



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT English

COURSE English, Grade 6

Curriculum Development Timeline

School: Township of Ocean Intermediate School

Course: English, Grade 6

Department: English

Board Approval	Supervisor	Notes
August 2018	Ian Schwartz	Born Date Combine Reading and Language Arts
March 2019	Ian Schwartz	Review
August 2022	Ian Schwartz	Revisions Incorporate State Mandates
August 2024	Ian Schwartz	Updated to include New State Mandates

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Township of Ocean Pacing Guide			
Week	Marking Period 1	Week	Marking Period 3
1	The Writing Process: The Six Traits of Writing and Crafting Well-Developed Paragraphs	21	Literary Analysis
2	The Writing Process: The Six Traits of Writing and Crafting Well-Developed Paragraphs	22	Literary Analysis
3	The Writing Process: The Six Traits of Writing and Crafting Well-Developed Paragraphs	23	Literary Analysis
4	The Writing Process: The Six Traits of Writing and Crafting Well-Developed Paragraphs	24	Literary Analysis
5	The Writing Process: The Six Traits of Writing and Crafting Well-Developed Paragraphs	25	Literary Analysis
6	The Writing Process: The Six Traits of Writing and Crafting Well-Developed Paragraphs	26	Research Simulation Task/Research Unit
7	The Writing Process:	27	Research Simulation Task/Research Unit

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COURSE English, Grade 6

	The Six Traits of Writing and Crafting Well-Developed Paragraphs		
8	Narrative Writing: Fiction and Nonfiction	28	Research Simulation Task/Research Unit
9	Narrative Writing: Fiction and Nonfiction	29	Research Simulation Task/Research Unit
10	Narrative Writing: Fiction and Nonfiction	30	Research Simulation Task/Research Unit
Week	Marking Period 2	Week	Marking Period 4
11	Narrative Writing: Fiction and Nonfiction	31	Test Prep: Review of Literary Analysis, Narrative, and Research Writing
12	Narrative Writing: Fiction and Nonfiction	32	Test Prep: Review of Literary Analysis, Narrative, and Research Writing
13	Narrative Writing: Fiction and Nonfiction	33	Test Prep: Review of Literary Analysis, Narrative, and Research Writing
14	Informational/Explanatory Writing	34	Test Prep: Review of Literary Analysis, Narrative, and Research Writing
15	Informational/Explanatory Writing	35	Poetry/Creative Writing
16	Informational/Explanatory Writing	36	Poetry/Creative Writing
17	Informational/Explanatory Writing	37	Poetry/Creative Writing
18	Informational/Explanatory Writing	38	Friendly/Business Letter
19	Informational/Explanatory Writing	39	Friendly/Business Letter
20	Literary Analysis	40	Friendly/Business Letter

***Spelling and Grammar are completed weekly**

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Core Instructional & Supplemental Materials including various levels of Texts

*Maniac Magee***

Hatchet

*Fish in a Tree***

Where the Red Fern Grows

Stargirl

Rascal

Roll of Thunder, Hear my Cry

A Wrinkle in Time

Tuck Everlasting

The Secret Garden

The Indian in the Cupboard

Holes

Excerpts from *Brown Girl Dreaming***

Scholastic Scope*

Scholastic StoryWorks

Scholastic Action*

Newsela – Informational articles and text sets differentiated by reading level
(struggling readers; advanced readers)

Readworks

CommonLit.org

[NJ Climate Change Educational Resources*](#)

[NJ Diversity, Equity, and Inclusion Educational Resources**](#)

* NJ Climate Change Education

**NJ Diversity, Equity, and Inclusion/NJ LGBT and Persons with Disabilities Education

Time Frame

7 Weeks

Topic

The Writing Process: The Six Traits of Writing and Crafting Well-Developed Paragraphs

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Alignment to Standards

W.AW.6.1 Write arguments on discipline-specific content (e.g. social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

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.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.

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 and texts, 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

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COURSE English, Grade 6

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.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.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.

Learning Objectives and Activities

SWBAT answer the following questions:

- Why do writers write?
- What makes writing strong?
- What makes writing effective?
- How do I effectively support what I believe?
- How do writers engage an audience?
- How do writers organize/structure writing to communicate?

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COURSE English, Grade 6

- Why do writers use transitional words and phrases?

SWBAT demonstrate understanding of the following:

- Good writers write about what they see, know, and love.
- Writing conveys meaning.
- Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts.
- Good writers use appropriate sentence structure and proper spelling.
- Good writers understand the importance of having well-developed paragraphs
- Writers implementing all parts of a well-developed paragraph
- Closing an essay in a strong, concise way
- How sentence structure affects meaning of sentence.
- Different strategies that effective and strong writers use.
- Parts of a strong, well-developed paragraph.
- How well written paragraphs assist with organization and comprehension.

Learning Activities:

Students Will...

- build fluency through journaling.
- raft quick writes.
- understand focus correction areas.
- demonstrate the writing process.
- name and identify the Six Traits of Writing.
- write various types of prose
- use correct spelling, capitalization and punctuation, including commas and colons, throughout writing.
- review own writing and that of others to understand the reader's perspective and to consider and incorporate ideas for revision.
- use writing strategies to enhance descriptive language.
- write in a consistent verb tense.
- write in complete sentences.
- speak in clear, concise, organized language that varies in context and form for different audiences and purposes.
- participate in class discussion appropriately.
- stay focused on a topic and ask relevant questions appropriately.

Assessments

Summative:

- Rubric assessment of writing task

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COURSE English, Grade 6

Formative:

- Writing conferences
- Paragraph “ingredients” quiz/assessment
- Examination and discussion of example paragraphs

Alternative:

- Informal Observation of class/online discussions
- Color coded paragraph activity

Interdisciplinary Connections

Career Readiness, Life Literacies, and Key Skills

Writing Process/Publication:

9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

Technology Integration

Peer discussion/editing activities:

Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.

9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.

Career Education

Career Ready Practices

CRP2. Apply appropriate academic and technical skills.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP11. Use technology to enhance productivity.

Time Frame

6 weeks; ongoing review

Topic

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COURSE English, Grade 6

Narrative Writing: Fiction and Nonfiction

Alignment to Standards

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

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.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.

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.

W.AW.6.1 Write arguments on discipline-specific content (e.g. social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

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

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COURSE English, Grade 6

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.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.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 introduce 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 experience and events.

E. Provide a conclusion that follows 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.

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 and texts, building on others' ideas and expressing their own clearly.

A. Come to discussions prepared, having read or studied required material; explicitly





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DEPARTMENT English

COURSE English, Grade 6

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.

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.





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DEPARTMENT English

COURSE English, Grade 6

- 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, unwhasteful, thrifty).

Learning Objectives and Activities

SWBAT answer the following questions:

- What makes a great novel or story great?
- How does the point of view affect the reader's understanding of the text?
- What are the strategies that good readers use?
- Why and how does a reader generate text-supported evidence?
- What strategies are used to identify the inferred meaning of a text?
- How are critical thinking questions answered by relating the text to personal information, a global or real life example, or another text?
- How does a reader determine the correct meaning of words with multiple meanings?
- Why do writers write?
- How does sentence structure affect meaning?
- What are the strategies that good writers use?
- How is spoken language different from written language?
- What do effective speakers sound like?
- What techniques can an effective speaker employ?

Students will be able to answer the following Maniac Magee (or other selected novel) questions:

- How does the setting of the story affect contribute to the reader's

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DEPARTMENT English

COURSE English, Grade 6

understanding of plot and theme?

- How does the conflict drive the main character's actions and shape their character?
- How does a reader identify the theme of a novel?
- How do main characters develop as the plot develops?
- What are examples of figurative language used by the author?
- How does setting the story, especially the racial dynamics of Two Mills, contribute to the reader's understanding of plot and theme in the story?*
- How does the conflict drive Jeffrey's actions and shape his character?
- What are the themes presented in Maniac Magee?
- How does Jeffrey change as the plot moves towards its resolution?
- What are examples of figurative language used by Jerry Spinelli in the novel?

SWBAT demonstrate understanding of the following:

- Good writers write about what they see, know, and love.
- Writing conveys meaning.
- Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts.
- Good writers use appropriate sentence structure and proper spelling.
- Good speakers present clearly to an attentive audience.
- The quality of a novel or story is based upon opinion but backed with examples and facts.
- Effective readers understand there is more than one perspective to a story.
- Good readers ask questions as they read in order to comprehend the text.
- Good readers cite examples from the text when formulating responses.
- The main idea of a text is answered by asking what the writer wants the reader to remember.
- Clues are identified in order to infer the author's intended message.
- Text to self, text to life, and text to text answers are given for critical thinking questions.
- Context clues are used to determine which meaning of a word is applicable in a sentence.

Learning Activities:

Students will...

- build fluency through journaling.
- draft quick writes.
- understand focus correction areas.
- utilize figurative/descriptive (beautiful) language.
- demonstrate the writing process.

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DEPARTMENT English

COURSE English, Grade 6

- write various types of prose, such as short stories, biography, autobiography, or memoirs that contain narrative elements.
- use correct spelling, capitalization and punctuation, including commas and colons, throughout writing.
- make text connections and predictions.
- construct meaning from text by making conscious connections to self, an author, and others.
- differentiate the text from various types of literature.
- distinguish character traits.
- make inferences using textual information and provide supporting evidence.
- distinguish between major and minor details.
- determine the theme or central idea of a narrative text.
- cite textual evidence to support claims about a character, theme, or conflict.
- determine the meaning of words and phrases in context.
- determine the author's point of view in a text.
- analyze particular excerpts from a text for relevance to overall story.

** NJ Diversity, Equity, and Inclusion Education

Assessments

Summative Assessment:

- Narrative Writing Task (continue a portion of the story using plot structure, setting, characterization and clues from the text)

Formative Assessments:

- Book reports
- Comprehension tests
- Open-ended/critical thinking questions
- Book talks
- Journal writes
- Literature circles
- Vocabulary tests and applications
- Exit tickets: Students will respond to a question posed by the teacher and answer it on a piece of paper or index card which will allow them to exit the classroom at the end of the period.
- Book talk: A student will present a response to the class and answer critical thinking questions.
- Literacy circles: Students will meet and discuss the novel and select an activity to complete as a group.
- Movie poster: (This activity can be done in groups or individually.) Students will

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DEPARTMENT English

COURSE English, Grade 6

design an original movie poster based on the novel.

- Book soundtrack: Students will choose a song that best represents the novel as a whole or a specific event from the novel. They will provide the teacher with a copy of the lyrics ahead of time for approval, and explain how and why it is appropriate for the assignment.
- Literary letters/journals/portfolio writes: Students will compose a writing sample demonstrating deep understanding of the novel.
- Use Scope magazine, Newsela, and/or ReadWorks assessments and writing prompts

Alternative:

- Informal observation of class discussion
- Board game: Students will create a board game using characters, symbols, setting, etc. based on the novel.
- Four corners: A statement will be written on the board. Students will choose a position on it (strongly agree, agree, disagree, strongly disagree) and will have to support their point-of-view using examples and details from the novel. They will be able to change their position on the topic based on others' responses which will allow students to physically move from one corner to another to show their change of mind.
- Illustrate the setting of the novel: Students will draw a picture of what they imagine the setting to look like based on what they have read.
- Letter from character: Students assume the voice of the protagonist in writing a letter.
- Carousel activity: (This activity can be done in groups or individually.) Critical thinking questions will be placed around the room. Students will write their responses under each question. Post-activity discussion is then based around this activity.
- Blog: Students will respond to various levels of questioning posted on the classroom blog. Students will also post their own questions and respond to one another to enhance class discussion.

Interdisciplinary Connections

Research time period/author facts/significant background knowledge for a selected novel (e.g. Research and present on Civil Rights movement in connection with Maniac Magee):

6.3.8.CivicsPR.3: Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).

Career Readiness, Life Literacies, and Key Skills

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COURSE English, Grade 6

Research time period/author facts/significant background knowledge for a selected novel (e.g. Research and present on Civil Rights movement in connection with Maniac Magee):

9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.

Technology Integration

Use Scope magazine, Newsela, and/or ReadWorks to locate articles related to topics found in the novel:

Students will access, assess, and cite digital resources to conduct research and investigations which extend their knowledge.

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.

Career Education

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP11. Use technology to enhance productivity.

Time Frame

6 weeks; ongoing review

Topic

Informational/Explanatory Writing

Alignment to Standards

W.AW.6.1 Write arguments on discipline-specific content (e.g. social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

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.

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DEPARTMENT English

COURSE English, Grade 6

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.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.

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 and texts, 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

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COURSE English, Grade 6

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.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, unwhasteful, thrifty).

Learning Objectives and Activities

SWBAT answer the following questions:

- How does a reader determine source reliability and validity?
- What is the main idea of the text?

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COURSE English, Grade 6

- How to determine text-based evidence needed to help understand author's purpose?
- What details best support author's purpose?
- What text features did the author use (graphs, charts, etc.) to support purpose?
- How does the word choice impact text meaning?
- How are these text structures similar/different?
- How are these different texts related?
- How do good writers express themselves?
- What is the purpose of an essay?
- What is the best way to organize writing?
- What makes a strong thesis statement?
- How to elaborate on text-based evidence effectively?
- Did the writer reference the multiple sources being used?
- What is the connection between literature and informational text?
- Why should we read informational text that is related to literature?
- How will one analyze and gain insight and make inferences through text?
- How will one identify central idea through personal opinions or judgments?
- How will one analyze how key individuals, events, or ideas are introduced and how they contribute to the development of ideas?
- How will one determine the meanings of figurative language and word choice in a text?
- How does an author develop the point of view of a speaker or narrator?
- How will one compare/contrast fine print reading versus multimedia watching and/or listening?
- How will one evaluate an argument in text?
- How will one compare and contrast one author's presentation of events with another?

SWBAT demonstrate understanding of the following:

- Identify and explain the central idea of a text
- Figurative language, connotative and technical meanings
- Determine point of view and explain its purpose
- Compare/contrast reading fine print versus multimedia
- Evaluate arguments or claims in text
- Compare/contrast different authors' presentations of text
- Analyze and draw inferences based on support from textual evidence
- Summarize central idea and make judgments based upon text
- Identify and analyze key individuals, events or ideas
- Determine word meanings and phrases in text
- Explain how point of view was developed in a text

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- Compare and contrast reading texts versus watching or listening to a live version
- Distinguish claims that are supported by reasons and evidence from claims that are not
- Compare and contrast author's presentation with that of another

Learning Activities:

Students will...

- Use textual evidence
- Analyze and determine appropriate inferences
- Use personal insight and judgments to determine central idea
- Analyze how key individuals, events, or ideas are introduced and how they contribute to the development of ideas
- Analyze the impact of meaning and tone in a text
- Using the overall structure of a text, one will identify the point of view or purpose and analyze how it contributes to the overall development of ideas
- Using multimedia and print resources to compare and contrast what is being perceived while watching, listening, and/or simply reading
- Using an evaluation of arguments and claims, one will identify the difference from supported claims and unsupported claims
- Compare and contrast the differences between two or more authors' depictions of the same event
- Students will read and analyze the Scholastic Scope informational text "Why Should You Eat This Ugly Carrot?" in order to practice analyzing nonfiction source, and to consider the contribution of wasted food in landfills to climate change*

*NJ Climate Change Education

Assessments

Summative:

- Written Response graded according to Informational/Explanatory Rubric

Formative:

- Exit Tickets
- Game activities
- Student-led discussions
- KWL and other graphic organizers

Alternative:

- Observation of class/online discussion

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- Self-assessment/reflection rubrics

Interdisciplinary Connections

Students will read and analyze the Scholastic Scope informational text “Why Should You Eat This Ugly Carrot?” in order to practice analyzing nonfiction source, and to consider the contribution of wasted food in landfills to climate change.

MS-ESS3-4 Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth’s systems.

MS-ESS3-5. Ask questions to clarify evidence of the factors that have caused climate change over the past century.

Career Readiness, Life Literacies, and Key Skills

Students will collaborate to research and address global and local problems in their writing:

9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or

agencies to a local or global problem, such as climate change, and use critical thinking skills to

predict which one(s) are likely to be effective (e.g., MS-ETS1-2).

9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).

Technology Integration

Students will collaborate to research and address global and local problems in their writing:

- Students will use *FlipGrid* or other collaborative platforms to demonstrate their learning; respond to prompts from the teacher; reteach a concept to their classmates; and extend their learning to real life problems and events.
 - 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.
 - 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.

Career Education

CRP2. Apply appropriate academic and technical skills.

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COURSE English, Grade 6

CRP4. Communicate clearly and effectively and with reason.
CRP6. Demonstrate creativity and innovation.
CRP7. Employ valid and reliable research strategies.
CRP11. Use technology to enhance productivity.

Time Frame	6 weeks; ongoing review
Topic	
Literary Analysis	
Alignment to Standards	
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.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. 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. 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.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. RL.PP.6.5. Determine how an author conveys or develops perspective in a text (through the narrator or speaker when appropriate).	

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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.

W.AW.6.1 Write arguments on discipline-specific content (e.g. social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

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.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.

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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 and texts, 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.

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COURSE English, Grade 6

- C. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
- D. Maintain consistency in style and tone.
- 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).

Learning Objectives and Activities

SWBAT answer the following questions:

- Why do writers write?
- How does sentence structure affect meaning?
- What are the strategies that good writers use?
- How is spoken language different from written language?
- What do effective speakers sound like?
- What makes a great novel or story great?
- What are the different types of genres?
- How does the point of view affect the reader's understanding of the text?
- What are the strategies that good readers use?
- Why and how does a reader generate text-supported evidence?
- What strategies are used to identify the main idea of a text?
- What strategies are used to identify the inferred meaning of a text?
- How are critical thinking questions answered by relating the text to personal information, a global or real life example, or another text?
- How does a reader determine the correct meaning of words with multiple meanings?

SWBAT answer the following questions regarding *Hatchet* by Gary Paulsen:

- How does the setting of the story affect contribute to the reader's understanding of plot and theme?
- How does the conflict drive the main character's actions and shape their character?
- How do main characters develop as the plot develops?
- What are examples of figurative language used by the author?
- How does setting the story in the Canadian wilderness contribute to the reader's understanding of plot and theme in the story?

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- How does the conflict drive Brian's actions and shape his character?
- What are the themes presented in Hatchet?
- How does Brian change as the plot moves towards its resolution?
- What are examples of figurative language used by Gary Paulsen in the novel?

SWBAT demonstrate understanding of the following:

- Good readers ask questions as they read in order to comprehend the text.
- Good readers cite examples from the text when formulating responses.
- The main idea of a text is answered by asking what the writer wants the reader to remember.
- Good writers write about what they see, know, and love.
- Writing conveys meaning.
- Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts.
- Good writers use appropriate sentence structure and proper spelling.
- Good speakers present clearly to an attentive audience.
- Clues are identified in order to infer the author's intended message.
- Text to self, text to life, and text to text answers are given for critical thinking questions.
- Context clues are used to determine which meaning of a word is applicable in a sentence.

Learning Activities:

Students will...

- build fluency through journaling.
- draft quick writes.
- understand focus correction areas.
- demonstrate the writing process.
- write various types of prose that contain analysis elements.
- use correct spelling, capitalization and punctuation, including commas and colons, throughout writing.
- review own writing and that of others to understand the reader's perspective and to consider and incorporate ideas for revision.
- use writing strategies to enhance descriptive language.
- Use logical reasoning and convey it through their writing
- speak in clear, concise, organized language that varies in context and form for different audiences and purposes.
- participate in class discussion appropriately.
- stay focused on a topic and ask relevant questions appropriately.
- recognize a "just right" book.

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- make text connections and predictions.
- construct meaning from text by making conscious connections to self, an author, and others.
- question the text from various types of literature.
- Read the novel *Fish in a Tree* and consider the social contribution of individuals with disabilities.**

**NJ LGBT and Persons with Disabilities Education

Assessments

Summative:

- Literary Analysis Task

Formative:

- “Survival” pre-reading activity: Students will work in small groups to simulate a wilderness survival situation. They will rank the relative importance of 12 survival supplies, and consider the dangers and challenges the situation presents.
- Hatchet audio recording: Use for group listening and discussion of the text; “A Cry in the Wild” DVD: Compare and contrast film and text.
- Board game: Students will create a board game using characters, symbols, setting, etc. based on the novel.
- Four corners: A statement will be written on the board. Students will choose a position on it (strongly agree, agree, disagree, strongly disagree) and will have to support their point-of-view using examples and details from the novel. They will be able to change their position on the topic based on others’ responses which will allow students to physically move from one corner to another to show their change of mind.
- Illustrate the setting of the Canadian wilderness: Students will draw a picture of what they imagine the setting to look like based on what they have read.
- Carousel activity: (This activity can be done in groups or individually.) Critical thinking questions will be placed around the room. Students will write their responses under each question. Post-activity discussion is then based around this activity.
- Blog: Students will respond to various levels of questioning posted on the classroom blog. Students will also post their own questions and respond to one another to enhance class discussion.
- Exit tickets: Students will respond to a question posed by the teacher and answer it on a piece of paper or index card which will allow them to exit the classroom at the end of the period.

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- Book talk: A student will present a response to the class and answer critical thinking questions.
- Literacy circles: Students will meet and discuss the novel and select an activity to complete as a group.
- Movie poster: (This activity can be done in groups or individually.) Students will design an original movie poster based on the novel.
- Book soundtrack: Students will choose a song that best represents the novel as a whole or a specific event from the novel. They will provide the teacher with a copy of the lyrics ahead of time for approval, and explain how and why it is appropriate for the assignment.
- Literary letters/journals/portfolio writes: Students will compose a writing sample demonstrating deep understanding of the novel.
- Study guide: Students will complete a review of the novel preparing them for a final assessment.
- Supplemental activities from novel workbook
- Drama activities: Students will participate in reader's theatre, a skit, or play based on the themes of the novel or related nonfiction text.
- Suggest that students read one of the other books in the "Brian" series for independent reading.
- Replicate "foolbird" coloration; camouflage ruffed grouse in classroom.

Alternative:

- Observation of class/online discussion
- Teacher-student conferences
- Student self-assessment

Interdisciplinary Connections

Science: Students will read and discuss informational texts about the diverse animals and plants in the ecosystem described in *Hatchet*.

6-8.MS-LS2-5.LS2.C.1 Biodiversity describes the variety of species found in Earth's terrestrial and oceanic ecosystems. The completeness or integrity of an ecosystem's biodiversity is often used as a measure of its health

Career Readiness, Life Literacies, and Key Skills

Students will collaborate to generate innovative solutions to the problems posed in *Hatchet* or other curricular texts:

9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g.,

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MS-ETS1-2).

9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).

Technology Integration

Hatchet Literary Analysis Essay: Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

- 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.

Career Education

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP11. Use technology to enhance productivity.

Time Frame

5 Weeks; ongoing review

Topic

Research Simulation Task/Research Unit

Alignment to Standards

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

RI.MF.6.6. Integrate information when presented in different media or formats (e.g.

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visually, quantitatively) to develop a coherent understanding of a topic or issue.

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.AW.6.1 Write arguments on discipline-specific content (e.g. social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

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.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.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 introduce a narrator

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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 experience and events.

E. Provide a conclusion that follows 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.

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 and texts, 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).

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COURSE English, Grade 6

- 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.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).

Learning Objectives and Activities

SWBAT answer the following questions:

- Why and how does a reader generate text-supported evidence?
- What strategies are used to identify the main idea of a text?
- What strategies are used to identify the inferred meaning of a text?
- How are critical thinking questions answered by relating the text to personal information, a global or real life example, or another text?
- How does the style and point of view of the author affect the reader's understanding of the text?
- How does the author set a tone for a text?
- How do authors present information in various forms and media?
- How does a reader determine the correct meaning of words with multiple meanings?
- How does a reader synthesize evidence from multiple sources?

SWBAT demonstrate understanding of the following:

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- Writing conveys meaning.
- Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts.
- Good writers use appropriate sentence structure and proper spelling.
- Transition words provide logical sequence and refine organizational structure.
- Good readers ask questions as they read in order to comprehend the text.
- Good readers cite examples from the text when formulating responses.
- The main idea of a text is answered by asking what the writer wants the reader to remember.
- Clues are identified in order to infer the author's intended message.

Learning Activities:

Students will...

- collect, organize, and synthesize information from various texts on a single topic
- understand focus correction areas.
- demonstrate the writing process.
- write various types of prose that contain research elements.
- use correct spelling, capitalization and punctuation, including commas and colons, throughout writing.
- review own writing and that of others to understand the reader's perspective and to consider and incorporate ideas for revision.
- use writing strategies to enhance descriptive language.
- use transition words to enhance expository writing.
- respond critically to an author's purpose, ideas, views, and beliefs.
- recognize historical and cultural bias and different points of view.
- question the text.
- make inferences using textual information and provide supporting evidence.
- define the difference between fact and opinion.

Assessments

Summative:

- Rubric assessment of Research Simulation Task using a combination of print and digital sources

Formative:

- Scope magazine, ReadWorks, Newsela activities and assessments
- Pre-writing graphic organizer assessment

Alternative:

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COURSE English, Grade 6

- Observation of class/online discussion
- Teacher-student conferences
- Student self-assessment reflection

Interdisciplinary Connections

Career Readiness, Life Literacies, and Key Skills

Students will engage in Research Simulation Tasks based on Grade 6 Science/Social Studies topics in order to foster creativity and innovative thinking:

9.4.8.CI.1: Assess data gathered on varying perspectives on causes of climate change (e.g., crosscultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions (e.g., RI.7.9, 6.SP.B.5, 7.1.NH.IPERS.6, 8.2.8.ETW.4).

9.4.8.CI.2: Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).

Technology Integration

Students will access, assess, and cite digital resources to conduct research and investigations which extend their knowledge.

- 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.

Career Education

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP11. Use technology to enhance productivity.

Time Frame

4 weeks

Topic

Test Prep: Review of Literary Analysis, Narrative, and Research Writing

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Alignment to Standards

W.AW.6.1 Write arguments on discipline-specific content (e.g. social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

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.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.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 introduce 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

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COURSE English, Grade 6

to convey experience and events.

E. Provide a conclusion that follows 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 from sources. CC

W.RW.6.7. Write routinely over extended time frames (with 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.

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.

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COURSE English, Grade 6

- 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).

Learning Objectives and Activities

SWBAT answer the following questions:

- How does sentence structure affect meaning?
- What are the strategies that good writers use?
- How is spoken language different from written language?
- What do effective speakers sound like?
- What techniques can an effective speaker employ?
- Why and how does a reader generate text-supported evidence?
- What strategies are used to identify the main idea of a text?
- What strategies are used to identify the inferred meaning of a text?
- How are critical thinking questions answered by relating the text to personal information, a global or real life example, or another text?
- How does the style and point of view of the author affect the reader's understanding of the text?
- How does the author set a tone for a text?
- How are multisyllabic words decoded?
- How does a reader determine the correct meaning of words with multiple meanings?

SWBAT demonstrate understanding of the following:

- Writing conveys meaning.
- Good writers use a repertoire of strategies that enables them to vary form and

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COURSE English, Grade 6

style, in order to write for different purposes, audiences, and contexts.

- Good writers use appropriate sentence structure and proper spelling.
- Good test-takers carefully review all questions and answers.
- Good readers ask questions as they read in order to comprehend the text.
- Good readers cite examples from the text when formulating responses.
- The main idea of a text is identified by asking what the writer wants the reader to remember.
- Clues are identified in order to infer the author's intended message.

Learning Activities:

Students will...

- Review effective test-taking strategies
- Identify effective graphic organizers for Research, Narrative, and Literary Analysis writing
- Review exemplars of student-writing in the genres of Research, Narrative, and Literary Analysis
- Collaboratively take and review sample NJSLA section

Assessments

Summative:

- Comprehension tests
- Rubric assessment of writing task (RST; Narrative; Literary Analysis)

Formative:

- Discussion of Open-ended/critical thinking questions
- Class discussion of practice NJSLA test online

Alternative:

- Observation of class discussion
- Student self-assessment
- Class discussion of reading annotations

Interdisciplinary Connections

Career Readiness, Life Literacies, and Key Skills

9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

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Technology Integration

Students will use released items from past digital state assessments in order to familiarize themselves with test taking routines and strategies.

9.4.8.TL.3: Select appropriate tools to organize and present information digitally.

Career Education

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason

Time Frame	3 Weeks
Topic	
Poetry/Creative Writing	
Alignment to 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.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. W.RW.6.7. Write routinely over extended time frames (with 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.	
Learning Objectives and Activities	
SWBAT answer the following questions: • How is spoken language different from written language? • What do effective speakers sound like?	

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- What techniques can an effective speaker employ?
- What are the different types of poems?
- What are the different types of figurative language?
- What is the meaning behind the figurative language used in a poem?
- What is the author's purpose?
- How does figurative language impact the meaning of poetry?
- What is rhythm and rhyme?
- What is a symbol?
- Why and how do authors use symbolism in poetry?
- What details help determine/identify the theme of a poem?

SWBAT demonstrate understanding of the following:

- Good writers write about what they see, know, and love.
- Writing conveys meaning.
- Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts.
- Good writers use appropriate sentence structure and proper spelling.
- Poems are written in many different formats.
- Figurative language has multiple meanings
- Poems have different purposes

Learning Activities:

Students will...

- understand different types of poetry
- explain the meaning of a poem and its purpose
- understand focus correction areas.
- utilize figurative/descriptive (beautiful) language.
- demonstrate the writing process.
- write various types of poetry.
- read and analyze excerpts from the novel in verse *Brown Girl Dreaming*, noting the contributions of LGBT author Jacqueline Woodson**

**NJ LGBT and Persons with Disabilities Education

Assessments

Summative:

- Student-created Poetry Portfolio

Formative:

- Poetry interpretation: Open-ended questions

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- Poetry Sound Device identification/analysis activities
- Storybird compositions

Alternative:

- Observation of class discussions
- Teacher-student writers' conferences

Interdisciplinary Connections

Career Readiness, Life Literacies, and Key Skills

Students will use Storybird in order to produce, edit, and distribute writing.

9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

Technology Integration

Students will use Storybird in order to produce, edit, and distribute writing.

9.4.8.TL.3: Select appropriate tools to organize and present information digitally.

Career Education

CRP2. Apply appropriate academic and technical skills.

CRP6. Demonstrate creativity and innovation.

Time Frame

3 weeks

Topic

Friendly/Business Letter

Alignment to Standards

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

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COURSE English, Grade 6

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.RW.6.7. Write routinely over extended time frames (with 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.

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.





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COURSE English, Grade 6

- 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).

Learning Objectives and Activities

SWBAT answer the following questions:

- What is a friendly letter?
- What is a business letter?
- What are the essential components for letter writing?
- What are the five parts of a friendly letter?
- What are the five parts of a business letter?
- What is the purpose of letter writing?
- What makes a friendly letter effective?
- What makes a business letter effective?
- How can the ability to write a professional letter lead to success in college and career?
- How do I address an envelope?
- What are the names of the parts of a letter?
- How do you remain professional and courteous in a letter?
- How are personal/friendly letters and business letters different?

SWBAT demonstrate understanding of the following:

- Understand the differences between a friendly letter and business letter
- Understand the components of a friendly letter and business letter

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COURSE English, Grade 6

- Understand how letters apply in other areas outside of the classroom
- The purpose of a business letter
- The three types of business letters
- The purpose of a friendly letter
- The main customer service/human resources personnel in companies
- Why letters are not as prominent in society today
- Why and when a letter would be more practical than using technology as a form of communication.
- Coherently organizing and structuring a business letter.

Learning Activities:

Students will...

- Write a friendly/business letter
- Write a letter to an author
- Write a letter to a fictional character
- Write a letter to a fellow classmate
- Research possible career paths and opportunities, including educational requirements
- Present information about business, people, etc. that was learned through research or response letters.
- Read famous letters (Martin Luther King Jr.) to analyze and identify different components of a letter.
- Analyze business letters to understand purpose
- Locate corporate headquarters and corporate officer using research skills and keywords.
- Discuss the advantages/disadvantages of writing letters when technology was not an option.

Assessments

Summative:

- Final projects: Writing friendly/business letters – rubric assessment

Formative/Alternate:

- Writing a letter to an author
- Writing a letter to a fictional character
- Writing a letter to a fellow classmate
- Analyze famous letter for clarity of purpose

Alternative:

- Peer/self-assessment

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COURSE English, Grade 6

- Observation of class discussion
- Writers' conferences

Interdisciplinary Connections

Students will explore Grade 6 social studies topics through exploring primary source documents, including letters:

6.3.8.CivicsPR.1: Analyze primary sources to explain how democratic ideas in the United States developed from the historical experiences of ancient societies, England, and the North American colonies.

Career Readiness, Life Literacies, and Key Skills

Business Letter Writing

9.2.8.CAP.17: Prepare a sample resume and cover letter as part of an application process.

Research possible career paths and opportunities, including educational requirements

9.2.8.CAP.11: Analyze potential career opportunities by considering different types of resources, including occupation databases, and state and national labor market statistics.

Technology Integration

Students will use Google Apps for Education/Microsoft Suite in order to produce, edit, and distribute writing.

9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.

Career Education

Career Ready Practices

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP11. Use technology to enhance productivity.

Modifications (ELL, Special Education, At-Risk Students, Gifted & Talented, & 504 Plans)

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ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers.

Supports for Students With IEPs:

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

At-Risk Students:

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Gifted and Talented:

- 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

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Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT English

COURSE English, Grade 6

- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts.

Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

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