



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
August 2026	Ian Schwartz	Review

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DEPARTMENT English

COURSE English, Grade 6

Township of Ocean Pacing Guide			
Week	Marking Period 1	Week	Marking Period 3
1	Unit 1: Characters Who Change and Grow	21	Unit 3: The Giver
2	Unit 1: Characters Who Change and Grow	22	Unit 4: Our Changing Oceans
3	Unit 1: Characters Who Change and Grow	23	Unit 4: Our Changing Oceans
4	Unit 1: Characters Who Change and Grow	24	Unit 4: Our Changing Oceans
5	Unit 1: Characters Who Change and Grow	25	Unit 4: Our Changing Oceans
6	Unit 1: Characters Who Change and Grow	26	Unit 4: Our Changing Oceans
7	Unit 2: The Recipe for Success	27	Unit 4: Our Changing Oceans
8	Unit 2: The Recipe for Success	28	Unit 4: Our Changing Oceans
9	Unit 2: The Recipe for Success	29	Unit 5: The Forces that Shape Us
10	Unit 2: The Recipe for Success	30	Unit 5: The Forces that Shape Us
Week	Marking Period 2	Week	Marking Period 4
11	Unit 2: The Recipe for Success	31	Unit 5: The Forces that Shape Us
12	Unit 2: The Recipe for Success	32	Unit 5: The Forces that Shape Us
13	Unit 3: The Giver	33	Unit 5: The Forces that Shape Us
14	Unit 3: The Giver	34	Unit 5: The Forces that Shape Us
15	Unit 3: The Giver	35	Unit 6: The Power of Play
16	Unit 3: The Giver	36	Unit 6: The Power of Play
17	Unit 3: The Giver	37	Unit 6: The Power of Play

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18	Unit 3: The Giver	38	Unit 6: The Power of Play
19	Unit 3: The Giver	39	Unit 6: The Power of Play
20	Unit 3: The Giver	40	Unit 6: The Power of Play

Core Instructional & Supplemental Materials including various levels of Texts

- CommonLit 360 Curriculum, Grade 6, Edition 2.0
- CommonLit.org digital lessons, annotations, questions, vocabulary, grammar, discussion, and writing activities
- *The Giver* by Lois Lowry
- Independent reading, and book club options
- District-approved supplemental resources, including materials that support applicable New Jersey mandates
- Newsela (for various levels of text)

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Time Frame	6 Weeks
Topic	
Unit 1: Characters Who Change and Grow	
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. 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 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.PP.6.5. Determine how an author conveys or develops perspective in a text. 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. W.IW.6.2. Write informative/explanatory texts 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. 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 and shorter time frames for a range of discipline-specific tasks, purposes, and audiences. SL.PE.6.1. Engage effectively in a range of collaborative discussions with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. SL.II.6.2. Interpret information presented in diverse media and formats and explain how it contributes to a topic, text, or issue under study. 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.	

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

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

Learning Objectives and Activities

SWBAT:

- Answer the Essential Question: How are people changed through their relationships and experiences?
- Examine how characters are changed through relationships, conflicts, experiences, and personal choices.
- Read and analyze core texts, including:
 - "Do People Really Change?" by Jessica McBirney
 - "Home" by Hena Khan
 - "The Scholarship Jacket" by Marta Salinas
 - "Thrown" by Mike Jung
 - "The Medicine Bag" by Virginia Driving Hawk Sneve
 - "Skitter Hitter" by Jason Reynolds
 - "Raymond's Run" by Toni Cade Bambara
- Cite relevant evidence to support analysis of theme, central idea, and character change.
- Explain how authors develop theme through plot, conflict, character interactions, and resolution.
- Write explanatory responses and paragraphs using relevant evidence and clear reasoning.
- Participate in collaborative discussions using evidence from unit texts.
- Apply vocabulary and punctuation study to improve written and spoken communication.
- Read, annotate, discuss, and respond to unit texts using CommonLit 360 lessons and district-approved materials.
- Complete vocabulary, grammar, short response, discussion, and writing activities aligned to the unit focus skills.
- Use peer collaboration, teacher feedback, and revision routines to strengthen written and spoken communication.

Assessments

Formative:

- Reading lesson checks, annotations, short constructed responses, Unit Skills Check, vocabulary/grammar practice, discussion preparation and participation, note-taking organizers, writing drafts, peer review, and teacher conferences.

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Summative:

- Literary analysis essay on theme and literary techniques in “The Medicine Bag”

Benchmark:

- CommonLit Benchmark Assessment Series - Beginning of year

Alternative:

- Oral response, conference, graphic organizer, evidence chart, modified written response, small-group discussion, visual or multimedia product aligned to student needs.

Interdisciplinary Connections

Career Readiness, Life Literacies, and Key Skills

Students practice collaboration, evidence-based communication, active listening, and revision habits needed for academic and workplace communication.

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.

Technology Integration

Learning Activity: Students complete CommonLit 360 reading lessons, independent practice, vocabulary activities, grammar and usage activities, and the related media exploration included in the unit overview.

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.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11. Use technology to enhance productivity.

Time Frame

6 Weeks

Topic

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Unit 2: The Recipe for Success

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 idea is introduced, illustrated, and elaborated in a text through examples or anecdotes.

RI.TS.6.4. Use text structures including cause/effect, problem/solution, and sequence to analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

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 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 in terms of their approaches to similar themes and topics.

W.IW.6.2. Write informative/explanatory texts 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.

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 and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

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

SL.II.6.2. Interpret information presented in diverse media and formats 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.

SL.UM.6.5. Include multimedia components 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.

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

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

Learning Objectives and Activities

SWBAT:

- Answer the Essential Question: What are the skills and habits behind success?
- Determine central ideas and analyze how ideas are developed across informational texts.
- Analyze how text organization contributes to meaning and supports an author's message.
- Gather evidence from texts and media to explain the habits and beliefs that contribute to success.
- Add strong reasoning to explain how evidence supports a claim or idea.
- Create and present an informational presentation with effective visuals.
- Use pronoun case, academic vocabulary, and formal presentation language appropriately.
- Read and analyze core texts, including:
 - "Dedicated to the Goal" by Marty Kaminsky
 - "The Theory and Power Behind Goal Setting" by Otylia Benson
 - "A Quick Note on Getting Better at Difficult Things" by Ta-Nehisi Coates
 - "Cultivate Resilience: How to Get Back on the Horse" by Rebecca Zucker
 - "The subtle secret to Sidney Crosby's greatness" by Adam Kilgore
 - "How to Transform an Everyday, Ordinary Hoop Court Into a Place of Higher Learning and You at the Podium" by Matt De La Peña
- Complete vocabulary, grammar, short response, discussion, and writing activities aligned to the unit focus skills.
- Use peer collaboration, teacher feedback, and revision routines to strengthen written and spoken communication.

Assessments

Formative:

- Reading lesson checks, annotations, short constructed responses, Unit Skills Check, vocabulary/grammar practice, discussion preparation and participation, note-taking organizers, writing drafts, peer review, and teacher conferences.

Summative:

- Informational presentation explaining what it will take to achieve success during the school year, supported by examples from unit texts and videos; narrative point-of-view writing task.

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Alternative:

- Oral response, conference, graphic organizer, evidence chart, modified written response, small-group discussion, visual or multimedia product aligned to student needs.

Interdisciplinary Connections

Career Readiness, Life Literacies, and Key Skills

Students set goals, evaluate strategies, communicate plans, and use visual presentation tools to share information clearly.

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.

Technology Integration

Learning Activity: Students prepare the CommonLit 360 informational presentation explaining how they will use the ingredients from the recipe for success, including a required visual component.

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.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11. Use technology to enhance productivity.

Time Frame	9 Weeks
Topic	
Unit 3: The Giver	
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.	
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.	

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RL.CI.6.2. Determine the theme of a literary text 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, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

RL.PP.6.5. Determine how an author conveys or develops perspective in a text.

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.

RL.CT.6.8. Compare and contrast literary texts in different forms, by different authors, or from different genres in terms of their approaches to similar themes and topics.

RI.CT.6.8. Compare and contrast informational texts in different forms, by different authors, or from different genres in terms of their approaches to similar themes and topics.

W.IW.6.2. Write informative/explanatory texts 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.

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 and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

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

SL.II.6.2. Interpret information presented in diverse media and formats 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.

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.

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Learning Objectives and Activities

SWBAT:

- Consider how reading and analysis can inform answers to the essential question: Which matters more, safety or freedom?
- Analyze how Jonas's understanding of his community changes across the novel.
- Explain how plot, setting, and character interactions develop theme.
- Analyze imagery, tone, structure, and point of view in literary texts and poetry.
- Compare literary and informational texts that address safety, freedom, censorship, and community.
- Pose and respond to peer questions during collaborative discussions.
- Write literary analysis with effective introductions, conclusions, evidence, and revision.
- Read and analyze core texts, including:
 - *The Giver* by Lois Lowry
 - "Censorship: For the People, or for Controlling the People?" by Jessica McBirney
 - "Burning a Book" by William Stafford
 - "At a Window" by Carl Sandburg
 - "Shoulders" by Naomi Shihab Nye
- Read, annotate, discuss, and respond to unit texts using CommonLit 360 lessons and district-approved materials.
- Complete vocabulary, grammar, short response, discussion, and writing activities aligned to the unit focus skills.
- Use peer collaboration, teacher feedback, and revision routines to strengthen written and spoken communication.

Assessments

Formative:

- Reading lesson checks, annotations, short constructed responses, Unit Skills Check, vocabulary/grammar practice, discussion preparation and participation, note-taking organizers, writing drafts, peer review, and teacher conferences.

Summative:

- Literary analysis essay explaining how Jonas's understanding of his community changes from the beginning to the end of *The Giver*

Alternative:

- Oral response, conference, graphic organizer, evidence chart, modified written response, small-group discussion, visual or multimedia product aligned to student needs.

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Interdisciplinary Connections

Learning Activity: Students participate in the CommonLit 360 related media exploration and discussions connected to dystopian societies, safety, freedom, censorship, and community rules in *The Giver*.

6.3.8.CivicsPD.3: Construct a claim as to why it is important for democracy that individuals are informed by facts, aware of diverse viewpoints, and willing to take action on public issues.

Career Readiness, Life Literacies, and Key Skills

Students practice critical thinking, ethical reasoning, questioning, peer feedback, and formal academic writing.

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.

Technology Integration

Learning Activity: Students use CommonLit 360 chapter guides, related media exploration materials, vocabulary activities, grammar activities, and discussion preparation resources included in the unit overview.

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 skill

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11. Use technology to enhance productivity.

Time Frame

7 Weeks

Topic

Unit 4: Our Changing Oceans

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.

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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 idea is introduced, illustrated, and elaborated in a text through examples or anecdotes.

RI.TS.6.4. Use text structures including cause/effect, problem/solution, and sequence to analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

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 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 in terms of their approaches to similar themes and topics.

W.IW.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

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 and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

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

SL.II.6.2. Interpret information presented in diverse media and formats 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.

SL.UM.6.5. Include multimedia components and visual displays in presentations to clarify information.

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.

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Learning Objectives and Activities

SWBAT:

- Answer the essential questions: How are changes in the world's oceans affecting people and animals? How can we be better stewards of our oceans and waterways?
- Determine central ideas and explain how ideas are developed in informational texts.
- Analyze connections among ideas related to ocean change and conservation.
- Conduct short research using several sources and gather relevant information responsibly.
- Paraphrase claims and evidence while avoiding plagiarism and providing source information.
- Create infographics that combine research, concise writing, and visual design.
- Present findings and respond to peers' perspectives during discussion.
- Read and analyze core texts, including:
 - "I've Seen the Antarctic's Untouched Beauty. There's Still Time to Protect It." by Javier Bardem
 - "Tiny Plastic, Big Problem" by Alison Pearce Stevens
 - "Sea Level Rise" by the Ocean Portal Team from the Smithsonian National Museum of Natural History
 - "Plenty of Fish in the Sea? Maybe Not" by Thomas Pool
 - Choice board texts on ocean pollution, global warming, climate change, overfishing, and sustainable solutions
- Complete vocabulary, grammar, short response, discussion, and writing activities aligned to the unit focus skills.
- Use peer collaboration, teacher feedback, and revision routines to strengthen written and spoken communication.

Assessments

Formative:

- Reading lesson checks, annotations, short constructed responses, Unit Skills Check, vocabulary/grammar practice, discussion preparation and participation, note-taking organizers, writing drafts, peer review, and teacher conferences.

Summative:

- Culminating project in which students create three infographics describing an ocean-related problem, its relevance to the community, and an action item to address the problem; optional letter to a legislator.

Benchmark:

- CommonLit Benchmark Assessment - Midyear

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Alternative:

- Oral response, conference, graphic organizer, evidence chart, modified written response, small-group discussion, visual or multimedia product aligned to student needs.

Interdisciplinary Connections

Learning Activity: Students complete the CommonLit 360 research unit on plastic pollution, overfishing, sea level rise, and ocean conservation and create three infographics explaining an ocean-related problem, its relevance, and an action item.

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

**NJ Climate Change Curriculum Mandate*

Career Readiness, Life Literacies, and Key Skills

Students conduct research, evaluate information, design visual communication, present findings, and propose solutions to real-world problems.

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.

Technology Integration

Learning Activity: Students create the CommonLit 360 culminating infographics using research from multiple unit sources to describe an ocean-related problem, relevance, and action item.

9.4.8.TL.2: Gather data and digitally represent information to communicate a real-world problem.

Career Education

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11. Use technology to enhance productivity.

Time Frame	6 Weeks
Topic	
Unit 5: The Forces that Shape Us	

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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.

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 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, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

RI.TS.6.4. Use text structures including cause/effect, problem/solution, and sequence to analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

RL.PP.6.5. Determine how an author conveys or develops perspective in a text.

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 in terms of their approaches to similar themes and topics.

RI.CT.6.8. Compare and contrast informational texts in different forms, by different authors, or from different genres in terms of their approaches to similar themes and topics.

W.IW.6.2. Write informative/explanatory texts 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.

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 and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

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

SL.II.6.2. Interpret information presented in diverse media and formats and explain how it contributes to a topic, text, or issue under study.

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.

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

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

Learning Objectives and Activities

SWBAT:

- Answer the essential question: What forces shape who we are?
- Analyze how family, culture, community, friendship, and experience shape identity.
- Determine theme and explain how it is developed through characters, plot, and conflict.
- Analyze word choice, figurative language, point of view, and text structure.
- Compare and contrast protagonists and the forces that shape them across texts.
- Use transitions to compare and contrast ideas clearly in literary analysis.
- Revise sentence fragments, run-ons, and sentence patterns to improve writing.
- Read and analyze core texts, including:
 - “Adolescent Identity Development” by ACT Youth Center for Community Action
 - “Fish Cheeks” by Amy Tan
 - “Drum Dream Girl” by Margarita Engle
 - “Inside Out” by Francisco Jiménez
 - “Hard to Say” by Sharon Morse
 - “Toxins” by Mitu Malhorta
 - “Family Over Everything” by Yamile Saied Méndez
 - “Hello, My Name Is ____” by Jason Kim
- Complete vocabulary, grammar, short response, discussion, and writing activities aligned to the unit focus skills.
- Use peer collaboration, teacher feedback, and revision routines to strengthen written and spoken communication.

Assessments

Formative:

- Reading lesson checks, annotations, short constructed responses, Unit Skills Check, vocabulary/grammar practice, discussion preparation and participation, note-taking organizers, writing drafts, peer review, and teacher conferences.

Summative:

- Literary analysis essay comparing and contrasting the forces that shape Jason Kim in “Hello, My Name Is ____” and Ayelén in “Family Over Everything”; optional narrative continuation of “Inside Out.”

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Alternative:

- Oral response, conference, graphic organizer, evidence chart, modified written response, small-group discussion, visual or multimedia product aligned to student needs.

Interdisciplinary Connections

Career Readiness, Life Literacies, and Key Skills

Students strengthen self-awareness, empathy, perspective-taking, communication, and revision skills.

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.

Technology Integration

Learning Activity: Students complete CommonLit 360 reading lessons, independent practice, vocabulary activities, grammar and usage activities, class discussion, and the related media exploration included in the unit overview.

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.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11. Use technology to enhance productivity.

Time Frame

6 Weeks

Topic

Unit 6: The Power of Play

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.

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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 idea is introduced, illustrated, and elaborated in a text through examples or anecdotes.

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 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 in terms of their approaches to similar themes and topics.

W.AW.6.1. Write arguments on discipline-specific content and support claims with clear reasons and relevant evidence.

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

W.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 and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

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

SL.II.6.2. Interpret information presented in diverse media and formats 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.

SL.UM.6.5. Include multimedia components 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.

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.

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

Learning Objectives and Activities

SWBAT:

- Answer the essential question: How can we make recess work for middle school? What would an ideal recess include? Why is play important?
- Determine central and supporting ideas in texts about recess, play, and student well-being.
- Analyze claims, reasons, and evidence in informational and opinion texts.
- Gather, cite, and use relevant evidence from multiple texts to support an argument.
- Write an argumentative email or letter for a specific audience and purpose.
- Use expert knowledge, descriptive examples, and multimedia components to strengthen a message.
- Participate in collaborative discussion and debate using evidence and formal speaking expectations.
- Read and analyze core texts, including:
 - "The Importance of Recess" by Harvard Health Publishing
 - "Why Kids Need Recess" by Alia Wong
 - "Why Kids Need to Spend Time in Nature" by Danielle Cohen
 - "Brock University Researchers Find Recess Works When It's All About Play" by Louise Brown
- Complete vocabulary, grammar, short response, discussion, and writing activities aligned to the unit focus skills.
- Use peer collaboration, teacher feedback, and revision routines to strengthen written and spoken communication.

Assessments

Formative:

- Reading lesson checks, annotations, short constructed responses, Unit Skills Check, vocabulary/grammar practice, discussion preparation and participation, note-taking organizers, writing drafts, peer review, and teacher conferences.

Summative:

- Argumentative email or letter persuading school leaders about the components and benefits of an ideal recess, supported with evidence from research and unit texts.

Benchmark:

- CommonLit Benchmark Assessment - End of year

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Alternative:

- Oral response, conference, graphic organizer, evidence chart, modified written response, small-group discussion, visual or multimedia product aligned to student needs.

Interdisciplinary Connections

Learning Activity: Students read unit texts, watch related media, participate in the CommonLit 360 debate, and write an argumentative email or letter to school leaders about ideal recess.

6.3.8.CivicsPD.3: Construct a claim as to why it is important for democracy that individuals are informed by facts, aware of diverse viewpoints, and willing to take action on public issues.

Career Readiness, Life Literacies, and Key Skills

Students practice argumentation, respectful debate, evidence-based advocacy, audience awareness, and professional email/letter communication.

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.

Technology Integration

Learning Activity: Students use CommonLit 360 related media explorations and unit texts to gather evidence for the culminating argumentative email or letter about recess.

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

Career Education

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

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

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
- Teach cognitive and methodological skills
- Use center, stations, or contracts

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- 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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