



Little Egg Harbor School District Curriculum Guide

English Language Arts: Sixth Grade

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Ocean County ENGLISH 6 Curriculum	
Content Area: English Language Arts	
Course Title: ELA	Grade Level: 6
Unit 1: Fiction and Narrative	45 days
Unit 2: Informational Texts and Explanatory Writing	45 days
Unit 3: Argumentative Writing and Research	45 days
Unit 4: Poetry and Drama	45 days

Introduction

Unit 1: Read, analyze and comprehend complex literary texts independently and proficiently. Narrative writing is designed to prompt a student's imagination. This form of writing allows a student to apply appropriate narrative and descriptive writing techniques in their written expression. Students will synthesize their thoughts in an effort to master creative expression through the writing process.

Unit 2: This unit includes selections consisting of expository, and informational texts. This unit focuses on an analysis of a writer's argument as it is developed in the text along with the persuasive language and rhetorical devices employed by the writer. Claims and counterclaims will be identified through analysis of the text and supported with textual evidence from a given selection. Claim validity will also be evaluated. Informative writing allows a student to gather appropriate research materials and apply knowledge to their writing. Students will synthesize information to master the different forms of informative expression to examine and convey complex ideas.

Unit 3: Students will write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Concepts of research and the research process will be introduced.

Unit 4: Students will read, analyze and interpret various dramatic works, focusing on elements of drama that help distinguish the genre from other literary genres. The focus of the unit will be on stagecraft along with character and plot development based on visual interpretation and audience interaction. The poetry unit will introduce students to a wide range of poems within the genre. Students will take a critical look at the different selections they are given in an effort to analyze poetic technique used by various writers. Students will also be introduced to different forms of poetic style and they will be asked to differentiate between the styles as the school year progresses. Students will employ their knowledge of the different poetic styles and techniques as they construct their own poems.

ANCHOR STANDARDS	
<i>The following Anchor Standards for English Language Arts and select New Jersey Student Learning Standards should be covered throughout the various units of the curriculum.</i>	
Reading Domain <i>The reading anchor standard places</i>	<u>Reading: Text complexity and the growth of comprehension</u> <ul style="list-style-type: none">● (CR) Close Reading of Text: By the end of grade 12, read closely to determine

equal emphasis on the sophistication of what students read and the skill with which they read. They define a grade-by-grade “staircase” of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.

what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- **(CI) Central Ideas and Themes of Texts:** By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- **(IT) Interactions Among text Elements:** By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- **(TS) Text Structure:** By the end of grade 12, analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- **(PP) Perspective and Purpose in Texts:** By the end of grade 12, assess how perspective or purpose shapes the content and style of a text.
- **(MF) Diverse Media and Formats:** By the end of grade 12, synthesize content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- **(AA) Analysis of an Argument:** By the end of grade 12, evaluate the argument and specific claims in a text, including the validity of the reasoning, the credibility and accuracy of each source as well as the relevance and sufficiency of the evidence.
- **(CT) Comparison of Texts:** By the end of grade 12, analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Writing Domain

The writing anchor statements acknowledge the fact that whereas some writing skills, such as the ability to plan, revise, edit, and publish, are applicable to many types of writing, other skills are more properly defined in terms of specific writing types: arguments,

Writing: Texts types, responding to reading, and research

- **(AW) Argumentative Writing:** By the end of grade 12, write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- **(IW) Informative and Explanatory Writing:** By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

informative/explanatory texts, and narratives. They stress the importance of the writing-reading connection by requiring students to draw upon and write about evidence from literary and informational texts. Because of the centrality of writing to most forms of inquiry, research standards are prominently included in this strand, though skills important to research are infused throughout the document.

- **(NW) Narrative Writing:** By the end of grade 12, write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- **(WP) Writing Process:** By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
- **(WR) Writing Research:** By the end of grade 12, conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
- **(SE) Sources of Evidence:** By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.
- **(RW) Range of Writing:** By the end of grade 12, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening Domain
Including but not limited to skills necessary for formal presentations, the Speaking and Listening anchor statements require students to develop a range of broadly useful oral communication and interpersonal skills. Students must learn to work together, express and listen carefully to ideas, integrate information from oral, visual, quantitative, and media sources, evaluate what they hear, use media and visual displays strategically to help achieve communicative purposes, and adapt speech to context and text.

Speaking and Listening: Flexible communication and collaboration

- **(PE) Participate Effectively:** By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- **(II) Integrate Information:** By the end of grade 12, integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- **(ES) Evaluate Speakers:** By the end of grade 12, evaluate the speaker's point of view, reasoning, and use of evidence and rhetoric.
- **(PI) Present Information:** By the end of grade 12, present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- **(UM) Use Media:** By the end of grade 12, make strategic use of digital media and visual displays of data to express information and enhance understanding

	<p>of presentations.</p> <ul style="list-style-type: none"> • (AS) Adapt Speech: By the end of grade 12, adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate
<p>Language Domain <i>The language domain statements include the system and structure of English, but they also approach language as a matter of craft and informed choice among alternatives. The vocabulary standards focus on understanding words and phrases, their relationships, and their nuances and on acquiring new vocabulary, particularly general academic and domain-specific words and phrases.</i></p>	<p style="text-align: center;"><u>Language: System and structure, effective use, and vocabulary</u></p> <ul style="list-style-type: none"> • (SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling. • (KL) Knowledge of Language: By the end of grade 12, apply knowledge and language and command of vocabulary to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. • (VL) Vocabulary Acquisition, Use, and Literal Meaning: By the end of grade 12, determine the meaning of unknown and multiple-meaning words using analysis of word parts (morphemes), word solving strategies, and consulting general and specialized reference materials, as appropriate. • (VI) Vocabulary Acquisition, Use and Interpretative Meaning: By the end of grade 12, interpret figurative and connotative word meanings, including shades of meaning based on word relationships and context

Alignment with State Mandates

The following colors are used throughout this document to indicate areas in which the curriculum is aligned with the following NJSA requirements:

- Holocaust and genocides ([N.J.S.A. 18A:35-28](#))
- History and contributions of African-Americans (Amistad Law) ([N.J.S.A. 18A:35-4.43](#))
- Highlight and promote diversity and inclusion (Diversity & Inclusion Law) ([N.J.S.A. 18A:35-4.36a](#))
- History of disabled and LGBT persons included in middle and high school curriculum ([Section 18A:35-4.35](#))
- Climate Change - to prepare students to understand how and why climate change happens, the impact it has on our local and global communities and to act in informed and sustainable ways. Please [click here](#) for specific examples (by subject).

Unit 1: Fiction and Narrative

Duration: 45 days

Standards/Learning Targets

Focus Standards (Major Standards)

- **RL.CI.6.2.** Determine the theme in a literary text (e.g. stories, plays or poetry) explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- **RL.IT.6.3.** Describe 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.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.
- **W.NW.6.3.** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
 - A. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
 - B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
 - C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
 - D. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
 - E. Provide a conclusion that follows from the narrated experiences or events.
- **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.

Sustained Standards

- **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.PP.6.5.** Determine how an author conveys or develops perspective in a text (through the narrator or speaker when appropriate).
- **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.
- **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.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.
- **RI.PP.6.5.** Identify author's purpose, perspective or potential bias in a text and explain the impact on the reader's interpretation.
- **W.NW.6.3.** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
 - A. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
 - B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
 - C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
 - D. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
 - E. Provide a conclusion that follows from the narrated experiences or events.
- **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.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.
- **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.
 - A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
 - B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
 - C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
 - D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- **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.
- **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).

- **SL.UM.6.5.** Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
- **SL.AS.6.6.** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- **L.SS.6.1.** Demonstrate command of the system and structure of the English language when writing or speaking.
 - A. Ensure that pronouns are in the proper case (subjective, objective, possessive).
 - B. Use intensive pronouns (e.g., myself, ourselves).
 - C. Recognize and correct inappropriate shifts in pronoun number and person.
 - D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
 - E. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical elements.
 - F. Recognize spelling conventions.
- **L.KL.6.2** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
 - B. Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
 - C. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
 - D. Maintain consistency in style and tone.
- **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.
 - A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
 - B. Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings.
 - C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
 - D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

- E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- **L.VI.6.4.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - A. Interpret figures of speech (e.g., personification) in context.
 - B. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
 - C. Analyze the impact of a specific word choice on meaning and tone.
 - D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).

Supporting and Additional Standards

Primary Interdisciplinary Connections

History

- **6.2 World History/Global Studies:** All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.
- **6.3 Active Citizenship in the 21st Century:** All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Computer Science and Design Thinking Standards

- **8.1.8.CS.1:** Recommend improvements to computing devices in order to improve the ways users interact with the devices.
- **8.1.8.NI.2:** Model the role of protocols in transmitting data across networks and the Internet and how they enable secure and errorless communication.
- **8.1.8.DA.3:** Identify the appropriate tool to access data based on its file format.
- **8.2.8.ITH.1:** Explain how the development and use of technology influences economic, political, social, and cultural issues.

Career Readiness, Life Literacies, and Key Skills

- **9.1.8.CR.2:** Compare various ways to give back through strengths, passions, goals, and other personal factors.
- **9.1.8.FP.6:** Compare and contrast advertising messages to understand what they are trying to accomplish.
- **9.4.8.GCA.2:** Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- **9.4.8.IML.6:** Identify subtle and overt messages based on the method of communication.
- **9.4.8.IML.14:** Analyze the role of media in delivering cultural, political, and other societal messages.
- **9.4.8.IML.15:** Explain ways that individuals may experience the same media message differently.
- **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, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).
- **9.4.8.IML.8:** Apply deliberate and thoughtful search strategies to access high-quality information on climate change (e.g., 1.1.8.C1b).

Evidence of Student Learning

Performance Tasks/Use of Technology

- Conferencing individual/small group
- Open-ended questions
- Games
- Graphic organizers
- Cooperative group
- Learning/Response logs
- Think-pair-share
- Observations
- Power Point/Google Slide
- Hyperdocs
- Chromebooks
- Google Suite

Other Assessments

Formative:

- Resource Assessments (Schoolwide, StudySync-pilot, My Perspectives- pilot)
- WonderWorks Assessments
- Linkit! Assessments
- Quizzes
- Exit slips
- Peer/Self Assessments
- Turn and talk
- Strategic Questioning
- 1, 2, 3 response
- Flipgrid- Ex: "What have you learned and what do you still have questions on?"
- Kahoot
- Padlet- "What did you learn? Did your perspective

change?"

- Check-lists
- Teacher observations on appropriate grammar use in writing
- Student written responses to reading
- Visual Assessments
- Writer's notebook
- Kinesthetic assessment
- Quizzes

Summative:

- Unit Assessment
- Final drafts
- Oral presentations
- Unit/Novel assessments
- Interim assessments
- Computer Adaptive Tests
- Performance tasks
- Quarterly assessments
- Published works / Portfolios
- State assessments

Benchmark:

- Fall, winter, spring benchmark assessments (LinkIt, Beable, Linkit)

Alternative:

- Portfolios
- [CommonLit](#) for reading passages and quizzes
- Kahoot for games on current skills
- [Actively Learn](#) free reading passages

	<ul style="list-style-type: none"> ● Learn Zillion ELA to explain current skills ● Read Works for reading passages and questions ● Achieve the Core for lessons on current skills ● BrainPop for lessons and quizzes on current skills
Knowledge and Skills	
Content	Skills
<p>Essential Questions:</p> <ul style="list-style-type: none"> ● What strategies are most useful when reading, understanding, and making personal connections to literary texts? ● What are some universal experiences across time periods and cultures? ● How can having the ability to justify our choices and understandings help us to resolve conflicts? ● If we understand a person’s motivations, does it give us a better understanding of their actions? ● What can we learn from uncovering hidden motives? ● How can our education inform us about universal concerns of humanity? ● How can experiences across time periods and cultures share similar concerns? <p>Enduring Understandings</p> <ul style="list-style-type: none"> ● Literature is a reflection of universal human experiences across cultures and time. ● Having the ability to justify an interpretation of literature can contribute to an individual’s ability to think critically beyond academics. 	<p>Students will be able to...</p> <ul style="list-style-type: none"> ● Develop written responses to story-based questions by using evidence from the text to support an answer. ● Write a literary analysis paper. ● Write a comparative analysis using two or more stories. ● Students will use textual evidence from multiple stories to support their claims. ● Evaluate and respond to literary criticism. ● Sustain literary-based discussion in both small group and whole group settings and elaborate on discussion by making specific reference to the text. ● Learn new words and determine their meanings in context. ● Conduct a character analysis by evaluating what a character says, does and what other characters say about him or her. ● Demonstrate a command of Standard English in writing and discussion. ● Respond constructively to advance a discussion and build on the input of others. ● Evaluate another student’s response in discussion by evaluating their rhetoric and evidence.

- If a reader appreciates the artistry of the author's craft, it helps him or her better understand the work of literature. The reader can learn about communication from evaluating tone and from "reading between the lines" in works of literature.
- Using a working knowledge of history and culture from other academic courses, a reader makes connections to universal concerns of humanity in literature.
- An author's use of theme in a work of literature is a means for a reader to connect to his or her own experiences or understandings.
- A reader can connect to the human experience across time periods by studying various works that share similar themes or topics.

- Use narrative writing skills to continue or change the ending of a story.

Instructional Plan

Suggested Activities

- Rubric Based Peer Editing
- Book Clubs
- Socratic Seminar
- KWL Four Corners Activities
- Interactive Plot Charts
- NJSLA Test Prep Activities

Other

- [NJDOE Diversity and Inclusion Sample Lessons](#)
- [Emerging America](#)
- [Children's Books: Portrayals of People with Disabilities](#)
- [New Jersey Amistad Curriculum](#)
- [Holocaust Curriculum Guides](#)
- [United States Holocaust Museum Educator Page](#)

Suggested Resources

- Schoolwide
- StudySync Pilot
- My Perspectives Pilot
- Beable
- IXL
- Learning A-Z
- Anchor Charts for Reading Workshop
- Stop and jot
- BrainPOP Videos
- Book Bags
- Book Talk
- Conversation Stems
- Venn Diagrams
- Graphic Organizers
- Reading Notebook Checklist
- Book Clubs
- Epic.com
- Scholastic Storyworks
- [Close Reading Resources](#)
- ClassDojo
- Textbooks
- Print Material
- White board
- Computer
- Smart Board
- Apple TV
- iPads/Laptops
- Smart Television

- ELMO Document Reader
- Electronic Academic Response
- Curriculum Map
- Novels
 - *Number the Stars* by Lois Lowry
 - *Stargirl* by Jerry Spinelli
 - *I am Malala* by Malala Youisafzai
- Online learning platforms
- [YouTube](#)

As Appropriate:

- Reading A-Z
- VBMAPP
- ABLLS
- Literacy for Lamp- for students with Augmentative and Alternative Communication (ACC)

Suggested Options for Differentiation

Multilingual Learners

- Visuals
- Gesturing
- Use of realia and manipulatives
- Simplified language / teacher talk / thinking aloud
- Graphic organizers
- Frequently check for understanding
- Personal word walls / word rings
- Introducing key vocabulary before lesson
- Total physical response (TPR) activities
- Cloze activities
- Teacher modeling
- Pattern sentences (speaking and/or writing)

- Choral chanting
- Small group instruction / cooperative learning
- Allowing for additional wait time for student responses during conversations
- Scaffolding questions and instructional language
- Allowing students to show or use gestures if not yet able to produce oral language
- Modeled and shared writing activities
- Providing a student buddy

Special Education

- Model assignments
- Provide Brain Breaks
- Chunk assignments
- Use visuals
- Introduce key vocabulary before lesson
- Teacher reads aloud daily
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Choral reading
- Chants, songs
- Assign a picture or movement to vocabulary words
- Small group instruction-guided reading and guided writing
- Use books on tape
- Allow extra time to complete assignments or tests
- Work in a small group
- Flexible grouping
- Allow answers to be given orally or dictated
- Have students repeat what was said
- Follow all IEP modifications
- Scribe for students who can't write
- Technology resources

504 Plans

- Follow all 504 plan modifications
- Provide Picture Instructions
- Small Group Instruction- Guided Reading and Guided Writing
- Allow Extra Time To Complete Assignments Or Tests
- Allowing For Additional Wait Time For Student Responses During Conversations
- Provide Fidget Tools
- Flexible Seating
- Chunk Assignments
- Positive Reinforcement

Gifted and talented

- Encourage upper level intellectual behavior based on bloom's taxonomy
- Do not always be explicit, allow for discovery
- Use centers and group students according to ability or interest
- Propose interest-based extension activities
- Use leveled texts and offer an advanced reader reading list
- Use varied modes of pre-assessment and assessment
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities
- Ask higher order thinking questions using
- Discovery learning instead of explicit learning
- Use centers and group students according to ability or interest

Students at Risk of School Failure

- Provide peer tutoring
- Use a strong student as a “buddy”
- Use books on tape
- Allow extra time to complete assignments or tests
- Work in a small group
- One on one instruction
- Provide immediate praise and feedback
- Provide high interest topics
- Create a nurturing environment
- Provide visuals
- Be flexible with assignments and time frames
- Provide needed academic resources

Core Instructional and Supplemental Materials:

- Schoolwide
- Study Sync Pilot
- My Perspectives Pilot
- Beable
- IXL
- Learning A-Z
- Novels
 - *Number the Stars* by Lois Lowry
 - *Stargirl* by Jerry Spinelli
 - *I am Malala* by Malala Youisafzai

As Appropriate:

- Reading A-Z
- Boom Cards
- VBMAPP
- ABLLS
- Literacy for Lamp- for students with Augmentative and Alternative Communication (ACC)

Technology Resources:

Third Party Educational Websites:

- CommonLit
- Kahoot
- Actively Learn
- Safe Search Kids
- Achieve the Core
- Readworks
- Brain Pop

Teacher Reflection:**Unit 2: Informational Texts and Explanatory Writing****Duration: 45 Days****Standards/Learning Targets****Focus Standards (Major Standards)**

- **RL.PP.6.5.** Determine how an author conveys or develops perspective in a text (through the narrator or speaker when appropriate).
- **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.
- **RL.IT.6.3.** Describe 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.

- **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.
 - A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
 - B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
 - C. Use appropriate transitions to clarify the relationships among ideas and concepts.
 - D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - E. Acknowledge and attempt a formal/academic style, approach, and form.
 - F. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows from and supports the information or explanation presented.

- **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.

Sustained Standards

- **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.

- **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.

- **RL.IT.6.3.** Describe 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.

- **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.

- **RL.PP.6.5.** Determine how an author conveys or develops perspective in a text (through the narrator or speaker when appropriate).
- **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.
 - A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
 - B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
 - C. Use appropriate transitions to clarify the relationships among ideas and concepts.
 - D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - E. Acknowledge and attempt a formal/academic style, approach, and form.
 - F. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows from and supports the information or explanation presented.
- **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.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.
- **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.
 - A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by

referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

- B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
 - C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
 - D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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 - **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.
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 - **SL.AS.6.6.** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
 - **L.SS.6.1.** Demonstrate command of the system and structure of the English language when writing or speaking.
 - A. Ensure that pronouns are in the proper case (subjective, objective, possessive).
 - B. Use intensive pronouns (e.g., myself, ourselves).
 - C. Recognize and correct inappropriate shifts in pronoun number and person.
 - D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
 - E. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical elements.
 - F. Recognize spelling conventions.
 - **L.KL.6.2.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
 - B. Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
 - C. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
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- **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.
 - A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
 - B. Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings.
 - C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
 - D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
 - E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- **L.VI.6.4.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - A. Interpret figures of speech (e.g., personification) in context.
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 - D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).

Supporting and Additional Standards

Primary Interdisciplinary Connections

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- **6.2 World History/Global Studies:** All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.
- **6.3 Active Citizenship in the 21st Century:** All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

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Career Readiness, Life Literacies, and Key Skills

- **9.1.8.CR.2:** Compare various ways to give back through strengths, passions, goals, and other personal factors.
- **9.1.8.FP.6:** Compare and contrast advertising messages to understand what they are trying to accomplish.
- **9.4.8.GCA.2:** Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- **9.4.8.IML.6:** Identify subtle and overt messages based on the method of communication.
- **9.4.8.IML.14:** Analyze the role of media in delivering cultural, political, and other societal messages.
- **9.4.8.IML.15:** Explain ways that individuals may experience the same media message differently.
- **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, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).
- **9.4.8.IML.8:** Apply deliberate and thoughtful search strategies to access high-quality information on climate change (e.g., 1.1.8.C1b).

Evidence of Student Learning

Performance Tasks/Use of Technology

- Conferencing individual/small group
- Open-ended questions
- Games
- Graphic organizers
- Cooperative group
- Learning/Response logs
- Think-pair-share
- Observations
- PowerPoint/Google Slide
- Library Research Resource
- Chromebooks
- Google Suite

Other Assessments**Formative**

- Resource Assessments (Schoolwide, StudySync-pilot, My Perspectives- pilot)
- WonderWorks Assessments
- Linkit! Assessments
- Quizzes
- Exit slips
- Peer/Self Assessments
- Turn and talk
- Strategic Questioning
- 1, 2, 3 response
- Flipgrid- Ex: "What have you learned and what do you still have questions on?"
- Kahoot
- Padlet- "What did you learn? Did your perspective change?"
- Check-lists
- Teacher observations on appropriate grammar use in writing
- Student written responses to reading
- Visual Assessments
- Writer's notebook
- Kinesthetic assessment
- Quizzes

Summative:

- Unit Assessment
- Final drafts

	<ul style="list-style-type: none"> ● Oral presentations ● Unit/Novel assessments ● Interim assessments ● Computer Adaptive Tests ● Performance tasks ● Quarterly assessments ● Published works / Portfolios ● State assessments <p>Benchmark:</p> <ul style="list-style-type: none"> ● Fall, winter, spring benchmark assessments (LinkIt, Beable, Linkit) <p>Alternative:</p> <ul style="list-style-type: none"> ● Portfolios ● CommonLit for reading passages and quizzes ● Kahoot for games on current skills ● Actively Learn free reading passages ● Learn Zillion ELA to explain current skills ● Read Works for reading passages and questions ● Achieve the Core for lessons on current skills ● BrainPop for lessons and quizzes on current skills
Knowledge and Skills	
Content	Skills
<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How does an author’s work persuade readers’ opinions? ● How does imagery create emotions for the reader? ● What reading techniques help the reader to identify an author’s purpose? 	<p>Students will be able to...</p> <ul style="list-style-type: none"> ● Cite textual evidence to support analysis of informational text. ● Analyze development of the main idea in informational text.

- What compels a writer to create an informational text?
- How is an author's point of view supported by structure and voice in nonfiction writing?
- How does a reader differentiate between fact and opinion?
- What are the necessary elements needed for one to produce an effective informational text?
- Why is it important to look beyond the obvious?
- What does it mean to draw inferences when reading informational text?
- When people are trying to persuade you, why is it important to understand how their arguments relate to one another or refute each other?
- How does creativity lend itself to persuasion? Why is it important to structure your arguments?

Enduring Understandings

- Informational texts have conventions specific to their subjects/technical areas.
- Informational texts come in a variety of forms with a variety of purposes.
- Recognizing the conventions of various types of informational texts enhances understanding.
- Readers form opinions about and draw conclusions from informational texts by analyzing and evaluating evidence that writers use to support their positions
- An author's point of view impacts his presentation of information.
- When analyzing and evaluating informational texts, it is important to evaluate the quality as well as the quantity

- Define specialized vocabulary.
- Determine the author's point of view and explain how it influences the presentation of ideas.
- Identify what the author does not say and explain why.
- Evaluate clarity and accuracy of information through close text studies and investigation of other sources.
- Identify and explain persuasive devices/strategies.
- Explain how the author uses the conventions of informational texts.
- Identify and explain logical fallacies.
- Identify specific claims in a text and how they are supported.
- Evaluate the effectiveness of the text.
- Effectively write an informational text.
- Explain the conventions of mechanics and syntax used by the writer and to what effect.
- Support or refute an author's claim by using evidence from the Etext. This can be oral or written.
- Evaluate several informational sources on the same subject and develop a claim. This claim can then be argued in written context using textual evidence as support.
- Participate in small and large group discussions using evidence from the text to support ideas.
- Give constructive responses to peers' ideas during small and large group discussion.
- Demonstrate a command of Standard English in writing and discussion.
- Use multimedia resources to present information orally in support of a claim.

of supporting evidence for the author’s position.

- In analyzing and evaluating informational texts, it is important to consider what the author does not say.
- Understanding of topic-specific vocabulary and jargon is critical to understanding informational texts.
- Rhetorical technique supports meaning.
- Even though a text is informational, it is still important to make inferences.
- A reader should evaluate a work of informational text for multiple central ideas, and determine how these ideas interact.
- Authors who write informational texts may use some techniques from narrative writing.
- Readers must make themselves familiar with relevant jargon when an author uses technical language.
- The author’s structural decisions influence the reader’s perception of the argument.

Instructional Plan

Suggested Activities

- KWL Charts
- Informational text scavenger hunts
- Timelines
- Infographics
- Interactive notebooks

Other

- [NJDOE Diversity and Inclusion Sample Lessons](#)
- [Emerging America](#)

Suggested Resources

- Schoolwide
- StudySync-pilot
- My Perspectives- pilot
- Beable
- IXL
- Learning A-Z
- Anchor Charts for Reading Workshop
- Stop and jot
- BrainPOP Videos

- [Children's Books: Portrayals of People with Disabilities](#)
- Marco and I Want to Play Ball: A True Story Promoting Inclusion and Self-Determination (Finding My Way)
- [New Jersey Amistad Curriculum](#)
- [United States Holocaust Museum Educator Page](#)
- [Holocaust Curriculum Guides](#)

- Book Bags
- Book Talk
- Conversation Stems
- Venn Diagrams
- Graphic Organizers
- Reading Notebook Checklist
- Book Clubs
- Epic.com
- Scholastic Storyworks
- [Close Reading Resources](#)
- ClassDojo
- Textbooks
- Print Material
- White board
- Computer
- Smart Board
- Apple TV
- iPads/Laptops
- Smart Television
- ELMO Document Reader
- Electronic Academic Response
- Curriculum Map
- Novels
 - *Number the Stars* by Lois Lowry
 - *Stargirl* by Jerry Spinelli
 - *I am Malala* by Malala Youisafzai
- Online learning platforms
- [YouTube](#)

As Appropriate:

- Reading A-Z
- VBMAPP

- ABLLS
- Literacy for Lamp- for students with Augmentative and Alternative Communication (ACC)

Suggested Options for Differentiation

Multilingual Learners

- Visuals
- Gesturing
- Use of realia and manipulatives
- Simplified language / teacher talk / thinking aloud
- Graphic organizers
- Frequently check for understanding
- Personal word walls / word rings
- Introducing key vocabulary before lesson
- Total physical response (TPR) activities
- Cloze activities
- Teacher modeling
- Pattern sentences (speaking and/or writing)
- Choral chanting
- Small group instruction / cooperative learning
- Allowing for additional wait time for student responses during conversations
- Scaffolding questions and instructional language
- Allowing students to show or use gestures if not yet able to produce oral language
- Modeled and shared writing activities
- Providing a student buddy

Special Education

- Model assignments
- Provide Brain Breaks
- Chunk assignments

- Use visuals
- Introduce key vocabulary before lesson
- Teacher reads aloud daily
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Choral reading
- Chants, songs
- Assign a picture or movement to vocabulary words
- Small group instruction-guided reading and guided writing
- Use books on tape
- Allow extra time to complete assignments or tests
- Work in a small group
- Flexible grouping
- Allow answers to be given orally or dictated
- Have students repeat what was said
- Follow all IEP modifications
- Scribe for students who can't write
- Technology resources

504 Plans

- Follow all 504 plan modifications
- Provide Picture Instructions
- Small Group Instruction- Guided Reading and Guided Writing
- Allow Extra Time To Complete Assignments Or Tests
- Allowing For Additional Wait Time For Student Responses During Conversations
- Provide Fidget Tools
- Flexible Seating
- Chunk Assignments
- Positive Reinforcement

Gifted and talented

- Encourage upper level intellectual behavior based on bloom's taxonomy
- Do not always be explicit, allow for discovery
- Use centers and group students according to ability or interest
- Propose interest-based extension activities
- Use leveled texts and offer an advanced reader reading list
- Use varied modes of pre-assessment and assessment
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities
- Ask higher order thinking questions using
- Discovery learning instead of explicit learning
- Use centers and group students according to ability or interest

Students at Risk of School Failure

- Provide peer tutoring
- Use a strong student as a "buddy"
- Use books on tape
- Allow extra time to complete assignments or tests
- Work in a small group
- One on one instruction
- Provide immediate praise and feedback
- Provide high interest topics
- Create a nurturing environment
- Provide visuals

- Be flexible with assignments and time frames
- Provide needed academic resources

Core Instructional and Supplemental Materials:

- Study Sync Pilot
- My Perspectives Pilot
- Schoolwide
- Beable
- IXL
- Learning A-Z
- Novels
 - *Number the Stars* by Lois Lowry
 - *Stargirl* by Jerry Spinelli
 - *I am Malala* by Malala Youisafzai

As Appropriate:

- Reading A-Z
- Boom Cards
- VBMAPP
- ABLLS
- Literacy for Lamp- for students with Augmentative and Alternative Communication (ACC)

Technology Resources:

Third Party Educational Websites:

- CommonLit
- Kahoot
- Actively Learn
- Safe Search Kids
- Achieve the Core
- Readworks
- Brain Pop

Teacher Reflection:

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Unit 3: Argumentative Writing and Research	Duration: 45 days
Standards/Learning Targets	
Focus Standards (Major Standards)	
<ul style="list-style-type: none">● 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.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.● 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.<ul style="list-style-type: none">A. Introduce claim(s) about a topic or issue and organize the reasons and evidence logically.B. Support claim(s) with logical reasoning and relevant, accurate data and evidence, that demonstrate an understanding of the topic or text, using credible sources.C. Use words, phrases, and clauses to link and clarify the relationships among claim(s), reasons and evidence.D. Establish and maintain a formal/academic style, approach, and form.E. Provide a concluding statement or section that follows from the argument presented.● 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.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.

Sustained Standards

- **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.
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- **RL.IT.6.3.** Describe 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.
- **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.
- **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.TS.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.
- **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.

- **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.
- **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.
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- Writer's notebook
- Kinesthetic assessment

	<ul style="list-style-type: none"> ● Quizzes <p>Summative:</p> <ul style="list-style-type: none"> ● Unit Assessment ● Final drafts ● Oral presentations ● Unit/Novel assessments ● Interim assessments ● Computer Adaptive Tests ● Performance tasks ● Quarterly assessments ● Published works / Portfolios ● State assessments <p>Benchmark:</p> <ul style="list-style-type: none"> ● Fall, winter, spring benchmark assessments (LinkIt, Beable, Linkit) <p>Alternative:</p> <ul style="list-style-type: none"> ● Portfolios ● CommonLit for reading passages and quizzes ● Kahoot for games on current skills ● Actively Learn free reading passages ● Learn Zillion ELA to explain current skills ● Read Works for reading passages and questions ● Achieve the Core for lessons on current skills ● BrainPop for lessons and quizzes on current skills
Knowledge and Skills	
Content	Skills

Essential Questions:

- What are techniques for evaluating the factual accuracy of someone's opinion on a controversial issue?
- How does a writer use logical, evidence, and rhetorical devices to persuade?
- Why do different people respond differently to the same persuasive message?
- How do writers use the writing process to create a persuasive argument in a way that is clear, logical, and convincing?
- How can we effectively, yet appropriately argue a point for which there is more than one valid option?
- How can we effectively incorporate exposition, narration, or technical writing in a persuasive argument?

Enduring Understandings

- Persuasive writing is a powerful way to get people to appreciate a different point of view, change their way of thinking, and/or take action.
- Persuasion involves emotional and logical arguments supported by facts, details, or emotional appeals.
- Effective writers are able to select and use appropriate information, evaluating different sources for reliability and relevance.
- Persuasion requires a committed stance and call to action.
- People have different causes which they are passionate about and they as members of a democratic society need to appreciate and be open to various viewpoints and opinions.

Students will be able to...

- Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- Introduce counterclaims and use evidence to disprove those counterclaims in order to strengthen the student's claim.
- Use transitions in order to maintain cohesion and clarity throughout a piece of writing.
- Enhance writing by revising, editing and rewriting.
- Engage in peer review and give valuable constructive criticism on a peer's essay by evaluating the elements of an argumentative essay outlined during the unit.
- Use constructive criticism from peer review to edit and rewrite an essay.

Instructional Plan

Suggested Activities

- Research Scavenger Hunt
- KWL Charts
- Virtual Field Trip
- Local Librarian Guest Speaker
- Hyperdocs
- Media Campaign

Resources for Climate Change Focus

- [Project SEA](#)
- [New Jersey Climate Education Hub](#)
- [Assignments to spark action](#)
- [Our Climate Our Future](#)
- [Youth Action Network](#)
- [Climate Dice](#)

Other

- [NJDOE Diversity and Inclusion Sample Lessons](#)
- [Emerging America](#)
- [Children's Books: Portrayals of People with Disabilities](#)
- [YouTube 'Catching the Moon' read by Kevin Costner and Jill...](#)
- [New Jersey Amistad Curriculum](#)
- [United States Holocaust Museum Educator Page](#)
- [Holocaust Curriculum Guides](#)

Suggested Resources

- Schoolwide
- StudySync-pilot
- My Perspectives- pilot
- Beable
- IXL
- Learning A-Z
- Anchor Charts for Reading Workshop
- Stop and jot
- BrainPOP Videos
- Book Bags
- Book Talk
- Conversation Stems
- Venn Diagrams
- Graphic Organizers
- Reading Notebook Checklist
- Book Clubs
- Epic.com
- Scholastic Storyworks
- [Close Reading Resources](#)
- ClassDojo
- Textbooks
- Print Material
- White board
- Computer
- Smart Board
- Apple TV
- iPads/Laptops
- Smart Television

- ELMO Document Reader
- Electronic Academic Response
- Curriculum Map
- Novels
 - *Number the Stars* by Lois Lowry
 - *Stargirl* by Jerry Spinelli
 - *I am Malala* by Malala Youisafzai
- Online learning platforms
- [YouTube](#)

As Appropriate:

- Reading A-Z
- VBMAPP
- ABLLS
- Literacy for Lamp- for students with Augmentative and Alternative Communication (ACC)

Suggested Options for Differentiation

Multilingual Learners

- Visuals
- Gesturing
- Use of realia and manipulatives
- Simplified language / teacher talk / thinking aloud
- Graphic organizers
- Frequently check for understanding
- Personal word walls / word rings
- Introducing key vocabulary before lesson
- Total physical response (TPR) activities
- Cloze activities

- Teacher modeling
- Pattern sentences (speaking and/or writing)
- Choral chanting
- Small group instruction / cooperative learning
- Allowing for additional wait time for student responses during conversations
- Scaffolding questions and instructional language
- Allowing students to show or use gestures if not yet able to produce oral language
- Modeled and shared writing activities
- Providing a student buddy

Special Education

- Model assignments
- Provide Brain Breaks
- Chunk assignments
- Use visuals
- Introduce key vocabulary before lesson
- Teacher reads aloud daily
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Choral reading
- Chants, songs
- Assign a picture or movement to vocabulary words
- Small group instruction-guided reading and guided writing
- Use books on tape
- Allow extra time to complete assignments or tests
- Work in a small group
- Flexible grouping
- Allow answers to be given orally or dictated
- Have students repeat what was said
- Follow all IEP modifications

- Scribe for students who can't write
- Technology resources

504 Plans

- Follow all 504 plan modifications
- Provide Picture Instructions
- Small Group Instruction- Guided Reading and Guided Writing
- Allow Extra Time To Complete Assignments Or Tests
- Allowing For Additional Wait Time For Student Responses During Conversations
- Provide Fidget Tools
- Flexible Seating
- Chunk Assignments
- Positive Reinforcement

Gifted and talented

- Encourage upper level intellectual behavior based on bloom's taxonomy
- Do not always be explicit, allow for discovery
- Use centers and group students according to ability or interest
- Propose interest-based extension activities
- Use leveled texts and offer an advanced reader reading list
- Use varied modes of pre-assessment and assessment
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities
- Ask higher order thinking questions using

- Discovery learning instead of explicit learning
- Use centers and group students according to ability or interest

Students at Risk of School Failure

- Provide peer tutoring
- Use a strong student as a “buddy”
- Use books on tape
- Allow extra time to complete assignments or tests
- Work in a small group
- One on one instruction
- Provide immediate praise and feedback
- Provide high interest topics
- Create a nurturing environment
- Provide visuals
- Be flexible with assignments and time frames
- Provide needed academic resources

Core Instructional and Supplemental Materials:

- Schoolwide
- Study Sync Pilot
- My Perspectives Pilot
- Beable
- IXL
- Learning A-Z
- Novels
 - *Number the Stars* by Lois Lowry
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As Appropriate:

- Reading A-Z

- Boom Cards
- VBMAPP
- ABLLS
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Technology Resources:

Third Party Educational Websites:

- CommonLit
- Kahoot
- Actively Learn
- Safe Search Kids
- Achieve the Core
- Readworks
- Brain Pop

Teacher Reflection:

Unit 4: Poetry and Drama

Duration: 45 Days

Standards/Learning Targets

Focus Standards (Major Standards)

- **RL.IT.6.3.** Describe 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.
- **RI.TS.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.

- **RL.PP.6.5.** Determine how an author conveys or develops perspective in a text (through the narrator or speaker when appropriate).
- **L.VI.6.4.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - A. Interpret figures of speech (e.g., personification) in context.
 - B. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
 - C. Analyze the impact of a specific word choice on meaning and tone.
 - D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).

Sustained Standards

- **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.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.
- **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.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.
- **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.
- **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.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.
- **RI.TS.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 author's purpose, perspective or potential bias in a text and explain the impact on the reader's interpretation.
- **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.NW.6.3.** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
 - A. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
 - B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
 - C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
 - D. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
 - E. Provide a conclusion that follows from the narrated experiences or events.
- **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.
- **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.
 - A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by

referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

- B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
 - C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
 - D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- **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.
 - **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).
 - **SL.AS.6.6.** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
 - **L.SS.6.1.** Demonstrate command of the system and structure of the English language when writing or speaking.
 - A. Ensure that pronouns are in the proper case (subjective, objective, possessive).
 - B. Use intensive pronouns (e.g., myself, ourselves).
 - C. Recognize and correct inappropriate shifts in pronoun number and person.
 - D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
 - E. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical elements.
 - F. Recognize spelling conventions.
 - **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.
 - A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
 - B. Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings.

- C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
- D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Supporting and Additional Standards

Primary Interdisciplinary Connections

History

- **6.2 World History/Global Studies:** All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.
- **6.3 Active Citizenship in the 21st Century:** All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Computer Science and Design Thinking Standards

- **8.1.8.CS.1:** Recommend improvements to computing devices in order to improve the ways users interact with the devices.
- **8.1.8.NI.2:** Model the role of protocols in transmitting data across networks and the Internet and how they enable secure and errorless communication.
- **8.1.8.DA.3:** Identify the appropriate tool to access data based on its file format.
- **8.2.8.ITH.1:** Explain how the development and use of technology influences economic, political, social, and cultural issues.

Career Readiness, Life Literacies, and Key Skills

- **9.1.8.CR.2:** Compare various ways to give back through strengths, passions, goals, and other personal factors.
- **9.1.8.FP.6:** Compare and contrast advertising messages to understand what they are trying to accomplish.
- **9.4.8.GCA.2:** Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

- **9.4.8.IML.6:** Identify subtle and overt messages based on the method of communication.
- **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, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).
- **9.4.8.IML.8:** Apply deliberate and thoughtful search strategies to access high-quality information on climate change (e.g., 1.1.8.C1b).
- **9.4.8.IML.14:** Analyze the role of media in delivering cultural, political, and other societal messages.
- **9.4.8.IML.15:** Explain ways that individuals may experience the same media message differently.

Evidence of Student Learning

Performance Tasks/Use of Technology

- Conferencing individual/small group
- Open-ended questions
- Games
- Graphic organizers
- Cooperative group
- Learning/Response logs
- Think-pair-share
- Observations
- Power Point/Google Slide
- Webquest
- Chromebooks
- Google Suite

Other Assessments

Formative:

- Resource Assessments (Schoolwide, StudySync-pilot, My Perspectives- pilot)
- WonderWorks Assessments
- Linkit! Assessments
- Quizzes
- Exit slips
- Peer/Self Assessments
- Turn and talk
- Strategic Questioning
- 1, 2, 3 response
- Flipgrid- Ex: "What have you learned and what do you still have questions on?"
- Kahoot
- Padlet- "What did you learn? Did your perspective change?"
- Check-lists
- Teacher observations on appropriate grammar use in

writing

- Student written responses to reading
- Visual Assessments
- Writer's notebook
- Kinesthetic assessment
- Quizzes

Summative:

- Unit Assessment
- Final drafts
- Oral presentations
- Unit/Novel assessments
- Interim assessments
- Computer Adaptive Tests
- Performance tasks
- Quarterly assessments
- Published works / Portfolios
- State assessments

Benchmark:

- Fall, winter, spring benchmark assessments (LinkIt, Beable, Linkit)

Alternative:

- Portfolios
- [CommonLit](#) for reading passages and quizzes
- Kahoot for games on current skills
- [Actively Learn](#) free reading passages
- Learn Zillion ELA to explain current skills
- [Read Works](#) for reading passages and questions
- Achieve the Core for lessons on current skills

- BrainPop for lessons and quizzes on current skills

Knowledge and Skills

Content

Essential Questions:

- How does poetry relate to other forms of expression?
- Why is it important for readers to pay attention to an author's choice of words?
- How do poets use sound devices, such as repetition in their writing, to create meaning and purpose?
- In what ways is the poetry genre an important medium for writers to express their emotions?
- How do artists' personal experiences influence their works?
- Who is the voice of the poem?
- What are some universal experiences across time periods and cultures?
- How can our education inform us about universal concerns of humanity?
- How can experiences across time periods and cultures share similar concerns?
- What are some universal experiences across time periods and cultures?
- How can having the ability to justify our choices and understandings help us to resolve conflicts?
- If we understand a person's motivations, does it give us a better understanding of their actions?
- What can we learn from uncovering hidden motives?
- How can our education inform us about universal

Skills

Students will be able to...

- Participate in structured discussion about poetry by responding to claims by others and advancing the discussion by using evidence from the poetry.
- Write a written analysis by making a claim about a poem and supporting it with evidence from that poem.
- Write a paper using evidence from two or more poems to support a claim.
- Sustain literary-based discussion in both small group and whole group settings and elaborate on discussion by making specific reference to the text.
- Demonstrate understanding of the content and structure of specific poetic forms by writing poetry in those formats.
- Recite a poem orally.
- Give and receive criticism on writing assignments.
- Demonstrate a command of Standard English in writing and discussion.
- Respond constructively to advance a discussion and build on the input of others.
- Evaluate another student's response in discussion by evaluating their rhetoric and evidence.
- Develop written responses using evidence from the text for support.
- Write a comparative analysis of two or more works of

concerns of humanity?

- How can experiences across time periods and cultures share similar concerns?

Enduring Understandings

- Authors can communicate the same ideas using a variety of methods.
- Literature is a reflection of universal human experiences across cultures and time.
- Having the ability to justify an interpretation of literature can contribute to an individual's ability to think critically beyond academics.
- If a reader appreciates the artistry of the author's craft, it helps him or her better understand the work of literature
- The reader can learn about communication from evaluating tone and from "reading between the lines" in works of literature.
- Using a working knowledge of history and culture from other academic courses, a reader makes connections to universal concerns of humanity in literature.
- An author's use of theme in a work of literature is a means for a reader to connect to his or her own experiences or understandings.
- A reader can connect to the human experience across time periods by studying various works that share similar themes or topics
- The director and performer's interpretation of an author's work can inform our understanding of the work.
- Literature is a reflection of universal human experiences across cultures and time.

drama citing evidence from multiple texts for support.

- Evaluate and respond to literary criticism.
- Sustain literary-based discussion in both small group and whole group settings and elaborate on discussion by making specific reference to the text.
- Demonstrate a command of Standard English in writing and discussion.
- Respond constructively to advance a discussion and build on the input of others.
- Evaluate another student's response in discussion by evaluating their rhetoric and evidence.
- Use narrative writing skills to continue or change the ending of a drama or write from a specific character's point of view.

- Having the ability to justify an interpretation of literature can contribute to an individual's ability to think critically beyond academics.
- If a reader appreciates the artistry of the author's craft, it helps him or her better understand the work of literature
- The reader can learn about communication from evaluating tone and from "reading between the lines" in works of literature.
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Instructional Plan

Suggested Activities

- Poetry Escape Room
- Lyrics as Poetry Song Analysis
- SLAM Poetry
- Research
 - Time period of drama
 - History of drama
 - Shakespeare
 - Charles Dickens

Other

Resources

- Schoolwide
- Beable
- IXL
- Learning A-Z
- Anchor Charts for Reading Workshop
- Stop and jot
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- Book Bags
- Book Talk
- Conversation Stems

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- [Emerging America](#)
- [Children's Books: Portrayals of People with Disabilities](#)
- Exploring the poetry of Mattie J. Stepanek. A disabled boy who began writing poetry at age 3 promoting inclusivity and peace. Clare Gallagher has multiple book copies.
 - [About Mattie – MattieMatters.org](#)
 - [Mattie's Original Website](#)
- [New Jersey Amistad Curriculum](#)
- [United States Holocaust Museum Educator Page](#)
- [Holocaust Curriculum Guides](#)

- Venn Diagrams
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