

Long Beach Island Consolidated School District Curriculum Guide

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Long Beach Island Consolidated School District Sixth Grade English Language Arts (ELA) Curriculum	
Content Area: English Language Arts	
Course Title: ELA	Grade Level: 6
<u>Focus 1: Fiction and Narrative</u>	45 days
<u>Focus 2: Informational Texts and Explanatory Writing</u>	45 days
<u>Focus 3: Argumentative Writing and Research</u>	45 days
<u>Focus 4: Poetry and Drama</u>	45 days
NOTE - Sustained Practices: Focus areas are not mutually exclusive. Each focus area should include literary analysis of and exposure - either writing and/or reading - to narrative, poetry, nonfiction, research, argument, and informational texts as appropriate.	

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Introduction

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

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

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

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

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

Holocaust and genocides ([N.J.S.A. 18A:35-28](#))

History and contributions of African-Americans (Amistad Law) ([N.J.S.A. 18A:35-4.43](#))

Highlight and promote diversity and inclusion (Diversity & Inclusion Law) ([N.J.S.A. 18A:35-4.36a](#))

History of disabled and LGBT persons included in middle and high school curriculum ([Section 18A:35-4.35](#))

Climate Change - to prepare students to understand how and why climate change happens, the impact it has on our local and global communities and to act in informed and sustainable ways. Please [click here](#) for specific examples (by subject).

WIDA- English Language Development Standards

ANCHOR STANDARDS

The following Anchor Standards for English Language Arts and select New Jersey Student Learning Standards should be covered throughout the various units of the curriculum.

Reading Domain

The reading anchor standard places equal emphasis on the sophistication of what students read and the skill with which they read. They define a grade-by-grade “staircase” of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between

Reading: Text complexity and the growth of comprehension

(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

(IT) Interactions Among text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.

(TS) Text Structure: By the end of grade 12, analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

(PP) Perspective and Purpose in Texts: By the end of grade 12, assess how

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<i>texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.</i>	perspective or purpose shapes the content and style of a text. (MF) Diverse Media and Formats: By the end of grade 12, synthesize content presented in diverse media and formats, including visually and quantitatively, as well as in words. (AA) Analysis of an Argument: By the end of grade 12, evaluate the argument and specific claims in a text, including the validity of the reasoning, the credibility and accuracy of each source as well as the relevance and sufficiency of the evidence. (CT) Comparison of Texts: By the end of grade 12, analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
Writing Domain <i>The writing anchor statements acknowledge the fact that whereas some writing skills, such as the ability to plan, revise, edit, and publish, are applicable to many types of writing, other skills are more properly defined in terms of specific writing types: arguments, informative/explanatory texts, and narratives. They stress the importance of the writing-reading connection by requiring students to draw upon and write about evidence from literary and informational texts. Because of the centrality of writing to most forms of inquiry, research standards are prominently included in this strand, though skills important to research are infused throughout the document.</i>	<u>Writing: Texts types, responding to reading, and research</u> (AW) Argumentative Writing: By the end of grade 12, write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. (NW) Narrative Writing: By the end of grade 12, write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing. (WR) Writing Research: By the end of grade 12, conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation. (SE) Sources of Evidence: By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism. (RW) Range of Writing: By the end of grade 12, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single

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	sitting or day or two) for a range of tasks, purposes, and audiences.
Speaking and Listening Domain <i>Including but not limited to skills necessary for formal presentations, the Speaking and Listening anchor statements require students to develop a range of broadly useful oral communication and interpersonal skills. Students must learn to work together, express and listen carefully to ideas, integrate information from oral, visual, quantitative, and media sources, evaluate what they hear, use media and visual displays strategically to help achieve communicative purposes, and adapt speech to context and text.</i>	<u>Speaking and Listening: Flexible communication and collaboration</u> (PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. (II) Integrate Information: By the end of grade 12, integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. (ES) Evaluate Speakers: By the end of grade 12, evaluate the speaker's point of view, reasoning, and use of evidence and rhetoric. (PI) Present Information: By the end of grade 12, present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. (UM) Use Media: By the end of grade 12, make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. (AS) Adapt Speech: By the end of grade 12, adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate
Language Domain <i>The language domain statements include the system and structure of English, but they also approach language as a matter of craft and informed choice among alternatives. The vocabulary standards focus on understanding words and phrases, their relationships, and their nuances and on acquiring new vocabulary, particularly general academic and domain-specific words and phrases.</i>	<u>Language: System and structure, effective use, and vocabulary</u> (SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling. (KL) Knowledge of Language: By the end of grade 12, apply knowledge and language and command of vocabulary to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. (VL) Vocabulary Acquisition, Use, and Literal Meaning: By the end of grade 12, determine the meaning of unknown and multiple-meaning words using analysis of word parts (morphemes), word solving strategies, and consulting general and specialized reference materials, as appropriate. (VI) Vocabulary Acquisition, Use and Interpretative Meaning: By the end of grade 12, interpret figurative and connotative word meanings, including shades of meaning

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	based on word relationships and context
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SUPPORTING AND ADDITIONAL STANDARDS

Computer Science and Design Thinking Standards

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

Career Readiness, Life Literacies, and Key Skills

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.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)

ALIGNMENT WITH STATE MANDATES

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

Inclusivity/LGBTQ/Disabilities:

New Jersey Legislation **18A:35-4.35**. History of disabled and LGBT persons included in middle and high school curriculum

1. A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards.

New Jersey Legislation **18A:35-4.36a** Curriculum to contain instruction on diversity and inclusion.

1. a. Beginning in the 2021-2022 school year, each school district shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards.

b. The instruction shall:

- (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
- (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
- (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual

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and gender identities, mental and physical disabilities, and religious beliefs.

This ELA Curriculum addresses the following:

- Analyze information from sources that represent the LGBTQ community and people with disabilities
- Avoid binary assumptive language and use appropriate gender inclusive language in the classroom.
- Use appropriate gender terms, preferred names, and inclusive language to ensure all students feel safe and represented in the educational process.
- Whose voice is missing from any of the course's texts/visual/media representations? Why?
- Modifications can be made to accommodate any students with specific needs, views and experiences

Holocaust Law:

New Jersey Legislation **18A:35-28**. Instruction on Holocaust, genocides required in elementary, secondary school curriculum

2. a. Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils.
- b. The instruction shall enable pupils to identify and analyze applicable theories concerning human nature and behavior; to understand that genocide is a consequence of prejudice and discrimination; and to understand that issues of moral dilemma and conscience have a profound impact on life. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Amistad Law:

New Jersey Legislation **18A:35-4.43** Infusion of African American accomplishments into school curricula.

4. a. Every board of education shall include, in the curriculum of all elementary and secondary school students, instruction that infuses into all courses on the United States, the centuries of accomplishments by African Americans in the building and development of America including, but not limited to, the areas of industry, military, government, and the professions; local communities; math, science, medicine, and space; architecture and the arts; social institutions and culture; and other aspects of life in America.
- b. The instruction shall enable students to identify and analyze applicable theories concerning human nature and behavior; to know and understand the nation's heritage of slavery and freedom; to know and understand the impact of African diasporic cultures and institutions on the Americas; to know and understand the contributions of African Americans to all areas of American society throughout its history, beginning with the colonial period; to know and understand that inequality is a consequence of prejudice and discrimination in the pursuit of maintaining power and dominance over certain portions of society; to know and understand citizenship and disenfranchisement; and to understand that issues of moral dilemma and conscience have a profound impact on the nation and the self-image and self-realization of its entire population, especially the personal and civic development of students in grades

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kindergarten through 12. The instruction shall also emphasize the personal responsibility of each citizen to fight racism and hatred whenever and wherever it happens and to uphold the national ideals of freedom and justice for all.

Climate Change

- 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.
 - Climate Change Example: Students may evaluate supporting evidence in competing design solutions which claim to maintain biodiversity and ecosystem services.
- 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.
 - Climate Change Example: Students may assess the credibility of evidence and sources while constructing an argument related to how changes to physical or biological components of an ecosystem affect populations.
- 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.
 - Climate Change Example: Students may interpret and present data points for how the motions and complex interactions of air masses result in changes in weather conditions.

ELD-LA 6-8 Narrate Interpretive Interpret language arts narratives by ● Identifying a theme or central idea that develops over the course of a text ● Analyzing how character attributes and actions develop in relation to events or dialogue ● Evaluating impact of specific word choices about meaning and tone

ELD-LA 6-8 Narrate Expressive Construct language arts narratives that ● Orient audience to context and point of view ● Develop and describe characters and their relationships ● Develop story, including themes with complication and resolution, time, and event sequences ● Engage and adjust for audience

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ELD-LA 6-8 Inform Interpretive Interpret informational texts in language arts by • Identifying and/or summarizing main ideas and their relationship to supporting ideas • Analyzing observations and descriptions in textual evidence for key attributes, qualities, characteristics, activities, and behaviors • Evaluating the impact of author's key word choices over the course of a text

More WIDA requirements, suggestions, and recommendations can be found at:

<https://wida.wisc.edu/sites/default/files/resource/WIDA-ELD-Standards-Framework-2020.pdf>

All necessary Standards can be found in this document, along with sample features and ideas to implement said program.

Focus 1: Fiction and Narrative	Duration: 45 days
Focus Standards/Learning Targets	
Reading Domain	
RL.CI.6.2. Determine the theme in a literary text (e.g. stories, plays or poetry) explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	
RL.IT.6.3. Describe how a particular text's structure unfolds in a series of episodes and use textual evidence to describe how the characters respond or change as the plot moves toward a resolution.	
RL.TS.6.4. Analyze how a particular piece (e.g., sentence, chapter, scene, stanza, or section) fits into the overall structure of a text and contributes to the development of the ideas, theme, setting, or plot.	

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Writing Domain

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.

Speaking/Listening Domain

SL.ES.6.3. Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

Sustained Standards

Reading Domain

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

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

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

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

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

RI.PP.6.5. Identify the author's purpose, perspective or potential bias in a text and explain the impact on the reader's interpretation.

Writing Domain

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.

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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 Domain

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

- A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

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

SL.ES.6.3. Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

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

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

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

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appropriate.

Language Domain

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

- A. Ensure that pronouns are in the proper case (subjective, objective, possessive).
- B. Use intensive pronouns (e.g., myself, ourselves).
- C. Recognize and correct inappropriate shifts in pronoun number and person.
- D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
- E. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical elements.
- F. Recognize spelling conventions.

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

- A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- B. Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- C. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
- D. Maintain consistency in style and tone.

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

- A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings.
- C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
- D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

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- E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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

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

Supporting and Additional Standards

Computer Science and Design Thinking Standards

8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.

8.2.8.ITH.2: Compare how technologies have influenced society over time.

8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.

8.2.8.ETW.4: Compare the environmental effects of two alternative technologies devised to address climate change issues and use data to justify which choice is best.

Career Readiness, Life Literacies, and Key Skills

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.8: Apply deliberate and thoughtful search strategies to access high-quality information on climate change (e.g., 1.1.8.C1b).

Inclusivity/LGBTQ/Disabilities

- Address how students feel about the group(s) they identify with and if they are represented in the texts, visual/media representations, and materials used in this course.
- Always address and discuss whose voice is missing from readings and other materials used in class.

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- Incorporate materials that include multiple perspectives that represent and reflect various groups of people including, members of the LGBTQ community and people with disabilities to teach tolerance and reflect the diversity of our student population.
- Avoid binary assumptive language and use appropriate gender-inclusive language in the classroom. In addition, use appropriate gender terms, preferred names, and inclusive language to ensure all students feel safe and represented in the educational process.
- Allow students to choose a topic that interests them and provide multiple avenues to approach their final project.

Corresponding Standards:

- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- 9.4.8.IML.6: Identify subtle and overt messages based on the method of communication.
- 9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages.
- 9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.

Climate Change Standards

- **ESS3.D:** Global Climate Change Human activities, such as the release of greenhouse gasses from burning fossil fuels, are major factors in the current rise in Earth's mean surface temperature (global warming). Reducing the level of climate change and reducing human vulnerability to whatever climate changes do occur depend on the understanding of climate science, engineering capabilities, and other kinds of knowledge, such as understanding of human behavior and on applying that knowledge wisely in decisions and activities. (MS-ESS3-5)

Evidence of Student Learning

Performance Tasks/Use of Technology:

- Conferencing individual/small group
- Open-ended questions
- Games
- Graphic organizers
- Cooperative group
- Learning/Reading logs
- Think-pair-share
- Observations

Other Assessments

Formative:

- Visual Assessments
- Writer's notebook
- Quizzes

Summative:

- Final drafts
- Oral presentations
- Unit/Novel assessments

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● Google Slides ● Chromebooks ● Research on sustainability and alternative technologies	● Interim assessments ● IReady ● Performance tasks ● State assessments Alternative: ● Portfolios
Knowledge and Skills	
Content	Skills
Focus 1 Essential Questions: ● What strategies are most useful when reading, understanding, and making personal connections to literary texts? ● What are some universal experiences across time periods and cultures? ● How can having the ability to justify our choices and understandings help us to resolve conflicts? ● If we understand a person's motivations, does it give us a better understanding of their actions? ● What can we learn from uncovering hidden motives? ● How can our education inform us about universal concerns of humanity? ● How can experiences across time periods and cultures share similar concerns? Focus 1 Enduring Understandings Students will understand... ● Literature is a reflection of universal human experiences across cultures and time.	Focus 1 Goals: Students will be able to... ● develop written responses to story-based questions by using evidence from the text to support an answer. ● write a literary analysis paper. ● write a comparative analysis using two or more stories. Students will use textual evidence from multiple stories to support their claims. ● evaluate and respond to literary criticism. ● sustain literary-based discussion in both small group and whole group settings and elaborate on discussion by making specific reference to the text. ● learn new words and determine their meanings in context. ● conduct a character analysis by evaluating what a character says, does and what other characters say about him or her. ● demonstrate a command of Standard English in writing and discussion. ● respond constructively to advance a discussion and build on the input of others. ● evaluate another student's response in discussion by evaluating their rhetoric and evidence.

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

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

Orient audience to context and point of view through... ■ Expanded noun groups to state who or what the narrative is about ■ A variety of sentence types to introduce the context such as rhetorical and other questions, statements, dialog (Are we ever truly happy? It was a confusing time, nothing seemed normal.) ■ Adverbial and prepositional phrases to establish time and location (They stood together silently on the hill as the sun rose.) ■ Statements and questions to foreshadow or state complication (As she walked home, she felt watched.) Develop and describe characters and their relationships through... ■ Verbs to describe character behaviors (turned instinctively), thoughts (concerned), feelings (pleased), speech (asked weakly) ■ Expanded verb groups to show relationship between characters ■ Saying, thinking, and feeling dialog verbs to add nuance to characters' relationships ("Danny," the old man said, "I was angry. Forgive me.") ■ Expanded noun groups to add description and detail (He was short, but strong, with light, closely cut hair and a determined face.) ■ Cohesive devices (pronouns, demonstratives, renaming, synonyms) to reference characters or ideas across the text

Develop a story, including themes with complication and resolution, time, and event sequences through... ■ Dependent clauses to add details (the race, which only happened every four years) ■ A variety of verb tenses to pace narrative and locate events in time, including dialog ("Where are you going?," I asked.) ■ Connectors to develop and link sections of text to sequence time (meanwhile, later), ideas (in the first place, at this point), and add information (what's more, likewise, in addition) ■

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	Statements to provide closure, evaluate experience, or summarize narrative (Finally, it was over; The experience was enlightening; There are some things that can't be seen but only felt.) Engage and adjust for the audience through... ■ Evaluative word choices to describe author's attitudes (with death-cold scorn in his voice; pitiful, gracious, self-sacrificing, enriching) ■ Literary devices (similes and metaphors) to enrich the narrative (fly like an eagle, life is a highway), alliteration (babbling brook), sensory words/phrases, and onomatopoeia (tick-tock) ■ Tone of voice, gesturing, acting behaviors to adjust for audience ■ Language to address reader/listener and draw them in (She scuffled away across the snowy field like a small hunched animal.) Introduce and define topic and/or entity for audience through... ■ Generalized nouns and descriptive titles to introduce topic (Revolutions, Environmental Disasters, Mining the Earth) ■ Opening statements to identify type of information (describing, comparing/contrasting, classifying) ■ Relating verbs (have, be, belong to) to link an entity with its attributes; define, describe, and classify (It was a cultural and intellectual movement.) ■ Timeless present verbs (rises, shapes, determines) to indicate generalizable nature of information ■ Expanded noun groups to define key concepts (a period in European history that took place)
Instructional Plan	
Suggested Activities	Suggested Resources

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- Rubric Based Peer Editing
- Book Clubs
- Socratic Seminar
- NJSLA Test Prep Activities
- Climate Change Writing activities and presentations
- Research sustainability
- Write personal narrative about climate change

- ReadWorks
- Storyworks
- Newsela
- CommonLit
- Flocabulary
- YouTube
- Teachertube
- TEd Talks
- Primary source documents
- [New Jersey Amistad Curriculum](#)
- [Black Storm Comin'](#)
- Wilson, Diane L
- [Into the Land of Freedom : African Americans in Reconstruction](#)
- Greene, Meg
- [New Jersey Commission on Holocaust Education](#)
- [United States Holocaust Museum Educator Page](#)
- [Daniel's Story](#)
- <https://bluegreenconn.org/wp-content/uploads/2023/11/Supper-Sustainability-Lessons-and-Resources.pdf>
- <https://sustainable-earth.org/activities/>
- <https://subjecttoclimate.org/teacher-guides/climate-change-lesson-plans-grade-6>
- <https://subjecttoclimate.org/external-resources/sharing-your-climate-story>

Suggested Options for Differentiation

Students at Risk of Failure

- *Provide peer tutoring*
- *Use a strong student as a “buddy” (does not necessarily have to speak the primary language)*
- *Use books on tape*

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- *Allow extra time to complete assignments or tests*
- *Work in a small group*
- *Credit recovery options*
- *One on one instruction*

Special Education/ 504 Plans

- *Work toward longer passages as skills in English increase*
- *Use visuals*
- *Introduce key vocabulary before lesson*
- *Teacher reads aloud daily*
- *Provide peer tutoring*
- *Use a strong student as a “buddy” (does not necessarily have to speak the primary language)*
- *Choral reading*
- *Chants, songs*
- *Preferential seating*
- *Assign a picture or movement to vocabulary words*
- *Small group instruction- guided reading and guided writing*
- *Use books on tape*
- *Allow extra time to complete assignments or tests*
- *Work in a small group*
- *Allow answers to be given orally or dictated*
- *Use large print books, Braille, or books on CD (digital text)*
- *Follow all IEP modifications*
- *Scriber for students who can't write*
- *Augmentative communication system*

Gifted and Talented:

- *Encourage upper level intellectual behavior based on Bloom's Taxonomy (analyzing, evaluating, creating)*
<http://edorigami.wikispaces.com/Bloom's+Digital+Taxonomy>
- *Student created activities and student lead activities*
- *Use centers and group students according to ability or interest*

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- *Propose interest-based extension activities • use leveled texts and offer an advanced reader reading list*
- *Use varied modes of pre-assessment and assessment*
- *Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles) • Provide options, alternatives and choices to differentiate and broaden the curriculum*
- *Organize and offer flexible small group learning activities*
- *Provide whole group enrichment explorations*
- *Teach cognitive and methodological skills*
- *Use center, stations, or contracts*
- *Organize integrated problem-solving simulations*
- *Debrief students*
- *Propose interest-based extension activities equipment needed*
- *Ask higher order thinking questions using a Q chart*
- *Encourage upper level intellectual behavior based on Bloom's Taxonomy (analyzing, evaluating, creating)*
- *Discovery learning instead of explicit learning*
- *Use centers and group students according to ability or interest*

English Language Learners

- *Personal word walls / word rings*
- *Introducing key vocabulary before lesson*
- *Total physical response (TPR) activities*
- *Cloze activities*
- *Teacher modeling*
- *Pattern sentences (speaking and/or writing)*
- *Choral chanting*
- *Small group instruction / cooperative learning*
- *Allowing for additional wait time for student responses during conversations*
- *Scaffolding questions and instructional language*
- *Allowing students to show or use gestures if not yet able to produce oral language*
- *Modeled and shared writing activities*
- *Providing a student buddy*

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Multilingual Learners

- Differentiate instruction and classroom assessment as guided by the [WIDA English Language Development Standards Framework, 2020 Edition](#).
- Follow the Individualized Educational Plans (IEP) for ML Special Education (SE) students.
- Encourage the ML student to use oral language. Discussions, especially pair-work, allow students to expand language usage in listening and speaking.
- Allow MLs to clarify ideas, make sense of their previous statements and elaborate on their views with specific explanations.
- Use wait time for MLs to express their ideas in class.
- Graphic organizers, color-coded anchor charts, word walls with visual imagery, and breakdown techniques for decoding dense mathematical word problems
- Structured talk protocols (Think-Pair-Share, Numbered Talks) and word banks
- Visuals
- Gesturing
- Use Of Realia and Manipulatives
- Simplified Language / Teacher Talk / Thinking Aloud
- Graphic Organizers (webs)
- Frequently Check For Understanding
- Personal Word Walls / Word Rings
- Sound Wall
- Introducing Key Vocabulary Before Lesson
- Total Physical Response (tpr) Activities
- Cloze Activities
- Teacher Modeling
- Pattern Sentences (speaking And/or Writing)
- Choral Chanting
- Small Group Instruction / Cooperative Learning
- Allowing For Additional Wait Time For Student Responses During Conversations
- Scaffolding Questions And Instructional Language
- Allowing Students To Show Or Use Gestures If Not Yet Able To Produce Oral Language

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- Modeled And Shared Writing Activities
- Providing A Student Buddy

Multiple Means of Engagement

- Reader's theater
- Graphic novels
- Online discussions
- Opinionnaires
- Socratic seminars
- Fishbowl discussions
- Reading journals

Core Instructional and Supplemental Materials

- Pearson Prentice Hall, "Literature", "Out of My Mind", "Maniac Magee", "A Long Walk to Water", "Daniel's Story",
- Various mentor texts for modeling writing traits
- Leveled Readers

Teacher Notes:

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Focus 2: Informational Texts and Explanatory Writing	Duration: 45 Days
Standards/Learning Targets	
Reading Domain	
RL.PP.6.5. Determine how an author conveys or develops perspective in a text (through the narrator or speaker when appropriate).	
RI.CI.6.2. Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.	
RL.IT.6.3. Describe how a particular text’s structure unfolds in a series of episodes and use textual evidence to describe how the characters respond or change as the plot moves toward a resolution.	
Writing Domain	
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.	
Speaking and Listening Domain	

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

Sustained Standards

Reading Domain

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

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

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

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

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

Writing Domain

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.

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- C. Use appropriate transitions to clarify the relationships among ideas and concepts.
- D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- E. Acknowledge and attempt a formal/academic style, approach, and form.
- F. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows from and supports the information or explanation presented.

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

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

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

Speaking and Listening Domain

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

- A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

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

SL.ES.6.3. Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

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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.

Language Domain

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

- A. Ensure that pronouns are in the proper case (subjective, objective, possessive).
- B. Use intensive pronouns (e.g., myself, ourselves).
- C. Recognize and correct inappropriate shifts in pronoun number and person.
- D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
- E. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical elements.
- F. Recognize spelling conventions.

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

- A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- B. Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- C. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
- D. Maintain consistency in style and tone.

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

- A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings.

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

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

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

ELD-LA 6-8 Narrate Interpretive Interpret language arts narratives by • Identifying a theme or central idea that develops over the course of a text • Analyzing how character attributes and actions develop in relation to events or dialogue • Evaluating impact of specific word choices about meaning and tone

ELD-LA 6-8 Narrate Expressive Construct language arts narratives that • Orient audience to context and point of view • Develop and describe characters and their relationships • Develop story, including themes with complication and resolution, time, and event sequences • Engage and adjust for audience

ELD-LA 6-8 Inform Interpretive Interpret informational texts in language arts by • Identifying and/or summarizing main ideas and their relationship to supporting ideas • Analyzing observations and descriptions in textual evidence for key attributes, qualities, characteristics, activities, and behaviors • Evaluating the impact of author's key word choices over the course of a text

Supporting and Additional Standards

Computer Science and Design Thinking Standards

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8.2.8.ETW.4: Compare the environmental effects of two alternative technologies devised to address climate change issues and use data to justify which choice is best.

Career Readiness, Life Literacies, Key Skills

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

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).

Inclusivity/LGBTQ/Disabilities

- Address how students feel about the group(s) they identify with and if they are represented in the texts, visual/media representations, and materials used in this course.
- Always address and discuss whose voice is missing from readings and other materials used in class.
- Incorporate materials that include multiple perspectives that represent and reflect various groups of people including, members of the LGBTQ community and people with disabilities to teach tolerance and reflect the diversity of our student population.
- Avoid binary assumptive language and use appropriate gender-inclusive language in the classroom. In addition, use appropriate gender terms, preferred names, and inclusive language to ensure all students feel safe and represented in the educational process.
- Allow students to choose a topic that interests them and provide multiple avenues to approach their final project.

Corresponding Standards:

- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- 9.4.8.IML.6: Identify subtle and overt messages based on the method of communication.
- 9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages.
- 9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.

Climate Change Standards

● **ESS3.D:** Global Climate Change Human activities, such as the release of greenhouse gasses from burning fossil fuels, are major factors in the current rise in Earth's mean surface temperature (global warming). Reducing the level of climate change and

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reducing human vulnerability to whatever climate changes do occur depend on the understanding of climate science, engineering capabilities, and other kinds of knowledge, such as understanding of human behavior and on applying that knowledge wisely in decisions and activities. (MS-ESS3-5)

Evidence of Student Learning

Performance Tasks/Use of Technology:

- Conferencing individual/small group
- Open-ended questions
- Games
- Graphic organizers
- Cooperative group
- Learning/Reading Response logs
- Think-pair-share
- Observations
- Google Slides
- Library Research Resources

Other Assessments

Formative:

- Visual Assessments
- Writer's notebook
- Quizzes
- Pre-research

Summative:

- Final drafts
- Research Simulation Tasks
- Oral presentations
- Unit/Novel assessments
- IReady
- Performance tasks
- Unit Tests
- Published works / Portfolios
- State assessments

Knowledge and Skills

Content

Focus 2 Essential Questions:

- How does an author's work persuade readers' opinions?
- How does imagery create emotions for the reader?
- What reading techniques help the reader to identify an author's purpose?

Skills

Focus 2 Goals: Students will be able to...

- cite textual evidence to support analysis of informational text.
- analyze development of the main idea in informational text.
- define specialized vocabulary.

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

Focus 2 Enduring Understandings

Students will understand that...

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

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

Orient audience to context and point of view through... ■
Expanded noun groups to state who or what the narrative is about ■ A variety of sentence types to introduce the context such as rhetorical and other questions, statements, dialog (Are we ever truly happy? It was a confusing time, nothing seemed

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to consider what the author does not say.

- understanding of topic-specific vocabulary and jargon is critical to understanding informational texts.
- rhetorical technique supports meaning.
- even though a text is informational, it is still important to make inferences.
- a reader should evaluate a work of informational text for multiple central ideas, and determine how these ideas interact.
- authors who write informational texts may use some techniques from narrative writing.
- readers must make themselves familiar with relevant jargon when an author uses technical language.
- the author's structural decisions influence the reader's perception of the argument.

normal.) ■ Adverbial and prepositional phrases to establish time and location (They stood together silently on the hill as the sun rose.) ■ Statements and questions to foreshadow or state complication (As she walked home, she felt watched.) Develop and describe characters and their relationships through... ■ Verbs to describe character behaviors (turned instinctively), thoughts (concerned), feelings (pleased), speech (asked weakly) ■ Expanded verb groups to show relationship between characters ■ Saying, thinking, and feeling dialog verbs to add nuance to characters' relationships ("Danny," the old man said, "I was angry. Forgive me.") ■ Expanded noun groups to add description and detail (He was short, but strong, with light, closely cut hair and a determined face.) ■ Cohesive devices (pronouns, demonstratives, renaming, synonyms) to reference characters or ideas across the text

Develop a story, including themes with complication and resolution, time, and event sequences through... ■ Dependent clauses to add details (the race, which only happened every four years) ■ A variety of verb tenses to pace narrative and locate events in time, including dialog ("Where are you going?," I asked.) ■ Connectors to develop and link sections of text to sequence time (meanwhile, later), ideas (in the first place, at this point), and add information (what's more, likewise, in addition) ■ Statements to provide closure, evaluate experience, or summarize narrative (Finally, it was over; The experience was enlightening; There are some things that can't be seen but only felt.) Engage and adjust for the audience through... ■ Evaluative word choices to describe author's attitudes (with death-cold scorn in his voice; pitiful, gracious, self-sacrificing, enriching) ■ Literary devices (similes and metaphors) to enrich the narrative (fly like an eagle, life is a highway), alliteration (babbling brook), sensory words/phrases, and onomatopoeia (tick-tock) ■ Tone of voice, gesturing, acting behaviors to adjust for audience ■

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	Language to address reader/listener and draw them in (She scuffled away across the snowy field like a small hunched animal.) Introduce and define topic and/or entity for audience through... ■ Generalized nouns and descriptive titles to introduce topic (Revolutions, Environmental Disasters, Mining the Earth) ■ Opening statements to identify type of information (describing, comparing/contrasting, classifying) ■ Relating verbs (have, be, belong to) to link an entity with its attributes; define, describe, and classify (It was a cultural and intellectual movement.) ■ Timeless present verbs (rises, shapes, determines) to indicate generalizable nature of information ■ Expanded noun groups to define key concepts (a period in European history that took place)
Instructional Plan	
Suggested Activities	Suggested Resources
• KWL Charts • Informational text scavenger hunts • Timelines • Infographics • Interactive notebooks • Climate Change Research Other • Emerging America • Teaching Tolerance • One archives foundation	• YouTube • GLSEN: Developing LGBTQ- Inclusive Classroom Resources • GLSEN: 2017 NJ School Climate Survey • Trevor Project • New Jersey Amistad Curriculum • Black Storm Comin' by Wilson, Diane L • Into the Land of Freedom : African Americans in Reconstruction by Greene, Meg • New Jersey Commission on Holocaust Education • United States Holocaust Museum Educator Page • Daniel's Story

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Suggested Options for Differentiation	
<i>Students at Risk of Failure</i> • <i>Provide peer tutoring</i> • <i>Use a strong student as a “buddy” (does not necessarily have to speak the primary language)</i> • <i>Use books on tape</i> • <i>Allow extra time to complete assignments or tests</i> • <i>Work in a small group</i> • <i>Credit recovery options</i> • <i>One on one instruction</i> <i>Special Education/ 504’s</i> • <i>Work toward longer passages as skills in English increase</i> • <i>Use visuals</i> • <i>Introduce key vocabulary before lesson</i> • <i>Teacher reads aloud daily</i> • <i>Provide peer tutoring</i> • <i>Use a strong student as a “buddy” (does not necessarily have to speak the primary language)</i> • <i>Choral reading</i> • <i>Chants, songs</i> • <i>Preferential seating</i> • <i>Assign a picture or movement to vocabulary words</i> • <i>Small group instruction- guided reading and guided writing</i> • <i>Use books on tape</i> • <i>Allow extra time to complete assignments or tests</i> • <i>Work in a small group</i> • <i>Allow answers to be given orally or dictated</i> • <i>Use large print books, Braille, or books on CD (digital text)</i>	

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- *Follow all IEP modifications*
- *Scriber for students who can't write*
- *Augmentative communication system*

Gifted and Talented:

- *Encourage upper level intellectual behavior based on Bloom's Taxonomy (analyzing, evaluating, creating)*
<http://edorigami.wikispaces.com/Bloom's+Digital+Taxonomy>
- *Student created activities and student lead activities*
- *Do not always be explicit, allow for discovery*
- *Use centers and group students according to ability or interest*
- *Propose interest-based extension activities • use leveled texts and offer an advanced reader reading list*
- *Use varied modes of pre-assessment and assessment*
- *Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles) • Provide options, alternatives and choices to differentiate and broaden the curriculum*
- *Organize and offer flexible small group learning activities*
- *Provide whole group enrichment explorations*
- *Teach cognitive and methodological skills*
- *Use center, stations, or contracts*
- *Organize integrated problem-solving simulations*
- *Debrief students*
- *Propose interest-based extension activities Equipment Needed*
- *Ask higher order thinking questions using a Q chart*
- *encourage upper level intellectual behavior based on Bloom's Taxonomy (analyzing, evaluating, creating)*
- *Discovery learning instead of explicit learning*
- *use centers and group students according to ability or interest*

English Language Learners

- *Use visuals when possible*
- *Include gesturing, miming and roleplay*
- *Use of realia and manipulatives*
- *Simplified language / teacher talk / thinking aloud*

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- *Personal word walls / word rings*
- *Introducing key vocabulary before lesson*
- *Total physical response (TPR) activities*
- *Cloze activities*
- *Provide teacher modeling*
- *Provide pattern sentences (speaking and/or writing)*
- *Choral chanting*
- *Small group instruction / cooperative learning*
- *Allowing for additional wait time for student responses during conversations*
- *Scaffolding questions and instructional language*
- *Allowing students to show or use gestures if not yet able to produce oral language*
- *Modeled and shared writing activities*
- *Providing a student buddy*

Multilingual Learners

- Differentiate instruction and classroom assessment as guided by the [WIDA English Language Development Standards Framework, 2020 Edition](#).
- Follow the Individualized Educational Plans (IEP) for ML Special Education (SE) students.
- Encourage the ML student to use oral language. Discussions, especially pair-work, allow students to expand language usage in listening and speaking.
- Allow MLs to clarify ideas, make sense of their previous statements and elaborate on their views with specific explanations.
- Use wait time for MLs to express their ideas in class.
- Graphic organizers, color-coded anchor charts, word walls with visual imagery, and breakdown techniques for decoding dense mathematical word problems
- Structured talk protocols (Think-Pair-Share, Numbered Talks) and word banks
- Visuals
- Gesturing
- Use Of Realia and Manipulatives
- Simplified Language / Teacher Talk / Thinking Aloud
- Graphic Organizers (webs)
- Frequently Check For Understanding

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- Personal Word Walls / Word Rings
- Sound Wall
- Introducing Key Vocabulary Before Lesson
- Total Physical Response (tpr) Activities
- Cloze Activities
- Teacher Modeling
- Pattern Sentences (speaking And/or Writing)
- Choral Chanting
- Small Group Instruction / Cooperative Learning
- Allowing For Additional Wait Time For Student Responses During Conversations
- Scaffolding Questions And Instructional Language
- Allowing Students To Show Or Use Gestures If Not Yet Able To Produce Oral Language
- Modeled And Shared Writing Activities
- Providing A Student Buddy

Multiple Means of Engagement

- *Online discussions*
- *Opinionnaires*
- *Socratic seminars*
- *Fishbowl discussions*
- *Reading journals*
- *Debate competitions*

Core Instructional and Supplemental Materials

- Pearson Prentice Hall, “Literature”, “Out of My Mind”, “Maniac Magee”, “A Long Walk to Water”, “Daniel’s Story”,
- Various mentor texts for modeling writing traits
- Leveled Readers

Teacher Notes:

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Focus 3: Argumentative Writing and Research	Duration: 45 days
Standards/Learning Targets	
Reading Domain	
RI.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.	
RI.MF.6.6. Integrate information when presented in different media or formats (e.g., visually, quantitatively) to develop a coherent understanding of a topic or issue.	
Writing Domain	
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.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	

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audience.

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

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

Sustained Standards

Reading Domain

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.

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.

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RI.PP.6.5. Identify the author's purpose, perspective or potential bias in a text and explain the impact on the reader's interpretation.

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

RI.CT.6.8. Compare and contrast informational texts in different forms, by different authors, or from different genres (e.g., a memoir written by and a biography on the same person, historical novels and primary source documents, infographics and scientific journals) in terms of their approaches to similar themes and topics.

Writing Domain

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 Domain

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

- A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

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

SL.ES.6.3. Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

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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.

Language Domain

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

- A. Ensure that pronouns are in the proper case (subjective, objective, possessive).
- B. Use intensive pronouns (e.g., myself, ourselves).
- C. Recognize and correct inappropriate shifts in pronoun number and person.
- D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
- E. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical elements.
- F. Recognize spelling conventions.

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

- A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- B. Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- C. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
- D. Maintain consistency in style and tone.

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

- A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

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

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

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

ELD-LA 6-8 Inform Expressive Construct informational texts in language arts that • Introduce and define topic and/or entity for audience • Establish objective or neutral stance • Add precision, details, and clarity about relevant attributes, qualities, characteristics, activities, and behaviors • Develop coherence and cohesion throughout text

ELD-LA 6-8 Argue Interpretive Interpret language arts arguments by • Identifying and summarizing central idea distinct from prior knowledge or opinions • Analyzing how an author acknowledges and responds to conflicting evidence or viewpoints • Evaluating relevance, sufficiency of evidence, and validity of reasoning that support claim(s)

ELD-LA 6-8 Argue Expressive Construct language arts arguments that • Introduce and develop claim(s) and acknowledge counterclaim(s) • Support claims with reasons and evidence that are clear, relevant, and credible • Establish and maintain formal style • Logically organize claim(s) with clear reasons and relevant evidence; offer a conclusion

Supporting and Additional Standards

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Computer Science and Design Thinking Standards

8.2.8.ITH.4: Identify technologies that have been designed to reduce the negative consequences of other technologies and explain the change in impact.

8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.

Career Readiness, Life Literacies, and Key Skills

9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).

9.4.8.IML.8: Apply deliberate and thoughtful search strategies to access high-quality information on climate change (e.g., 1.1.8.C1b)

Inclusivity/LGBTQ/Disabilities

- Address how students feel about the group(s) they identify with and if they are represented in the texts, visual/media representations, and materials used in this course.
- Always address and discuss whose voice is missing from readings and other materials used in class.
- Incorporate materials that include multiple perspectives that represent and reflect various groups of people including, members of the LGBTQ community and people with disabilities to teach tolerance and reflect the diversity of our student population.
- Avoid binary assumptive language and use appropriate gender-inclusive language in the classroom. In addition, use appropriate gender terms, preferred names, and inclusive language to ensure all students feel safe and represented in the educational process.
- Allow students to choose a topic that interests them and provide multiple avenues to approach their final project.

Corresponding Standards:

- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- 9.4.8.IML.6: Identify subtle and overt messages based on the method of communication.
- 9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages.
- 9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.

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Climate Change Standards

ESS3.D: Global Climate Change Human activities, such as the release of greenhouse gasses from burning fossil fuels, are major factors in the current rise in Earth's mean surface temperature (global warming). Reducing the level of climate change and reducing human vulnerability to whatever climate changes do occur depend on the understanding of climate science, engineering capabilities, and other kinds of knowledge, such as understanding of human behavior and on applying that knowledge wisely in decisions and activities. (MS-ESS3-5)

- RI.AA.7.7. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
- W.SE.7.6. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusion of others while avoiding plagiarism and following a standard format for citation.
- SL.II.7.2. Analyze the main ideas and supporting details presented in diverse media formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

Evidence of Student Learning

Performance Tasks/Use of Technology:

- Conferencing individual/small group
- Open-ended questions
- Games
- Graphic organizers
- Cooperative group
- Learning/Reading Response logs
- Think-pair-share
- Observations
- Google Slide
- Library Research Resources
- Webquests
- Chromebooks
- Climate Change/Sustainability/Alternative Technology Research project

Other Assessments

Formative:

- Visual Assessments
- Writer's notebook
- Kinesthetic assessment
- Quizzes
- Pre-research

Summative:

- Final drafts
- Research Paper
- Oral presentations
- Unit/Novel assessments
- IReady
- Performance tasks
- Published works / Portfolios

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	• State assessments Alternative: • Portfolios • Project-based learning
Knowledge and Skills	
Content	Skills
Focus 3 Essential Questions: • What are techniques for evaluating the factual accuracy of someone’s opinion on a controversial issue? • How does a writer use logical, evidence, and rhetorical devices to persuade? • Why do different people respond differently to the same persuasive message? • How do writers use the writing process to create a persuasive argument in a way that is clear, logical, and convincing? • How can we effectively, yet appropriately argue a point for which there is more than one valid option? • How can we effectively incorporate exposition, narration, or technical writing in a persuasive argument? Focus 3 Enduring Understandings Students will understand... • Persuasive writing is a powerful way to get people to appreciate a different point of view, change their way of thinking, and/or take action. • Persuasion involves emotional and logical arguments supported by facts, details, or emotional appeals.	Focus 3 Goals: Students will be able to... • introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. • introduce counterclaims and use evidence to disprove those counterclaims in order to strengthen the student’s claim. • use transitions in order to maintain cohesion and clarity throughout a piece of writing. • enhance writing by revising, editing and rewriting. • engage in peer review and give valuable constructive criticism on a peer’s essay by evaluating the elements of an argumentative essay outlined during the unit. • use constructive criticism from peer review to edit and rewrite an essay. Establish objective or neutral stance through... ■ Declarative statements to provide objective, factual information ■ Technical word choices to add precise and descriptive information without evaluative language (the effects versus devastating effects) ■ Generalized nouns to maintain neutrality (millennials, stringed instruments, marsupials) ■ Variety of structures to define and

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- Effective writers are able to select and use appropriate information, evaluating different sources for reliability and relevance.
- Persuasion requires a committed stance and call to action.
- People have different causes which they are passionate about and they as members of a democratic society need to appreciate and be open to various viewpoints and opinions.

describe entities (embedded clauses, relating verbs, nominalizations, given/new patterns) ■ Reporting devices (saying verbs) to integrate sourced information into report (said, reported, claims), direct and indirect quotes Add precision, details, and clarity about relevant attributes, qualities, characteristics, activities, and behaviors through... ■ Adverbial and prepositional phrases to specify time and location (in 1592, following the Middle Ages, during the spring, along the ridge, located within the Earth's core) ■ Expanded noun groups to add precision (strummed or plucked vibration of the strings) ■ Adjectives and adverbs to answer questions about quantity, size, shape, manner (microscopic, right-angled, voraciously, precisely) ■ Contrasting connectors to differentiate between entities or components (unlike, as opposed to, however) ■ Visuals (graphs, data, diagrams) to support key details Develop coherence and cohesion throughout text through... ■ Referential devices (pronoun reference, synonyms, renaming, collocations) to link ideas across sections of text ■ Topic or headings to serve as openers for sentences or paragraphs ■ Nominalization to condense clauses (it rained year after year=annual floods) or summarize key ideas

Introduce and develop claim(s) and acknowledge counterclaim(s) through... ■ Declarative statements to frame a topic, provide background information, state claim, and acknowledge counterclaim (Graphic novels provide a unique way to read that appeals to many teenagers.) ■ Noun groups to provide details (Maus, a graphic novel written and illustrated by Art Spiegelman...) ■ Connectors to introduce alternative points of view (although, on the other hand, unlike, contrary to common belief) ■ Pronouns, synonyms, collocations, renaming subjects

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	to maintain cohesion (graphic novels=these unique texts=young adult comic books) Support claims with reasons and evidence that are clear, relevant, and credible through... ■ A variety of clauses (adverbial, embedded) to support opinion and/or claim(s) (quotes, references, detailed descriptions, examples or other sources and data) (according to X, the author's claim) ■ Connectors to elaborate an idea/interpretation (so, this means, therefore, leading one to believe, a way to think about this) ■ Connectors to link claim(s) with evidence and reasoning (because, as a result, when, if, although, but) ■ Literary devices to support evidence and interpretation (similes and metaphors, alliteration, idioms, figurative and sensory words/phrases, collocation, multilingual words/phrases) ■ Modality to express obligation or certainty (might, could, must, need to) or to open up to other possibilities (possibly, apparently, perhaps, definitely, absolutely) Establish and maintain formal style through... ■ First, second, third person use to connect with reader, build alliance, or maintain neutrality (unjust power, a theme throughout the text, reminds us to be aware of our individual resourcefulness as sources of hope in desperate situations) ■ Authoritative declarative sentences to evaluate and interpret events (Spiegelman's clever use of imagery and graphic layout presents a unique way of using the graphic novel format.) ■ Nouns, adjectives, verbs, and adverbs to adjust intensity and strength of message (somewhat powerful versus incredibly powerful; ugly versus grotesque) Logically organize claim(s) with clear reasons and relevant evidence; offer a conclusion through... ■ Connectors to support inferential conclusions (Students' preference for graphic novels is evident because/due to the rate these novels are checked out of the library.) ■
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	Comparing/contrasting connectors to differentiate between claims and counterclaims (unlike, as opposed to, contrasted with, conversely, similarly, in spite of that) ■ Verb structures to present information in a variety of ways (past, timeless present, passive voice) ■ Connectors to sequence points in the argument and maintain logical progression (one way, another point, as mentioned previously, in addition) ■ Summary statement to reiterate claim(s), call to action, or encourage a response (While Maus relies on images to get the point across, the message of how we dehumanize others is loud and clear.)
Instructional Plan	
Suggested Activities	Resources
• Research Scavenger Hunt • KWL Charts • Virtual Field Trip • Local Librarian Guest Speaker • Hyperdocs • Media Campaign • Climate Change research project Resources for Climate Change Focus • Save Barnegat Bay • Project SEA • Break Down Climate Change for Students: https://ourclimateourfuture.org/videos/	• YouTube • https://owl.english.purdue.edu/owl/ • Like to Read • http://theoceancountylibrary.org/researchinfo/ • http://oedb.org/ilibrarian/150-writing-resources/ • GLSEN: Developing LGBTQ- Inclusive Classroom Resources • GLSEN: 2017 NJ School Climate Survey • Trevor Project • New Jersey Amistad Curriculum • New Jersey Commission on Holocaust Education • United States Holocaust Museum Educator Page

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- NJ Climate Education Hub:
<https://njclimateeducation.org/>
- Assignments to Spark Action:
<https://www.allwecansave.earth/assignments-to-spark-action>
- Our Climate Our Future: <https://ourclimateourfuture.org/>
- Youth Action Network:
<https://acespace.org/youth-action-network/>
<https://leafpacknetwork.org/>
<https://plastiwaveproject.org/micropastics>
- Kids against climate change:
https://kidsagainstclimatechange.co/?utm_medium=email&utm_source=GovDelivery
- Writing Climate Books:
<https://www.cogitation.in/educator-training-for-climate-authorsBooks>
- Climate Dice: <https://climatedice.com/>

Suggested Options for Differentiation

Students at Risk of Failure

- *Provide peer tutoring*
- *Use a strong student as a “buddy” (does not necessarily have to speak the primary language)*
- *Use books on tape*
- *Allow extra time to complete assignments or tests*
- *Work in a small group*
- *Credit recovery options*
- *One on one instruction*

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Special Education/504 Plans

- *Work toward longer passages as skills in English increase*
- *Use visuals*
- *Introduce key vocabulary before lesson*
- *Teacher reads aloud daily*
- *Provide peer tutoring*
- *Use a strong student as a “buddy” (does not necessarily have to speak the primary language)*
- *Choral reading*
- *Chants, songs*
- *Preferential seating*
- *Assign a picture or movement to vocabulary words*
- *Small group instruction-guided reading and guided writing*
- *Use books on tape*
- *Allow extra time to complete assignments or tests*
- *Work in a small group*
- *Allow answers to be given orally or dictated*
- *Use large print books, Braille, or books on CD (digital text)*
- *Follow all IEP modifications*
- *Scriber for students who can't write*
- *Augmentative communication system*

Gifted and Talented:

- *Encourage upper level intellectual behavior based on Bloom's Taxonomy (analyzing, evaluating, creating)*
<http://edorigami.wikispaces.com/Bloom's+Digital+Taxonomy>
- *Student created activities and student lead activities*
- *Do not always be explicit, allow for discovery*
- *Use centers and group students according to ability or interest*
- *Propose interest-based extension activities • use leveled texts and offer an advanced reader reading list*
- *Use varied modes of pre-assessment and assessment*
- *Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles) • Provide options, alternatives and choices to differentiate and broaden the curriculum*

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- *Organize and offer flexible small group learning activities*
- *Provide whole group enrichment explorations*
- *Teach cognitive and methodological skills*
- *Use center, stations, or contracts*
- *Organize integrated problem-solving simulations*
- *Debrief students*
- *Propose interest-based extension activities* *Equipment Needed*
- *Ask higher order thinking questions using a Q chart* <http://nelearn.mylearning.org/mod/page/view.php?id=388>
- *Encourage upper level intellectual behavior based on Bloom's Taxonomy (analyzing, evaluating, creating)* <http://edorigami.wikispaces.com/>
- *Discovery learning instead of explicit learning*
- *Use centers and group students according to ability or interest*

English Language Learners

- *Personal word walls / word rings*
- *Introducing key vocabulary before lesson*
- *Total physical response (TPR) activities*
- *Cloze activities*
- *Teacher modeling*
- *Pattern sentences (speaking and/or writing)*
- *Choral chanting*
- *Small group instruction / cooperative learning*
- *Allowing for additional wait time for student responses during conversations*
- *Scaffolding questions and instructional language*
- *Allowing students to show or use gestures if not yet able to produce oral language*
- *Modeled and shared writing activities*
- *Providing a student buddy*

Multilingual Learners

- Differentiate instruction and classroom assessment as guided by the [WIDA English Language Development Standards Framework, 2020 Edition](#).

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- Follow the Individualized Educational Plans (IEP) for ML Special Education (SE) students.
- Encourage the ML student to use oral language. Discussions, especially pair-work, allow students to expand language usage in listening and speaking.
- Allow MLs to clarify ideas, make sense of their previous statements and elaborate on their views with specific explanations.
- Use wait time for MLs to express their ideas in class.
- Graphic organizers, color-coded anchor charts, word walls with visual imagery, and breakdown techniques for decoding dense mathematical word problems
- Structured talk protocols (Think-Pair-Share, Numbered Talks) and word banks
- Visuals
- Gesturing
- Use Of Realia and Manipulatives
- Simplified Language / Teacher Talk / Thinking Aloud
- Graphic Organizers (webs)
- Frequently Check For Understanding
- Personal Word Walls / Word Rings
- Sound Wall
- Introducing Key Vocabulary Before Lesson
- Total Physical Response (tpr) Activities
- Cloze Activities
- Teacher Modeling
- Pattern Sentences (speaking And/or Writing)
- Choral Chanting
- Small Group Instruction / Cooperative Learning
- Allowing For Additional Wait Time For Student Responses During Conversations
- Scaffolding Questions And Instructional Language
- Allowing Students To Show Or Use Gestures If Not Yet Able To Produce Oral Language
- Modeled And Shared Writing Activities
- Providing A Student Buddy

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Multiple Means of Engagement

- *Online discussions*
- *Opinionnaires*
- *Socratic seminars*
- *Fishbowl discussions*
- *Reading journals*
- *Debate competitions*

Core Instructional and Supplemental Materials

- Pearson Prentice Hall, “Literature”, “Out of My Mind”, “Maniac Magee”, “A Long Walk to Water”, “Daniel’s Story”,
- Various mentor texts for modeling writing traits
- Leveled Readers
- Library research

Teacher Notes:

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Focus 4: Poetry and Drama	Duration: 45 Days
Standards/Learning Targets	
Reading Domain	
RL.IT.6.3. Describe how a particular text’s structure unfolds in a series of episodes and use textual evidence to describe how the characters respond or change as the plot moves toward a resolution.	
RI.TS.6.4. Use text structures (e.g., cause-effect, problem-solution), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information.	
RL.PP.6.5. Determine how an author conveys or develops perspective in a text (through the narrator or speaker when appropriate).	
Language Domain	
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).	

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Sustained Standards

Reading Domain

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

RL.CI.6.2. Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.

RL.TS.6.4. Analyze how a particular piece (e.g., sentence, chapter, scene, stanza, or section) fits into the overall structure of a text and contributes to the development of the ideas, theme, setting, or plot.

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

RL.CT.6.8. Compare and contrast literary texts in different forms, by different authors, or from different genres (e.g., stories and poems; historical novels and primary source documents, scientific journals and fantasy stories) in terms of their approaches to similar themes and topics.

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

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

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

RI.PP.6.5. Identify author's purpose, perspective or potential bias in a text and explain the impact on the reader's interpretation.

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Writing Domain

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

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

- A. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- D. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
- E. Provide a conclusion that follows from the narrated experiences or events.

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

Speaking and Listening Domain

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

- A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

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

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

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

Language Domain

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

- A. Ensure that pronouns are in the proper case (subjective, objective, possessive).
- B. Use intensive pronouns (e.g., myself, ourselves).
- C. Recognize and correct inappropriate shifts in pronoun number and person.
- D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
- E. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical elements.
- F. Recognize spelling conventions.

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

- A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings.
- C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
- D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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ELD-LA 6-8 Inform Expressive Construct informational texts in language arts that • Introduce and define topic and/or entity for audience • Establish objective or neutral stance • Add precision, details, and clarity about relevant attributes, qualities, characteristics, activities, and behaviors • Develop coherence and cohesion throughout text

ELD-LA 6-8 Argue Interpretive Interpret language arts arguments by • Identifying and summarizing central idea distinct from prior knowledge or opinions • Analyzing how an author acknowledges and responds to conflicting evidence or viewpoints • Evaluating relevance, sufficiency of evidence, and validity of reasoning that support claim(s)

ELD-LA 6-8 Argue Expressive Construct language arts arguments that • Introduce and develop claim(s) and acknowledge counterclaim(s) • Support claims with reasons and evidence that are clear, relevant, and credible • Establish and maintain formal style • Logically organize claim(s) with clear reasons and relevant evidence; offer a conclusion

Supporting and Additional Standards

Computer Science and Design Thinking Standards

- 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.13: Identify the impact of the creator on the content, production, and delivery of information (e.g., 8.2.8.ED.1). •
- 9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages.
- 9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.

Career Readiness, Life Literacies and Key Skills

- 1.2.8.Re7b: Compare, contrast and analyze how various forms, methods and styles in media artworks affect and manage audience experience and create intention when addressing global issues including climate change.
- 1.5.8.Cn11b: Analyze and contrast how art forms are used to reflect global issues, including climate change.
- 1.4.8.Cn11a: Research the story elements of a staged drama/theater work about global issues, including climate change, and discuss how a playwright might have intended a theatrical work to be produced.

Inclusivity/LGBTQ/Disabilities

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- Address how students feel about the group(s) they identify with and if they are represented in the texts, visual/media representations, and materials used in this course.
- Always address and discuss whose voice is missing from readings and other materials used in class.
- Incorporate materials that include multiple perspectives that represent and reflect various groups of people including, members of the LGBTQ community and people with disabilities to teach tolerance and reflect the diversity of our student population.
- Avoid binary assumptive language and use appropriate gender-inclusive language in the classroom. In addition, use appropriate gender terms, preferred names, and inclusive language to ensure all students feel safe and represented in the educational process.
- Allow students to choose a topic that interests them and provide multiple avenues to approach their final project.

Corresponding Standards:

- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- 9.4.8.IML.6: Identify subtle and overt messages based on the method of communication.
- 9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages.
- 9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.

Climate Change

● **ESS3.D:** Global Climate Change Human activities, such as the release of greenhouse gasses from burning fossil fuels, are major factors in the current rise in Earth's mean surface temperature (global warming). Reducing the level of climate change and reducing human vulnerability to whatever climate changes do occur depend on the understanding of climate science, engineering capabilities, and other kinds of knowledge, such as understanding of human behavior and on applying that knowledge wisely in decisions and activities. (MS-ESS3-5)

Performance Tasks/Use of Technology:

- Conferencing individual/small group
- Open-ended questions
- Games
- Graphic organizers
- Cooperative group
- Learning/Response logs
- Think-pair-share

Other Assessments

Formative:

- Visual Assessments
- Writer's notebook
- Kinesthetic assessment
- Quizzes

Summative:

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● Observations ● Google Slides ● Webquests ● Chromebooks ● Google Suite	● Final drafts ● Oral presentations ● Unit/Novel assessments ● IReady ● Performance tasks ● Published works / Portfolios ● State assessments Alternative: ● Portfolios
Knowledge and Skills	
Content	Skills
Focus 4 Essential Questions: ●How does poetry relate to other forms of expression? ●Why is it important for readers to pay attention to an author’s choice of words? ●How do poets use sound devices, such as repetition in their writing, to create meaning and purpose? ●In what ways is the poetry genre an important medium for writers to express their emotions? ●How do artists’ personal experiences influence their works? ●Who is the voice of the poem? ●What are some universal experiences across time periods and cultures? ●How can our education inform us about universal concerns of humanity? ●How can experiences across time periods and cultures share similar concerns?	Focus 4 Goals: Students will be able to... ●participate in structured discussion about poetry by responding to claims by others and advancing the discussion by using evidence from the poetry. ●write a written analysis by making a claim about a poem and supporting it with evidence from that poem. ●write a paper using evidence from two or more poems to support a claim. ●sustain literary-based discussion in both small group and whole group settings and elaborate on discussion by making specific reference to the text. ●demonstrate understanding of the content and structure of specific poetic forms by writing poetry in those formats. ●recite a poem orally. ●give and receive criticism on writing assignments. ●demonstrate a command of Standard English in writing and

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- What are some universal experiences across time periods and cultures?
- How can having the ability to justify our choices and understandings help us to resolve conflicts?
- If we understand a person's motivations, does it give us a better understanding of their actions?
- What can we learn from uncovering hidden motives?
- How can our education inform us about universal concerns of humanity?
- How can experiences across time periods and cultures share similar concerns?

Focus 4 Enduring Understandings

Students will understand...

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

discussion.

- respond constructively to advance a discussion and build on the input of others.
- evaluate another student's response in discussion by evaluating their rhetoric and evidence.
- develop written responses using evidence from the text for support.
- write a comparative analysis of two or more works of drama citing evidence from multiple texts for support.
- evaluate and respond to literary criticism.
- sustain literary-based discussion in both small group and whole group settings and elaborate on discussion by making specific reference to the text.
- demonstrate a command of Standard English in writing and discussion.
- respond constructively to advance a discussion and build on the input of others.
- evaluate another student's response in discussion by evaluating their rhetoric and evidence.
- use narrative writing skills to continue or change the ending of a drama or write from a specific character's point of view.

Establish objective or neutral stance through... ■ Declarative statements to provide objective, factual information ■ Technical word choices to add precise and descriptive information without evaluative language (the effects versus devastating effects) ■ Generalized nouns to maintain neutrality (millennials, stringed instruments, marsupials) ■ Variety of structures to define and describe entities (embedded clauses, relating verbs, nominalizations, given/new patterns) ■ Reporting devices (saying verbs) to integrate sourced information into report (said, reported, claims), direct and indirect quotes Add precision,

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topics

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

details, and clarity about relevant attributes, qualities, characteristics, activities, and behaviors through... ■ Adverbial and prepositional phrases to specify time and location (in 1592, following the Middle Ages, during the spring, along the ridge, located within the Earth's core) ■ Expanded noun groups to add precision (strummed or plucked vibration of the strings) ■ Adjectives and adverbs to answer questions about quantity, size, shape, manner (microscopic, right-angled, voraciously, precisely) ■ Contrasting connectors to differentiate between entities or components (unlike, as opposed to, however) ■ Visuals (graphs, data, diagrams) to support key details Develop coherence and cohesion throughout text through... ■ Referential devices (pronoun reference, synonyms, renaming, collocations) to link ideas across sections of text ■ Topic or headings to serve as openers for sentences or paragraphs ■ Nominalization to condense clauses (it rained year after year=annual floods) or summarize key ideas Introduce and develop claim(s) and acknowledge counterclaim(s) through... ■ Declarative statements to frame a topic, provide background information, state claim, and acknowledge counterclaim (Graphic novels provide a unique way to read that appeals to many teenagers.) ■ Noun groups to provide details (Maus, a graphic novel written and illustrated by Art Spiegelman...) ■ Connectors to introduce alternative points of view (although, on the other hand, unlike, contrary to common belief) ■ Pronouns, synonyms, collocations, renaming subjects to maintain cohesion (graphic novels=these unique texts=young adult comic books) Support claims with reasons and evidence that are clear, relevant, and credible through... ■ A variety of clauses (adverbial, embedded) to support opinion and/or claim(s)

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(quotes, references, detailed descriptions, examples or other sources and data) (according to X, the author's claim) ■

Connectors to elaborate an idea/interpretation (so, this means, therefore, leading one to believe, a way to think about this) ■

Connectors to link claim(s) with evidence and reasoning (because, as a result, when, if, although, but) ■

Literary devices to support evidence and interpretation (similes and metaphors, alliteration, idioms, figurative and sensory words/phrases, collocation, multilingual words/phrases) ■

Modality to express obligation or certainty (might, could, must, need to) or to open up to other possibilities (possibly, apparently, perhaps, definitely, absolutely) ■

Establish and maintain formal style through... ■

First, second, third person use to connect with reader, build alliance, or maintain neutrality (unjust power, a theme throughout the text, reminds us to be aware of our individual resourcefulness as sources of hope in desperate situations) ■

Authoritative declarative sentences to evaluate and interpret events (Spiegelman's clever use of imagery and graphic layout presents a unique way of using the graphic novel format.) ■

Nouns, adjectives, verbs, and adverbs to adjust intensity and strength of message (somewhat powerful versus incredibly powerful; ugly versus grotesque) ■

Logically organize claim(s) with clear reasons and relevant evidence; offer a conclusion through... ■

Connectors to support inferential conclusions (Students' preference for graphic novels is evident because/due to the rate these novels are checked out of the library.) ■

Comparing/contrasting connectors to differentiate between claims and counterclaims (unlike, as opposed to, contrasted with, conversely, similarly, in spite of that) ■

Verb structures to present information in a variety of ways (past, timeless present, passive voice) ■

Connectors to sequence points in the argument

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	and maintain logical progression (one way, another point, as mentioned previously, in addition) ■ Summary statement to reiterate claim(s), call to action, or encourage a response (While Maus relies on images to get the point across, the message of how we dehumanize others is loud and clear.)
Instructional Plan	
Suggested Activities	Resources
● Poetry Escape Room ● Ode writing ● Lyrics as Poetry Song Analysis ● SLAM Poetry ● Write script and perform monologue about climate change ● Write ekphrastic poem about climate change ● Research ○ Time period of drama ○ History of drama ○ Shakespeare ○ Charles Dickens	● iPads/Chromebooks ● Print and digital material ● YouTube ● https://www.poets.org/ ● IReady ● https://www.edutopia.org/article/how-make-poetry-writing-fun/ ● https://subjecttoclimate.org/teacher-guides/writing-activities-for-earth-day ● https://subjecttoclimate.org/lesson-plans/ekphrastic-poem-writing-lesson
Suggested Options for Differentiation	
<i>Students at Risk of Failure</i> ● <i>Provide peer tutoring</i> ● <i>Use a strong student as a “buddy” (does not necessarily have to speak the primary language)</i> ● <i>Use books on tape</i> ● <i>Allow extra time to complete assignments or tests</i>	

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- *Work in a small group*
- *Credit recovery options*
- *One on one instruction*

Special Education/ 504's

- *Work toward longer passages as skills in English increase*
- *Use visuals*
- *Introduce key vocabulary before lesson*
- *Teacher reads aloud daily*
- *Provide peer tutoring*
- *Use a strong student as a "buddy" (does not necessarily have to speak the primary language)*
- *choral reading*
- *chants, songs*
- *preferential seating*
- *assign a picture or movement to vocabulary words*
- *small group instruction- guided reading and guided writing*
- *use books on tape*
- *Allow extra time to complete assignments or tests*
- *Work in a small group*
- *Allow answers to be given orally or dictated*
- *Use large print books, Braille, or books on CD (digital text)*
- *Follow all IEP modifications*
- *Scriber for students who can't write*
- *Augmentative communication system*

Gifted and Talented:

- *encourage upper level intellectual behavior based on Bloom's Taxonomy (analyzing, evaluating, creating)*
<http://edorigami.wikispaces.com/Bloom's+Digital+Taxonomy>
- *Student created activities and student lead activities*
- *do not always be explicit, allow for discovery*
- *Use centers and group students according to ability or interest*

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- *Propose interest-based extension activities • use leveled texts and offer an advanced reader reading list*
- *Use varied modes of pre-assessment and assessment*
- *Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles) • Provide options, alternatives and choices to differentiate and broaden the curriculum*
- *Organize and offer flexible small group learning activities*
- *Provide whole group enrichment explorations*
- *Teach cognitive and methodological skills*
- *Use center, stations, or contracts*
- *Organize integrated problem-solving simulations*
- *Debrief students*
- *Propose interest-based extension activities Equipment Needed*
- *ask higher order thinking questions using a Q chart*
- *encourage upper level intellectual behavior based on Bloom's Taxonomy (analyzing, evaluating, creating)*
- *Discovery learning instead of explicit learning*
- *use centers and group students according to ability or interest*

English Language Learners

- *Use visuals when possible*
- *Include gesturing, miming and roleplay*
- *Use of realia and manipulatives*
- *Simplified language / teacher talk / thinking aloud*
- *Personal word walls / word rings*
- *Introducing key vocabulary before lesson*
- *Total physical response (TPR) activities*
- *Cloze activities*
- *Provide teacher modeling*
- *Provide pattern sentences (speaking and/or writing)*
- *Choral chanting*
- *Small group instruction / cooperative learning*

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- *Allowing for additional wait time for student responses during conversations*
- *Scaffolding questions and instructional language*
- *Allowing students to show or use gestures if not yet able to produce oral language*
- *Modeled and shared writing activities*
- *Providing a student buddy*

Multilingual Learners

- Differentiate instruction and classroom assessment as guided by the [WIDA English Language Development Standards Framework, 2020 Edition](#).
- Follow the Individualized Educational Plans (IEP) for ML Special Education (SE) students.
- Encourage the ML student to use oral language. Discussions, especially pair-work, allow students to expand language usage in listening and speaking.
- Allow MLs to clarify ideas, make sense of their previous statements and elaborate on their views with specific explanations.
- Use wait time for MLs to express their ideas in class.
- Graphic organizers, color-coded anchor charts, word walls with visual imagery, and breakdown techniques for decoding dense mathematical word problems
- Structured talk protocols (Think-Pair-Share, Numbered Talks) and word banks
- Visuals
- Gesturing
- Use Of Realia and Manipulatives
- Simplified Language / Teacher Talk / Thinking Aloud
- Graphic Organizers (webs)
- Frequently Check For Understanding
- Personal Word Walls / Word Rings
- Sound Wall
- Introducing Key Vocabulary Before Lesson
- Total Physical Response (tpr) Activities
- Cloze Activities
- Teacher Modeling
- Pattern Sentences (speaking And/or Writing)

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- Choral Chanting
- Small Group Instruction / Cooperative Learning
- Allowing For Additional Wait Time For Student Responses During Conversations
- Scaffolding Questions And Instructional Language
- Allowing Students To Show Or Use Gestures If Not Yet Able To Produce Oral Language
- Modeled And Shared Writing Activities
- Providing A Student Buddy

Multiple Means of Engagement

- *Online discussions*
- *Opinionnaires*
- *Socratic seminars*
- *Fishbowl discussions*
- *Reading journals*
- *Debate competitions*

Core Instructional and Supplemental Materials

- Pearson Prentice Hall, “Literature”, “Out of My Mind”, “Maniac Magee”, “A Long Walk to Water”, “Daniel’s Story”
- Various mentor texts for modeling writing traits
- Leveled Reader
- Various works of drama
- Selected poetry

Teacher Notes: