

Harmony Township Elementary School District



Language Arts and Literacy

6th Grade

Special Standards Embedded (Labeled) throughout:

Asian, Pacific, Islander Standards

Amistad Commission

Climate Change Standards

Diversity, Equity and Inclusion

UNITS	PACING GUIDE
Unit 1: Dahl & Narrative	28-33 Days
Unit 2: Mysteries & Investigations	32-37 Days
Unit 3: The Chocolate Collection	25-30 Days
Unit 4: The Greeks	25-30 Days
Unit 5: Summer of the Mariposas	27-32 Days
Unit 6: The Titanic Collection	25-30 Days
Unit 7: Beginning Story Writing	24-29 Days
Unit 8: Grammar	20-25 Days

Student Learning

Instructional Materials And Accommodations

Core:

- Amplify CKLA
- Knowledge/Skills

Supplemental:

- Amplify CKLA Writing Studio
- Read Works
- iReady Reading
- Learning AZ

Modifications and Accommodations:

- Printed copy of board work/notes provided
- Additional time for skill mastery
- Assistive technology
- Behavior management plan
- Center-Based Instruction
- Check work frequently for understanding
- Computer or electronic device utilization
- Extended time on tests/ quizzes
- Have student repeat directions to check for understanding
- Highlighted text visual presentation
- Modified assignment format
- Modified test content
- Modified test format
- Modified test length
- Multiple test sessions
- Multi-sensory presentation
- Preferential seating
- Preview of content, concepts, and vocabulary
- Reduced/shortened written assignments
- Secure attention before giving instruction/directions
- Shortened assignments
- Student working with an assigned partner
- Teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

ELL

- Allowing students to correct errors (looking for understanding)

- Teaching key aspects of a topic Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
- Allowing students to correct errors (looking for understanding)
- Allowing the use of note cards or open-book during testing
- Decreasing the amount of work presented or required
- Having peers take notes or providing a copy of the teacher's notes
- Modifying tests to reflect selected objectives
- Providing study guides
- Reducing the number of answer choices on a multiple choice test
- Tutoring by peers
- Explain/clarify key vocabulary terms

At Risk

- Allowing students to correct errors (looking for understanding)
- Teaching key aspects of a topic Eliminate nonessential information allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
- Allowing students to select from given choices .
- Allowing the use of note cards or open-book during testing
- Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test
- decreasing the amount of work presented or required .
- Having peers take notes or providing a copy of the teacher's notes
- Marking students' correct and acceptable work, not the mistakes
- Modifying tests to reflect selected objectives
- Providing study guides
- Reducing the number of answer choices on a multiple choice test
- Tutoring by peers
- Using authentic assessments with real-life problem-solving
- Using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

Gifted and Talented

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Independent research and projects Interest groups for real world application
- Learning contracts
- Leveled rubrics
- Multiple intelligence options
- Personal agendas

- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products

504

- Printed copy of board work/notes provided
- Additional time for skill mastery
- Assistive technology
- Behavior management plan
- Center-Based Instruction
- Check work frequently for understanding
- Computer or electronic device utilization
- Extended time on tests/ quizzes
- Have student repeat directions to check for understanding
- Highlighted text visual presentation
- Modified assignment format
- Modified test content
- Modified test format
- Modified test length
- Multiple test sessions
- Multi-sensory presentation
- Preferential seating
- Preview of content, concepts, and vocabulary
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- Secure attention before giving instruction/directions
- Shortened assignments
- Student working with an assigned partner
- Teacher initiated weekly assignment sheet
- Use open book, study guides, test prototype
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Mini workshops to re-teach or extend skills Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

Unit 1 Overview:

Unit 1 Summary:

Students begin with narrative writing to quickly boost their writing production, learn the foundational skill of Focus, and become comfortable with key classroom habits and routines they will use all year. Students work to become a classroom community of diverse perspectives. Students apply observational skills to first-person point of view readings and learn how to work closely with textual evidence. Students will focus on the author's use of language and emotion to convey central ideas. At the end of the unit, students write an argument essay with supporting evidence.

Essential Questions:

- What effect does a first-person memoir have on a reader?
- How does an author create a character?
- How can writers develop a perspective while reading?
- How can a writer use evidence to support an argument?

Enduring Understandings:

- The power of first-person memoir captures the experiences and emotions of childhood.
- Authors create and build a character throughout a book.
- Writers can focus on a moment in the text and develop a unique perspective about it.
- Writers can use evidence from a text to support a point of view.

New Jersey Student Learning Standards

Language:

- L.SS.6.1. Demonstrate command of the system and structure of the English language when writing or speaking.
- L.KL.6.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.VL.6.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies.
- 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.
 - 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).

Reading:

- RI.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
- RI.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., visually, quantitatively) to develop a coherent understanding of a topic or issue.

Writing:

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

- 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.

W.IW.6.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.NW.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- D. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

W.WR.6.5. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W.SE.6.6. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

Speaking and Listening:

SL.PE.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- 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.AS.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Companion Standards:

- 9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
- 9.2.8.CAP.6: Compare the costs of postsecondary education with the potential increase in income from a career of choice.
- 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.
- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.

Additional Resources

- Nonfiction and everyday text including essays, speeches, biographies/autobiographies, scientific and historical accounts, digital/paper sources, newspaper and magazine articles
- Poems
- Video clips
- Writing rubrics (PARCC and/or 6+1 Traits)
- Teacher-created materials
- Reading and writing workshop programs supported by district
- Technology including computers, SmartBoards, Webquests, etc.
- Textbooks
- MLA Resources
- Ocean County AVA Media Resources
- <http://www.liketoread.com>

- http://www.corestandards.org/assets/Appendix_B.pdf - Lists of optional text
- www.readwritethink.org – Language arts lesson plans
- www.writingfix.com – Lessons and resources for 6+1 writing traits
- www.scholastic.com – Reading resources
- www.enotes.com – Subscription-only site for various literary resources
- www.readworks.org – Lessons for literary elements
- www.ttms.org – (Teaching that makes sense) reading and writing strategies and prompts
- www.quizlet.com – Teacher tool—vocabulary flashcards and games to reinforce which can be embedded to teacher’s website, also in other languages

Core and Extra Texts:

Boy: *Tales of Childhood* by Roald Dahl

Extra: Excerpt from *The Adventures of Tom Sawyer* by Mark Twain

Extra: Excerpt from *Tony Hawk: Professional Skateboarder* by Tony Hawk and Sean Mortimer

Extra: Excerpt from *The Story of My Life* by Helen Keller

Extra: Excerpt from *The Secret Garden* by Frances Hodgson Burnett

Extra: Excerpts from *Inside Out and Back Again* by Thanhha Lai

Unit 1 Student Learning Objectives

Overall Learning Outcomes

Students will...

- focus their writing by writing, editing, revising, and presenting about one small moment.
- collaborate to develop shared rules, procedures, and roles for class sharing discussions.
- analyze how an author uses precise details and language to focus and show an emotion.
- identify an overall impression to show how an author builds an interpretation of a character.
- select and explain the text details that support an idea

Unit 1 Assessments

Formative:

- Do-Nows
- Literature responses/circles
- Cooperative learning groups
- Book talks
- Vocabulary assessments
- Open-ended questions
- Anecdotal Notes
- Exit/Admit Slips
- Peer/Self Assessments
- Reading/Writing Conferences
- Writing Portfolio
- Speeches
- Graphic organizers/Venn Diagrams
- Timed reading/writing
- Writing assignments

- Rubrics
- Journal responses
- Class discussions
- Peer conferences
- Questioning
- Oral presentations
- Powerpoint/Prezi presentations
- Individual Whiteboards
- Book reviews
- Debates

Summative:

- Common Unit / Marking Period Assessment
- End-of-unit or chapter tests
- Writing portfolio
- Writing assessments/essays
- NJSLA ELA
- Oral presentations

Benchmark:

- Common Unit / Marking Period Assessment
- Speaking and Listening/Research-based speeches
- NJSLA ELA

Unit 2 Overview

Unit 2 Summary:

Students read like an investigator to embark on a multi-genre study into the mesmerizing world of scientific and investigative sleuthing. Students read historical based texts from when medical diagnostics and criminal investigations were still evolving into scientific fields. Students will analyze clues, evidence, and scientific data to make meaning and support their own claims. Students explore the ethics of the team's experiments and consider how current scientists and health workers approach issues of public health. At the end of the unit, students write an essay with supporting evidence.

Essential Questions:

- How did historical investigators approach medical and criminal mysteries?
- How can readers assess the credibility of evidence used to support conclusions?
- What traits are most useful to problem-solving investigators?

Enduring Understandings:

- Historical investigators used new scientific facts and a variety of methods to solve medical and criminal mysteries
- Not all evidence is created equally, and comes in varying degrees of factuality and credibility
- Problem solving investigators need strong traits to help solve mysteries

New Jersey Student Learning Standards

Language:

- L.SS.6.1. Demonstrate command of the system and structure of the English language when writing or speaking.
- L.KL.6.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- B. Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. .
- 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.
- B. Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings.
- 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.
 - C. Analyze the impact of a specific word choice on meaning and tone.
 - D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).

Reading:

- RI.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
- RI.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., 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.

Writing:

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

W.WP.6.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.

W.WR.6.5. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W.SE.6.6. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

W.RW.6.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening:

- SL.PE.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- -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.
- 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.

Companion Standards:

- 9.2.8.CAP.10: Evaluate how careers have evolved regionally, nationally, and globally.
- 9.2.8.CAP.16: Research different ways workers/ employees improve their earning power through education and the acquisition of new knowledge and skills.
- 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.
- 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).
- 9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- 9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.
- 9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information
- 9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations.
- 9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).
- 9.4.8.TL.2: Gather data and digitally represent information to communicate a real-world problem
- 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.
- 9.4.8.TL.4: Synthesize and publish information about a local or global issue or event
- 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.
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Interdisciplinary Connections:

- MS-LS2-4 Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.

Additional Resources:

- Nonfiction and everyday text including essays, speeches, biographies/autobiographies, scientific and historical accounts, digital/paper sources, newspaper and magazine articles
- Poems
- Video clips
- Writing rubrics (PARCC and/or 6+1 Traits)
- Teacher-created materials
- Reading and writing workshop programs supported by district
- Technology including computers, SmartBoards, Webquests, etc.
- Textbooks
- MLA Resources
- Ocean County AVA Media Resources
- <http://www.liketoread.com>
- http://www.corestandards.org/assets/Appendix_B.pdf - Lists of optional text

- www.readwritethink.org – Language arts lesson plans
- www.writingfix.com – Lessons and resources for 6+1 writing traits
- www.scholastic.com – Reading resources
- www.enotes.com – Subscription-only site for various literary resources
- www.readworks.org – Lessons for literary elements
- www.ttms.org – (Teaching that makes sense) reading and writing strategies and prompts
- www.quizlet.com – Teacher tool—vocabulary flashcards and games to reinforce which can be embedded to teacher’s website, also in other languages

Core and Extra Texts:

The Secret of the Yellow Death: A True Story of Medical Sleuthing by Suzanne Jurmain

Fever 1793 by Laurie Halse Anderson

Letter from Mabel H. Lazer to Dr. James Carroll

“Yellow Fever Circles Brazil’s Huge Cities” by Shasta Darlington and Donald G. McNeil Jr.

The Hippocratic Oath/The Physician’s Pledge

“The Speckled Band” by Sir Arthur Conan Doyle

“The Red-Headed League” by Sir Arthur Conan Doyle

Extra: See it Through by Edgar Guest

Extra: EXcerpt from “Outwitting Nature’s Greatest Killer” by Mark Johnson, Mark Hoffman, Devi Shastri

Extra: Excerpt from “Young Goodman Brown” by Nathaniel Hawthorne

Extra: Excerpt from “A Mysterious Visit” by Mark Twain

Unit 2 Student Learning Objectives

Students will...

- assess the credibility of evidence used to support conclusions
- explain which trait is most useful to problem-solving investigators
- identify, organize, and evaluate claims and supporting evidence

Unit 2 Assessments

Formative:

- Do-Nows
- Literature responses/circles
- Cooperative learning groups
- Book talks
- Vocabulary assessments
- Open-ended questions
- Anecdotal Notes
- Exit/Admit Slips
- Peer/Self Assessments
- Reading/Writing Conferences
- Writing Portfolio
- Speeches
- Graphic organizers/Venn Diagrams
- Timed reading/writing

- Writing assignments
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Summative:

- Common Unit / Marking Period Assessment
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Benchmark:

- Common Unit / Marking Period Assessment
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- NJSLA ELA

Unit 3 Overview

-Diversity, Equity, and Inclusion

Unit 3 Summary:

In this unit, students explore primary documents and conduct independent research to better understand the roles that chocolate has played in cultures around the world throughout its long history. In the lessons on information literacy that begin the unit, students learn how to determine if a source is reliable and understand the ethical uses of information. Having practiced these skills, students are ready to develop and sharpen their sourcing capabilities in the next lessons, where they construct their own research questions and explore the Internet for answers. In later lessons, students learn how to construct an evidence-based argument. They write a short piece aimed at convincing readers that their favorite kind of chocolate is the best, and then debate whether or not chocolate should be included in school lunches. Throughout these activities, students learn to develop their positions by carefully analyzing source documents, and building their arguments on solid, relevant evidence. As students reach the end of the unit, they synthesize all of the skills they've developed to tackle a culminating research project—part essay, part interactive timeline.

Essential Questions:

- What role has chocolate played in cultures throughout the ages?
- How do readers identify and compare an authors' purpose and perspective?
- How do writers synthesize information from several sources to develop an argument?

Enduring Understandings:

- Chocolate has played an important role in cultures over time and throughout the world
- Authors write for different purposes and from different perspectives and it is important to recognize and compare their perspectives.
- Writers must synthesize information from a variety of sources to develop a strong argument.

New Jersey Student Learning Standards

Language:

- L.SS.6.1. Demonstrate command of the system and structure of the English language when writing or speaking.
- L.KL.6.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening. .
- 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.
- 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.
 - 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).

Reading:

- RL.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.
- RI.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
- RI.CI.6.2. Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.

RI.TS.6.4. Use text structures (e.g., cause-effect, problem-solution), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information.

RI.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.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.

Writing:

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

- 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.

- 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.WR.6.5. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W.SE.6.6. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

W.RW.6.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening:

SL.PE.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- 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.
- 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.

Companion Standards:

- 9.2.8.CAP.10: Evaluate how careers have evolved regionally, nationally, and globally.
- 9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential
- 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.
- 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).

- 9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
- 9.4.8.DC.1: Analyze the resource citations in online materials for proper use.
- 9.4.8.DC.2: Manage appropriate citation and attribution elements when creating media products (e.g., W.6.8).
- 9.4.8.DC.5: Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.
- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- 9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.
- 9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations.
- 9.4.8.IML.5: Analyze and interpret local or public data sets to summarize and effectively communicate the data.
- 9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).
- 9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.
- 9.4.8.TL.2: Gather data and digitally represent information to communicate a real-world problem
- 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.
- 9.4.8.TL.4: Synthesize and publish information about a local or global issue or event
- 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.

Interdisciplinary Connections:

- 6.1.12.HistoryCC.3.a: Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.

Additional Resources

- Nonfiction and everyday text including essays, speeches, biographies/autobiographies, scientific and historical accounts, digital/paper sources, newspaper and magazine articles
- Poems
- Video clips
- Writing rubrics (NJSLA and/or 6+1 Traits)
- Teacher-created materials
- Reading and writing workshop programs supported by district
- Technology including computers, SmartBoards, Webquests, etc.
- Textbooks
- MLA Resources
- Ocean County AVA Media Resources
- <http://www.liketoread.com>
- http://www.corestandards.org/assets/Appendix_B.pdf - Lists of optional text
- www.readwritethink.org – Language arts lesson plans
- www.writingfix.com – Lessons and resources for 6+1 writing traits
- www.scholastic.com – Reading resources
- www.enotes.com – Subscription-only site for various literary resources
- www.readworks.org – Lessons for literary elements
- www.ttms.org – (Teaching that makes sense) reading and writing strategies and prompts
- www.quizlet.com – Teacher tool—vocabulary flashcards and games to reinforce which can be embedded to teacher’s website, also in other languages

Core and Extra Texts:

The Chocolate Collection

Extra: Excerpt from *The Autobiography of Benjamin Franklin* by Benjamin Franklin

Extra: Excerpt from *Life on the Mississippi* by Mark Twain

Extra: Excerpt from *A History of US 10: All the People: Since 1945* by Joy Hakim

Unit 3 Student Learning Objectives

Overall Learning Outcomes

Students will know ...

- How to create a citation for a reference.
- How to effectively participate in a collaborative group
- How to recognize and determine a credible source.
- How to analyze texts.
- A variety of reading comprehension strategies.
- The conventions of Standard English grammar and usage when writing or speaking.

Suggested Unit Objectives

Students will be able to ...

- Apply Signpost close reading strategy with a suggested focus on Again & Again and Memory Moment
- Identify elements of historical fiction and distinguish between fact and fiction
- Apply and review all writing modes (NT, RST, LAT)
- Analyze the effect of a given time period on an individual and society
- Formulate conclusions about people's reactions to external factors
- Extrapolate themes and evaluate their relevance to contemporary society
- Read and comprehend informational text alongside fiction in order to compare and contrast time, place, characteristics, and historical accounts of the same period
- Integrate speaking skills to continue creating confidence when speaking or presenting to class.

Unit 3 Assessments

Formative:

- Do-Nows
- Literature responses/circles
- Cooperative learning groups
- Book talks
- Vocabulary assessments
- Open-ended questions
- Anecdotal Notes
- Exit/Admit Slips
- Peer/Self Assessments
- Reading/Writing Conferences
- Writing Portfolio
- Speeches
- Graphic organizers/Venn Diagrams
- Timed reading/writing
- Writing assignments
- Rubrics
- Journal responses
- Class discussions
- Peer conferences
- Questioning
- Oral presentations
- Powerpoint/Prezi presentations
- Individual Whiteboards
- Book reviews

- Debates

Summative:

- Common Unit / Marking Period Assessment
- End-of-unit or chapter tests
- Writing portfolio
- Writing assessments/essays
- NJSLA ELA
- Oral presentations

Benchmark:

- Common Unit / Marking Period Assessment
- Speaking and Listening/Research-based speeches
- NJSLA ELA

Unit 4 Overview

Unit 4 Summary:

The stories of world mythologies have a timeless quality. The Greek myths in this unit explore questions and themes that help us understand the world around us and our role in it. Drawing on the routines and skills established in previous units, these lessons ask students to move from considering the state of a single person—themselves or a character—to contemplating broader questions concerning the role people play in the world and the various communities they inhabit within it.

Essential Questions:

- What ideas can you gather from learning about man vs. gods in Ancient Greece?
- What do symbolic characters show about human nature?
- How can you compare themes across texts?

Enduring Understanding:

- Readers can describe characters based on their thoughts and actions.
- Lessons can be learned from symbolic characters in Greek mythology.
- Common themes occur across texts and we can use evidence to support and compare themes.

New Jersey Student Learning Standards

Language:

L.VI.6.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- 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)

Reading:

RL.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.

RL.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.

RI.TS.6.4. Use text structures (e.g., cause-effect, problem-solution), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information.

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

RL.MF.6.6. Compare and contrast information or texts to develop a coherent understanding of a theme, topic, or issue when reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text.

RI.AA.6.7. Trace the development of and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

Writing:

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

W.IW.6.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.NW.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

Speaking and Listening:

SL.PE.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- 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.

SL.II.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

SL.PI.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).

Companion Standards:

- 9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential
- 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.
- 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).
- 9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- 9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information
- 9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations.
- 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.
-

Interdisciplinary Connections:

- 6.2.8.HistoryCA.3.a: Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.

Additional Resources:

- Nonfiction and everyday text including essays, speeches, biographies/autobiographies, scientific and historical accounts, digital/paper sources, newspaper and magazine articles
- Poems
- Video clips
- Writing rubrics (NJSLA and/or 6+1 Traits)
- Teacher-created materials
- Reading and writing workshop programs supported by district
- Technology including computers, SmartBoards, Webquests, etc.
- Textbooks
- MLA Resources
- Ocean County AVA Media Resources
- <http://www.liketoread.com>
- http://www.corestandards.org/assets/Appendix_B.pdf - Lists of optional text
- www.readwritethink.org – Language arts lesson plans
- www.writingfix.com – Lessons and resources for 6+1 writing traits
- www.scholastic.com – Reading resources
- www.enotes.com – Subscription-only site for various literary resources
- www.readworks.org – Lessons for literary elements
- www.ttms.org – (Teaching that makes sense) reading and writing strategies and prompts

- www.quizlet.com – Teacher tool—vocabulary flashcards and games to reinforce which can be embedded to teacher’s website, also in other languages

Core and Extra Texts:

“Prometheus” from *Heroes, Gods and Monsters of the Greek Myths* by Bernard Evslin
 “Daedalus” from *Heroes, Gods and Monsters of the Greek Myths* by Bernard Evslin
 “Demeter” from *Heroes, Gods and Monsters of the Greek Myths* by Bernard Evslin
 Excerpts from *The Odyssey* by Homer, translated by E.V. Rieu
 Arachne from *Selected Tales From Ovid* by Ted Hughes
 Excerpt from *The Arabian Nights’ Entertainments*, “Second Voyage,” by Andrew Lang
 Extra: Excerpt from *Prometheus Bound* by Aeschylus
 Extra: Excerpt from “Circe’s Palace” by Nathaniel Hawthorne
 Extra: Excerpt from “The Picture Minerva Wove” by Carolyn Sherwin Bailey

Unit 4 Student Learning Objectives

Overall Learning Outcomes

Students will know...

- A variety of reading comprehension strategies.
- The conventions of Standard English grammar and usage when writing or speaking.

Students will be able to ...

- Students should have a strong understanding of all Signposts and be able to apply them to their reading
- Apply a variety of comprehension skills.
- Identify and interpret how narrative elements interact within a story.
- Write responses that include all necessary elements.
- Identify unfamiliar vocabulary through the use of context clues.
- Read and comprehend a variety of complex texts.
- Understand the correct uses of pronoun forms (subject, object, possessive, intensive).
- Identify pronoun and antecedent relationships.
- Understand the uses of parentheses, dashes, and commas in direct address in sentences.
- Engage in a range of collaborative discussions with peers.
- Present information to peers for discussion and evaluation.
- Identify useful and reliable resources during the research process.
- Orally present claims and findings clearly and concisely (as they pertain to Common Unit / Marking Period assessment).
- Build empathy within the classroom.

Unit 4 Assessments

Formative:

- Do-Nows
- Literature responses/circles
- Cooperative learning groups

- Book talks
- Vocabulary assessments
- Open-ended questions
- Anecdotal Notes
- Exit/Admit Slips
- Peer/Self Assessments
- Reading/Writing Conferences
- Writing Portfolio
- Speeches
- Graphic organizers/Venn Diagrams
- Timed reading/writing
- Writing assignments
- Rubrics
- Journal responses
- Class discussions
- Peer conferences
- Questioning
- Oral presentations
- Powerpoint/Prezi presentations
- Individual Whiteboards
- Book reviews
- Debates

Summative:

- Common Unit / Marking Period Assessment
- End-of-unit or chapter tests
- Writing portfolio
- Writing assessments/essays
- NJSLA ELA
- Oral presentations

Benchmark:

- Common Unit / Marking Period Assessment
- Speaking and Listening/Research-based speeches
- NJSLA ELA

Unit 5 Overview

Unit 5 Summary:

Using the hero's journey structure and Homer's *The Odyssey* as inspiration, in *Summer of the Mariposas*, Guadalupe Garcia McCall creates a world in which Mexican folklore and Aztec legend are woven into the more realistic experiences of Odilia and her sisters. Some of the ideas that students will return to throughout their reading will be the characterization of the sisters, the stages of the hero's journey, and the themes of family and identity. As part of this work, students will consider how characters change and develop, compare McCall's retelling to episodes from Homer's *The Odyssey*, contrast the sister's fictional journey to the non-fiction account of a migrant boy's journey, and research Aztec mythology to create their own Lotería cards. After completing the novel, students write an essay explaining what allows the hero of *Summer of the Mariposas* to be successful in specific moments. Through the use of a sample essay, exploration of the text, and discussion, students will complete a series of lessons to craft well-written and focused essay.

Essential Questions:

- How can we describe a hero's journey through Aztec mythology?
- How can we trace a character's arc from the beginning of a novel to the end?
- How can we analyze how a character's traits assist a heroic character on their journey?

Enduring Understanding:

- A hero's journey structure has been used in texts throughout history and readers can follow the stages of a journey.
- Characters change and develop throughout a story and reader can describe and compare these changes.
- Certain character traits are needed in order to help a heroic character on their journey through life.

New Jersey Student Learning Standards

Language:

L.VL.6.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies.

L.VI.6.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- 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).

Reading:

RL.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.

RI.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.

RL.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.

RI.CI.6.2. Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.

RL.IT.6.3. Describe how a particular text's structure unfolds in a series of episodes and use textual evidence to describe how the characters respond or change as the plot moves toward a resolution.

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.

RI.TS.6.4. Use text structures (e.g., cause-effect, problem-solution), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information.

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

RL.MF.6.6. Compare and contrast information or texts to develop a coherent understanding of a theme, topic, or issue when reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text.

RI.AA.6.7. Trace the development of and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

Writing:

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

W.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.

D. Use precise language and domain-specific vocabulary to inform about or explain the topic.

Speaking and Listening:

SL.PE.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

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.

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

SL.UM.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

Companion Standards:

- 9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential
- 9.4.8.CI.2: Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).
- 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).
- 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.
- 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).
- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions
- to achieve a group goal.
- 9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information
- 9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations.
- 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.

Additional Resources:

- Nonfiction and everyday text including essays, speeches, biographies/autobiographies, scientific and historical accounts, digital/paper sources, newspaper and magazine articles
- Poems
- Video clips
- Writing rubrics (NJSLA and/or 6+1 Traits)
- Teacher-created materials
- Reading and writing workshop programs supported by district
- Technology including computers, SmartBoards, Webquests, etc.
- Textbooks
- MLA Resources
- Ocean County AVA Media Resources
- <http://www.liketoread.com>
- http://www.corestandards.org/assets/Appendix_B.pdf - Lists of optional text
- www.readwritethink.org – Language arts lesson plans

- www.writingfix.com – Lessons and resources for 6+1 writing traits
- www.scholastic.com – Reading resources
- www.enotes.com – Subscription-only site for various literary resources
- www.readworks.org – Lessons for literary elements
- www.ttms.org – (Teaching that makes sense) reading and writing strategies and prompts
- www.quizlet.com – Teacher tool—vocabulary flashcards and games to reinforce which can be embedded to teacher’s website, also in other languages

Core and Extra Texts:

Summer of Mariposas by Guadalupe Garcia McCall

Excerpt from *The Odyssey*, a graphic novel by Gareth Hinds

Excerpt from *The Odyssey* by Homer, translated by E.V. Rieu

Excerpt from *Enrique’s Journey* by Sonia Nazario

Extra: Excerpt from “The Boy and the Bayonet” by Paul Laurence Dunbar

Extra: “Mariposa” by Edna St. Vincent Millay

Unit 5 Student Learning Objectives

Overall Learning Outcomes

Students will know...

- Discuss and understand the hero’s journey
- Analyze *Summer of the Mariposas* as relating to the hero’s journey

Unit 5 Assessments

Formative:

- Do-Nows
- Literature responses/circles
- Cooperative learning groups
- Book talks
- Vocabulary assessments
- Open-ended questions
- Anecdotal Notes
- Exit/Admit Slips
- Peer/Self Assessments
- Reading/Writing Conferences
- Writing Portfolio
- Speeches
- Graphic organizers/Venn Diagrams
- Timed reading/writing
- Writing assignments
- Rubrics
- Journal responses

- Class discussions
- Peer conferences
- Questioning
- Oral presentations
- Powerpoint/Prezi presentations
- Individual Whiteboards
- Book reviews
- Debates

Summative:

- Common Unit / Marking Period Assessment
- End-of-unit or chapter tests
- Writing portfolio
- Writing assessments/essays
- NJSLA ELA
- Oral presentations

Benchmark:

- Common Unit / Marking Period Assessment
- Speaking and Listening/Research-based speeches
- NJSLA ELA

Unit 6 Overview

Unit 6 Summary:

This unit is embedded in a study of the complex story of the Titanic. In the lessons on information literacy that begin the unit, students learn how to tell the difference between primary, secondary, and tertiary sources, determine if a source is reliable, and understand the ethical uses of information. Having practiced these skills, students are ready to develop and sharpen their sourcing abilities in the next lessons, where they construct their own research questions and explore the Internet for answers. In subsequent lessons, each student is assigned a passenger from the Titanic's manifest. They consider gender and class issues as they research and write narrative accounts from the point of view of their passengers. This lesson informs the next sub-unit, a Socratic Seminar in which students rely on their research to examine the complicated issues inherent in the Titanic story. As students reach the end of the unit, they synthesize all of the skills they've developed to tackle a culminating research assignment: a part essay, part multimedia project.

Essential Questions:

- What were the lives and experiences of the Titanic passengers like?
- • How can you compare and contrast perspectives on a single event?
- • How can you develop a question, conduct research, and create a multimedia project on a specific topic?

Enduring Understanding:

- Evaluating a variety of sources can give insight into the lives and experiences of passengers on the Titanic.
- You can compare and contrast perspectives on a single event by analyzing multiple sources and texts.
- One can gain information on a topic by exploring a question, using Internet research and discussion to create a cohesive presentation.

New Jersey Student Learning Standards

Language:

L.KL.6.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- B. Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. .

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.

- B. Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings.

Reading:

RI.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.

RI.AA.6.7. Trace the development of and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

Writing:

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

-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.

-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. .

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 introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

W.WP.6.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.

W.WR.6.5. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W.SE.6.6. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

W.RW.6.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening:

SL.PE.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

-C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

SL.II.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

SL.PI.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).

SL.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.

Companion Standards:

- 9.2.8.CAP.10: Evaluate how careers have evolved regionally, nationally, and globally.
- 9.2.8.CAP.15: Present how the demand for certain skills, the job market, and credentials can determine an individual's earning power.
- 9.4.8.CI.1: Assess data gathered on varying perspectives on causes of climate change (e.g., cross-cultural, 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.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).
- 9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
- 9.4.8.DC.1: Analyze the resource citations in online materials for proper use.
- 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).
- 9.4.8.DC.3: Describe tradeoffs between allowing information to be public (e.g., within online games) versus keeping information private and secure.
- 9.4.8.DC.4: Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.

- 9.4.8.DC.5: Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.
- 9.4.8.DC.6: Analyze online information to distinguish whether it is helpful or harmful to reputation.
- 9.4.8.DC.8: Explain how communities use data and technology to develop measures to respond to effects of climate change (e.g., smart cities).
- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- 9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.
- 9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information
- 9.4.8.IML.3: Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping (e.g., [6.SP.B.4](#), [7.SP.B.8b](#)).
- 9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations.
- 9.4.8.IML.5: Analyze and interpret local or public data sets to summarize and effectively communicate the data.
- 9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).
- 9.4.8.IML.8: Apply deliberate and thoughtful search strategies to access high-quality information on climate change (e.g., 1.1.8.C1b).
- 9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.
- 9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.
- 9.4.8.TL.2: Gather data and digitally represent information to communicate a real-world problem
- 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.
- 9.4.8.TL.4: Synthesize and publish information about a local or global issue or event
- 9.4.8.TL.5: Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.
- 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.

Interdisciplinary Connections:

6.1.8.EconNE.4.a: Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation.

6.1.8.EconNE.4.b: Analyze how technological innovations affected the status and social class of different groups of people and explain the outcomes that resulted.

6.1.12.HistoryCA.2.a: Research multiple perspectives to explain the struggle to create an American identity.

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

Additional Resources:

- Nonfiction and everyday text including essays, speeches, biographies/autobiographies, scientific and historical accounts, digital/paper sources, newspaper and magazine articles
- Poems
- Video clips
- Writing rubrics (NJSLA and/or 6+1 Traits)
- Teacher-created materials

- Reading and writing workshop programs supported by district
- Technology including computers, SmartBoards, Webquests, etc.
- Textbooks
- MLA Resources
- Ocean County AVA Media Resources
- <http://www.liketoread.com>
- http://www.corestandards.org/assets/Appendix_B.pdf - Lists of optional text
- www.readwritethink.org – Language arts lesson plans
- www.writingfix.com – Lessons and resources for 6+1 writing traits
- www.scholastic.com – Reading resources
- www.enotes.com – Subscription-only site for various literary resources
- www.readworks.org – Lessons for literary elements
- www.ttms.org – (Teaching that makes sense) reading and writing strategies and prompts
- www.quizlet.com – Teacher tool—vocabulary flashcards and games to reinforce which can be embedded to teacher’s website, also in other languages

Core and Extra Texts:

The Titanic Collection

Extra: “The Harvest of The Sea (On the sinking of the Titanic:” by Charles Hanson Towne

Extra: Excerpt from the British Government report submitted to US Senate on April 15, 1912: “The Third-Class Passengers”

Unit 6 Student Learning Objectives

Overall Learning Outcomes

Students will...

- describe the lives and experiences of the different groups and classes of passengers on the Titanic
 - compare and contrast perspectives on a single event
 - develop a question, conduct research, and create a multimedia project
- Discuss and understand the hero’s journey
- Analyze Summer of the Mariposas as relating to the hero’s journey

Unit 6 Assessments

Formative:

- Do-Nows
- Literature responses/circles
- Cooperative learning groups
- Book talks
- Vocabulary assessments
- Open-ended questions
- Anecdotal Notes
- Exit/Admit Slips

- Peer/Self Assessments
- Reading/Writing Conferences
- Writing Portfolio
- Speeches
- Graphic organizers/Venn Diagrams
- Timed reading/writing
- Writing assignments
- Rubrics
- Journal responses
- Class discussions
- Peer conferences
- Questioning
- Oral presentations
- Powerpoint/Prezi presentations
- Individual Whiteboards
- Book reviews
- Debates

Summative:

- Common Unit / Marking Period Assessment
- End-of-unit or chapter tests
- Writing portfolio
- Writing assessments/essays
- NJSLA ELA
- Oral presentations

Benchmark:

- Common Unit / Marking Period Assessment
- Speaking and Listening/Research-based speeches
- NJSLA ELA

Unit 7 Overview

Unit 7 Summary:

In this unit, students get to practice their creative writing skills, learning the elements of storytelling, character development, and the importance of vivid language. Through this process, students will begin to think more critically about texts. For many students, it can seem as if texts arrive in this world fully formed, as if published authors have never struggled with creative frustration; never felt doubt; or never had to rewrite a sentence over and over again until it finally worked. By creating their own short stories, students will come to appreciate how texts are created and the hard work they demand. They learn that a text is the result of a series of choices made by its author. Every sentence, every word choice, every character trait or plot twist, is the result of a conscious decision. Once a student understands how writers use these elements to create a story, they become stronger readers and critics, armed with the tools to effectively and incisively analyze a piece of literature.

Essential Questions:

- How do we create believable, multifaceted fictional characters and create the shape or arc of a story through plot development?
- How do we use dialogue and balance it with narration in order to reveal the character and drive the plot?
- How do we use technical writing skills as these skills apply to writing fiction?

Enduring Understanding:

- Writers can create believable characters and shape the arc of their story around the characters.
- Writers must balance the use of dialogue and narration in order to drive the plot of a fictional story.
- It is important to use technical writing skills in fiction writing.

New Jersey Student Learning Standards

Language:

L.SS.6.1. Demonstrate command of the system and structure of the English language when writing or speaking.

- B. Use intensive pronouns (e.g., myself, ourselves).
- C. Recognize and correct inappropriate shifts in pronoun number and person.

L.KL.6.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.VL.6.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies.

- 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.

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).

Reading:

N/A

Writing:

W.NW.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

A. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

D. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

E. Provide a conclusion that follows from the narrated experiences or events.

W.WP.6.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.

W.WR.6.5. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W.SE.6.6. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

Speaking and Listening:

N/A

Companion Standards:

- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.

Interdisciplinary Connections:

N/A

Additional Resources:

- Nonfiction and everyday text including essays, speeches, biographies/autobiographies, scientific and historical accounts, digital/paper sources, newspaper and magazine articles
- Poems
- Video clips
- Writing rubrics (NJSLA and/or 6+1 Traits)
- Teacher-created materials
- Reading and writing workshop programs supported by district
- Technology including computers, SmartBoards, Webquests, etc.
- Textbooks
- MLA Resources
- Ocean County AVA Media Resources
- <http://www.liketoread.com>
- http://www.corestandards.org/assets/Appendix_B.pdf - Lists of optional text
- www.readwritethink.org – Language arts lesson plans
- www.writingfix.com – Lessons and resources for 6+1 writing traits
- www.scholastic.com – Reading resources
- www.enotes.com – Subscription-only site for various literary resources
- www.readworks.org – Lessons for literary elements
- www.ttms.org – (Teaching that makes sense) reading and writing strategies and prompts
- www.quizlet.com – Teacher tool—vocabulary flashcards and games to reinforce which can be embedded to teacher’s website, also in other languages

Unit 7 Student Learning Objectives

Overall Learning Outcomes

Students will...

- practice creating believable, multifaceted fictional characters.
- practice balancing dialogue and narration to reveal characters and drive plot.
- Use sequence and character revelation to drive the sequence and plot of the story
 - use technical writing skills as these skills apply to writing fiction.

Unit 7 Assessments

Formative:

- Do-Nows
- Literature responses/circles
- Cooperative learning groups
- Book talks
- Vocabulary assessments
- Open-ended questions
- Anecdotal Notes
- Exit/Admit Slips
- Peer/Self Assessments
- Reading/Writing Conferences
- Writing Portfolio
- Speeches
- Graphic organizers/Venn Diagrams
- Timed reading/writing
- Writing assignments
- Rubrics
- Journal responses
- Class discussions
- Peer conferences
- Questioning
- Oral presentations
- Powerpoint/Prezi presentations
- Individual Whiteboards
- Book reviews
- Debates

Summative:

- Common Unit / Marking Period Assessment
- End-of-unit or chapter tests
- Writing portfolio
- Writing assessments/essays
- NJSLA ELA
- Oral presentations

Benchmark:

- Common Unit / Marking Period Assessment
- Speaking and Listening/Research-based speeches
- NJSLA ELA

Unit 8 Overview

Unit 8 Summary:

Grades 6–8 share access to the full range of topics and lessons within the grammar unit. This structure allows teachers to select the content that best meets their students’ needs while exposing students to key grammar topics for the middle grades. A suggested sequence of activities for each grade can be found in the Flex Days within the core units. The lesson activities in this unit are designed to be self-guided; students can move independently through activities that provide instruction and practice with particular grammar topics. Each activity is designed to take 5–7 minutes and is in the form of multiple choice questions.

Essential Questions:

- How do we write, edit, and expand complete sentences?
- How do we use pronouns correctly?
- How do we use verbs in the appropriate tense and use verbs to show mood and voice?
- How do we use appropriate punctuation in sentences?

Enduring Understanding:

- There are a variety of ways to build sentences and they can be edited and revised to create stronger sentences.
- Pronouns can be used to replace nouns and must show agreement within a sentence.
- Verbs have tenses and we can revise verbs to show the mood or voice in a sentence.
- Appropriate punctuation is necessary to form clear and coherent sentences.

New Jersey Student Learning Standards

Language:

L.SS.6.1. Demonstrate command of the system and structure of the English language when writing or speaking.

- B. Use intensive pronouns (e.g., myself, ourselves).
- C. Recognize and correct inappropriate shifts in pronoun number and person.

L.KL.6.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.VL.6.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies.

- 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.

L.VI.6.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- A. Interpret figures of speech (e.g., personification) in context.
- B. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
- C. Analyze the impact of a specific word choice on meaning and tone.
- D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).

Reading:

N/A

Writing:

W.NW.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

A. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

D. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

E. Provide a conclusion that follows from the narrated experiences or events.

W.WP.6.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.

W.WR.6.5. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W.SE.6.6. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

Speaking and Listening:

N/A

Companion Standards:

N/A

Interdisciplinary Connections:

N/A

Additional Resources:

- Nonfiction and everyday text including essays, speeches, biographies/autobiographies, scientific and historical accounts, digital/paper sources, newspaper and magazine articles
- Poems
- Video clips
- Writing rubrics (NJSLA and/or 6+1 Traits)
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- www.tms.org – (Teaching that makes sense) reading and writing strategies and prompts
- www.quizlet.com – Teacher tool—vocabulary flashcards and games to reinforce which can be embedded to teacher’s website, also in other languages

Overall Learning Outcomes

Students will...

- use knowledge of language and its conventions when writing, speaking, reading, or listening.
- choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- explain the function of phrases and clauses in general and their function in specific sentences.
- explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
- place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
- choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
- demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- use a comma to separate coordinate adjectives

Unit 8 Assessments

Formative:

- Do-Nows
- Literature responses/circles
- Cooperative learning groups
- Book talks
- Vocabulary assessments
- Open-ended questions
- Anecdotal Notes
- Exit/Admit Slips
- Peer/Self Assessments
- Reading/Writing Conferences
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Summative:

- Common Unit / Marking Period Assessment
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- Writing assessments/essays
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Benchmark:

- Common Unit / Marking Period Assessment
- Speaking and Listening/Research-based speeches
- NJSLA ELA