and settings using detailed descriptive language to enhance the reader's visual and emotional experience.
- the essential steps in the planning phase of writing, including brainstorming, outlining, and preliminary research, which ensure that the content is purposeful and engaging for the audience.
- the importance of receiving constructive feedback from peers and adults, which is vital for revising and enhancing writing by improving clarity, coherence, and overall impact.

## Unit Essential Questions:

### ELA

#### RL.CR.6.1

1. How can we use evidence from the text to understand what is directly stated and what is implied?
2. What connections can you draw between the text and your experiences to enhance your understanding of the story?

#### RL.IT.6.3

3. How does the structure of the story affect the development of its characters and plot?
4. How do characters change throughout the story, and what causes these changes?

**RL.CI.6.2**

5. What is the theme of the story, and how is it revealed through key details and events?
6. How can you summarize a story while distinguishing between the text's content and your personal reactions or judgments?

**Writing****W.NW.6.3**

1. What elements make a narrative engaging and effective?
2. How can writers develop vivid and memorable characters and settings using descriptive details?

**W.WP.6.4**

3. What steps are crucial in the planning phase of writing to ensure the content fits the purpose and engages the audience?
4. How can feedback from peers and adults improve a piece of writing?

**Knowledge and Skills:**

*Students will know...*

**ELA**

- how to identify and interpret explicit statements and implicit meanings within texts, utilizing textual evidence to support their analyses.
- the importance of connecting personal experiences to the text to enrich understanding and relate literary themes to real-world contexts.
- how the structure of a story, including its sequence of events, impacts the development and transformation of characters and the progression of the plot.
- the factors that contribute to character development and how characters evolve in response to events and challenges within the story.
- how to determine the central theme of a story by analyzing key details and events, and how these themes are developed through the narrative.
- the skills necessary to summarize a story effectively, distinguishing between the actual content of the text and personal interpretations or emotional responses to it.

**Writing**

- the key elements that make a narrative engaging and effective, including plot structure, character development, and the use of tension or conflict.
- techniques for creating vivid and memorable characters and settings by using detailed and specific descriptive language to enhance the reader's visual and emotional experience.
- the essential steps in the planning phase of writing, such as brainstorming, outlining, and conducting preliminary research, to ensure the content is purposeful and captivating for the audience.
- how constructive feedback from peers and adults is crucial in revising and improving writing by providing insights on clarity, coherence, and the overall impact of the text.

*Students will be able to...*

**ELA:**

- identify and interpret both explicit statements and implicit meanings within texts, and use textual evidence to support their analysis effectively.
- connect personal experiences to the text to deepen understanding and relate literary themes to real-world contexts.
- analyze how the structure of a story, including its sequence of events, impacts character development and the progression of the plot.
- explain the factors that contribute to character evolution in response to events and challenges within the story.
- determine the central theme of a story by analyzing key details and events, and understand how these themes are intricately developed throughout the narrative.
- summarize a story effectively, clearly distinguishing between the actual content of the text and their personal interpretations or emotional responses.

**Writing:**

- identify key elements that make a narrative engaging and effective, such as plot structure, character development, and the incorporation of tension or conflict.
- employ techniques to create vivid and memorable characters and settings, utilizing detailed descriptive language that enhances the reader's visual and emotional experience.
- execute essential steps in the planning phase of writing, including brainstorming, outlining, and conducting preliminary research, to ensure that the content is purposeful and engaging.
- use constructive feedback from peers and adults effectively to revise and improve their writing, focusing on enhancing clarity, coherence, and the overall impact of the text.

***EVIDENCE OF LEARNING***

**Assessment:**

*What evidence will be collected and deemed acceptable to show that students truly “understand”?*

- Standards Mastery (end of standard assessment) - Support Inferences in a Literary Text: Grade 6 Forms A/B
- Standards Mastery (end of standard assessment) - Describe a Plot and Its Influences on Characters: Grade 6 Forms A/B
- Standards Mastery (end of standard assessment) - Themes and Summaries Grade 6 Forms A/B
- ELA Unit 4A - Summative Assessment
- Unit 4A Writing - Summative Assessment
- Exit Tickets
- Teacher Observations
- Think-Pair-Share
- Student Oral Response
- Classroom Discussion
- Anecdotal Records
- Conferring Checklist
- Gradual Release Demonstration of Learning (DOL)

**Learning Activities:**

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

**ELA**

- Daily 3 - read independently, write independently, word work (Greek and Latin roots and affixes)
- Turn and Talk
- Independent Reading
- Small Group Instruction

**RL.CR.6.1****1. Textual Evidence Frames**

- Provide sentence starters and frames to help students correctly integrate and cite textual evidence.

**2. Annotation Techniques**

- Teach students to annotate texts by highlighting, underlining, and making marginal notes. Focus on identifying key details, questions, and their reactions or connections to the text.

**3. Evidence Logs**

- Use a log or journal where students record pieces of evidence along with their thoughts and connections to the text. This can be structured around specific questions or themes in the reading.

**4. Paired Passages**

- Pair related texts (could be excerpts, poems, articles) and have students use evidence from both to make comparisons or draw contrasts, enhancing their ability to connect ideas across different texts.

**5. Socratic Seminars**

- Organize discussions where students must use specific quotes from the text to back up their points of view, fostering a deeper understanding and connection to the reading material.

**6. Quote Integration Practice**

- Provide practice opportunities where students must integrate quotes into their writing, learning to seamlessly weave textual evidence into their essays or responses.

**7. Fishbowl Activities**

- In this activity, a small group discusses a text in the center of the room ("fishbowl") while others outside listen. The inside group must use textual evidence in their discussion, and demonstrate effective citation for those observing.



## 8. Literary Element Focus

- Have students focus on a specific literary element (like theme, character, setting) and gather textual evidence that reveals information about this element, helping them connect the parts of the text to a greater whole.

## 9. Connection Charts

- Enable students to visualize and articulate connections between the text they are reading, their own lives, and the broader world around them.

### RL.IT.6.3

#### 1. Story Mapping

- Use graphic organizers to map out the sequence of events in a story. Each node on the map represents a key episode, detailing major events and character responses.

#### 2. Episode Charts

- Create charts that break down the story into episodes or scenes. For each episode, students note the setting, key characters, main events, and any changes in characters.

#### 3. Character Journals

- Students keep a journal from the perspective of a character, documenting how they change throughout the text.

#### 4. Role-Playing

- Students act out key episodes from the text, focusing on accurately conveying the characters' emotions and reactions.

#### 5. Comparative Analysis

- Compare and contrast character reactions in different episodes using a Venn diagram or a comparative matrix.

#### 6. Textual Evidence Tracker

- Use a tracking sheet where students list quotations or describe scenes that showcase character changes or plot advancements.

#### 7. Plot Prediction

- Before finishing the text, have students predict future plot developments based on the episodes analyzed so far.

#### 8. Literary Element Focus

- Focus on specific literary elements like foreshadowing or flashbacks within episodes to see how the author builds the narrative.

#### 9. Reflection Essays

- After analyzing the text, students write a reflective essay on how the structure of the narrative influenced the characters and the resolution.

## **RL.CI.6.2**

### **1. Theme Exploration Workshops**

- Conduct workshops where students explore common themes in literature (e.g., friendship, courage, conflict) and discuss how these might appear in various texts.

### **2. Evidence-Based Discussion Circles**

- Use structured discussion groups where students are required to bring a piece of textual evidence that suggests a theme.

### **3. Theme Statement Writing**

- Teach students how to craft clear and concise theme statements. Provide examples and practice opportunities.

### **4. Key Detail Highlighting**

- Have students use highlighters or sticky notes to mark key details in the text that support the identified theme.

### **5. Summary Templates**

- Provide templates that guide students in writing summaries, prompting them to include main points and key details without personal opinions.

### **6. Literary Element Links**

- Activities that link themes to other literary elements like setting, character, and plot.

### **7. Reflective Journals**

### **8. Visual Theme Boards**

- Create visual representations (like a mood board) that depict the theme using images, quotes, and symbols from the text.

## **L.VL.6.3.**

### **1. Context Clues**

- Description or Definition: Teach students to look for a description or a definition within the sentence or in adjacent sentences.
- Example Clues: Encourage students to identify examples provided in the text that could illuminate the meaning of the word.
- Contrast/Antonym Clues: Help students recognize signal words (e.g., however, but, yet) that indicate a contrast and might give insights into the word's meaning.
- Cause and Effect Clues: Instruct students to find cause and effect relationships that might explain the term's usage or meaning.

### **2. Word Parts (Morphology)**

- Prefixes and Suffixes: Have students analyze unfamiliar words by breaking them down into their prefixes, roots, and suffixes.
- Root Words: Teach common Latin and Greek roots as many English technical terms are derived from these languages.

### **3. Reference Materials**

- Dictionary Use: Train students on how to effectively use print and online dictionaries to find word meanings, pronunciation, and usage.
- Thesaurus: Show students how to use a thesaurus to find synonyms and antonyms which can broaden their understanding of the word.
- Glossaries: Especially for content-specific or technical texts, encourage the use of glossaries often found in textbooks.

#### **4. Using Synonyms and Antonyms**

- Synonym Replacement: Teach students to replace the unknown word with a synonym they think fits, to see if it makes sense in context.
- Exploring Antonyms: Understanding what a word is not can often help clarify what it is.

#### **5. Multiple-Meaning Words**

- Sentence Switching: Have students use the word in different sentences that reflect different meanings.
- Visual Representations: Use diagrams or drawings to illustrate different meanings of the same word.

#### **6. Technology Integration**

- Digital Context Clue Activities: Use digital platforms like Quizlet or Kahoot to create fun activities that reinforce understanding through context clues.
- Online Word Parts Games: Incorporate games that focus on building skills in using word parts for vocabulary development.

#### **7. Interactive Reading and Discussions**

- Read Alouds and Shared Reading: This can help students hear how words are used in context and discuss meanings as a group.
- Peer Discussions: Encourage students to discuss word meanings in pairs or small groups, which can help deepen their understanding.

#### **8. Sentence Creation**

- Writing with New Words: Ask students to write their own sentences using new vocabulary words, ensuring they understand the word's usage.

## **Writing**

### **W.NW.6.3.**

#### **1. Narrative Structure**

- A step-by-step guide outlining the parts of a memoir

#### **2. Vivid Vocabulary Lists**

- Collections of expressive adjectives, verbs, and adverbs that students can use to make their memoirs more vivid.

#### **3. Sensory Details Chart**

- A reference chart to help students incorporate sensory details that describe what is seen, heard, smelled, tasted, and touched.

#### **4. Exemplar Memoirs**

- A curated list of memoirs that exemplify strong and meaningful writing

### 5. Author Interviews/Workshops

- Access to online videos or articles where authors discuss narrative techniques and personal writing processes.

### W.WP.6.4

#### 1. Graphic Organizers

- Visual aids such as mind maps, Venn diagrams, flow charts, and outline templates to help students plan their writing structure.

#### 2. Writing Planners

- Calendars or planners specifically designed for tracking writing assignments and setting goals for completion.

#### 3. Purpose and Audience Worksheets

- Guides that help students identify the purpose of their writing and understand their target audience.

#### 4. Writing Checklists

- Customizable checklists for different types of writing tasks (narrative, expository, persuasive, etc.) that outline key components to include.

#### 5. Peer Review Protocols

- Structured guidelines for conducting peer reviews that focus on constructive feedback and specific aspects of the writing.

#### 6. Collaborative Writing Platforms

- Digital tools such as Google Docs that allows real-time collaboration and feedback among peers and teachers.

#### 7. Conference Templates

- Guidelines for one-on-one writing conferences with teachers or peers, focusing on specific improvement areas.

## *RESOURCES*

### Teacher Resources:

- TEACHER PACING GUIDE UNIT 4A & 4B (ELA)
- TEACHER PACING GUIDE UNIT 4A & 4B (WRITING)
- Ready Teacher Resource Book
- ELL Strategy Library
- District Writing Rubrics

### Mentor Texts for Unit 4A

#### ELA

- Novel: *The Epic Fail of Arturo Zamora* by Pablo Cartaya

#### RL.CR.6.1

- *Awa* by Keisha Bush **AAH**

#### RL.IT.6.3

- *The Wise Old Woman* retold by Yoshiko Uchida
- *Toxins* by Mitu Malhotra **AAPI**

**RL.CI.6.2**

- *Tuesday of the Other June* by Norma Fox Mazer
- *The Terror* by Junot Díaz

(Can be paired)

**Writing**

- Book: *Not Quite What I Was Planning: Six-Word Memoirs by Writers Famous and Obscure* by Rachel Fershleiser and Larry Smith
  - *Six-Word* teacher's guide
- Six Word Memoir Examples
- Six Word Memoir Teaching Slides

**Resources for Unit 4A****ELA****RL.CR.6.1/L.VL.6.3.**

- Novel: *The Epic Fail of Arturo Zamora* by Pablo Cartaya
- *Epic Fail* Novel Study
- 25 Best Short Stories for Middle Schoolers (with links!)
- *The Color of Ivy* by Josh Allen
- *The Drive-In Movies* by Gary Soto
- *First-Day Fly* by Jason Reynolds
- RACES Reference Sheet
- Citing Textual Evidence Reference Sheet
- Citing Evidence to Make Inferences
- Context Clues Reference Sheet
- Context Clues Reference Sheet
- Standards Mastery (end of standard assessment) - Support Inferences in a Literary Text: Grade 6 Forms A/B
- Assigning iReady Standards Mastery
- iReady Standards Mastery Information Page

**RL.IT.6.3**

- *You Never Leave the Hollow*
- by Kirby Lawson & Jewell Parker Rhodes
- *From Scratch* by Susie Castellano
- Story Elements Reference Sheets
- Describing Plot
- Mood and Tone Reference Sheet
- Types of Conflict Reference Sheets
- Foreshadowing/Flashback Reference Sheet
- Figurative Language Mini-Lesson
- Point of View vs Perspective Reference Sheet
- Character Traits Reference Sheets
- Analyzing Character Development

- Standards Mastery (end of standard assessment) - Describe a Plot and Its Influences on Characters: Grade 6 Forms A/B
- Assigning iReady Standards Mastery
- iReady Standards Mastery Information Page

### **RL.CI.6.2**

- *The Friend Who Changed My Life* by Pam Muñoz Ryan
- *San Martín in the Mist* by Laura Resau
- Determining Theme or Central Idea
- Theme or Central Idea Teaching Slides
- Thematic Statement Writing - Single Text
- Theme Reference Sheet
- Thematic Statement Writing - Paired Texts
- Summarizing Literary Texts
- Mood and Tone mini-lesson
- Standards Mastery (end of standard assessment) - Themes and Summaries Grade 6 Forms A/B
- Assigning iReady Standards Mastery
- iReady Standards Mastery Information Page
- ELA Unit 4A - Summative Assessment

## **Writing**

### **W.NW.6.3.**

- Video: Crash Course Six Word Memoirs
- Six Word Memoir Content Frame/brainstorming template
- Writing Reference Sheet
- Writing Rubrics
- Unit 4A Writing - Summative Assessment

## **Equipment Needed:**

- projector
- document camera
- student chromebooks

**UNIT 4B OVERVIEW**

**Content Area:** English Language Arts

**Unit Title:** Revisiting the Analysis and Interpretation of Informational Texts & Inquiry-Based Research and Writing

**Target Course/Grade Level:** 6th Grade ELA and Writing

**Unit Summary:** This unit enhances students' critical reading and research skills. They will learn to interpret textual evidence, analyze informational text structures, and identify central ideas while distinguishing them from personal opinions. Writing skills focus on refining research questions, evaluating sources, and effectively integrating information. Students will also master quoting and paraphrasing, applying these techniques accurately in their work.

**Approximate Length of Unit:** 3-4 Weeks

**LEARNING TARGETS**

**NJ Student Learning Standards:**

**LANGUAGE:**

**L.VL.6.3.**

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

**READING:**

**RI.CR.6.1.**

- Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.

**RI.IT.6.3.**

- Analyze how a particular text's (e.g., article, brochure, technical manual, procedural text) structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.

**RI.CI.6.2.**

- Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.

**WRITING:****W.WR.6.5.**

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

**W.SE.6.6.**

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

**W.RW.6.7.**

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

**SPEAKING AND LISTENING:****SL.PE.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.

**Career Readiness, Life Literacies, and Key Skills:****9.4.8.DC.1:**

- Analyze the resource citations in online materials for proper use.

**9.4.8.GCA.1:**

- Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).

**9.4.8.TL.5:**

- Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.

**Interdisciplinary Connections and Standards:****6.3.8.CivicsHR.1:**

- Construct an argument as to the source of human rights and how they are best protected.



## Unit Understandings:

*Students will understand...*

### ELA

- the necessity of using textual evidence to clearly distinguish between explicit statements and inferred meanings within informational texts.
- the importance of grounding conclusions and statements about informational content in textual evidence to ensure accuracy and reliability.
- how the structure of an informational text influences the presentation and comprehension of key ideas.
- the ways in which text structures facilitate the introduction, development, and emphasis of key individuals, events, or ideas.
- that recognizing the structure of a text enhances the ability to extract and retain significant information effectively.
- the critical role of identifying the central idea in nonfiction texts to guide comprehensive understanding and effective summarization.
- the necessity of separating personal opinions from the central ideas of the text to maintain objectivity and clarity in summaries.

### Writing

- effective strategies to evaluate and refine a research question based on the scope and direction of the investigation.
- the diverse contributions of various sources to a comprehensive understanding of a research topic.
- methods for synthesizing information from multiple sources to form a coherent and clear response to a research question.
- the criteria for assessing the credibility of both print and digital sources, including authorship, publication date, and source reliability, to ensure the use of accurate and trustworthy information.
- how to distinguish between quoting and paraphrasing in writing, understanding the appropriate contexts for each and the rules governing their use to avoid plagiarism and maintain academic integrity.

## Unit Essential Questions:

### ELA

#### **RI.CR.6.1.**

1. How can we use textual evidence to distinguish between what is directly stated and what is implied in an informational text?
2. Why is it important to use evidence from the text when making statements or drawing conclusions about informational content?

#### **RI.IT.6.3.**

3. How does the structure of an informational text affect the way key ideas or information are presented and understood?
4. In what ways are key individuals, events, or ideas introduced, developed, and emphasized in different types of texts?

5. How can identifying the structure of a text improve your ability to extract and remember important information?

**RI.CI.6.2.**

6. Why is it important to determine the central idea of nonfiction text as you read?
7. Why is it important to distinguish between the central idea and your own opinions when summarizing a text?

**Writing**

**W.WR.6.5.**

1. What strategies can you use to determine if your research question requires refinement or refocusing during your investigation?
2. How do different sources contribute to your understanding of the topic you are researching?
3. How can you combine information from different sources to clearly answer your research question?

**W.SE.6.6.**

4. What criteria should you consider when assessing the credibility of a source, and how can you apply these criteria to both print and digital sources?
5. How can you differentiate between quoting and paraphrasing, and what are the guidelines for using each method in your writing?

**Knowledge and Skills:**

*Students will know...*

**ELA**

- the use of textual evidence is essential for distinguishing between what is explicitly stated and what is implied within informational texts, enhancing understanding and analysis.
- grounding conclusions and statements in textual evidence is crucial to ensuring the accuracy and reliability of interpretations of informational content.
- the structure of an informational text significantly influences how key ideas are presented and understood by the reader.
- different text structures aid in the introduction, development, and emphasis of key individuals, events, or ideas, shaping reader comprehension.
- recognizing the structure of a text is fundamental to effectively extracting and retaining important information from the text.
- identifying the central idea of nonfiction texts is critical for guiding readers' understanding and ensuring effective summarization.
- it is necessary to separate personal opinions from the central ideas of the text in summaries to maintain objectivity and clarity.

**Writing**

- how to use effective strategies to evaluate and refine their research questions during their investigations, ensuring their inquiries remain focused and relevant.
- how recognizing different sources can enrich their understanding of a topic, providing a broader perspective or additional depth to their research.
- how to synthesize information from various sources effectively, combining insights to formulate a clear and comprehensive response to their research questions.
- how to assess the credibility of sources, considering factors like authorship, publication date, and reliability, to ensure the information they use is trustworthy.
- how to differentiate between quoting and paraphrasing, and apply appropriate techniques in their writing to maintain academic integrity and avoid plagiarism.

*Students will be able to...*

**ELA:**

- utilize textual evidence to clearly distinguish between explicit statements and implied meanings within informational texts.
- ensure the accuracy and reliability of their interpretations by basing conclusions and statements on solid textual evidence.
- understand how the structure of an informational text influences the presentation and comprehension of key ideas.
- utilize different text structures to effectively introduce, develop, and emphasize key individuals, events, or ideas in their readings.
- recognize and analyze the structure of texts to enhance their ability to extract and retain significant information.
- identify the central idea of nonfiction texts to guide their understanding and ensure effective summarization.
- separate personal opinions from the central ideas of texts in their summaries to maintain objectivity and clarity in their writing.

**Writing:**

- use effective strategies to evaluate and refine their research questions during investigations, ensuring their inquiries remain focused and relevant.
- recognize how different sources enrich their understanding of a topic, providing broader perspectives or additional depth to their research.
- synthesize information from various sources effectively, combining insights to formulate a clear and comprehensive response to their research questions.
- assess the credibility of sources by considering factors like authorship, publication date, and reliability, ensuring the information they use is trustworthy.
- differentiate between quoting and paraphrasing, applying appropriate techniques in their writing to maintain academic integrity and avoid plagiarism.

## ***EVIDENCE OF LEARNING***

### **Assessment:**

*What evidence will be collected and deemed acceptable to show that students truly “understand”?*

- Standards Mastery (end of standard assessment) - Cite Evidence to Support Inferences: Grade 6 Forms A/B
- Standards Mastery (end of standard assessment) - Analyze Text Structures: Grade 6 Forms A/B
- Standards Mastery (end of standard assessment) - Central Ideas and Summaries (1) Analyze Key Details (2): Grade 6 Forms A/B
- ELA Unit 4B ELA Summative Assessment
- Unit 4B Writing - Summative Assessment is the culminating project
- Exit Tickets
- Teacher Observations
- Think-Pair-Share
- Student Oral Response
- Classroom Discussion
- Anecdotal Records
- Conferring Checklist
- Gradual Release Demonstration of Learning (DOL)

### **Learning Activities:**

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

### **ELA**

- Daily 3 - read independently, write independently, word work (Greek and Latin roots and affixes)
- Turn and Talk
- Independent Reading
- Small Group Instruction

### **L.VL.6.3.**

#### **1. Context Clues**

- Description or Definition: Teach students to look for a description or a definition within the sentence or in adjacent sentences.
- Example Clues: Encourage students to identify examples provided in the text that could illuminate the meaning of the word.
- Contrast/Antonym Clues: Help students recognize signal words (e.g., however, but, yet) that indicate a contrast and might give insights into the word’s meaning.
- Cause and Effect Clues: Instruct students to find cause and effect relationships that might explain the term's usage or meaning.

## **2. Word Parts (Morphology)**

- Prefixes and Suffixes: Have students analyze unfamiliar words by breaking them down into their prefixes, roots, and suffixes.
- Root Words: Teach common Latin and Greek roots as many English technical terms are derived from these languages.

## **3. Reference Materials**

- Dictionary Use: Train students on how to effectively use print and online dictionaries to find word meanings, pronunciation, and usage.
- Thesaurus: Show students how to use a thesaurus to find synonyms and antonyms which can broaden their understanding of the word.
- Glossaries: Especially for content-specific or technical texts, encourage the use of glossaries often found in textbooks.

## **4. Using Synonyms and Antonyms**

- Synonym Replacement: Teach students to replace the unknown word with a synonym they think fits, to see if it makes sense in context.
- Exploring Antonyms: Understanding what a word is not can often help clarify what it is.

## **5. Multiple-Meaning Words**

- Sentence Switching: Have students use the word in different sentences that reflect different meanings.
- Visual Representations: Use diagrams or drawings to illustrate different meanings of the same word.

## **6. Technology Integration**

- Digital Context Clue Activities: Use digital platforms like Quizlet or Kahoot to create fun activities that reinforce understanding through context clues.
- Online Word Parts Games: Incorporate games that focus on building skills in using word parts for vocabulary development.

## **7. Interactive Reading and Discussions**

- Read Alouds and Shared Reading: This can help students hear how words are used in context and discuss meanings as a group.
- Peer Discussions: Encourage students to discuss word meanings in pairs or small groups, which can help deepen their understanding.

## **8. Sentence Creation**

- Writing with New Words: Ask students to write their own sentences using new vocabulary words, ensuring they understand the word's usage.

### **RI.CR.6.1.**

#### **1. Evidence Charting**

- Utilize charts or graphic organizers to log textual evidence and related inferences.

#### **2. Annotation Techniques**

- Teach students effective annotation strategies, focusing on highlighting key phrases and writing marginal notes about their thoughts and questions

**3. Think-Pair-Share**

- Implement think-pair-share activities where students first think about a question individually, then discuss their thoughts with a partner, and finally share their findings with the class

**4. Quote Integration Practice**

- Conduct exercises that practice integrating quotes into written or oral responses

**5. Socratic Seminars**

- Organize Socratic seminars where students engage in critical discussions based on a set of predetermined textual evidence

**6. Evidence-Based Writing Prompts**

- Provide writing prompts that require specific evidence from the text to support responses.

**RI.IT.6.3.****1. Text Structure Analysis Worksheets**

- Create worksheets that highlight different text structures (cause and effect, problem and solution, chronological, compare and contrast, etc.).

**2. Flow Charts**

- Use flow charts to map out how a key event, idea, or individual is introduced and developed across the text.

**3. Annotated Reading**

- Encourage students to annotate texts with notes on how key information is presented and elaborated.

**4. Guided Reading Sessions**

- Conduct guided reading sessions focusing on specific sections of a text that showcase its structure.

**5. Compare and Contrast Activities**

- Set up activities where students compare and contrast the structure of different texts.

**6. Evidence Sorting Games**

- Use card sorting games where students must organize pieces of evidence based on how they support the development of the main idea or key event.

**7. Digital Storyboarding**

- Utilize digital tools to create storyboards that illustrate how a text unfolds.

**RI.CI.6.2.****1. Graphic Organizers**

- Use graphic organizers like Venn diagrams, T-charts, or concept maps.

**2. Summarization Templates**

- Provide templates with cues for students to fill in, focusing on the central idea, supporting details, and a summary without personal input.

**3. Annotation Techniques**

- Teach students to annotate texts by highlighting, underlining, and making marginal notes. Focus on identifying key details, questions, and their reactions or connections to the text.

#### 4. Text Evidence Frames

- Provide sentence starters for citing textual evidence, such as “According to the text...”, “The author states...”, and “As evidenced by...”.

### Writing

#### W.WR.6.5.

##### 1. Developing the Research Question

- Use question templates and brainstorming sessions to help students form a clear, focused research question. Introduce KWL charts (Know, Want to know, Learned) to guide initial exploration and track learning progress.

##### 2. Finding and Evaluating Sources

- a. Teach students to use library databases and credible internet search techniques. Provide checklists for evaluating the appropriateness and relevance of different sources like books, academic journals, and websites.

##### 3. Note-Taking and Organizing Information

- Implement graphic organizers and digital note-taking apps to help students organize their research by themes. Teach methods such as Cornell Notes for efficient and effective note-taking.

##### 4. Refocusing the Research Inquiry

- Encourage students to use reflection journals and hold feedback sessions to periodically reassess their research questions. This helps them refine or redirect their inquiry based on the information they have gathered.

##### 5. Synthesizing and Presenting Information

- Use comparison charts and synthesis matrices to help students integrate information from multiple sources. Teach how to form a coherent argument or narrative based on synthesized data.

#### W.SE.6.6.

##### 1. Evaluating Source Credibility

- Introduce a credibility checklist that includes factors like author’s qualifications, publication date, and publisher’s reputation. Discuss the importance of distinguishing between primary and secondary sources and recognizing bias.

##### 2. Mastering Quoting and Paraphrasing

- Provide examples and non-examples of how to quote and paraphrase effectively. Teach students how to integrate quotes into their writing smoothly and how to paraphrase to maintain the original meaning without copying the text.

##### 3. Preventing Plagiarism

- Offer clear guidelines on what constitutes plagiarism and use plagiarism checkers to practice. Conduct workshops on correct citation methods using MLA or APA formats, depending on the discipline.

##### 4. Building Citation Skills

- Provide templates and use citation generators to help students format citations correctly. Offer interactive tutorials on when and how to cite sources and format a bibliography or works cited page.

#### 5. Enhancing Digital Literacy for Research

- Guide students on using advanced search engines effectively, accessing electronic libraries, and utilizing academic databases. Teach how to assess the quality of online sources and the dangers of misinformation.

## *RESOURCES*

### Teacher Resources:

- TEACHER PACING GUIDE UNIT 4A & 4B (ELA)
- TEACHER PACING GUIDE UNIT 4A & 4B (WRITING)
- Ready Teacher Resource Book
- ELL Strategy Library
- District Writing Rubrics

### Mentor Texts for Unit 4B

#### ELA

- Novel: *The Epic Fail of Arturo Zamora* by Pablo Cartaya

#### RI.CR.6.1./RI.CI.6.2./RI.CI.6.2.

- Textual Evidence: *Insects Up Close* by Brian S. McGrath
- Central Idea: *From Bite to Bark: The Evolution of Dogs* By T.J. Resler
- Text Structure: *Woolly Mammoth Sparks Debate Over Cloning* By Joyce Grant

#### Writing

- What is Inquiry Based Learning?
- Inquiry Project Examples

### Resources for Unit 4B

#### ELA

#### RI.CR.6.1./L.VL.6.3.

- *Dolena Fox is one of the world's first female Yup'ik commercial pilots* by Olivia Ebertz
- *Should Kids Use AI to Do Homework?* by Brian McGrath
- Citing Evidence to Make Inferences
- Context Clues Reference Sheet
- Standards Mastery (end of standard assessment) - Cite Evidence to Support Inferences: Grade 6 Forms A/B
- Assigning iReady Standards Mastery



- [iReady Standards Mastery Information Page](#)

### **RI.IT.6.3.**

- [\*Any More Earths Out There?\*](#)
- [by Vicki Oransky Wittenstein](#)
- [\*During the 1918 flu pandemic, at-home learning meant\*](#)
- [\*little schoolwork\* by Gina Rich](#)
- [Text Structure Graphic Organizers](#)
- [Text Structure Reference Sheets](#)
- [Standards Mastery \(end of standard assessment\) - Analyze Text Structures: Grade 6 Forms A/B](#)
- [Assigning iReady Standards Mastery](#)
- [iReady Standards Mastery Information Page](#)

### **RI.CI.6.2.**

- [\*Earth's Cleaning Crew\*](#)
- [by Heather Price-Wright \(central idea\)](#)
- [\*How to Get a Black Hole to Say Cheese\* by Abha Jain and Deepa Jain](#)
- [Central Idea/Summary Graphic Organizers](#)
- [Central Idea teaching slides and graphic organizer](#)
- [Summarizing Informational Texts](#)
- [Central Idea - Intro Lesson](#)
- [Assigning iReady Standards Mastery](#)
- [ELL Strategy Library](#)
- [Standards Mastery \(end of standard assessment\) - Central Ideas and Summaries \(1\) Analyze Key Details \(2\): Grade 6 Forms A/B](#)
- [Assigning iReady Standards Mastery](#)
- [iReady Standards Mastery Information Page](#)
- [Unit 4B ELA Summative Assessment](#)

### **Writing**

- Inquiry Project Outline/Rubrics/Examples
- The Inquiry Process - Flowchart
- Inquiry Project How-To For Teachers
- Unit 4B Writing - Summative Assessment is the culminating project

### **Equipment Needed:**

- projector
- document camera
- student chromebooks