Wall Township Public Schools	Board Approval Date: August 18, 2026
Course Title: ELA 6	
Course Description: The purpose of this course is to further develop the reading, writing, speaking, listening, viewing, and critical thinking skills necessary for academic, professional, and personal success. Throughout the school year students focus on analyzing texts, developing their vocabulary, strengthening their writing, and sharpening grammar skills to communicate effectively.	

New Jersey Student Learning Standards

Vision for English Language Arts Education in New Jersey

A New Jersey education in English Language Arts builds readers, writers, and communicators prepared to meet the demands of college and career and to engage as productive American citizens with global responsibilities. Throughout their kindergarten through grade 12 experience, students will:

- Develop the necessary skills in reading, writing, speaking, and listening that are the foundations for creative and purposeful expression in language.
- Read rich, challenging texts that build their knowledge of the world, grow their confidence and identities as readers, and develop critical thinking skills and vocabulary necessary for long-term success.
- Engage in regular, meaningful, writing authentic tasks, exploring valued topics, writing for impact and expression, and sharing their work with others (including authentic audiences).
- Leverage complex texts and digital media to develop comprehension, active listening, and discussion skills.
- Ground daily writing and discussion in evidence, fostering an ability to read critically, build arguments, cite

evidence, and communicate ideas to contribute meaningfully as productive citizens.
- Evaluate the reliability, credibility, and perspective of authors and speakers across all forms of media.
- Express ideas and knowledge through a variety of modalities and media, and serve as effective communicators who purposefully read, write, and speak across multiple disciplines.
- Learn to persist in reading complex texts, establishing lifelong habits to read voluntarily for pleasure, for further education, for information on public policy, and for advancement in the workplace.

Practices of English Language Arts

The English Language Arts Practices offer the capacities held by students who have progressed through a kindergarten through grade 12 English Language Arts program in New Jersey. These practices describe students who are proficient in literacy, possessing the ability to read deeply, create their own works, and listen and speak to a broad range of ideas. As New Jersey students advance through the grades and demonstrate proficiency in the standards in reading, writing, speaking, listening, and language, they are able to exhibit with increasing fullness and regularity the following capacities of the literate individual.

Student capacities include:

- Developing Responsibility for Learning: Cultivating independence, self-reflection, and responsibility for one's own learning.
- Adapting Communication: Adapting communication in response to the varying demands of audience, task, purpose, and discipline.
- Valuing Evidence in Argumentation: Constructing viable claims and evaluating, defending, challenging, and qualifying the arguments of others.
- Building Knowledge: Building strong content knowledge and connecting ideas across disciplines using a variety of text resources and media.
- Leveraging Technology: Employing technology and digital media thoughtfully, strategically, and capably to enhance

reading, writing, speaking, listening, and language use.

- Understanding Self and Others: Using literacy as a vehicle to affirm all the aspects of one's own identity, as well as understand, connect to, and respect other perspectives and cultures.

Inclusion of Climate Change Opportunities

( **)** notes opportunities to integrate specific examples of climate change education provided by additional age-appropriate resources

The goal of inclusion of climate change education implementation is to foster generations of New Jersey students that can analyze, question, interpret, to think independently, and bring critical deduction to fulfill, and to lead in jobs created by burgeoning industries of the future green economy.

Course Sequence & Pacing	
Unit Title	**Estimated Number of Instructional Periods**
Unit 1: Character Study To read literature well, it's vital to continually consider what kind of people characters are, why they do what they do, and how their circumstances, relationships, and choices change them over time. Focusing on character also allows readers to analyze other literary elements. Characters can be impacted by the setting and focusing on characters' troubles can serve as a strategy for analyzing themes. Students will specifically analyze characters and the overall impact on a story.	25-30 days
Unit 2: Narrative Writing	15-20 days

People communicate through stories. This unit helps students learn strategies to generate meaningful story ideas, actively engage the reader in their writing, elaborate on important scenes, and deepen insights.	
Unit 3: Building Knowledge through Nonfiction Across this unit, students will develop a solid set of nonfiction reading skills: summarizing to create a concise version of the text, discerning central ideas, synthesizing within and across texts, building vocabulary, and growing ideas. Nonfiction reading skills are essential to students' achievement in virtually every academic discipline. When we help students become powerful readers of nonfiction, we help them become powerful learners.	20-25 days
Unit 4: Research Simulation Task (RST) / Informational Writing In this unit students work on teaching their readers about a topic, using increasingly sophisticated ways to draw on and structure information to explain a topic. Students will learn how to correctly incorporate and explain text evidence in their writing.	20-25 days
Unit 5: Social Issues Book Clubs In middle school, many kinds of issues start to weigh more heavily on students. There are relationship issues, school issues, and a growing awareness of larger societal pressures. There can be serious consequences to the spiraling troubles that surround middle school kids. Reading literature has proven to increase people's ability to empathize with others, and to become more socially aware. A driving force in this unit is the power of reading to transform how we see others and to show us new ways to be kind, to connect, and to stand up for what's right.	20-25 days
Unit 6: Literary Analysis In this unit, sixth graders learn ways to generate ideas based on close readings of a text and learn strategies essayists use to analyze, gather, and explain evidence from the text to support their claims.	20-25 days
Unit 7: Nonfiction Book Clubs Students will work on becoming more adept at immersing themselves in nonfiction. They will	20-23 days

continue to work on how to discern central ideas, analyze a text's structure, and read critically to question the author's point of view.	
Unit 8: Argument Writing Argument writing involves forming clear opinions, supporting them with logical reasons and relevant evidence, and considering different perspectives. In this unit, students learn how to develop strong claims, organize their ideas, and use facts, examples, and explanations to persuade their audience. Focusing on argument helps students strengthen their critical thinking skills and communicate their ideas effectively in a variety of contexts.	10-12 days
Unit 9: Fantasy Book Clubs In this final fiction reading unit for sixth grade, there is an emphasis on developing students' knowledge of literary traditions. The unit is structured so students work in small book clubs, reading fantasy books/series.	15-17 days

Unit 1

Desired Results
Unit 1 Title: Character Study
Unit Summary: To read literature well, it's vital to continually consider what kind of people characters are, why they do what they do, and how their circumstances, relationships, and choices change them over time. Focusing on character also allows readers to analyze other literary elements. Characters can be impacted by the setting and focusing on characters' troubles can serve as a strategy for analyzing themes.
Learning Standards
NJSLS:

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

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

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

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

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

W.AW.6.1. Write arguments on discipline-specific content (e.g., social studies, science, 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.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.

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.

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.

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.

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.

Interdisciplinary Connections
Career Readiness, Life Literacies, & Key Skills *(CLKS)*: 9.1.8.PB.5: Identify factors that affect one's goals, including peers, culture, location, and past experiences. 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors. 9.1.8.PB.5: Identify factors that affect one's goals, including peers, culture, location, and past experiences. 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect. 9.2.8.CAP.5: Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals, and an educational plan. 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
Computer Science & Design Thinking *(CS & DT)*: 8.1.8.DA.3: Identify the appropriate tool to access data based on its file format.
Interdisciplinary Connections: 6.3.8.CivicsPI.1: Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve.

Learning Targets	
Unit Essential Questions: • How can I collect evidence to support my thinking about characters? • How does setting affect characters? • How can characters serve as a vehicle for theme?	**Unit Enduring Understandings:** • Characters have complex traits. • Setting affects and influences characters. • Readers can see how themes develop by paying close attention to how characters handle conflicts throughout a story. • Readers ground their ideas in specific text evidence.

Vocabulary:

- Unit specific: character, character trait, setting, mood, theme
- Terms selected from the whole class novel *Wishtree*

Students will be able to:

- reflect on their own personal reading identity by creating a reading timeline.
- prepare to have a successful year by setting up their Reader's and Writer's Notebooks.
- close reading fiction by looking for Fiction Signposts.
- analyze the structure of a story by familiarizing themselves with the plot diagram.
- begin to track characters by creating a character chart with characters' names and descriptions.
- analyze how the author develops the setting by paying attention to details that provide information about the time, place, or environment.
- analyze the mood by looking for the mood access lenses.
- continue to analyze a character by considering how the setting impacts them.
- begin to analyze characters by paying attention to subtle details that reveal a character's traits.
- analyze a fiction text by paying attention to new details and rethinking their first ideas about a character.
- continue to analyze characters by noting how they react to problems.
- write a strong body paragraph by combining a topic sentence, text evidence, and analysis.
- continue to analyze characters by thinking about how they change from the beginning of a story to the end of a story.
- begin to analyze a story's theme by thinking about what lessons a character learns.
- explore motifs in stories by analyzing the troubles characters face and considering how these conflicts become subjects or motifs in a story.
- ensure a subject is a motif by tracking it throughout the story.
- develop a theme statement by asking: "What does the author suggest about this motif?"
- actively read by annotating the text as I'm reading.
- build their understanding of a new word by reading the word's definition and using the word to complete a sentence.

- build/apply their understanding of new terms by choosing the best word to complete each sentence.
- build their understanding of a new word by identifying synonyms and antonyms.
- apply their understanding of a new word by looking for context clues that further develop their understanding of a new word.

Learning Activities: *Potential Learning Activities can include:*

- Introduce the standards, essential questions, assessment evidence, corresponding rubrics, and calendar of lessons to students.
- Establish each student's prior understanding through a relatable hook (story, survey, posing question, debate etc.) and through individual conferences.
- Engage in whole-class reading.
- Execute standards-based mini-lessons to develop skills and strategies.
- Identify and employ the key skills of reading at grade-level complexity.
- Engage in protected time for independent reading.
- Confer individually with the teacher.
- Engage in small-group reading skills-based instruction.
- Share and collaborate with assigned partners/small groups.
- Experience activities with partners where critical reading skills are discussed.
- Demonstrate understanding through various assessments.

To satisfy the laws related to *Amistad & Holocaust*, *Asian American & Pacific Islanders*, *Climate Change*, *LGBTQ and People with Disabilities*, *Diversity*, *Equity & Inclusion [DEI]* in the state of New Jersey, teachers must implement at least one of the following texts, activities, or approaches in their lesson planning:

- LGBTQ and People with Disabilities and Diversity, Equity & Inclusion [DEI]
    - *A High Five for Glenn Burke* by Phil Bildner
        - Glenn Burke was the first openly gay MLB player, and the protagonist begins exploring his own sexuality.

The book gives middle school readers positive, affirming LGBTQ representation and models resilience against stigma.
        - The story highlights representation in sports, acceptance of LGBTQ identities, and racial equity. It challenges students to think about fairness, opportunity, and the harm of discrimination. The book itself is a tool of inclusion, ensuring that young readers see diverse and authentic identities reflected in literature.
- Asian American & Pacific Islanders, Climate Change and Diversity, Equity & Inclusion [DEI]:
    - *Wishtree* by Katherine Applegate
        - While Samar's family is Muslim (likely of South Asian or Middle Eastern heritage), this provides a connection to the AAPI mandate. The novel highlights immigrant experiences, cultural diversity, and the challenges of being "othered" in a predominantly white community.
        - The narrator is an oak tree, symbolizing the importance of nature, interconnectedness, and environmental stewardship. The tree as witness emphasizes how the natural world sustains communities and how human actions (cutting down the tree, destroying habitats) threaten both environment and equity.
        - It critiques xenophobia and bias while modeling kindness, empathy, and inclusion. Samar's experiences highlight the challenges faced by immigrant families, while Red's role as a "witness" shows the importance of giving voice to the silenced. The novel calls for building inclusive communities that embrace difference as strength.
- Climate Change, LGBTQ and People with Disabilities, and Diversity, Equity & Inclusion (DEI)
    - *The Fire, the Water, and Maudie McGinn* by Sally J. Pa
        - The book opens with a wildfire and later depicts a flood, natural disasters that parallel the increasing frequency of climate-driven events. The story shows how climate change disproportionately affects vulnerable populations, and how resilience and community are vital in adapting to environmental crises.
        - Maudie is autistic, and the novel highlights both her challenges and her strengths. It advocates for neurodiversity and acceptance.

- The novel challenges stereotypes about autism, showing that differences are strengths. It highlights inequities in how children are treated depending on ability and circumstance. It calls for inclusive communities where diversity, of identity, ability, and experience, is celebrated, not diminished.

Assessment Evidence
Formative Assessments: • Class assignments • IXL lessons • Vocabulary exercises • Fiction Signposts Quiz • Notebook entries • Vocabulary quiz(zes)
Summative Assessments: • Character Study Test
Common Benchmark Assessments: • IXL Diagnostic
Alternative Assessments: • Modified assessments when needed • Character Study Project

Core Instructional & Supplemental Materials
Notice & Note: Strategies for Close Reading
Mentor texts (The following are suggestions, but the teacher can choose additional texts to meet needs of student population): • “The Save” by Joseph Bruchac

• video clips • excerpt from “Choke” by Joseph Bruchac • excerpt from *A High Five for Glenn Burke* • excerpt from *The Fire, the Water, and Maudie McGinn* • excerpt from *Bea is for Blended* • “Call of Duty” by Jason Reynolds
Whole class novel • *Wishtree* by Katherine Applegate
Reader’s Notebook
Google Workspace
Vocabulary Workshop: Tools for Excellence (Level A)
The Reading Strategies Book

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students
Specific Strategies and Practices that Support Students with Disabilities: Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner. - Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Graphic Organizers - Audiobooks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists **Specific Strategies and Practices that Support English Language Learners**

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Audiobooks - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Word walls - Think-pair-share - Cooperative learning groups

Students at Risk of Failure

- Alternative Assessments - Learning Contracts - Graphic Organizers - Audiobooks - Homogenous Grouping - Supplemental Instruction - Homework Options - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

- Small Group In-Depth Instruction - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning - Book Choice

Unit 2

Desired Results

Unit 2 Title: Narrative Writing

Unit Summary: People communicate through stories. This unit helps students learn strategies to generate meaningful story ideas, actively engage the reader in their writing, elaborate on important scenes, and deepen insights.

Learning Standards

NJSLS:

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.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.

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.

C. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.

D. Maintain consistency in style and tone.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.1.8.PB.5: Identify factors that affect one's goals, including peers, culture, location, and past experiences.

9.2.8.CAP.5: Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals, and an educational plan.

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect.

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Computer Science & Design Thinking *(CS & DT)*:

8.1.8.DA.3: Identify the appropriate tool to access data based on its file format.

Interdisciplinary Connections:

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

Learning Targets

Unit Essential Questions:	**Unit Enduring Understandings:**
• What elements contribute to a compelling story, and how do they do so? • How can we analyze mentor texts in a way that helps us emulate the craft moves of published authors?	• Writers develop realistic characters using thoughts, actions, and dialogue. • Writers use figurative language to actively engage readers in a story.

	• Writers use mentor texts to learn craft moves and incorporate these moves into their own writing.

Vocabulary: lead, setting, exposition, rising action, climax, falling action, resolution, dialogue, internal thoughts / thinking, sensory details, point of view, transition, simile, metaphor, personification, onomatopoeia, noun

Students will be able to:

- prepare to write a narrative by brainstorming story ideas.
- learn from a mentor text by noticing precisely what the author has done that I can try.
- draft a flash draft.
- develop a clear narrative structure by following the progression of the plot diagram.
- draft a narrative that grabs the reader's attention by adding a strong lead.
- develop realistic characters in my narrative by adding thoughts, actions, and dialogue.
- revise my narrative to clearly reflect spoken words by including the correct punctuation and formatting.
- continue to revise my story to actively involve readers by adding figurative language and sensory details to my narrative.
- engage the reader by slowing down and stretching out the conflict in my narrative.
- develop a clear and suspenseful narrative for readers by breaking text up into paragraphs.
- revise my narrative to show a clear sequence of events by adding transition words.
- apply their ability to write in a consistent POV by considering what a character would and would not know.
- draft a meaningful narrative by revising my ending to reflect what my narrative is really about.
- identify nouns by identifying a person, place, thing, or idea.

Learning Activities: *Potential Learning Activities can include:*

- Introduce the standards, essential questions, assessment evidence, corresponding rubrics, and calendar of lessons to students.
- Establish each student's prior understanding through a relatable hook (story, survey, posing question, debate etc.) and through individual conferences.

- Engage in whole-class reading of mentor texts.
- Execute standards-based mini-lessons to develop skills and strategies.
- Identify and employ the key skills of writing at grade-level complexity.
- Engage in protected time for independent reading and writing.
- Confer individually with the teacher.
- Engage in small-group writing skills-based instruction.
- Share and collaborate with assigned partners.
- Experience activities with partners where critical writing skills are discussed.
- Demonstrate understanding through various assessments.

To satisfy the laws related to *Amistad & Holocaust*, *Asian American & Pacific Islanders*, *Climate Change*, *LGBTQ and People with Disabilities*, *Diversity*, *Equity & Inclusion [DEI]* in the state of New Jersey, teachers must implement at least one of the following texts, activities, or approaches in their lesson planning:

- Diversity, Equity, & Inclusion [DEI]
    - Jason Reynolds's *Look Both Ways: A Tale Told in Ten Blocks*
        - It validates diverse childhoods, centering Black youth voices in a way that affirms dignity and joy. The stories break stereotypes by portraying kids in all their complexity, funny, flawed, compassionate, resilient. It asks readers to see the humanity and individuality in every person, which is the core of DEI education.
- Climate Change and Diversity, Equity, & Inclusion [DEI]
    - Erin Soderberg's *When Life Gives You Lemons, Make Peach Pie*
        - The family travels the U.S. in a food truck, putting them directly in touch with natural landscapes and agricultural realities. his opens discussion of climate change, food systems, and sustainability, especially since peaches (and farming in general) are highly vulnerable to environmental change.
        - The book normalizes nontraditional family structures (single parent, blended, unconventional living situations). It emphasizes the importance of empathy, fairness, and valuing different experiences. The siblings' journey underscores how diverse families contribute to the richness of American life.

- Amistad & Holocaust and Diversity, Equity, & Inclusion [DEI]
    - Trevor Noah's *Born a Crime*
        - The book explores South Africa's apartheid system, which parallels the history of slavery, segregation, and systemic racism in the U.S. It highlights the ways Black South Africans resisted oppression and preserved culture, echoing the Amistad mandate's emphasis on African and African American history, contributions, and resilience.
        - Noah's memoir interrogates race, class, language, and belonging. It highlights the need for inclusive systems where every person, regardless of race, background, or identity, is valued. It models resilience and hope, reinforcing DEI's call for equity and representation.
- LGBTQ and People with Disabilities
    - Barbara Dee's *Violets Are Blue*
        - Wren's mother's opioid addiction represents a health struggle that impacts the whole family. The novel encourages conversations about addiction as illness, breaking stigma, and supporting people with invisible disabilities.
    - Rob Buyea's *Because of Mr. Terupt*
        - Mr. Terupt's accident and resulting disability bring themes of resilience, adjustment, and empathy. Students must confront bias, grief, and how to include and support someone who has become physically vulnerable.
- Climate Change
    - Peter Brown's *The Wild Robot*
        - Roz learns survival skills, adapts to ecosystems, and lives in harmony with nature, modeling sustainability and environmental stewardship.

Assessment Evidence
Formative Assessments: • Class Assignments

- IXL lessons
- Grammar Quiz(zes)
- Dialogue Quiz

Summative Assessments:

- Narrative Writing Unit Assessment

Common Benchmark Assessments:

- IXL

Alternative Assessments:

- Modified assessments when needed
- Narrative Unit Project

Core Instructional & Supplemental Materials
Mentor texts (The following are suggestions, but the teacher can choose additional texts to meet needs of student population): • Student examples and excerpts from *Look Both Ways* • *When Life Gives You Lemons Make Peach Pie* • *My Life as a Potato* • *Trevor Noah: Born a Crime* • *Violets are Blue* • *Scar Island* • *Melissa's Story* • *Because of Mr. Terupt* • *The Wild Robot*
"Teach Narrative Writing With The New York Times" online resources
Google Workspace
Grammar for Writing (Grade 6)

NoRedInk
Scholastic *Scope*
The Writing Strategies Book

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one - Additional time - Graphic Organizers - Audiobooks - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

Specific Strategies and Practices that Support English Language Learners

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Think-pair-share - Cooperative learning groups - Graphic Organizers - Audiobooks

Students at Risk of Failure

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Graphic Organizers - Audiobooks

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning - Narrative Portfolio

Unit 3

Desired Results
Unit 3 Title: Building Knowledge Through Nonfiction
Unit Summary: Across this unit, students will develop a solid set of nonfiction reading skills: summarizing to create a concise version of the text, discerning central ideas, synthesizing within and across texts, building vocabulary, and growing ideas. Nonfiction reading skills are essential to students' achievement in virtually every academic discipline. When we help students become powerful readers of nonfiction, we help them become powerful learners.
Learning Standards

NJSLS:

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

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

RI.IT.6.3. Analyze how a particular text's (e.g., article, brochure, technical manual, procedural text) structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.

RI.MF.6.6. Integrate information when presented in different media or formats (e.g., visually, quantitatively) to develop a coherent understanding of a topic or issue.

W.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.

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.

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

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

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

C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g.., audience,

auditory, audible).

D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

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

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

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).

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.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.1.8.PB.5: Identify factors that affect one's goals, including peers, culture, location, and past experiences.

9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.

9.1.8.PB.5: Identify factors that affect one's goals, including peers, culture, location, and past experiences.

9.2.8.CAP.5: Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals, and an educational plan.

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect.

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

9.4.8.CI.1: Assess data gathered on varying perspectives on causes of climate change (e.g., cross-cultural, gender-specific, generational) and determine how the data can best be used to design potential solutions.

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.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose.

Computer Science & Design Thinking *(CS & DT)*:

8.1.8.DA.3: Identify the appropriate tool to access data based on its file format.

Interdisciplinary Connections:

ESS3.A: Natural Resources: Humans depend on Earth's land, ocean, atmosphere, and biosphere for many different resources. Minerals, fresh water, and biosphere resources are limited, and many are not renewable or replaceable over human lifetimes. These resources are distributed unevenly around the planet as a result of past geologic processes.

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: Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.

CCC Patterns: Graphs, charts, and images can be used to identify patterns in data.

Learning Targets	
Unit Essential Questions: • Why is it so important for readers to be able to read nonfiction texts successfully?	**Unit Enduring Understandings:** • Nonfiction skills are necessary for success in every academic area.

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- What strategies do successful readers use to analyze nonfiction?
- What can readers gain by reading more than one text on the same topic?

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- Nonfiction readers discern central ideas and summarize to create a concise version of the text.
- Nonfiction readers synthesize within and across texts to build background knowledge and learn about a new topic.

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Vocabulary:

- Unit specific: Numbers and Stats, Quoted Words, Word Gaps, context clues, central idea, essential detail, summary, lingo, synthesize, subtopic, extend, contradict
- In addition to common prefixes, root words, and suffixes

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Students will be able to:

- close read nonfiction by considering the following questions: What surprised me? What did the author think I already knew?
- analyze a nonfiction text by considering the following question: What changed, challenged, or confirmed what I already knew?
- close read nonfiction by looking for Nonfiction Signposts.
- close read nonfiction by looking for Numbers and Stats and asking: “Why did the author use these numbers?”
- close read nonfiction by looking for Quoted Words and asking: “Why was this person quoted?”
- close read nonfiction by looking for Word Gap and asking: “Are there clues to help me figure it out?”
- determine the meaning of unknown words by looking for context clues.
- determine a central idea of a text by noticing important details and determining how those details fit together.
- write a strong nonfiction summary by considering the Who? What? Where? When? and Why? / How?
- begin to take notes on their research by noting a key detail for each section.
- double check my central idea by identifying supporting details.
- revise their thinking about the central idea of a text by noticing new evidence that is revealed as they continue reading.

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- draft a summary by combining the central idea and supporting details.
- understand the lingo -- vocabulary of my topic -- by defining the terms and determining ways the words fit together.
- prepare to synthesize by identifying subtopics to organize my information by.
- synthesize what they've read by reviewing what they read and asking: "Does this fit with, extend, or contradict what they've read earlier?"
- build their understanding of a new word by reading the word's definition and using the word to complete a sentence.
- build/apply their understanding of new terms by choosing the best word to complete each sentence.
- build their understanding of a new word by identifying synonyms and antonyms.
- apply their understanding of a new word by looking for context clues that further develop their understanding of a new word.

Learning Activities: *Potential Learning Activities can include:*

- Introduce the standards, essential questions, assessment evidence, corresponding rubrics, and calendar of lessons to students.
- Establish each student's prior understanding through a relatable hook (story, survey, posing question, debate etc.) and through individual conferences.
- Engage in whole-class reading of mentor texts
- Execute standards-based mini-lessons to develop skills and strategies.
- Identify and employ the key skills of writing at grade-level complexity.
- Engage in protected time for independent reading and writing.
- Confer individually with the teacher.
- Engage in small-group writing skills-based instruction.
- Share and collaborate with assigned partners.
- Experience activities with partners where critical writing skills are discussed.
- Demonstrate understanding through various assessments.

To satisfy the laws related to *Amistad & Holocaust*, *Asian American & Pacific Islanders*, *Climate Change*, *LGBTQ and People with Disabilities*, *Diversity*, *Equity & Inclusion [DEI]* in the state of New Jersey, teachers must implement at least one of the following texts, activities, or approaches in their lesson planning:

- Climate Change
    - "Fighting For the Planet" by Brooke Ross
        - The entire piece is about climate activism. Students learn how young people are leading efforts to fight global warming, demand policy changes, and raise awareness.
- Amistad & Holocaust, Climate Change and Diversity, Equity & Inclusion [DEI]:
    - "From War to America" by Kristin Lewis
        - The text highlights the experiences of a Black refugee family from Somalia, centering African identity, resilience, and contributions. It allows students to consider parallels between African American history (forced displacement, systemic inequities) and modern refugee stories, fulfilling the Amistad mandate's focus on the African diaspora and resilience.
        - Though the story emphasizes war, the Somali refugee crisis is also tied to drought, famine, and resource scarcity, all exacerbated by climate change. The text provides a natural bridge to discussing environmental justice and how climate change drives displacement and disproportionately harms vulnerable communities.
        - The text humanizes refugees, breaking stereotypes and challenging prejudice. It invites students to reflect on equity, empathy, and inclusion in how societies treat displaced people.
- Asian American & Pacific Islanders, Climate Change and Diversity, Equity & Inclusion [DEI]:
    - "Why Are Your Clothes So Cheap?" by Kristin Lewis and Gini Sikes
        - Many fast fashion factories are located in Asian countries (Bangladesh, Vietnam, China, India). This connects directly to the AAPI mandate, giving students insight into the lives of Asian workers and families affected by global consumerism. It opens discussions about representation, labor rights, and global interconnectedness.
        - Fast fashion is one of the largest polluting industries in the world. The article explores how the production of cheap clothing contributes to textile waste, carbon emissions, and water pollution. It connects directly to the Climate Change mandate by showing students how personal choices affect global sustainability.

- DEI is central to the article's message. It asks students to consider fairness, global equity, and human rights. It emphasizes the need for more ethical, inclusive consumer practices that value the dignity of all workers. The article encourages empathy and civic responsibility, making equity a personal and collective concern.

Assessment Evidence
Formative Assessments: • Class assignments • IXL lessons • Vocabulary exercises • Nonfiction reading quiz • Summary quiz • Research notes / jots • Vocabulary quiz(zes)
Summative Assessments: • Building Knowledge through Nonfiction Unit Test
Common Benchmark Assessments: • IXL
Alternative Assessments: • Modified assessments when needed • Building Knowledge Project

Core Instructional & Supplemental Materials
Reading Nonfiction: Notice & Note Stances, Signposts, and Strategies
Short Reads from *Scope*

Mentor texts (The following are suggestions, but the teacher can choose additional texts to meet needs of student population): • Climate Change text set including “Fighting For the Planet” by Brooke Ross • Access to Water text set including “Thirst” by Kristin Lewis • Refugees text set including “From War to America” by Kristin Lewis • Child Labor text set including “Why Are Your Clothes So Cheap?” by Kristin Lewis and Gini Sikes
Reader’s Notebook
Scholastic *Scope*
Padlet
Google Workspace
Vocabulary Workshop: Tools for Excellence (Level A)
The Reading Strategies Book

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students
Specific Strategies and Practices that Support Students with Disabilities: Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner. - Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Audio - Graphic Organizers - Leveled Texts **Specific Strategies and Practices that Support English Language Learners**

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Scaffolding - Think-pair-share - Cooperative learning groups - Audio - Leveled Texts

Students at Risk of Failure

- Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice - Audio - Graphic Organizers

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning - Higher Lexile-Level Texts

Unit 4

Desired Results

Unit 4 Title: Research Simulation Task (RST) / Informational Writing

Unit Summary: In this unit students work on teaching their readers about a topic, using increasingly sophisticated ways to draw on and structure information to explain a topic. Students will learn how to correctly incorporate and analyze text evidence in their writing.

Learning Standards

NJSLS:

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

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

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

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

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

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

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.

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

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

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.

9.1.8.PB.5: Identify factors that affect one's goals, including peers, culture, location, and past experiences.

9.2.8.CAP.5: Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals, and an educational plan.

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect.

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose.

9.4.8.TL.4: Synthesize and publish information about a local or global issue or event.

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

Computer Science & Design Thinking *(CS & DT)*:

8.1.8.DA.3: Identify the appropriate tool to access data based on its file format.

Interdisciplinary Connections:

ESS3.A: Natural Resources: Humans depend on Earth's land, ocean, atmosphere, and biosphere for many different resources. Minerals, fresh water, and biosphere resources are limited, and many are not renewable or replaceable over human lifetimes. These resources are distributed unevenly around the planet as a result of past geologic processes.

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: Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.

CCC Patterns: Graphs, charts, and images can be used to identify patterns in data.

<table>
<tr><th colspan="2">Learning Targets</th></tr>
<tr><td>Unit Essential Questions:
What are the important ideas and key points within my larger topic?
How do I write informative texts to examine a topic and convey ideas, concepts, and information clearly?</td><td>Unit Enduring Understandings:
People rely on a variety of resources to obtain information.
Writers use their writing to teach others facts and express their ideas on the topic.
New information may result in a new idea or a change of stance.</td></tr>
<tr><td colspan="2">Vocabulary: introduction, claim, topic sentence, text evidence, citation, concluding sentence, conclusion</td></tr>
<tr><td colspan="2">Students will be able to:
write a strong introduction by combining a hook, background information, and claim.
write strong topic sentences by broadly explaining to the reader what my paragraph is about.
write a strong body paragraph by combining a topic sentence, explanation, text evidence, analysis, and concluding sentence.
correctly cite my text evidence by making sure the citation includes the author’s last name and page number and is followed by a period.
analyze my text evidence by emphasizing how my text evidence supports my claim / subtopic.
wrap up my body paragraphs by including concluding sentences.
write a strong conclusion by restating my claim and then including a final judgment / thought provoking statement.
identify adjectives by looking for words that describe or modify nouns.
identify pronouns by looking for words that replace nouns.</td></tr>
<tr><td colspan="2">Learning Activities: Potential Learning Activities can include:
Introduce the standards, essential questions, assessment evidence, corresponding rubrics, and calendar of lessons to</td></tr>
</table>

students.

- Establish each student's prior understanding through a relatable hook (story, survey, posing question, debate etc.) and through individual conferences.
- Engage in whole-class reading of mentor texts
- Execute standards-based mini-lessons to develop skills and strategies.
- Identify and employ the key skills of writing at grade-level complexity.
- Engage in protected time for independent reading and writing.
- Confer individually with the teacher.
- Engage in small-group writing skills-based instruction.
- Share and collaborate with assigned partners.
- Experience activities with partners where critical writing skills are discussed.
- Demonstrate understanding through various assessments.

To satisfy the laws related to *Amistad & Holocaust*, *Asian American & Pacific Islanders*, *Climate Change*, *LGBTQ and People with Disabilities*, *Diversity*, *Equity & Inclusion [DEI]* in the state of New Jersey, teachers must implement at least one of the following texts, activities, or approaches in their lesson planning:

- Students' research paper topics may relate to any of the above. For example, students may be encouraged to explore social issues that deal with any of the above topics.

Assessment Evidence
Formative Assessments: • Class Assignments • IXL lessons • Grammar Quiz(zes) • Informational Writing Quiz

- Social Justice Issue Article

Summative Assessments:

- Informational Writing Test

Common Benchmark Assessments:

- IXL

Alternative Assessments:

- Modified assessments when needed
- Informational Project

Core Instructional & Supplemental Materials
Social Justice Issue text sets
Teacher's essay example
Google Workspace
Grammar for Writing (Grade 6)
NoRedInk
Scholastic *Scope*
The Writing Strategies Book

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In

addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one - Additional time - Review of directions - Student restates information - Extra visual and verbal cues and prompts - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback - Graphic Organizers - Outlines - Sample paragraphs

Specific Strategies and Practices that Support English Language Learners

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Outlines - Sample Paragraphs - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Think-pair-share - Cooperative learning groups

Students at Risk of Failure

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student’s 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning - Research Project Component

Unit 5

Desired Results

Unit 5 Title: Social Issues Book Clubs

Unit Summary: In middle school, many kinds of issues start to weigh more heavily on students. There are relationship issues, school issues, and a growing awareness of larger societal pressures. There can be serious consequences to the spiraling troubles that surround middle school kids. Reading literature has proven to increase people's ability to empathize with others, and to become more socially aware. A driving force in this unit is the power of reading to transform how we see others and to show us new ways to be kind, to connect, and to stand up for what's right.

Learning Standards

NJSLS:

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

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

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

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

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

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

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

A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

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

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

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.

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.

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.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.

9.1.8.PB.5: Identify factors that affect one's goals, including peers, culture, location, and past experiences.

9.2.8.CAP.5: Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals, and an educational plan.

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect.

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal. 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.
Computer Science & Design Thinking *(CS & DT)*: 8.1.8.DA.3: Identify the appropriate tool to access data based on its file format.
Interdisciplinary Skills: 6.3.8.CivicsHR.1: Construct an argument as to the source of human rights and how they are best protected.

Learning Targets	
Unit Essential Questions: • What are the important elements of a book club discussion? • What can we learn by studying characters and their relationships with other characters? • What is figurative language? How does it differ in form and use from other types of language? • How does a character's perspective impact story elements?	**Unit Enduring Understandings:** • Speaking, listening, and discussing allow one to clarify thinking, develop new ideas, and make connections to the world and each other. • Studying characters' relationships often reveal problems that help readers analyze a story's theme. • Appealing to the imagination, figurative language provides new ways of looking at our world. • A character's perspective influences the story's plot and theme.
Vocabulary: • Unit specific: plot diagram, social issue, simile, metaphor, personification, hyperbole, perspective, theme • In addition to terms from unit(s) in *Vocabulary Workshop: Tools for Excellence (Level A)*	
Students will be able to:	

- prepare for book clubs by previewing the books.
- analyze the structure of a story by refamiliarizing myself with the plot diagram.
- prepare to have a successful book club by completing a reading calendar.
- analyze characters by focusing on characters' relationships, expecting to see issues in those relationships, and using those issues to start thinking about social issues.
- prepare for my book club by discussing what a book club should look like and then practicing strategies other readers use.
- continue to analyze characters' relationships by looking at how social issues are represented and how these issues impact relationships.
- identify similes by looking for a comparison that uses like or as.
- identify metaphors by looking for a direct comparison.
- identify personification by looking for a phrase that gives human qualities to nonhuman things.
- identify hyperbole by looking for exaggerated statements not meant to be taken literally.
- analyze figurative language by considering whether or not the author is using it to develop the setting, plot, or character.
- continue to analyze characters by identifying which social groups characters belong to.
- discuss my book club book by borrowing strategies from other readers.
- analyze a story's message by asking, "What does this story teach us about _____ [social issue]?"
- analyze a story's message by asking, "What lessons does the character learn from dealing with that issue? What might the author want me to know about that issue / problem?"
- continue to analyze a story's message by considering how the theme would change if told from a different perspective.
- gain a better understanding of a social issue by reading a nonfiction article that focuses on that issue.
- build their understanding of a new word by reading the word's definition and using the word to complete a sentence.
- build/apply their understanding of new terms by choosing the best word to complete each sentence.
- build their understanding of a new word by identifying synonyms and antonyms.
- apply their understanding of a new word by looking for context clues that further develop their understanding of a new word.

Learning Activities: *Potential Learning Activities can include:*

- Introduce the standards, essential questions, assessment evidence, corresponding rubrics, and calendar of lessons to students.
- Establish each student's prior understanding through a relatable hook (story, survey, posing question, debate etc.) and through individual conferences.
- Engage in whole-class reading of mentor texts
- Execute standards-based mini-lessons to develop skills and strategies.
- Identify and employ the key skills of writing at grade-level complexity.
- Engage in protected time for independent reading and writing.
- Confer individually with the teacher.
- Engage in small-group writing skills-based instruction.
- Share and collaborate with assigned partners.
- Experience activities with partners where critical writing skills are discussed.
- Demonstrate understanding through various assessments.

To satisfy the laws related to *Amistad & Holocaust*, *Asian American & Pacific Islanders*, *Climate Change*, *LGBTQ and People with Disabilities*, *Diversity, Equity & Inclusion [DEI]* in the state of New Jersey, teachers must implement at least one of the following texts, activities, or approaches in their lesson planning:

- LGBTQ and People with Disabilities and Diversity, Equity & Inclusion [DEI]:
    - *Flying Solo* by Ralph Fletcher
        - The novel touches on grief and trauma (emotional health struggles) as invisible disabilities. It invites discussion of compassion and equity for those who process experiences differently.
        - Multiple narrators give different perspectives, showing that every student's story matters. The absence of the teacher highlights power dynamics and how students must navigate fairness, empathy, and equity themselves. It emphasizes inclusion, community, and valuing differences in order to make collective decisions.

- Diversity, Equity & Inclusion [DEI]
    - *Crenshaw* by Katherine Applegate
        - DEI is at the heart of the novel. It normalizes conversations about poverty, dignity, and family struggles that are often stigmatized. It encourages students to see value in every person's experience, promoting equity and empathy. It challenges stereotypes by showing that homelessness can happen to anyone, pushing readers to think more inclusively about community support.
- LGBTQ and People with Disabilities and Diversity, Equity & Inclusion [DEI]:
    - *Insignificant Events in the Life of a Cactus* by Dusti Bowling
        - The novel centers disabilities. Aven (limb difference) and Connor (Tourette syndrome) show the importance of visibility, dignity, and self-advocacy. The book normalizes disability as part of identity, challenging stereotypes.
        - The story highlights bias, stereotypes, and the power of inclusive friendships. It models equity by showing how communities can adapt to support difference rather than force conformity. Students are encouraged to build empathy and value all individuals for their unique contributions.
- Amistad & Holocaust, LGBTQ and People with Disabilities and Diversity, Equity & Inclusion [DEI]:
    - *Ghost* by Jason Reynolds
        - The story centers an African American protagonist and portrays the richness of Black community, resilience, and identity. Ghost's journey reflects the Amistad mandate's goals of highlighting African American history, contributions, and lived experiences, especially in overcoming systemic and personal struggles. The supportive role of Coach and teammates also mirrors historical themes of mentorship, solidarity, and empowerment within African American communities.
        - The novel foregrounds trauma as an invisible struggle, helping students understand how emotional and psychological wounds impact daily life. It creates space to discuss mental health as part of disability inclusion.
        - The book portrays diverse teammates with different strengths, backgrounds, and personalities. It highlights equity of opportunity, how kids from different circumstances can thrive when given access to supportive

environments. It challenges stereotypes of Black boys by showing Ghost as vulnerable, talented, and worthy of dignity.

- LGBTQ and People with Disabilities:
    - *A Perfect Mistake* by Melanie Conklin
        - Max has ADHD, and the story foregrounds the stigma, misunderstanding, and self-doubt he experiences. It encourages empathy, advocacy, and respect for neurodiversity.
- Asian American & Pacific Islanders and and Diversity, Equity & Inclusion [DEI]:
    - *Front Desk* by Kelly Yang
        - The novel centers AAPI identity and immigrant experience. It explores anti-Asian racism, the struggles of assimilation, language barriers, and intergenerational tension. Mia's family embodies the resilience and contributions of AAPI communities, directly fulfilling this mandate.
        - DEI is central to the book. It challenges stereotypes about immigrants and celebrates diversity through Mia's perspective. It stresses equity in opportunity, as Mia and her family struggle for fair wages, justice, and dignity. It models advocacy and allyship when Mia defends immigrant workers and shows how diverse voices strengthen communities.

Assessment Evidence
Formative Assessments: • Class assignments • IXL lessons • Vocabulary exercises • Notebook entries • Vocabulary quiz(zes) • Social Issues Book Clubs Quiz
Summative Assessments:

• Social Issues Book Clubs Test
Common Benchmark Assessments: • IXL
Alternative Assessments: • Modified assessments when needed • Social Issues Book Clubs Project

Core Instructional & Supplemental Materials
Book club book recommendations: • *Flying Solo* by Ralph Fletcher • *Bystander* by James Preller • *Crenshaw* by Katherine Applegate • *Insignificant Events in the Life of a Cactus* by Dusti Bowling • *Ghost* by Jason Reynolds • *Restart* by Gordon Korman • *Almost Home* by Joan Bauer • *How to Steal a Dog* by Barbara O'Connor • *A Perfect Mistake* by Melanie Conklin • *Front Desk* by Kelly Yang
Read Aloud: • Stories from *Look Both Ways* by Jason Reynolds
Reader's Notebook
Google Workspace
Vocabulary Workshop: Tools for Excellence (Level A)
The Reading Strategies Book

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Modified Book Club groups - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Follow a routine/schedule - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback - Graphic Organizers - Audiobooks

Specific Strategies and Practices that Support English Language Learners

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Book Club Modified Assignments - Graphic Organizers - Audiobooks

Students at Risk of Failure

- Home/School Connection - Alternative Assessments - Learning Contracts - Book Club Group Choices - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Graphic Organizers - Audiobooks

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students
It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning - Social Issues Project

Unit 6

Desired Results

Unit 6 Title: Literary Analysis

Unit Summary: In this unit sixth graders learn ways to generate ideas based on close readings of a text and learn strategies essayists use to analyze, gather, and analyze evidence from the text to support their claims.

Learning Standards

NJSLS:

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 audience.

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

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

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

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).

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.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.1.8.PB.5: Identify factors that affect one's goals, including peers, culture, location, and past experiences.

9.2.8.CAP.5: Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals, and an educational plan.

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Computer Science & Design Thinking *(CS & DT)*:

8.1.8.DA.3: Identify the appropriate tool to access data based on its file format.

Interdisciplinary Skills:

6.3.8.CivicsHR.1: Construct an argument as to the source of human rights and how they are best protected.

Learning Targets

Unit Essential Questions:	**Unit Enduring Understandings:**
• How can we consider the theme of the text we are analyzing? • How should I write and structure each part of my essay?	• Literature addresses universal themes that are supported by characters and their responses to challenges.

	• Essays have a common structure with claims, support, and evidence.
Vocabulary: universal theme, introduction, body paragraph, conclusion, hook, claim, transition word/phrase, topic sentence, text evidence, citation, analysis, elaboration, closing sentence, restate, lasting impression, verb, adverb	
Students will be able to: • determine a text's theme by thinking about what universal theme best reflects the author's message. • prepare to write a theme analysis by identifying text evidence to support the theme. • write a strong introduction by including a hook, summary of the texts, and claim. • write a strong body paragraph by combining a topic sentence, explanation, text evidence, analysis, and concluding sentence. • write a strong topic sentence by connecting my claim with each example of the theme. • provide context for their text evidence by explaining what was happening right beforehand. • correctly cite their text evidence by making sure the citation includes the author's last name and page number and is followed by a period. • write strong text evidence analysis by explaining how the text supports the theme. • draft a strong concluding sentence by including a line that wraps up my paragraph. • draft a strong conclusion by restating my claim and leaving the reader with a lasting impression. • identify verbs by looking for words that describe action or state of being. • identify adverbs by looking for words that describe / modify verbs, adjectives, or adverbs.	
Learning Activities: *Potential Learning Activities can include:* • Introduce the standards, essential questions, assessment evidence, corresponding rubrics, and calendar of lessons to students.	

- Establish each student's prior understanding through a relatable hook (story, survey, posing question, debate etc.) and through individual conferences.
- Engage in whole-class reading of mentor texts
- Execute standards-based mini-lessons to develop skills and strategies.
- Identify and employ the key skills of writing at grade-level complexity.
- Engage in protected time for independent reading and writing.
- Confer individually with the teacher.
- Engage in small-group writing skills-based instruction.
- Share and collaborate with assigned partners.
- Experience activities with partners where critical writing skills are discussed.
- Demonstrate understanding through various assessments.

To satisfy the laws related to *Amistad & Holocaust*, *Asian American & Pacific Islanders*, *Climate Change*, *LGBTQ and People with Disabilities*, *Diversity*, *Equity & Inclusion [DEI]* in the state of New Jersey, teachers must implement at least one of the following texts, activities, or approaches in their lesson planning:

- Climate Change, LGBTQ and People with Disabilities, and Diversity, Equity & Inclusion [DEI]
    - "The Wounded Wolf" by Jean Craighead George
        - The story emphasizes the wolf's survival within an ecosystem, making it an ideal entry point for conversations about climate change, environmental balance, and species vulnerability. Students can explore how human-caused climate disruptions threaten habitats and wildlife, directly meeting the Climate Change mandate.
        - Roko's injury is central. He struggles with physical limitation but still demonstrates dignity and perseverance. This aligns directly with disability awareness and conversations about valuing individuals beyond their challenges.

        - DEI is reinforced through the lesson that all beings: strong or weak, whole or wounded, have inherent worth. The story encourages empathy and challenges exclusion, aligning with DEI's goal of building respect for difference and inclusion.
- Diversity, Equity & Inclusion [DEI]
    - "Priscilla and the Wimps" by Richard Peck
        - The story critiques hierarchies of power and exclusion in schools. Priscilla's stand shows the value of equity, fairness, and respecting difference. It can spark student discussions about how to create inclusive, respectful school communities where bullying and systemic unfairness are not tolerated.

Assessment Evidence
Formative Assessments: • Class Assignments • IXL lessons • Grammar Quiz(zes) • Literary Analysis Writing Quiz • Theme Analysis process piece
Summative Assessments: • Literary Analysis Writing Test
Common Benchmark Assessments: • IXL
Alternative Assessments: • Modified assessments when needed • Literary Analysis Project

Core Instructional & Supplemental Materials
“The Wounded Wolf” by Jean Craighead George
“Priscilla and the Wimps” by Richard Peck
Teacher’s essay example
Google Workspace
Grammar for Writing (Grade 6)
NoRedInk
Scholastic *Scope*
The Writing Strategies Book

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one - Additional time - Review of directions - Student restates information - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback - Graphic Organizers - Outlines

Specific Strategies and Practices that Support English Language Learners

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups - Outlines

Students at Risk of Failure

- Alternative Assessments - Learning Contracts - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice - Graphic Organizers - Outlines

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Pre-Assess to provide Differentiated Instruction to Accelerate Learning - Enrichment Activities - Alternate Projects

Unit 7

Desired Results

Unit 7 Title: Nonfiction Book Clubs

Unit Summary: Students will work on becoming more adept at immersing themselves in nonfiction. They will continue to work on how to discern central ideas, analyze a text's structure, and read critically to question the author's point of view.

Learning Standards

NJSLS:

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

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

RI.IT.6.3. Analyze how a particular text's (e.g., article, brochure, technical manual, procedural text) structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.

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

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

RI.MF.6.6. Integrate information when presented in different media or formats (e.g., visually, quantitatively) to develop a coherent understanding of a topic or issue.

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

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

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

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

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

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

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

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

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

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

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.1.8.PB.5: Identify factors that affect one's goals, including peers, culture, location, and past experiences.

9.1.8.FP.6: Compare and contrast advertising messages to understand what they are trying to accomplish.

9.1.8.FP.7: Identify the techniques and effects of deceptive advertising.

9.2.8.CAP.5: Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals, and an educational plan.

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect.

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

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.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.

9.4.8.IML.6: Identify subtle and overt messages based on the method of communication.

9.4.8.IML.13: Identify the impact of the creator on the content, production, and delivery of information.

Computer Science & Design Thinking *(CS & DT)*:

8.1.8.DA.3: Identify the appropriate tool to access data based on its file format.

Interdisciplinary Connections:

6.1.8.HistorySE.3.a: Analyze how the leadership of George Washington during the American Revolution and as president allowed for the establishment of American democracy.

6.1.8.HistorySE.3.b: Analyze a variety of sources to make evidence-based inferences about how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.

6.1.8.HistoryUP.3.b: Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war. 6.1.8.CivicsHR.3.b: Evaluate the impact of the institution of slavery on the political and economic expansion of the United States.

6.1.8.CivicsHR.4.a: Examine sources from a variety of perspectives to describe efforts to reform education, women's rights, slavery, and other issues during the Antebellum period.

6.1.8.HistoryCC.4.b: Explain the growing resistance to slavery and New Jersey's role in the Underground Railroad.

6.1.8.CivicsHR.3.c: Construct an argument to explain how the expansion of slavery violated human rights and contradicted American ideals.

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: Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.

CCC Patterns: Graphs, charts, and images can be used to identify patterns in data.

Learning Targets	
Unit Essential Questions: • What role does a text's structure play in communicating an author's ideas? • What is the author's point of view? Purpose? • How do the parts of the text contribute to the overall development of the ideas?	**Unit Enduring Understandings:** • Students who read critically are able to question a writer's purpose / point of view. • Strong readers know that nonfiction writers make conscious decisions in how to organize and develop ideas across a text.
Vocabulary: • Unit specific: text structure, author's purpose, author's point of view, Absolute and Extreme Language, Contrasts and Contradictions • In addition to terms from unit(s) in *Vocabulary Workshop: Tools for Excellence (Level A)*	
Students will be able to: • close read nonfiction by looking for Nonfiction Signposts. • close read nonfiction by looking for Absolute and Extreme Language and asking: "Why did the author use this language?" • close read nonfiction by looking for Contrasts and Contradictions and asking: "What's the difference? Why does it matter?" • identify the structure of a nonfiction text by looking for signals to the reader. • identify the author's purpose by asking if the author is trying to narrate, describe, persuade, or inform / explain. • summarize a *History Smashers* chapter by writing a short, concise statement about the most important information they learned. • identify an author's point of view by analyzing the techniques they used in their writing. • monitor their understanding by thinking about the most important detail in each paragraph / section. • determine why a section was included by summarizing the section in a sentence or less and then asking: "How does this fit with what came before?"	

- write a strong body paragraph by combining a topic sentence, explanation, text evidence, analysis, and concluding sentence.
- support the argument they wrote by including images related to their claim.
- develop their speaking skills by sharing my writing with their peers.
- familiarize themselves with a new genre by reading a play set during a historical time period that they are already familiar with.

Learning Activities: *Potential Learning Activities can include:*

- Introduce the standards, essential questions, assessment evidence, corresponding rubrics, and calendar of lessons to students.
- Establish each student's prior understanding through a relatable hook (story, survey, posing question, debate etc.) and through individual conferences.
- Engage in whole-class reading of mentor texts
- Execute standards-based mini-lessons to develop skills and strategies.
- Identify and employ the key skills of writing at grade-level complexity.
- Engage in protected time for independent reading and writing.
- Confer individually with the teacher.
- Engage in small-group writing skills-based instruction.
- Share and collaborate with assigned partners.
- Experience activities with partners where critical writing skills are discussed.
- Demonstrate understanding through various assessments.

To satisfy the laws related to *Amistad & Holocaust*, *Asian American & Pacific Islanders*, *Climate Change*, *LGBTQ and People with Disabilities*, *Diversity*, *Equity & Inclusion [DEI]* in the state of New Jersey, teachers must implement at least one of the following texts, activities, or approaches in their lesson planning:

- Amistad & Holocaust

    - "Courage in a Time of Terror," by Kristin Lewis
        - The entire article centers on the Holocaust era and the dangers of Nazi authoritarianism and the lived experiences of young people under the Nazi regime, and how courage, resistance, and moral choice can arise even in terrifying times.
- Climate Change
    - "Greta Thunberg Facts" from National Geographic Kids
        - The article explicitly frames Greta Thunberg as an environmental activist who became involved with climate change when she was young. Her activism (school strikes, calling attention to climate science) is centered around urging action on climate.
- Climate Change
    - "Greta Thunberg's Speech At The U.N. Climate Action Summit"
        - The speech is fundamentally about climate change: Greta accuses leaders of failing to act on climate science, warns about ecosystem collapse, mass extinction, and speaks of "entire ecosystems collapsing." She uses emotional and moral rhetoric to demand real policy action, not empty words, a direct appeal to climate and environmental justice. She frames the younger generation's future as being jeopardized by current inaction on climate, linking climate policy to justice for future generations.
- Amistad & Holocaust
    - *History Smashers: The Underground Railroad*
        - This book is directly about slavery and the struggle of enslaved Black Americans to gain freedom, and the working of the Underground Railroad.
- Diversity, Equity & Inclusion [DEI]
    - *History Smashers: Women's Right to Vote*
        - The text addresses exclusion, pointing out that some suffrage leaders didn't advocate for women of color. It includes marginalized voices by telling the more complicated, less-told aspects of the suffrage struggle. It encourages critical thinking about power, equity, inclusion, and who gets to be included in rights movements.

- Asian American & Pacific Islanders
    - *History Smashers: Pearl Harbor*
        - The book covers the internment of Japanese Americans after Pearl Harbor, which is an AAPI history topic. It also discusses the U.S.–Japan relationship, Japanese imperialism, and how American domestic policy treated people of Japanese descent during war.

Assessment Evidence
Formative Assessments: • Class assignments • IXL lessons • Vocabulary exercises • Nonfiction reading quiz • Notebook entries • Vocabulary quiz(zes)
Summative Assessments: • Nonfiction Book Clubs Unit Test • Hero Argument Paragraph
Common Benchmark Assessments: • IXL
Alternative Assessments: • Modified assessments when needed • Nonfiction Book Clubs Project

Core Instructional & Supplemental Materials
Reading Nonfiction: Notice & Note Stances, Signposts, and Strategies
Read Aloud/Shared texts: • "Courage in a Time of Terror," by Kristin Lewis • "Chasing the Wind" by Allison Friedman • "Finding Hope in a Time of War" by Mackenzie Carro • "Greta Thunberg Facts" from National Geographic Kids • "Greta Thunberg's Speech At The U.N. Climate Action Summit" • "Lost Boy, Found" by Allison Friedman
Book club book recommendations: • *History Smashers: Ancient Egypt* • *History Smashers: Pearl Harbor* • *History Smashers: Salem Witch Trials* • *History Smashers: The American Revolution* • *History Smashers: The Space Race* • *History Smashers: The Underground Railroad* • *History Smashers: Titanic* • *History Smashers: Women's Right to Vote* • *History Smashers: The Mayflower*
Newspaper headlines about/primary source documents related to the events discussed in each *History Smashers* book
Podcasts
Reader's Notebook
Scholastic *Scope*
Google Workspace
Vocabulary Workshop: Tools for Excellence (Level A)
The Reading Strategies Book

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one - Additional time - Review of directions - Student restates information - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback - Graphic Organizers - Audio Books - Summaries

Specific Strategies and Practices that Support English Language Learners

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Word walls - Think-pair-share - Cooperative learning groups - Summaries - Audio Books

Students at Risk of Failure

-Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Graphic Organizers - Summaries - Audio Books

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning - Enrichment Project

Unit 8

Desired Results

Unit 8 Title: Argument Writing

Unit Summary: Argument writing involves forming clear opinions, supporting them with logical reasons and relevant evidence, and considering different perspectives. In this unit, students learn how to develop strong claims, organize their ideas, and use facts, examples, and explanations to persuade their audience. Focusing on argument helps students strengthen their critical thinking skills and communicate their ideas effectively in a variety of contexts.

Learning Standards

NJSLS:

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

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

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 audience.

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

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.

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.

D. Maintain consistency in style and tone.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.1.8.PB.5: Identify factors that affect one's goals, including peers, culture, location, and past experiences.

9.2.8.CAP.5: Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals, and an educational plan.

Computer Science & Design Thinking *(CS & DT)*:

8.1.8.DA.3: Identify the appropriate tool to access data based on its file format.

Learning Targets

Unit Essential Questions:

- Why do we do research?
- What did you learn by doing research?
- What makes an argument successful?

Unit Enduring Understandings:

- Research helps us understand varying viewpoints.
- An effective argument utilizes strong reasoning and research.
- Writers draw on all they know from prior writing units and apply their repertoire of strategies.

Vocabulary: introduction, body paragraph, conclusion, claim, text evidence, topic sentence, concluding sentence, citation,

transition words or phrases, lasting impression, subject, coordinating conjunctions, commas, complete sentence/thought, introductory word or phrase, clause

Students will be able to:

- identify the part of a text that best supports their claim.
- write a strong introduction by including a hook, background, and claim.
- write a strong body paragraph by combining a topic sentence, explanation, text evidence, analysis, and concluding sentence.
- write a strong topic sentence by connecting their claim with each example of the theme.
- correctly incorporate text evidence into my writing by introducing it.
- correctly cite their text evidence by making sure the citation includes the author's last name and page number and is followed by a period.
- analyze my text evidence by showing a clear connection between their text evidence and claim.
- make the connection between ideas clear by including transition words in my writing.
- write a strong conclusion by combining a restatement of claim and a lasting impression.
- identify the subject of a sentence by asking: "Who or what is the sentence about?"
- identify the predicate of a sentence by asking: "Which part of the sentence tells us something about the subject?"
- identify coordinating conjunctions by looking for, and, nor, but, or, yet, so.
- correctly use commas by including them before a coordinating conjunction that links two complete thoughts.
- correctly use commas by using a comma after an introductory word or phrase.
- determine if a sentence needs a comma by considering whether or not a clause includes information necessary to the meaning of the sentence.
- correctly punctuate sentences by following the rules for commas they've discussed.

Learning Activities: *Potential Learning Activities can include:*

- Introduce the standards, essential questions, assessment evidence, corresponding rubrics, and calendar of lessons to

students.

- Establish each student's prior understanding through a relatable hook (story, survey, posing question, debate etc.) and through individual conferences.
- Engage in whole-class reading of mentor texts
- Execute standards-based mini-lessons to develop skills and strategies.
- Identify and employ the key skills of writing at grade-level complexity.
- Engage in protected time for independent writing.
- Confer individually with the teacher.
- Engage in small-group writing skills-based instruction.
- Share and collaborate with assigned partners.
- Experience activities with partners where critical writing skills are discussed.
- Demonstrate understanding through various assessments.

To satisfy the laws related to *Amistad & Holocaust*, *Asian American & Pacific Islanders*, *Climate Change*, *LGBTQ and People with Disabilities*, *Diversity, Equity & Inclusion [DEI]* in the state of New Jersey, teachers must implement at least one of the following texts, activities, or approaches in their lesson planning:

- Students' research topics may relate to any of the above.

Assessment Evidence
Formative Assessments: • Class assignments • IXL lessons • Grammar exercises • Grammar quiz(zes)
Summative Assessments:

- Argument Writing Essay

Common Benchmark Assessments:

- IXL

Alternative Assessments:

- Modified assessments when needed

Core Instructional & Supplemental Materials
• Mentor texts / read alouds (The following are suggestions, but the teacher can choose additional texts to meet needs of student population):   ○ “Should Teens Do Extreme Sports?” by Alex Lim-Chua Wee
Teacher’s essay example
Google Workspace
Grammar for Writing (Grade 6)
NoRedInk
Scholastic *Scope*
The Writing Strategies Book

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

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English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Think-pair-share - Cooperative learning groups - Graphic Organizers - Outlines with notes - Alternate Assignment

Students at Risk of Failure

- Home/School Connection - Alternative Assessments - Learning Contracts - Supplemental Instruction - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Group Work Choice - Graphic Organizers - Outlines with notes - Alternate Essay Prompts

Students with 504 Plans

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Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning - Enrichment Activities

Unit 9

Desired Results

Unit 9 Title: Fantasy Book Clubs

Unit Summary: In this final fiction reading unit for sixth grade, there is an emphasis on developing students' knowledge of literary traditions. The unit is structured so students work in small book clubs, reading fantasy books/series.

Learning Standards

NJSLS:

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

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

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

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

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.

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.

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).

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.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.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.1.8.PB.5: Identify factors that affect one's goals, including peers, culture, location, and past experiences.

9.2.8.CAP.5: Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals, and an educational plan.

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect.

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Computer Science & Design Thinking *(CS & DT)*:

8.1.8.DA.3: Identify the appropriate tool to access data based on its file format.

Interdisciplinary Connections:

SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. (MS-ETS1-4)

Learning Targets

Unit Essential Questions:	**Unit Enduring Understandings:**
• What are the elements of fantasy? • How can I tackle the demanding and complex genre of fantasy reading? • How can I use all I have learned about how authors	• Fantasy authors combine realistic and fantastic elements to tell a story. • Understanding literary traditions helps readers read and analyze fantasy stories.

develop themes to study the way authors approach common themes in fantasy?	• Universal themes are present across literary genres.

Vocabulary:

- Unit specific: character flaw, internal and external conflict/struggle, setting, mood, archetype, quest, theme
- In addition to terms from unit(s) in *Vocabulary Workshop: Tools for Excellence (Level A)*

Students will be able to:

- begin to analyze a fantasy story by asking: “What kind of place is this?”
- continue to analyze the setting of a fantasy story by considering the mood.
- continue to analyze a fantasy story by paying close attention to unknown / new words that come up again and again.
- analyze a fantasy story by learning alongside main characters when they are told important information or have new / unfamiliar experiences.
- discuss my book club book by borrowing strategies from other readers.
- analyze fantasy stories by investigating power.
- analyze characters by being alert to their inner as well as outer struggles.
- continue to analyze a character’s inner struggles by paying attention to small details that demonstrate a character is haunted by his or her past, or by character flaws.
- determine a story’s theme by considering the universal theme statements.
- analyze a fantasy story by considering how the author develops themes across a story, including by connecting scenes.
- use literary traditions to analyze fantasy by being alert to quest structures, including the hero’s journey.
- use literary traditions to analyze fantasy by being alert to character archetypes.
- continue to analyze a fantasy novel by looking at how characters fulfill or break archetypes.
- build their understanding of a new word by reading the word’s definition and using the word to complete a sentence.
- build/apply their understanding of new terms by choosing the best word to complete each sentence.
- build their understanding of a new word by identifying synonyms and antonyms.

- apply their understanding of a new word by looking for context clues that further develop their understanding of a new word.

Learning Activities: *Potential Learning Activities can include:*

- Introduce the standards, essential questions, assessment evidence, corresponding rubrics, and calendar of lessons to students.
- Establish each student's prior understanding through a relatable hook (story, survey, posing question, debate etc.) and through individual conferences.
- Engage in whole-class reading of mentor texts
- Execute standards-based mini-lessons to develop skills and strategies.
- Identify and employ the key skills of writing at grade-level complexity.
- Engage in protected time for independent reading and writing.
- Confer individually with the teacher.
- Engage in small-group writing skills-based instruction.
- Share and collaborate with assigned partners.
- Experience activities with partners where critical writing skills are discussed.
- Demonstrate understanding through various assessments.

To satisfy the laws related to *Amistad & Holocaust*, *Asian American & Pacific Islanders*, *Climate Change*, *LGBTQ and People with Disabilities*, *Diversity, Equity & Inclusion [DEI]* in the state of New Jersey, teachers must implement at least one of the following texts, activities, or approaches in their lesson planning:

- Diversity, Equity & Inclusion [DEI]
    - *The Jumbies* by Tracey Baptiste
        - The novel brings Caribbean folklore (not Eurocentric fantasy) to the forefront, including characters of different heritage (Indo-Trinidadian, Afro-Caribbean) and cultural lore that is local to the setting. One repeated theme is the idea of division, humans vs jumbies, the fear of the "other," and questioning whether

that binary makes sense. As one review notes, the book asks, “Is there a difference between ‘their kind, your kind’?” The jumbies claim prior ownership of land where as the Severine (a spirit) wants to reassert belonging. The novel invites readers to examine colonial legacies and who gets to shape narrative and belonging. Baptiste’s author’s note emphasizes that Caribbean folktales were not often represented in literature, and she wrote *The Jumbies* to fill that gap (i.e. to include voices / stories that had been marginalized).

- Diversity, Equity & Inclusion [DEI]
    - *Amari and the Night Brothers* by B.B. Alston
        - The protagonist is Black, from a socioeconomically disadvantaged background, thus providing representation often underrepresented in fantasy. Amari faces prejudice, is made to feel “other,” and must prove herself. The magical world’s laws criminalizing “magician” powers reflect systems that marginalize difference. Her scholarship and the barriers she faces at school reflect real-world issues of access and inequality. The story challenges who has permission to belong or be accepted in elite / powerful spaces (the Bureau), mirroring DEI ideals of dismantling gatekeeping.
- Diversity, Equity & Inclusion [DEI]
    - *Gregor the Overlander* by Suzanne Collins
        - The humans of the Underland discriminate against other species (cockroaches, rats, spiders). Gregor challenges this, showing empathy and fairness across divides. Gregor and his companions form an inclusive team (bats, cockroaches, humans) that models cooperation and equity. The story critiques assumptions of superiority and encourages questioning injustice, aligning with DEI goals of inclusion and empathy.

Assessment Evidence

Formative Assessments:

- Class assignments
- IXL lessons

- Vocabulary exercises
- Notebook entries
- Fantasy Reading Quiz
- Vocabulary quiz(zes)

Summative Assessments:

- Fantasy Unit Test

Common Benchmark Assessments:

- IXL

Alternative Assessments:

- Modified assessment when needed

Core Instructional & Supplemental Materials

Book club book recommendations:

- *The Stonekeeper (Amulet #1)*, *The Stonekeeper's Curse (Amulet #2)* by Kazu Kibuishi, and *The Cloud Searchers (Amulet #3)* by Kazu Kibuishi
- *The Jumbies* by Tracey Baptiste
- *The Gauntlet* by Karuna Riazi
- *Amari and the Night Brothers* by B.B. Alston
- *The Tail of Emily Windsnap* by Liz Kessler
- *James and the Giant Peach* by Roald Dahl
- *Gregor the Overlander* by Suzanne Collins
- *The Field Guide (The Spiderwick Chronicles #1)* and *The Seeing Stone (The Spiderwick Chronicles #2)* by Tony DiTerlizzi and Holly Black
- *The Lion, the Witch, and the Wardrobe* by C.S. Lewis
- *The Lightning Thief* by Rick Riordan

• *Dragons in a Bag* by Zetta Elliott
Read aloud recommendations: • "Percy Jackson and the Singer of Apollo" by Rick Riordan • "Bouncing the Grinning Goat" by Shannon Hale • "The Klack Bros. Museum" by Kenneth Oppel • "Family Monster" by Pamela F. Service
Reader's Notebook
Scholastic *Scope*
Google Workspace
Vocabulary Workshop: Tools for Excellence (Level A)
The Reading Strategies Book

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