

Brick Township Public Schools English Language Arts Curriculum -- Grade 6
 Aligned to the New Jersey State Learning Standards
 ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

BRICK TOWNSHIP PUBLIC SCHOOLS ENGLISH LANGUAGE ARTS CURRICULUM	
Content Area: English Language Arts	
Course Title: English Language Arts	Grade Level: 6
(Unit Title)	(Timeframe)
1: Stories of Survival Fictional Narrative	6 weeks
2: Live Your Dream Informative Essay	6 weeks
3: World Wonders Argumentative Essay	6 weeks
4: Coming to America Informative Essay	6 weeks
5: Cities of Gold Argumentative Essay	6 weeks
6: History Lost and Found Informative Essay	6 weeks
7: The Big Give Informative Essay	6 weeks
8, 9, & 10: The Novels <i>Tuck Everlasting</i> , <i>I Thought My Soul Would Rise and Fly</i> , and <i>Hatchet</i>	Read concurrent to textbook units (suggested)
Date Created:	July 2016
Board Approved on:	September 2016

BRICK TOWNSHIP PUBLIC SCHOOLS
English Language Arts : Stories of Survival

Content Area: English Language Arts

Unit Title: 1: Stories of Survival

Target Course/Grade Level: 6th Grade ELA

Unit Summary: Students will witness how difficult situations affect and shape two different narrators. The short story “The Tuesday of Other June” has author Norma Fox Mazer describing the ordeal of June, who is the target of a bully (also named June). The speaker in Maya Angelou’s poem “Life Doesn’t Frighten me” declares her inner strength as she faces real and imaginary terrors. Students will also complete a research simulation task focusing on the Holocaust (as per state requirements).

Primary interdisciplinary connections: Individual & Society, Literature

<http://www.nextgenscience.org/>

[Common Core Social Studies Standards](#)

21st Century Themes: Civic Literacy, Facing Challenges

Technology connections: Chromebooks to write and publish online; reading of textbook via the Internet; teacher and peer dialogue on Google Classroom

Learning Targets

New Jersey Learning Standards:

RL - Reading Literature

RI - Reading Informational

W - Writing

SL - Speaking and Listening

L - Language

NEW JERSEY LEARNING STANDARDS:

READING: LITERATURE - Key Ideas and Details

RL.6.1	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
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RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgements.
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RL.6.3	Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
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READING: LITERATURE - Craft and Structure

RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice meaning and tone.
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RL.6.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting , or plot.
RL.6.6	Explain how the author develops the point of view of the narrator or speaker in a text.
	READING LITERATURE - Range of Reading and level of Text Complexity
RL.6.10	By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.
	WRITING - Text Types and Purposes
W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
W.6.2.a	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
W.6.2.b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
W.6.2.c	Use appropriate transitions to clarify the relationships among ideas and concepts.
W.6.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
W.6.2.e	Establish and maintain a formal style.
W.6.2.f	Provide a concluding statement or section that follows from the information or explanation presented.
W.6.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
W.6.3.a	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
W.6.3.b	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
W.6.3.c	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
W.6.3.d	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
W.6.3.e	Provide a conclusion that follows from the narrated experiences or events.
	WRITING - Production and Distribution of Writing
W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3)
W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
W.6.6	Use technology, including the Internet, to produce and publish writing as well as

	to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
	WRITING - Range of Writing
W.6.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or day or two) for range of discipline-specific tasks, purposes, and audiences.
	SPEAKING and LISTENING - Comprehension and Collaboration
SL.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.
SL.6.1.a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SL.6.1.b	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
	SPEAKING and LISTENING - Presentation of Knowledge and Ideas
SL.6.6	Adapt a speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
	LANGUAGE - Conventions of Standards English
L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.6.1.a	Ensure that pronouns are in the proper case (subjective, objective, possessive)
L.6.1.b	Use intensive pronouns (e.g., myself, ourselves)
L.6.1.e	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing..
L.6.2.b	Spell Correctly
	LANGUAGE - Knowledge of Language
L.6.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.6.3.a	Vary sentence patterns for meaning, reader/listener interest, and style.
	LANGUAGE - Vocabulary Acquisition and Use
L.6.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategy.
L.6.4.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.
L.6.4.b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible)
L.6.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.6.5.a	Interpret figures of speech (e.g., personification) in context.

L.6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	
Unit Essential Questions <ul style="list-style-type: none"> ● How are people shaped by the challenges they face? 	Unit Enduring Understandings <i>Students will understand that...</i> <ul style="list-style-type: none"> ● People face and overcome various challenges. 	
Unit Objectives <i>Students will know...</i> <ul style="list-style-type: none"> ● Acquire new academic vocabulary ● Understand why a suffix is a word part that is added to the end of a base word. ● Why context clues reveal the meanings of words. ● Identify and analyze why we use of pronouns. ● How to summarize to synthesize key and central ideas in the fictional narratives. ● How to analyze characters, events, and ideas in fictional narratives. ● Strategies writers use to develop a character. ● How to identify elements of plot (rising action, conflict and climax) within fictional narratives. ● Structure of a poem. ● Understand how writers use language to convey experiences. ● How to write a speech. ● Author's write for a specific purpose, audience and expectations in narrative writing. 	Unit Objectives <i>Students will be able to...</i> <ul style="list-style-type: none"> ● Engage with new academic vocabulary ● Identify that a suffix is a word part that is added to the end of base words. ● Demonstrate that context clues reveal the meanings of words. ● Apply proper use of pronouns in various writing tasks. ● Summarize to synthesize key and central ideas in the fictional narratives. ● Analyze characters, events, and ideas in fictional narratives. ● Develop a character in their own writing. ● Identify elements of plot (rising action, conflict and climax) within fictional narratives. ● Identify text structure of a poem. ● Demonstrate how writers use language to convey experiences in fictional narratives. ● Collaborate and present a speech. ● Identify the purpose, audience and expectations in their own narrative writing. 	

BRICK TOWNSHIP PUBLIC SCHOOLS Evidence of Learning	
Formative Assessments: <ul style="list-style-type: none"> ● On Demand writing ● Think-Pair-Share responses ● Socratic Seminar dialogues ● Journal ● Class discussion ● Do-nows ● Exit tickets ● Literature circles 	

- Graphic organizers
- Reader/writer workshops
- Teacher conferences
- Cooperative learning groups
- Short constructed responses
- Multi-media projects
- Note-taking

Summative Assessments:

- End of Unit Skill-based Test
- SGO/Pretest
- Mid-term assessment/District benchmark or interim assessments
- Final SGO assessments/Post Test
- End of the year portfolio
- DRA2
- C.O.R.E. K-12 Pre-test
- State Assessments

Suggested Modifications (ELLs, Special Education, Gifted and Talented) --as per teacher discretion and/or IEP/504 requirements

At-Risk Students:

- After school tutoring
- Constant parental contact
- Extra time for completion of work
- Possible partial credit
- Graphic organizers
- More/less time as appropriate
- Modified writing assignment lengths
- Timelines and checkpoints
- Small group instruction as needed
- Anchor activities
- Instructional technology as needed/required
- Appropriate scaffolding provided as necessary
- Additional enrichment texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Guided practice in combination with independent exploration
- Heterogeneous students grouping
- Movement from teacher-directed learning to student-directed learning
- Anchor charts
- Guided notes
- Preferential seating

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Small group instruction as needed
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)

- Anchor Charts
- Guided Notes
- Provide short excerpts
- Graphic organizers
- More/less time as appropriate
- Modified writing assignment lengths
- Timelines and checkpoints
- Anchor activities
- Instructional technology as needed/required
- Appropriate scaffolding provided as necessary
- Additional enrichment texts/resources/assignments provided as needed based on student ability
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- Guided practice in combination with independent exploration
- Heterogeneous students grouping
- Movement from teacher-directed learning to student-directed learning
- Anchor charts
- Guided notes
- Preferential seating

Gifted and Talented:

- Differentiated Instruction based on academic level
- Tiered learning
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities
- More/less time as appropriate
- Timelines and checkpoints
- Small group instruction as needed
- Anchor activities
- Instructional technology as needed/required
- Additional enrichment texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Guided practice in combination with independent exploration
- Movement from teacher-directed learning to student-directed learning
- Anchor charts
- Guided notes
- Preferential seating

Curriculum Development Resources/Instructional Materials/Equipment Needed

Teacher Resources:

- Textbook and novels

- Google Classroom and Google Drive
- Video clips
- Writing rubrics
- Teacher-created materials
- Reading and writing workshop programs supported by the district
- Technology including Chromebooks, classroom projectors, etc
- Interactive Whiteboard
- MS Powerpoint
- Nearpod
- Newsela.com
- Moby Max
- Anchor charts
- Document cameras
- <http://edcite.com>
- www.readwritethink.org
- Achieve3000.com
- Quizlet.com
- <https://sites.google.com/a/haledon.biz/ms-dispenza-hps/6th-grade-lal>

Suggested Resources for Holocaust Portion of Unit 1

Possible resources for Research Simulation Task at the end of Unit 1

Achieve3000

- Web Site Brings Teens Together--After 65 Years (survivors reunited by technology)
- Saving the Children (British man helped children escape the Holocaust)
- Families to Learn About Loved Ones (records searched by survivors)

Scope

- Teens Against Hitler (April 2016)
- The Girl Who Lived Forever (April 2015)
- Brave Teens Take On Nazis (April 2013)

Action

- The Holocaust: A Story of Survival
- What Was the Holocaust? (Paired with previous article)

Additional Resources

Achieve 3000

- Remembering the Holocaust (historical view)
- A Day of Remembering (contemporary view back)
- The List Goes On (records searched by survivors)
- To Keep the Promise (photo exhibit recounts Holocaust in Albania)

Teacher Notes: Teachers may infuse novels via “Novel Friday” during the school year or keep novels as individual, separate units. It is suggested that separate novel units be implemented after PARCC testing.

BRICK TOWNSHIP PUBLIC SCHOOLS
English Language Arts : Live Your Dream

Content Area: English Language Arts

Unit Title: 2: Live Your Dream

Target Course/Grade Level: 6th Grade ELA

Unit Summary: Students will read a biography and a memoir, seeing how dreams and challenges affect two famous people. An excerpt from *The Life You Imagine* by Derek Jeter describes setting an unrealistic goal yet still achieving it. An excerpt from *Dreams From My Father* by Barack Obama shows how a challenge can drive a search for the meaning of life.

Primary interdisciplinary connections: Individual and Society; Earth and Weather
<http://www.nextgenscience.org/>
[Common Core Social Studies Standards](#)

21st Century Themes: Goal Awareness, Determination

Technology connections: Chromebooks to write and publish online; reading of textbook via the Internet; teacher and peer dialogue on Google Classroom

Learning Targets

New Jersey Learning Standards:

RL - Reading Literature

RI - Reading Informational

W - Writing

SL - Speaking and Listening

L - Language

NEW JERSEY LEARNING STANDARDS:

READING: INFORMATIONAL - Key Ideas and Details

RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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RI.6.2	Determine a central idea of the text and how it is conveyed for particular details; provide a summary of the text distinct from personal opinions or judgments.
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READING: INFORMATIONAL - Craft and Structure

RI.6.4	Determine the meanings of words and phrases as they are used in text, including figurative, connotative, and technical meanings.
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RI.6.5	Analyze how a particular sentence, paragraph, chapter, or section into the overall structure of the text and contribute to the development of the ideas.
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RI.6.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
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READING INFORMATIONAL - Range of Reading and level of Text Complexity

RI.6.10	By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
WRITING - Text Types and Purposes	
W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
W.6.2.a	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
W.6.2.b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
W.6.2.c	Use appropriate transitions to clarify the relationships among ideas and concepts.
W.6.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
W.6.2.e	Establish and maintain a formal style.
W.6.2.f	Provide a concluding statement or section that follows from the information or explanation presented.
WRITING - Production and Distribution of Writing	
W.6.4	Provide clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
W.6.6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
WRITING - Range of Writing	
W.6.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SPEAKING AND LISTENING - Comprehension and Collaboration	
SL.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.
SL.6.1.a	Come to discussions prepared, having read or study required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SL.6.1.b	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
SL.6.1.c	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
SL.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.
	SPEAKING AND LISTENING- Presentation of Knowledge and Ideas
SL.6.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
SL.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
	LANGUAGE - Conventions of Standard English
L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.6.1.c	Recognize and correct inappropriate shifts in pronoun number and person.
L.6.1.d	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.6.2.a	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
L.6.2.b	Spell correctly.
	LANGUAGE - Knowledge of Language
L.6.3	Use knowledge of language and its conventions when writing, speaking, reading, listening.
L.6.3.a	Vary sentence patterns for meaning, reader/listener interest, and style.*
	LANGUAGE- Vocabulary Acquisition and Use
L.6.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
L.6.4.a	Use context (e.g., the overall meaning of the sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
L.6.4.b	Use common, grade- appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
L.6.4.d	Verified the preliminary determination of the meaning of the word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.6.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.6.5.a	Interpret figures of speech (e.g., personification) in context.
L.6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Unit Essential Questions	Unit Enduring Understandings
<ul style="list-style-type: none"> What does a dream reveal about the dreamer? 	<i>Students will understand that...</i> <ul style="list-style-type: none"> Dreams and goals say a great deal about your personal characteristics.

Unit Objectives*Students will know...*

- How to acquire new academic vocabulary.
- A suffix is a word part that is added to the end of a base word.
- A prefix is a group of letters added to the beginning of a base word.
- Context clues reveal the meanings of words.
- How to use pronouns and antecedents.
- How to synthesize key and central ideas in biographies and memoirs through summarization.
- Why and how to select important details in informative essays.
- The purpose of subheadings in informational text.
- Cause and effect relationships.
- Author's purpose and how to select evidence to support the analysis.
- How to write a speech.
- How to use commas and conjunctions to combine sentences.
- The purpose, audience, and expectations in their informative essay.

Unit Objectives*Students will be able to...*

- Engage with new academic vocabulary.
- Identify that a suffix is a word part that is added to the end of a base word.
- Identify that a prefix is a group of letters added to the beginning of a base word.
- Demonstrate how context clues reveal the meanings of words.
- Identify and analyze use of pronouns and antecedents.
- Summarize to synthesize key and central ideas in biographies and memoirs.
- Identify and select important details in informative essays.
- Use subheadings to understand text structure.
- Identify cause and effect relationships.
- Define and analyze author's purpose and identify evidence to support the analysis.
- Collaborate and present a speech.
- Use commas and conjunctions when combining sentences.
- Determine the purpose, audience, and expectations in their informative essay.

BRICK TOWNSHIP PUBLIC SCHOOLS**Evidence of Learning****Formative Assessments:**

- On Demand writing
- Think-Pair-Share responses
- Socratic Seminar dialogues
- Journal
- Class discussion
- Do-nows
- Exit tickets
- Literature circles
- Graphic organizers
- Reader/writer workshops
- Teacher conferences
- Cooperative learning groups
- Short constructed responses
- Multi-media projects
- Note-taking

Summative Assessments:

- End of Unit Skill-based Test
- SGO/Pretest

- Mid-term assessment/District benchmark or interim assessments
- Final SGO assessments/Post Test
- End of the year portfolio
- DRA2
- C.O.R.E. K-12 Pre-test
- State Assessments

Suggested Modifications (ELLs, Special Education, Gifted and Talented) (as per teacher discretion and/or IEP/504 requirements)

At-Risk Students:

- After school tutoring
- Constant parental contact
- Extra time for completion of work
- Possible partial credit
- Graphic organizers
- More/less time as appropriate
- Modified writing assignment lengths
- Timelines and checkpoints
- Small group instruction as needed
- Anchor activities
- Instructional technology as needed/required
- Appropriate scaffolding provided as necessary
- Additional enrichment texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Guided practice in combination with independent exploration
- Heterogeneous students grouping
- Movement from teacher-directed learning to student-directed learning
- Anchor charts
- Guided notes
- Preferential seating

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Small group instruction as needed
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Anchor Charts
- Guided Notes
- Provide short excerpts
- Graphic organizers
- More/less time as appropriate
- Modified writing assignment lengths
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- Instructional technology as needed/required
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Gifted and Talented:

- Differentiated Instruction based on academic level
- Tiered learning
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities
- More/less time as appropriate
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- Anchor charts
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- Preferential seating

Curriculum Development Resources/Instructional Materials/Equipment Needed

Teacher Resources:

- Textbook and novels
- Google Classroom and Google Drive
- Video clips
- Writing rubrics
- Teacher-created materials
- Reading and writing workshop programs supported by the district
- Technology including Chromebooks, classroom projectors, etc
- Interactive Whiteboard
- MS Powerpoint
- Nearpod
- Newsela.com

- Moby Max
- Anchor charts
- Document cameras
- <http://edcite.com>
- www.readwritethink.org
- Achieve3000.com
- Quizlet.com
- <https://sites.google.com/a/haledon.biz/ms-dispenza-hps/6th-grade-lal>

Teacher Notes: Teachers may infuse novels via “Novel Friday” during the school year or keep novels as individual, separate units. It is suggested that separate novel units be implemented after PARCC testing.

BRICK TOWNSHIP PUBLIC SCHOOLS
English Language Arts : World Wonders

Content Area: English Language Arts

Unit Title: 3: World Wonders

Target Course/Grade Level: 6th Grade ELA

Unit Summary: Students will read two magazine articles which show how writers present the challenges of protecting the world's greatest monuments. In "World's Wonders, Worn Down?" Cody Crane describes different factors threatening present-day monuments. In "How to Save the Taj Mahal?" Jeffrey Bartholet describes the decay of a modern wonder and discusses preserving history versus addressing current economic needs.

Primary interdisciplinary connections: World History & Geography

<http://www.nextgenscience.org/>

[Common Core Social Studies Standards](#)

21st Century Themes: Global awareness; Financial, economic, business and entrepreneurial literacy

Technology connections: Chromebooks to write and publish online; reading of textbook via the Internet; teacher and peer dialogue on Google Classroom

Learning Targets

New Jersey Learning Standards:

RL - Reading Literature

RI - Reading Informational

W - Writing

SL - Speaking and Listening

L - Language

NEW JERSEY LEARNING STANDARDS:

READING: INFORMATIONAL - Key Ideas and Details

RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.6.2 Determine a central idea of the text and how it is conveyed for particular details; provide a summary of the text distinct from personal opinions or judgments.

READING: INFORMATIONAL - Craft and Structure

RI.6.4 Determine the meanings of words and phrases as they are used in text, including figurative, connotative, and technical meanings.

RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section into the overall structure of the text and contribute to the development of the ideas.

RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

READING: INFORMATIONAL - Integration of Knowledge and Ideas

RI.6.7	Integrate information presented in different media or formats (e.g, visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
RI.6.8	Trace 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.6.9	Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person.)
	READING INFORMATIONAL - Range of Reading and level of Text Complexity
RI.6.10	By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
	WRITING - Text Types and Purposes
W.6.1	Write arguments to support claims with clear reasons and relevant evidence.
W.6.1.a	Introduce claim(s) and organize the reasons and evidence clearly.
W.6.1.b	Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
W.6.1.c	Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
W.6.1.d	Establish and maintain a formal style.
W.6.1.e	Provide a concluding statement or section that follows from the argument presented.
	WRITING - Production and Distribution of Writing
W.6.4	Provide clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
W.6.6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
	WRITING - Research to Build and Present Knowledge
W.6.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
W.6.8	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.
	WRITING - Range of Writing
W.6.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
	SPEAKING AND LISTENING- Comprehension and Collaboration
SL.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.
SL.6.1a	Come to discussions prepared, having read or study required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SL.6.1b	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
SL.6.1d	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
SL.6.3	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
	SPEAKING AND LISTENING- Presentation of Knowledge and Ideas
SL.6.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
SL.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
	LANGUAGE- Conventions of Standard English
L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.6.2b	Spell correctly.
	LANGUAGE- Knowledge of Language
L.6.3	Use knowledge of language and its conventions when writing, speaking, reading, listening.
L.6.3a	Vary sentence patterns for meaning, reader/listener interest, and style.*
	LANGUAGE- Vocabulary Acquisition and Use
L.6.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
L.6.4a	Use context (e.g., the overall meaning of the sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
L.6.4b	Use common, grade- appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
L.6.4c	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.6.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • Do we have a duty to preserve world wonders for future generations? 	<p>Unit Enduring Understandings</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • There are many challenges we face protecting the some of the world's greatest monuments.
<p>Unit Objectives</p> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> • How to acquire new academic vocabulary. • A root word is a word to which prefixes, suffixes, and endings. • How to use a resource to determine the meaning of a word. • Context clues reveal the meanings of words. • Captions are words that appear above, below, or on an image or video that describe what is being shown. • How to synthesize key and central ideas in magazine articles through summarization. • How to make connections relating to ideas in the texts. • Why and how to select important details in informative articles. • How to use headings, subheadings, and captions. • Author's purpose and perspective. • That a claim is an arguable statement or position. • How to select evidence to support text analysis. • How to use commas, parentheses, and dashes. • How to use discussion strategies in a debate. • How to create a thesis statement. • The structure, purpose, audience, and expectations in their argumentative essay. 	<p>Unit Objectives</p> <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Engage with new academic vocabulary. • Identify that a root word is a word to which prefixes, suffixes, and endings. • Utilize a resource to determine the meaning of a word. • Demonstrate how context clues reveal the meanings of words. • Describe that captions are words that appear above, below, or on an image or video that describe what is being shown. • Summarize to synthesize key and central ideas in magazine articles. • Demonstrate knowledge of making connections related to the ideas in the texts. • Identify and select important details in informative articles. • Utilize headings, subheadings, and captions to better comprehend text. • Define and analyze author's purpose and perspective. • Define and analyze claims. • Identify evidence to support text analysis. • Utilize and analyze the use of commas, parentheses, and dashes. • Collaborate and present arguments in a debate. • Identify and construct a thesis statement. • Determine and analyze the structure, purpose, audience, and expectations in their argumentative essay.

BRICK TOWNSHIP PUBLIC SCHOOLS
Evidence of Learning

Formative Assessments:

- On Demand writing
- Think-Pair-Share responses
- Socratic Seminar dialogues
- Journal
- Class discussion
- Do-nows
- Exit tickets
- Literature circles
- Graphic organizers
- Reader/writer workshops
- Teacher conferences
- Cooperative learning groups
- Short constructed responses
- Multi-media projects
- Note-taking

Summative Assessments:

- End of Unit Skill-based Test
- SGO/Pretest
- Mid-term assessment/District benchmark or interim assessments
- Final SGO assessments/Post Test
- End of the year portfolio
- DRA2
- C.O.R.E. K-12 Pre-test
- State Assessments

Suggested Modifications (ELLs, Special Education, Gifted and Talented) --as per teacher discretion and/or IEP/504 requirements

At-Risk Students:

- After school tutoring
- Constant parental contact
- Extra time for completion of work
- Possible partial credit
- Graphic organizers
- More/less time as appropriate
- Modified writing assignment lengths
- Timelines and checkpoints
- Small group instruction as needed
- Anchor activities
- Instructional technology as needed/required
- Appropriate scaffolding provided as necessary
- Additional enrichment texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Guided practice in combination with independent exploration
- Heterogeneous students grouping
- Movement from teacher□directed learning to student□directed learning

- Anchor charts
- Guided notes
- Preferential seating

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Small group instruction as needed
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Anchor Charts
- Guided Notes
- Provide short excerpts
- Graphic organizers
- More/less time as appropriate
- Modified writing assignment lengths
- Timelines and checkpoints
- Anchor activities
- Instructional technology as needed/required
- Appropriate scaffolding provided as necessary
- Additional enrichment texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Guided practice in combination with independent exploration
- Heterogeneous students grouping
- Movement from teacher-directed learning to student-directed learning
- Anchor charts
- Guided notes
- Preferential seating

Gifted and Talented:

- Differentiated Instruction based on academic level
- Tiered learning
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities
- More/less time as appropriate
- Timelines and checkpoints
- Small group instruction as needed
- Anchor activities
- Instructional technology as needed/required
- Additional enrichment texts/resources/assignments provided as needed based on

student ability

- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Guided practice in combination with independent exploration
- Movement from teacher-directed learning to student-directed learning
- Anchor charts
- Guided notes
- Preferential seating

Curriculum Development Resources/Instructional Materials/Equipment Needed

Teacher Resources:

- Textbook and novels
- Google Classroom and Google Drive
- Video clips
- Writing rubrics
- Teacher-created materials
- Reading and writing workshop programs supported by the district
- Technology including Chromebooks, classroom projectors, etc
- Interactive Whiteboard
- MS Powerpoint
- Nearpod
- Newsela.com
- Moby Max
- Anchor charts
- Document cameras
- <http://edcite.com>
- www.readwritethink.org
- Achieve3000.com
- Quizlet.com
- <https://sites.google.com/a/haledon.biz/ms-dispenza-hps/6th-grade-lal>

Suggested Resources for Research Simulation Task

(Additional resources may be used)

[Wonders of the World Resource](http://bit.ly/29J9SHy) -- <http://bit.ly/29J9SHy>

Achieve3000

- Wonders Worth Visiting (The U.S. has many national parks. The parks are home to many wonders of nature. This PARCC Challenge Lesson is about three national parks: Death Valley, Grand Canyon, and Hot Springs National Parks.)
- Giant Stone Heads in Trouble (Easter Island's mysterious stone statues are in danger.)

Teacher Notes: Teachers may infuse novels via “Novel Friday” during the school year or keep novels as individual, separate units. It is suggested that separate novel units be implemented after PARCC testing.

BRICK TOWNSHIP PUBLIC SCHOOLS
English Language Arts : Coming to America

Content Area: English Language Arts

Unit Title: 4: Coming to America

Target Course/Grade Level: 6th Grade ELA

Unit Summary : Students will read two memoirs which show how two immigrants experience life in America and learn life lessons. In *Funny in Farsi*, Firoozeh Dumas shares a series of anecdotes as an Iranian immigrant and adapting to life in America. In *Beetles & Angels*, Mawi Asgedom describes leaving Ethiopia and graduating Harvard University.

Primary interdisciplinary connections: Individual & Society, Science, US History
<http://www.nextgenscience.org/>
[Common Core Social Studies Standards](#)

21st Century Themes: Diversity, Acceptance, Personal Connections

Technology connections: Chromebooks to write and publish online; reading of textbook via the Internet; teacher and peer dialogue on Google Classroom

Learning Targets

New Jersey Learning Standards:

RL - Reading Literature

RI - Reading Informational

W - Writing

SL - Speaking and Listening

L - Language

NEW JERSEY LEARNING STANDARDS:

READING: INFORMATIONAL - Key Ideas and Details

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

RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgements.

RI.6.3 Describe in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

READING: INFORMATIONAL - Craft and Structure

RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative, and technical meanings.

RI.6.5 Analyze how a particular sentence, paragraph, chapter or section fits into the overall structure of a text and contributes to the development of the ideas.

RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

	READING INFORMATIONAL - Range of Reading and level of Text Complexity
RI.6.10	By the end of the year read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
	WRITING - Text Types and Purposes
W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
W.6.2.a	Introduce a topic; organize ideas, concepts, and information, using strategies such as a definition, classification, comparison/contrast and cause/effect; include formatting (e.g., charts, tables), and multimedia when useful to aiding comprehension.
W.6.2.b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
W.6.2.c	Use appropriate transitions to clarify the relationships among ideas and concepts.
W.6.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
W.6.2.e	Establish and maintain a formal style
W.6.2.f	Provide a concluding statement or section that follows from the information or explanation presented.
	WRITING -Production and Distribution of Writing
W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3)
W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
W.6.6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
	WRITING - Range of Writing
W.6.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
	SPEAKING AND LISTENING - Comprehension and Collaboration
SL.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.
SL.6.1.a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SL.6.1.b	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
SL.6.1.d	Review the key ideas expressed and demonstrate understanding of multiple

	perspectives through reflection and paraphrasing.
	SPEAKING AND LISTENING - Presentation of Knowledge and Ideas
SL.6.6	Adapt a speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
	LANGUAGE - Conventions of Standard English
L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing..
L.6.2.b	Spell correctly.
	LANGUAGE - Knowledge of Language
L.6.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.6.3.a	Vary sentence patterns for meaning, reader/listener interest, and style.
L.6.3.b	Maintain consistency in style and tone.
	LANGUAGE - Vocabulary Acquisition and Use
L.6.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategy.
L.6.4.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.
L.6.4.b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible)
L.6.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.6.5.a	Interpret figures of speech (e.g., personification) in context.
L.6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Unit Essential Questions <ul style="list-style-type: none"> • What do experiences with others teach people about themselves? 	Unit Enduring Understandings <i>Students will understand that...</i> <ul style="list-style-type: none"> • People learn about themselves through their experiences with other people.
Unit Objectives <i>Students will know...</i> <ul style="list-style-type: none"> • How to acquire new academic vocabulary. • A base word is the simplest word in a word family. • What a suffix is and how it modifies the meaning of a word. • Context clues reveal the meanings of words. • How to identify figurative meaning. • How to identify rhetorical strategies 	Unit Objectives <i>Students will be able to...</i> <ul style="list-style-type: none"> • Engage with new academic vocabulary. • Identify that a base word is the simplest word in a word family. • Identify the suffix part of the word and determine the meaning of a given word. • Demonstrate how context clues reveal the meanings of words. • Interpret figurative meanings in context. • Draw conclusions from rhetorical strategies.

<p>within text.</p> <ul style="list-style-type: none"> ● Word choice affects the tone. ● How to synthesize key and central ideas in magazine articles through summarization. ● Text structure develops meaning. ● Why and how to select important details in literary nonfiction. ● Author's perspective, purpose, and point of view. ● How to make connections relating to ideas in the texts. ● How to compare and contrast ideas from the text. ● How to select evidence to support text analysis. ● How to use discussion strategies in a speech. ● The structure, purpose, audience, and expectations in their informative essay. ● The purpose of transitional words and phrases. 	<ul style="list-style-type: none"> ● Identify word choice which develops tone. ● Summarize to synthesize key and central ideas in magazine articles. ● Explain evidence that supports text structure. ● Identify and select important details in literary nonfiction. ● Define and analyze author's perspective, purpose, and point of view. ● Demonstrate knowledge of making connections related to the ideas in the texts. ● Compare and contrast ideas from the text. ● Identify evidence to support text analysis. ● Collaborate and present ideas in a speech. ● Determine and analyze the structure, purpose, audience, and expectations in their informative essay. ● Use transitional words and phrases in their informative essay.
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BRICK TOWNSHIP PUBLIC SCHOOLS
Evidence of Learning

Formative Assessments:

- On Demand writing
- Think-Pair-Share responses
- Socratic Seminar dialogues
- Journal
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- Exit tickets
- Literature circles
- Graphic organizers
- Reader/writer workshops
- Teacher conferences
- Cooperative learning groups
- Short constructed responses
- Multi-media projects
- Note-taking

Summative Assessments:

- End of Unit Skill-based Test
- SGO/Pretest
- Mid-term assessment/District benchmark or interim assessments
- Final SGO assessments/Post Test
- End of the year portfolio
- DRA2

- C.O.R.E. K-12 Pre-test
- State Assessments

Suggested Modifications (ELLs, Special Education, Gifted and Talented) --as per teacher discretion and/or IEP/504 requirements

At-Risk Students:

- After school tutoring
- Constant parental contact
- Extra time for completion of work
- Possible partial credit
- Graphic organizers
- More/less time as appropriate
- Modified writing assignment lengths
- Timelines and checkpoints
- Small group instruction as needed
- Anchor activities
- Instructional technology as needed/required
- Appropriate scaffolding provided as necessary
- Additional enrichment texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Guided practice in combination with independent exploration
- Heterogeneous students grouping
- Movement from teacher-directed learning to student-directed learning
- Anchor charts
- Guided notes
- Preferential seating

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Small group instruction as needed
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Anchor Charts
- Guided Notes
- Provide short excerpts
- Graphic organizers
- More/less time as appropriate
- Modified writing assignment lengths
- Timelines and checkpoints
- Anchor activities
- Instructional technology as needed/required
- Appropriate scaffolding provided as necessary
- Additional enrichment texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions

- Guided practice in combination with independent exploration
- Heterogeneous students grouping
- Movement from teacher-directed learning to student-directed learning
- Anchor charts
- Guided notes
- Preferential seating

Gifted and Talented:

- Differentiated Instruction based on academic level
- Tiered learning
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities
- More/less time as appropriate
- Timelines and checkpoints
- Small group instruction as needed
- Anchor activities
- Instructional technology as needed/required
- Additional enrichment texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Guided practice in combination with independent exploration
- Movement from teacher-directed learning to student-directed learning
- Anchor charts
- Guided notes
- Preferential seating

Curriculum Development Resources/Instructional Materials/Equipment Needed

Teacher Resources:

- Textbook and novels
- Google Classroom and Google Drive
- Video clips
- Writing rubrics
- Teacher-created materials
- Reading and writing workshop programs supported by the district
- Technology including Chromebooks, classroom projectors, etc
- Interactive Whiteboard
- MS Powerpoint
- Nearpod
- Newsela.com
- Moby Max
- Anchor charts
- Document cameras

- <http://edcite.com>
- www.readwritethink.org
- Achieve3000.com
- Quizlet.com
- <https://sites.google.com/a/haledon.biz/ms-dispenza-hps/6th-grade-lal>

Teacher Notes: Teachers may infuse novels via “Novel Friday” during the school year or keep novels as individual, separate units. It is suggested that separate novel units be implemented after PARCC testing.

BRICK TOWNSHIP PUBLIC SCHOOLS
English Language Arts : Cities of Gold

Content Area: English Language Arts

Unit Title: 5: Cities of Gold

Target Course/Grade Level: 6th Grade ELA

Unit Summary : Students will read a novel excerpt and three poems which show how authors use description to convey perspective of a city. In the poems “City,” “Song of the Builders,” and “Our City,” descriptive details and sensory language describe the rhythm of daily life and challenges in a city. In “The Wonderful Wizard of Oz,” L. Frank Baum’s description of Oz helps readers discover the enchanting city.

Primary interdisciplinary connections: Individual & Society, Literature

<http://www.nextgenscience.org/>

[Common Core Social Studies Standards](#)

21st Century Themes: Civic Literacy

Technology connections: Chromebooks to write and publish online; reading of textbook via the Internet; teacher and peer dialogue on Google Classroom

Learning Targets

New Jersey Learning Standards:

RL - Reading Literature

RI - Reading Informational

W - Writing

SL - Speaking and Listening

L - Language

NEW JERSEY LEARNING STANDARDS:

READING: LITERATURE - Key Ideas and Details

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

RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgements.

READING: LITERATURE - Craft and Structure

RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice meaning and tone.

RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting , or plot.

RL.6.6 Explain how the author develops the point of view of the narrator or speaker in a

	text.
	READING LITERATURE - Integration of Knowledge and Ideas
RL.6.9	Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) texts in different forms or genres (e.g., stories, poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
	READING LITERATURE - Range of Reading and level of Text Complexity
RL.6.10	By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.
	WRITING - Text Types and Purposes
W.6.1	Write arguments to support claims with clear reasons and relevant evidence.
W.6.1.a	Introduce claim(s) and organize the reasons and evidence clearly.
W.6.1.b	Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
W.6.1.c	Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
W.6.1.d	Establish and maintain a formal style.
W.6.1.e	Provide a concluding statement or section that follows from the argument presented.
	WRITING -Production and Distribution of Writing
W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3)
W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
W.6.6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
	WRITING - Range of Writing
W.6.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
	SPEAKING AND LISTENING - Comprehension and Collaboration
SL.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.
SL.6.1a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SL.6.1.b	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
SL.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing..
	SPEAKING AND LISTENING - Presentation of Knowledge and Ideas

SL.6.6	Adapt a speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LANGUAGE - Conventions of Standard English	
L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.6.2.b	Spell correctly
LANGUAGE - Knowledge of Language	
L.6.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.6.3.a	Vary sentence patterns for meaning, reader/listener interest, and style.
LANGUAGE - Vocabulary Acquisition and Use	
L.6.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategy.
L.6.4.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.
L.6.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.6.5.a	Interpret figures of speech (e.g., personification) in context.
L.6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Unit Essential Questions <ul style="list-style-type: none"> Why does place matter? 	Unit Enduring Understandings <i>Students will understand that...</i> <ul style="list-style-type: none"> Place can define individuals and communities.
Unit Objectives <i>Students will know...</i> <ul style="list-style-type: none"> How to acquire new academic vocabulary. How the part of speech of each word functions in a sentence. The function of word families to determine meaning. Context clues reveal the meanings of words. Stanzas, tone, rhyme, and personification reflect through poems. How to identify figurative meaning. Word choice affects the mood. How to synthesize key and central ideas in literature through summarization. How to identify elements of plot 	Unit Objectives <i>Students will be able to...</i> <ul style="list-style-type: none"> Engage with new academic vocabulary. Demonstrate how the part of speech of each word functions in a sentence. Determine meaning of a word through the word family. Demonstrate how context clues reveal the meanings of words. Explain how stanzas, tone, rhyme, and personification reflect through poems. Critique how word choice affects the mood. Interpret figurative meanings in context. Identify word choice which develops tone. Summarize to synthesize key and central ideas in literature.

<p>(rising action, conflict and climax) within literature.</p> <ul style="list-style-type: none"> • Text structure develops meaning. • Why and how to select important details in literature. • Author's purpose and perspective in creating the text. • How to select evidence to support text analysis. • How to use discussion strategies in a speech. • Know the difference between claims and reasons. • The structure, purpose, audience, and expectations in their argumentative essay. 	<ul style="list-style-type: none"> • Critique plot elements within literature. • Explain evidence that supports text structure. • Identify and select important details in literary fiction. • Define and analyze author's purpose and perspective for creating the text. • Identify evidence to support text analysis. • Collaborate and present ideas in a speech. • Defend a claim by using evidence from the text. • Determine and analyze the structure, purpose, audience, and expectations in their argumentative essay.
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BRICK TOWNSHIP PUBLIC SCHOOLS
Evidence of Learning

Formative Assessments:

- On Demand writing
- Think-Pair-Share responses
- Socratic Seminar dialogues
- Journal
- Class discussion
- Do-nows
- Exit tickets
- Literature circles
- Graphic organizers
- Reader/writer workshops
- Teacher conferences
- Cooperative learning groups
- Short constructed responses
- Multi-media projects
- Note-taking

Summative Assessments:

- End of Unit Skill-based Test
- SGO/Pretest
- Mid-term assessment/District benchmark or interim assessments
- Final SGO assessments/Post Test
- End of the year portfolio
- DRA2
- C.O.R.E. K-12 Pre-test
- State Assessments

Suggested Modifications (ELLs, Special Education, Gifted and Talented)--as per teacher discretion and/or IEP/504 requirements

At-Risk Students:

- After school tutoring

- Constant parental contact
- Extra time for completion of work
- Possible partial credit
- Graphic organizers
- More/less time as appropriate
- Modified writing assignment lengths
- Timelines and checkpoints
- Small group instruction as needed
- Anchor activities
- Instructional technology as needed/required
- Appropriate scaffolding provided as necessary
- Additional enrichment texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Guided practice in combination with independent exploration
- Heterogeneous students grouping
- Movement from teacher-directed learning to student-directed learning
- Anchor charts
- Guided notes
- Preferential seating

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Small group instruction as needed
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Anchor Charts
- Guided Notes
- Provide short excerpts
- Graphic organizers
- More/less time as appropriate
- Modified writing assignment lengths
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- Guided practice in combination with independent exploration
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- Movement from teacher-directed learning to student-directed learning
- Anchor charts
- Guided notes
- Preferential seating

Gifted and Talented:

- Differentiated Instruction based on academic level
- Tiered learning
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities
- More/less time as appropriate
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- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Guided practice in combination with independent exploration
- Movement from teacher-directed learning to student-directed learning
- Anchor charts
- Guided notes
- Preferential seating

Curriculum Development Resources/Instructional Materials/Equipment Needed

Teacher Resources:

- Textbook and novels
- Google Classroom and Google Drive
- Video clips
- Writing rubrics
- Teacher-created materials
- Reading and writing workshop programs supported by the district
- Technology including Chromebooks, classroom projectors, etc
- Interactive Whiteboard
- MS Powerpoint
- Nearpod
- Newsela.com
- Moby Max
- Anchor charts
- Document cameras
- <http://edcite.com>
- www.readwritethink.org
- Achieve3000.com
- Quizlet.com
- <https://sites.google.com/a/haledon.biz/ms-dispenza-hps/6th-grade-lal>

Teacher Notes: Teachers may infuse novels via “Novel Friday” during the school year or keep novels as individual, separate units. It is suggested that separate novel units be implemented after PARCC testing.

BRICK TOWNSHIP PUBLIC SCHOOLS
English Language Arts : History Lost and Found

Content Area: English Language Arts

Unit Title: 6: History Lost and Found

Target Course/Grade Level: 6th Grade ELA

Unit Summary : Students will read a nonfiction article and excerpt which examine how new discoveries reveal hidden secrets and change our view of the past. In “New Discoveries in Ancient Egypt,” Bryan Brown shares evidence confirming Egyptian burial practices. In *Curse of the Pharaohs*, Zahi Hawass shares feelings about working amid Egyptian tombs and explains a discovery.

Primary interdisciplinary connections: World History & Geography
<http://www.nextgenscience.org/>
[Common Core Social Studies Standards](#)

21st Century Themes: Global Awareness

Technology connections: Chromebooks to write and publish online; reading of textbook via the Internet; teacher and peer dialogue on Google Classroom

Learning Targets

New Jersey Learning Standards:

RL - Reading Literature

RI - Reading Informational

W - Writing

SL - Speaking and Listening

L - Language

NEW JERSEY LEARNING STANDARDS:

READING: INFORMATIONAL - Key Ideas and Details

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

RI.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgements.

RI.6.3 Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

READING: INFORMATIONAL - Craft and Structure

RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice meaning and tone.

RI.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting , or

	plot.
RI.6.6	Explain how the author develops the point of view of the narrator or speaker in a text.
	READING INFORMATIONAL- Integration of Knowledge and Ideas
RI.6.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
RI.6.8	Trace 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.6.9	Compare and contrast one another's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
	READING INFORMATIONAL - Range of Reading and level of Text Complexity
RI.6.10	By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
	WRITING - Text Types and Purposes
W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
W.6.2.a	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
W.6.2.b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
W.6.2.c	Use appropriate transitions to clarify the relationships among ideas and concepts.
W.6.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
W.6.2.e	Establish and maintain a formal style.
W.6.2.f	Provide a concluding statement or section that follows from the information or explanation presented.
	WRITING -Production and Distribution of Writing
W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3)
W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
W.6.6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
	WRITING - Research to Build and Present Knowledge
W.6.8	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.6.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.6.9.a	Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).
W.6.9.b	Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).
	WRITING - Range of Writing
W.6.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
	SPEAKING AND LISTENING- Comprehension and Collaboration
SL.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.
SL.6.1.a	Come to discussions prepared, having read or study required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SL.6.1.b	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
	SPEAKING AND LISTENING- Presentation of Knowledge and Ideas
SL.6.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
SL.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
	LANGUAGE- Conventions of Standard English
L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.6.1.a	Ensure that pronouns are in the proper case (subjective, objective, possessive).
L.6.1.b	Use intensive pronouns (e.g., myself, ourselves).
L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.6.2.b	Spell correctly.
	LANGUAGE - Knowledge of Language
L.6.3	Use knowledge of language and its conventions when writing, speaking, reading, listening.
L.6.3.a	Vary sentence patterns for meaning, reader/listener interest, and style.
	LANGUAGE - Vocabulary Acquisition and Use
L.6.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

L.6.4.a	Use context (e.g., the overall meaning of the sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.		
L.6.4.b	Use common, grade- appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).		
L.6.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		
L.6.5.b	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.		
L.6.5.c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).		
L.6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.		
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Suggested Modifications (ELLs, Special Education, Gifted and Talented) -- as per teacher discretion and/or IEP/504 requirements

At-Risk Students:

- After school tutoring
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- Anchor activities
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- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Guided practice in combination with independent exploration

- Heterogeneous students grouping
- Movement from teacher-directed learning to student-directed learning
- Anchor charts
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- Preferential seating

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
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- Provide peer tutoring
- Small group instruction as needed
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
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Gifted and Talented:

- Differentiated Instruction based on academic level
- Tiered learning
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
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Curriculum Development Resources/Instructional Materials/Equipment Needed

Teacher Resources:

- Textbook and novels
- Google Classroom and Google Drive
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- Writing rubrics
- Teacher-created materials
- Reading and writing workshop programs supported by the district
- Technology including Chromebooks, classroom projectors, etc
- Interactive Whiteboard
- MS Powerpoint
- Nearpod
- Newsela.com
- Moby Max
- Anchor charts
- Document cameras
- <http://edcite.com>
- www.readwritethink.org
- Achieve3000.com
- Quizlet.com
- <https://sites.google.com/a/haledon.biz/ms-dispenza-hps/6th-grade-lal>

Teacher Notes: Teachers may infuse novels via “Novel Friday” during the school year or keep novels as individual, separate units. It is suggested that separate novel units be implemented after PARCC testing.

BRICK TOWNSHIP PUBLIC SCHOOLS
English Language Arts : The Big Give

Content Area: English Language Arts

Unit Title: 7: The Big Give

Target Course/Grade Level: 6th Grade ELA

Unit Summary : Students will read a folktale and poem which show what motivates people to make sacrifices--or not make them. In "Tale of Wealthy Man," a farmer is helped by neighbors and must decide what choices to make and the associated consequences. In "If I can Stop One Heart From Breaking," Emily Dickinson shows how helping others can give one's life meaning.

Primary interdisciplinary connections: Individual & Society, Environment, Literature
<http://www.nextgenscience.org/>
[Common Core Social Studies Standards](#)

21st Century Themes: Civic Literacy

Technology connections: Chromebooks to write and publish online; reading of textbook via the Internet; teacher and peer dialogue on Google Classroom

Learning Targets

New Jersey Learning Standards:

RL - Reading Literature

RI - Reading Informational

W - Writing

SL - Speaking and Listening

L - Language

NEW JERSEY LEARNING STANDARDS:

READING LITERATURE: - Key Ideas and Details

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

RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgements.

READING: LITERATURE - Craft and Structure

RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice meaning and tone.

RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting , or plot.

RL.6.6 Explain how the author develops the point of view of the narrator or speaker in a

	text.
	READING LITERATURE - Integration of Knowledge and Ideas
RL.6.7	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.
	READING LITERATURE - Range of Reading and level of Text Complexity
RL.6.10	By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.
	WRITING - Text Types and Purposes
W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
W.6.2.a	Introduce a topic; organize ideas, concepts, and information, using strategies such as a definition, classification, comparison/contrast and cause/effect; include formatting (e.g., charts, tables), and multimedia when useful to aiding comprehension.
W.6.2.b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
W.6.2.c	Use appropriate transitions to clarify the relationships among ideas and concepts.
W.6.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
W.6.2.e	Establish and maintain a formal style
W.6.2.f	Provide a concluding statement or section that follows from the information or explanation presented.
	WRITING -Production and Distribution of Writing
W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3)
W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
W.6.6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
	WRITING - Range of Writing
W.6.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
	SPEAKING AND LISTENING - Comprehension and Collaboration
SL.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.
SL.6.1.a	Come to discussions prepared, having read or studied required material;

	explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.		
SL.6.1.b	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.		
	SPEAKING AND LISTENING - Presentation of Knowledge and Ideas		
SL.6.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.		
SL.6.6	Adapt a speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.		
	LANGUAGE - Conventions of Standard English		
L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
L.6.1.c	Recognize and correct inappropriate shifts in pronoun number and person.		
L.6.1.d	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents)		
L.6.1.e	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.		
L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
L.6.2.b	Spell correctly		
	LANGUAGE - Knowledge of Language		
L.6.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.		
L.6.3.a	Vary sentence patterns for meaning, reader/listener interest, and style.		
	LANGUAGE - Vocabulary Acquisition and Use		
L.6.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategy.		
L.6.4.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.		
L.6.4.c	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.6.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		
L.6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.		
<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> Unit Essential Questions <ul style="list-style-type: none"> What can one person do to make a difference? </td> <td style="width: 50%; vertical-align: top;"> Unit Enduring Understandings <i>Students will understand that...</i> <ul style="list-style-type: none"> Individuals can make a difference in the world and with other individuals. </td> </tr> </table>		Unit Essential Questions <ul style="list-style-type: none"> What can one person do to make a difference? 	Unit Enduring Understandings <i>Students will understand that...</i> <ul style="list-style-type: none"> Individuals can make a difference in the world and with other individuals.
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Unit Objectives

Students will know...

- Acquire new academic vocabulary
- Why context clues reveal the meanings of words.
- Which precise meaning of a word is to be used in context.
- Identify and analyze the way we use of pronouns.
- How to summarize to synthesize key and central ideas in the fiction.
- How to analyze characters, setting, theme, turning points, and ideas in fiction.
- Symbolism and how it is used in fiction text.
- Strategies writers use to develop a character.
- How to identify elements of plot (rising action, conflict and climax) within fictional narratives.
- Understand how writers use irony to convey experiences of characters.
- How to identify character traits within multiple characters.
- Author's use language such as repetition to emphasize ideas within text.
- Some components and structure of poetry.
- How to write and perform a skit.
- Author's write for a specific purpose, audience and expectations in literary analysis essay.

Unit Objectives

Students will be able to...

- Engage with new academic vocabulary
- Demonstrate that context clues reveal the meanings of words.
- Apply the precise meaning of a word in its proper context.
- Apply proper use of pronouns in various writing tasks.
- Summarize to synthesize key and central ideas in the fiction.
- Analyze character, setting, theme, turning point, and ideas in fiction.
- Draw conclusions as to why the author uses certain symbols.
- Develop a character in their own writing.
- Identify elements of plot (rising action, conflict and climax) within fictional narratives.
- Demonstrate how writers use irony to convey experiences of characters
- Differentiate between characters' traits.
- Assess how authors use language such as repetition to emphasize ideas in a text.
- Identify some components and structure of poetry.
- Collaborate and perform a skit.
- Identify the purpose, audience and expectations in their own literary analysis essay.

BRICK TOWNSHIP PUBLIC SCHOOLS
Evidence of Learning

Formative Assessments:

- On Demand writing
- Think-Pair-Share responses
- Socratic Seminar dialogues
- Journal
- Class discussion
- Do-nows
- Exit tickets
- Literature circles
- Graphic organizers
- Reader/writer workshops
- Teacher conferences
- Cooperative learning groups
- Short constructed responses
- Multi-media projects
- Note-taking

Summative Assessments:

- End of Unit Skill-based Test
- SGO/Pretest
- Mid-term assessment/District benchmark or interim assessments
- Final SGO assessments/Post Test
- End of the year portfolio
- DRA2
- C.O.R.E. K-12 Pre-test
- State Assessments

Suggested Modifications (ELLs, Special Education, Gifted and Talented) -- as per teacher discretion and/or IEP/504 requirements

At-Risk Students:

- After school tutoring
- Constant parental contact
- Extra time for completion of work
- Possible partial credit
- Graphic organizers
- More/less time as appropriate
- Modified writing assignment lengths
- Timelines and checkpoints
- Small group instruction as needed
- Anchor activities
- Instructional technology as needed/required
- Appropriate scaffolding provided as necessary
- Additional enrichment texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Guided practice in combination with independent exploration
- Heterogeneous students grouping

- Movement from teacher-directed learning to student-directed learning
- Anchor charts
- Guided notes
- Preferential seating

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Small group instruction as needed
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Anchor Charts
- Guided Notes
- Provide short excerpts
- Graphic organizers
- More/less time as appropriate
- Modified writing assignment lengths
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- Guided practice in combination with independent exploration
- Heterogeneous students grouping
- Movement from teacher-directed learning to student-directed learning
- Anchor charts
- Guided notes
- Preferential seating

Gifted and Talented:

- Differentiated Instruction based on academic level
- Tiered learning
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities
- More/less time as appropriate
- Timelines and checkpoints
- Small group instruction as needed
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- Additional enrichment texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Guided practice in combination with independent exploration
- Movement from teacher-directed learning to student-directed learning
- Anchor charts
- Guided notes
- Preferential seating

Curriculum Development Resources/Instructional Materials/Equipment Needed

Teacher Resources:

- Textbook and novels
- Google Classroom and Google Drive
- Video clips
- Writing rubrics
- Teacher-created materials
- Reading and writing workshop programs supported by the district
- Technology including Chromebooks, classroom projectors, etc
- Interactive Whiteboard
- MS Powerpoint
- Nearpod
- Newsela.com
- Moby Max
- Anchor charts
- Document cameras
- <http://edcite.com>
- www.readwritethink.org
- Achieve3000.com
- Quizlet.com
- <https://sites.google.com/a/haledon.biz/ms-dispenza-hps/6th-grade-lal>

Teacher Notes: Teachers may infuse novels via “Novel Friday” during the school year or keep novels as individual, separate units. It is suggested that separate novel units be implemented after PARCC testing.

BRICK TOWNSHIP PUBLIC SCHOOLS
English Language Arts : Tuck Everlasting

Content Area: English Language Arts

Unit Title: 8: Tuck Everlasting

Target Course/Grade Level: 6th Grade ELA

Unit Summary : Students will read the novel *Tuck Everlasting*. Natalie Babbitt tells a story of a young girl who encounters a family who are doomed--or blessed with--everlasting life.

Primary interdisciplinary connections: US History, Individual and Society, Literature
<http://www.nextgenscience.org/>
[Common Core Social Studies Standards](#)

21st Century Themes: Global Awareness

Technology connections: Chromebooks to write and publish online; audiobook posted online

Learning Targets

Content Standards:

RL - Reading Literature

RI - Reading Informational

W - Writing

SL - Speaking and Listening

L - Language

NEW JERSEY LEARNING STANDARDS:

READING: LITERATURE - Key Ideas and Details

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

RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgements.

RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

READING: LITERATURE - Craft and Structure

RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice meaning and tone.

RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

RL.6.6	Explain how the author develops the point of view of the narrator or speaker in a text.
RL.6.7	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.
RL.6.9	Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) texts in different forms or genres (e.g., stories, poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
	READING: LITERATURE - Range of Reading and level of Text Complexity
RL.6.10	By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.
	WRITING - Text Types and Purposes
W.6.1	Write arguments to support claims with clear reasons and relevant evidence.
W.6.1.a	Introduce claim(s) and organize the reasons and evidence clearly.
W.6.1.b	Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
W.6.1.c	Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
W.6.1.d	Establish and maintain a formal style.
W.6.1.e	Provide a concluding statement or section that follows from the argument presented.
W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
W.6.2.a	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
W.6.2.b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
W.6.2.c	Use appropriate transitions to clarify the relationships among ideas and concepts.
W.6.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
W.6.2.e	Establish and maintain a formal style.
W.6.2.f	Provide a concluding statement or section that follows from the information or explanation presented.
W.6.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
W.6.3.a	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
W.6.3.b	Use narrative techniques, such as dialogue, pacing, and description, to develop

	experiences, events, and/or characters.
W.6.3.c	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
W.6.3.d	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
W.6.3.e	Provide a conclusion that follows from the narrated experiences or events.
	WRITING -Production and Distribution of Writing
W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3)
W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
W.6.6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
	WRITING- Research to Build and Present Knowledge
W.6.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.6.9.a	Apply <i>grade 6 Reading standards</i> to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).
W.6.9.b	Apply <i>grade 6 Reading standards</i> to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).
	WRITING - Range of Writing
W.6.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting)
	SPEAKING AND LISTENING - Comprehension and Collaboration
SL.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.
SL.6.1.a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SL.6.1.b	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
SL.6.1.c	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
SL.6.1.d	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
SL.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.6.3	Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

	SPEAKING AND LISTENING - Presentation of Knowledge and Ideas
SL.6.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
SL.6.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
SL.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
	LANGUAGE - Conventions of Standard English
L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.6.1.a	Ensure that pronouns are in the proper case (subjective, objective, possessive).
L.6.1.b	Use intensive pronouns (e.g., <i>myself, ourselves</i>).
L.6.1.c	Recognize and correct inappropriate shifts in pronoun number and person.*
L.6.1.d	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents)
L.6.1.e	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.6.2.a	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
L.6.2.b	Spell correctly.
	LANGUAGE - Knowledge of Language
L.6.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.6.3.a	Vary sentence patterns for meaning, reader/listener interest, and style.
L.6.3.b	Maintain consistency in style and tone.
	LANGUAGE - Vocabulary Acquisition and Use
L.6.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
L.6.4.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.
L.6.4.b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>)
L.6.4.c	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.6.4.d	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.6.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.6.5.a	Interpret figures of speech (e.g., personification) in context.
L.6.5.b	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
L.6.5.c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i> , <i>scrimping</i> , <i>economical</i> , <i>unwasteful</i> , <i>thrifty</i>).
L.6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Unit Essential Questions <ul style="list-style-type: none"> When writers create stories, how do their choices of plot, theme, and language affect the reader's understanding? 	Unit Enduring Understandings <i>Students will understand that...</i> <ul style="list-style-type: none"> Each author's choice of plot, theme, and language impact the reader's understanding.
Unit Objectives (Objectives may include but are not limited to) <i>Students will know...</i> <ul style="list-style-type: none"> Acquire new academic vocabulary To study the strategies and techniques these authors use to tell their stories. To cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. State a central idea of a text and how it is conveyed through particular details, along with an objective summary of the text. Describe how a particular novel's plot unfolds sequentially, along with how the characters respond or change as the plot moves toward a resolution. Determine the meaning of words and phrases as used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on overall meaning and tone. Analyze how a particular sentence, scene, or chapter fits into the overall structure of the novel and contributes to the development of the theme, setting, and/or plot. Explain how an author develops the point of view of the narrator or speaker in a text. How to compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, 	Unit Objectives (Objectives may include but are not limited to) <i>Students will be able to...</i> <ul style="list-style-type: none"> Engage with new academic vocabulary Use the context in which words are used to choose among possible meanings. Refer to specific evidence (examples, quotations, detail, dialogue) in text to support analysis of explicit meaning. Refer to evidence (examples, quotations, detail, dialogue) in text to support inferences/predictions about characters, setting, or plot. Evaluate multiple and varied meanings of a segment of text, using textual support. Identify theme or central idea of the text and distinguish key details from other details. Explain how particular details (characterization and/or plot development, repeated words, ideas, and/or symbols) in text contribute to theme. Evaluate recurring ideas and changes in the characters and plot over the course of the text through the use of graphic organizers. Provide objective summary of text, distinguishing between objective details and subjective opinion Identify the stages of the plot and sequence of events (exposition, rising action, climax, falling action, resolution) of story/drama. Identify the placement of flashbacks/foreshadowing in text. Identify whether characters are static or dynamic to analyze how they respond to different stages of plot.

including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.

- How to compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
- How to write arguments to support claims with clear reasons and relevant evidence.
- How to write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- How to write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- To produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- How to write with some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- How to use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
- 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.
- Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
- To interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and

- Identify/explain how particular events may trigger various responses in characters.
- Identify the cause or effect.
- Use context clues to determine meaning of words and phrases.
- Analyze how specific words create meaning and tone in the whole text.
- Determine how form relates to function and part relates to whole.
- Analyze how the individual components of the text add to the development of the theme, setting, and plot, or how a pivotal scene, line/dialogue, section may alter the course of the plot.
- Analyze how content/ style would change if the narrator’s point-of-view shifted to an alternate point-of-view.
- Analyze why the chosen narration is best suited for author’s purpose (to evoke particular reactions/allow reader insight into feelings of narrator, etc.).
- Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.
- Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
- Develop one or more claims with support.
- Effectively order reasons that support the claim.
- Gather information to support claims.
- Compose a draft of an introduction that presents a claim or claims clearly
- Select appropriate evidence to support a claim or claims.
- Identify and evaluate sources for reliability to select evidence.
- Compose a draft of the body with attention to effective organization of support.
- Combine ideas with the appropriate word or words that explain the connections between claims and reasons.
- Apply academic vocabulary to express relationships precisely.
- Use elements related to a formal style.

explain how it contributes to a topic, text, or issue under study.

- How to present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

- The importance of including multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

- To adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

- Compose a draft of a conclusion that integrates key components of the argument.
- Revise to ensure a clear statement of opinion supported by a list of reasons.
- Choose words and phrases for effect.
- Edit for mechanical errors.
- Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- Use appropriate transitions to clarify the relationships among ideas and concepts.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from the information or explanation presented.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Focus on an experience or event.
- Begin development of a character or characters and conflict, and outline a plot.
- Compose a draft of an introduction that reveals the character or characters and the conflict and establishes the beginning of a plausible plot development.
- Establish the role of the narrator.
- Compose a draft of the body of a narrative with a plausible set of characters and events
- Apply knowledge of plot development and its effect upon shifts in characterization.
- Use transition words purposefully to promote comprehension and guide reader.
- Use specific word choice to impact meaning.
- Compose a draft of a conclusion that draws together and clarifies events in the

	<p>narrative.</p> <ul style="list-style-type: none"> ● Apply the revision and editing stages of the writing process to the narrative piece. ● Use technology to record and organize data/information. ● Apply writing and language standards. ● Prepare for discussion by 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. ● Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. ● Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. ● Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. ● Describe a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. ● Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. ● Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. ● Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. ● Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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BRICK TOWNSHIP PUBLIC SCHOOLS Evidence of Learning	
Formative Assessments:	<ul style="list-style-type: none"> ● On Demand writing ● Think-Pair-Share responses ● Socratic Seminar dialogues ● Journal ● Class discussion

- Do-nows
- Exit tickets
- Literature circles
- Graphic organizers
- Reader/writer workshops
- Teacher conferences
- Cooperative learning groups
- Short constructed responses
- Multi-media projects
- Note-taking

Summative Assessments: Writing performance task, teacher created materials

Suggested Modifications (ELLs, Special Education, Gifted and Talented) -- as per teacher discretion and/or IEP/504 requirements

At-Risk Students:

- After school tutoring
- Constant parental contact
- Extra time for completion of work
- Possible partial credit
- Graphic organizers
- More/less time as appropriate
- Modified writing assignment lengths
- Timelines and checkpoints
- Small group instruction as needed
- Anchor activities
- Instructional technology as needed/required
- Appropriate scaffolding provided as necessary
- Additional enrichment texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Guided practice in combination with independent exploration
- Heterogeneous students grouping
- Movement from teacher□directed learning to student□directed learning
- Anchor charts
- Guided notes
- Preferential seating

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Small group instruction as needed
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Anchor Charts
- Guided Notes
- Provide short excerpts
- Graphic organizers

- More/less time as appropriate
- Modified writing assignment lengths
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- Guided practice in combination with independent exploration
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- Movement from teacher-directed learning to student-directed learning
- Anchor charts
- Guided notes
- Preferential seating

Gifted and Talented:

- Differentiated Instruction based on academic level
- Tiered learning
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities
- More/less time as appropriate
- Timelines and checkpoints
- Small group instruction as needed
- Anchor activities
- Instructional technology as needed/required
- Additional enrichment texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Guided practice in combination with independent exploration
- Movement from teacher-directed learning to student-directed learning
- Anchor charts
- Guided notes
- Preferential seating

Curriculum Development Resources/Instructional Materials/Equipment Needed

Teacher Resources:

- Textbook and novels
- Google Classroom and Google Drive
- Video clips
- Writing rubrics
- Teacher-created materials

- Reading and writing workshop programs supported by the district
- Technology including Chromebooks, classroom projectors, etc
- Interactive Whiteboard
- MS Powerpoint
- Nearpod
- Newsela.com
- Moby Max
- Anchor charts
- Document cameras
- <http://edcite.com>
- www.readwritethink.org
- Achieve3000.com
- Quizlet.com
- <https://sites.google.com/a/haledon.biz/ms-dispenza-hps/6th-grade-lal>

Teacher Notes: Teachers may infuse novels via “Novel Friday” during the school year or keep novels as individual, separate units. It is suggested that separate novel units be implemented after PARCC testing.

BRICK TOWNSHIP PUBLIC SCHOOLS
English Language Arts : I Thought My Soul Would Rise and Fly

Content Area: English Language Arts

Unit Title: 9: I Thought My Soul Would Rise and Fly

Target Course/Grade Level: 6th Grade ELA

Unit Summary : Students will read the novel *I Thought My Soul Would Rise and Fly*. Author Joyce Hansen tells the story of Patsy, a freed slave who teaches others to read.

Primary interdisciplinary connections: US History, Individual and Society, Literature
<http://www.nextgenscience.org/>
[Common Core Social Studies Standards](#)

21st Century Themes: Global Awareness, Overcoming Societal Challenges,

Technology connections: Chromebooks to write and publish online, audiobook posted online

Learning Targets

Content Standards:

RL - Reading Literature

RI - Reading Informational

W - Writing

SL - Speaking and Listening

L - Language

NEW JERSEY LEARNING STANDARDS:

READING: LITERATURE - Key Ideas and Details

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

RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgements.

RL.6.3 Describe a how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

READING: LITERATURE - Craft and Structure

RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice meaning and tone.

RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting , or plot.

RL.6.6 Explain how the author develops the point of view of the narrator or speaker in a text.

RL.6.7	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.
RL.6.9	Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) texts in different forms or genres (e.g., stories, poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
	READING: LITERATURE - Range of Reading and level of Text Complexity
RL.6.10	By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.
	WRITING - Text Types and Purposes
W.6.1	Write arguments to support claims with clear reasons and relevant evidence.
W.6.1.a	Introduce claim(s) and organize the reasons and evidence clearly.
W.6.1.b	Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
W.6.1.c	Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
W.6.1.d	Establish and maintain a formal style.
W.6.1.e	Provide a concluding statement or section that follows from the argument presented.
W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
W.6.2.a	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
W.6.2.b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
W.6.2.c	Use appropriate transitions to clarify the relationships among ideas and concepts.
W.6.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
W.6.2.e	Establish and maintain a formal style.
W.6.2.f	Provide a concluding statement or section that follows from the information or explanation presented.
W.6.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
W.6.3.a	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
W.6.3.b	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
W.6.3.c	Use a variety of transition words, phrases, and clauses to convey sequence and

	signal shifts from one time frame or setting to another.
W.6.3.d	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
W.6.3.e	Provide a conclusion that follows from the narrated experiences or events.
	WRITING -Production and Distribution of Writing
W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3)
W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
W.6.6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
	WRITING- Research to Build and Present Knowledge
W.6.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.6.9.a	Apply <i>grade 6 Reading standards</i> to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).
W.6.9.b	Apply <i>grade 6 Reading standards</i> to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).
	WRITING - Range of Writing
W.6.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting)
	SPEAKING AND LISTENING - Comprehension and Collaboration
SL.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.
SL.6.1.a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SL.6.1.b	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
SL.6.1.c	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
SL.6.1.d	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
SL.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.6.3	Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
	SPEAKING AND LISTENING - Presentation of Knowledge and Ideas

SL.6.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
SL.6.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
SL.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LANGUAGE - Conventions of Standard English	
L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.6.1.a	Ensure that pronouns are in the proper case (subjective, objective, possessive).
L.6.1.b	Use intensive pronouns (e.g., <i>myself, ourselves</i>).
L.6.1.c	Recognize and correct inappropriate shifts in pronoun number and person.*
L.6.1.d	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents)
L.6.1.e	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.6.2.a	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
L.6.2.b	Spell correctly.
LANGUAGE - Knowledge of Language	
L.6.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.6.3.a	Vary sentence patterns for meaning, reader/listener interest, and style.
L.6.3.b	Maintain consistency in style and tone.
LANGUAGE - Vocabulary Acquisition and Use	
L.6.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
L.6.4.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.
L.6.4.b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>)
L.6.4.c	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.6.4.d	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.6.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.6.5.a	Interpret figures of speech (e.g., personification) in context.

L.6.5.b	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
L.6.5.c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i> , <i>scrimping</i> , <i>economical</i> , <i>unwasteful</i> , <i>thrifty</i>).
L.6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Unit Essential Questions <ul style="list-style-type: none"> When writers create stories, how do their choices of plot, theme, and language affect the reader's understanding? 	Unit Enduring Understandings <i>Students will understand that...</i> <ul style="list-style-type: none"> Each author's choice of plot, theme, and language impact the reader's understanding..
Unit Objectives (Objectives may include but are not limited to) <i>Students will know...</i> <ul style="list-style-type: none"> Acquire new academic vocabulary To study the strategies and techniques these authors use to tell their stories. To cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. State a central idea of a text and how it is conveyed through particular details, along with an objective summary of the text. Describe how a particular novel's plot unfolds sequentially, along with how the characters respond or change as the plot moves toward a resolution. Determine the meaning of words and phrases as used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on overall meaning and tone. Analyze how a particular sentence, scene, or chapter fits into the overall structure of the novel and contributes to the development of the theme, setting, and/or plot. Explain how an author develops the point of view of the narrator or speaker in a text. How to compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and 	Unit Objectives (Objectives may include but are not limited to) <i>Students will be able to...</i> <ul style="list-style-type: none"> Engage with new academic vocabulary Use the context in which words are used to choose among possible meanings. Refer to specific evidence (examples, quotations, detail, dialogue) in text to support analysis of explicit meaning. Refer to evidence (examples, quotations, detail, dialogue) in text to support inferences/predictions about characters, setting, or plot. Evaluate multiple and varied meanings of a segment of text, using textual support. Identify theme or central idea of the text and distinguish key details from other details. Explain how particular details (characterization and/or plot development, repeated words, ideas, and/or symbols) in text contribute to theme. Evaluate recurring ideas and changes in the characters and plot over the course of the text through the use of graphic organizers. Provide objective summary of text, distinguishing between objective details and subjective opinion Identify the stages of the plot and sequence of events (exposition, rising action, climax, falling action, resolution) of story/drama. Identify the placement of flashbacks/foreshadowing in text. Identify whether characters are static or dynamic to analyze how they respond to different stages of plot. Identify/explain how particular events

“hear” when reading the text to what they perceive when they listen or watch.

- How to compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
- How to write arguments to support claims with clear reasons and relevant evidence.
- How to write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- How to write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- To produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- How to write with some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- How to use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
- 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.
- Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
- To interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text,

may trigger various responses in characters.

- Identify the cause or effect.
- Use context clues to determine meaning of words and phrases.
- Analyze how specific words create meaning and tone in the whole text.
- Determine how form relates to function and part relates to whole.
- Analyze how the individual components of the text add to the development of the theme, setting, and plot, or how a pivotal scene, line/dialogue, section may alter the course of the plot.
- Analyze how content/ style would change if the narrator’s point-of-view shifted to an alternate point-of-view.
- Analyze why the chosen narration is best suited for author’s purpose (to evoke particular reactions/allow reader insight into feelings of narrator, etc.).
- Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.
- Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
- Develop one or more claims with support.
- Effectively order reasons that support the claim.
- Gather information to support claims.
- Compose a draft of an introduction that presents a claim or claims clearly
- Select appropriate evidence to support a claim or claims.
- Identify and evaluate sources for reliability to select evidence.
- Compose a draft of the body with attention to effective organization of support.
- Combine ideas with the appropriate word or words that explain the connections between claims and reasons.
- Apply academic vocabulary to express relationships precisely.
- Use elements related to a formal style.
- Compose a draft of a conclusion that

or issue under study.

- How to present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
- The importance of including multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
- To adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

integrates key components of the argument.

- Revise to ensure a clear statement of opinion supported by a list of reasons.
- Choose words and phrases for effect.
- Edit for mechanical errors.
- Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- Use appropriate transitions to clarify the relationships among ideas and concepts.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from the information or explanation presented.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Focus on an experience or event.
- Begin development of a character or characters and conflict, and outline a plot.
- Compose a draft of an introduction that reveals the character or characters and the conflict and establishes the beginning of a plausible plot development.
- Establish the role of the narrator.
- Compose a draft of the body of a narrative with a plausible set of characters and events
- Apply knowledge of plot development and its effect upon shifts in characterization.
- Use transition words purposefully to promote comprehension and guide reader.
- Use specific word choice to impact meaning.
- Compose a draft of a conclusion that draws together and clarifies events in the narrative.

	<ul style="list-style-type: none"> ● Apply the revision and editing stages of the writing process to the narrative piece. ● Use technology to record and organize data/information. ● Apply writing and language standards. ● Prepare for discussion by 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. ● Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. ● Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. ● Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. ● Describe a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. ● Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. ● Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. ● Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. ● Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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BRICK TOWNSHIP PUBLIC SCHOOLS Evidence of Learning	
<p>Formative Assessments:</p> <ul style="list-style-type: none"> ● On Demand writing ● Think-Pair-Share responses ● Socratic Seminar dialogues ● Journal ● Class discussion ● Do-nows 	

- Exit tickets
- Literature circles
- Graphic organizers
- Reader/writer workshops
- Teacher conferences
- Cooperative learning groups
- Short constructed responses
- Multi-media projects
- Note-taking

Summative Assessments: Writing performance task, teacher created materials

Suggested Modifications (ELLs, Special Education, Gifted and Talented) --as per teacher discretion and/or IEP/504 requirements

At-Risk Students:

- After school tutoring
- Constant parental contact
- Extra time for completion of work
- Possible partial credit
- Graphic organizers
- More/less time as appropriate
- Modified writing assignment lengths
- Timelines and checkpoints
- Small group instruction as needed
- Anchor activities
- Instructional technology as needed/required
- Appropriate scaffolding provided as necessary
- Additional enrichment texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Guided practice in combination with independent exploration
- Heterogeneous students grouping
- Movement from teacher□directed learning to student□directed learning
- Anchor charts
- Guided notes
- Preferential seating

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Small group instruction as needed
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Anchor Charts
- Guided Notes
- Provide short excerpts
- Graphic organizers
- More/less time as appropriate

- Modified writing assignment lengths
- Timelines and checkpoints
- Anchor activities
- Instructional technology as needed/required
- Appropriate scaffolding provided as necessary
- Additional enrichment texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Guided practice in combination with independent exploration
- Heterogeneous students grouping
- Movement from teacher-directed learning to student-directed learning
- Anchor charts
- Guided notes
- Preferential seating

Gifted and Talented:

- Differentiated Instruction based on academic level
- Tiered learning
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities
- More/less time as appropriate
- Timelines and checkpoints
- Small group instruction as needed
- Anchor activities
- Instructional technology as needed/required
- Additional enrichment texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Guided practice in combination with independent exploration
- Movement from teacher-directed learning to student-directed learning
- Anchor charts
- Guided notes
- Preferential seating

Curriculum Development Resources/Instructional Materials/Equipment Needed

Teacher Resources:

- Textbook and novels
- Google Classroom and Google Drive
- Video clips
- Writing rubrics
- Teacher-created materials
- Reading and writing workshop programs supported by the district

- Technology including Chromebooks, classroom projectors, etc
- Interactive Whiteboard
- MS Powerpoint
- Nearpod
- Newsela.com
- Moby Max
- Anchor charts
- Document cameras
- <http://edcite.com>
- www.readwritethink.org
- Achieve3000.com
- Quizlet.com
- <https://sites.google.com/a/haledon.biz/ms-dispenza-hps/6th-grade-lal>

Teacher Notes: Teachers may infuse novels via “Novel Friday” during the school year or keep novels as individual, separate units. It is suggested that separate novel units be implemented after PARCC testing.

BRICK TOWNSHIP PUBLIC SCHOOLS
English Language Arts : Hatchet

Content Area: English Language Arts

Unit Title: 10: Hatchet

Target Course/Grade Level: 6th Grade ELA

Unit Summary: For the first year of curriculum adoption, the optional third novel is *Hatchet*. Gary Paulsen tells the story of Brian, who is stranded in the Canadian wilderness and must fend against the elements in order to survive.

Primary interdisciplinary connections: US History, Individual and Society, Literature
<http://www.nextgenscience.org/>
[Common Core Social Studies Standards](#)

21st Century Themes: Global Awareness

Technology connections: Chromebooks to write and publish online; audiobook posted online

Learning Targets

Content Standards:

RL - Reading Literature

RI - Reading Informational

W - Writing

SL - Speaking and Listening

L - Language

NEW JERSEY LEARNING STANDARDS:

READING: LITERATURE - Key Ideas and Details

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

RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgements.

RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

READING: LITERATURE - Craft and Structure

RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice meaning and tone.

RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

RL.6.6	Explain how the author develops the point of view of the narrator or speaker in a text.
RL.6.7	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.
RL.6.9	Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) texts in different forms or genres (e.g., stories, poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
	READING: LITERATURE - Range of Reading and level of Text Complexity
RL.6.10	By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.
	WRITING - Text Types and Purposes
W.6.1	Write arguments to support claims with clear reasons and relevant evidence.
W.6.1.a	Introduce claim(s) and organize the reasons and evidence clearly.
W.6.1.b	Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
W.6.1.c	Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
W.6.1.d	Establish and maintain a formal style.
W.6.1.e	Provide a concluding statement or section that follows from the argument presented.
W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
W.6.2.a	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
W.6.2.b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
W.6.2.c	Use appropriate transitions to clarify the relationships among ideas and concepts.
W.6.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
W.6.2.e	Establish and maintain a formal style.
W.6.2.f	Provide a concluding statement or section that follows from the information or explanation presented.
W.6.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
W.6.3.a	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
W.6.3.b	Use narrative techniques, such as dialogue, pacing, and description, to develop

	experiences, events, and/or characters.
W.6.3.c	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
W.6.3.d	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
W.6.3.e	Provide a conclusion that follows from the narrated experiences or events.
	WRITING -Production and Distribution of Writing
W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3)
W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
W.6.6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
	WRITING- Research to Build and Present Knowledge
W.6.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.6.9.a	Apply <i>grade 6 Reading standards</i> to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).
W.6.9.b	Apply <i>grade 6 Reading standards</i> to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).
	WRITING - Range of Writing
W.6.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting)
	SPEAKING AND LISTENING - Comprehension and Collaboration
SL.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.
SL.6.1.a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SL.6.1.b	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
SL.6.1.c	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
SL.6.1.d	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
SL.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.6.3	Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

	SPEAKING AND LISTENING - Presentation of Knowledge and Ideas
SL.6.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
SL.6.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
SL.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
	LANGUAGE - Conventions of Standard English
L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.6.1.a	Ensure that pronouns are in the proper case (subjective, objective, possessive).
L.6.1.b	Use intensive pronouns (e.g., <i>myself</i> , <i>ourselves</i>).
L.6.1.c	Recognize and correct inappropriate shifts in pronoun number and person.*
L.6.1.d	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents)
L.6.1.e	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.6.2.a	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
L.6.2.b	Spell correctly.
	LANGUAGE - Knowledge of Language
L.6.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.6.3.a	Vary sentence patterns for meaning, reader/listener interest, and style.
L.6.3.b	Maintain consistency in style and tone.
	LANGUAGE - Vocabulary Acquisition and Use
L.6.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
L.6.4.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.
L.6.4.b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience</i> , <i>auditory</i> , <i>audible</i>)
L.6.4.c	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.6.4.d	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.6.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.6.5.a	Interpret figures of speech (e.g., personification) in context.
L.6.5.b	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
L.6.5.c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i> , <i>scrimping</i> , <i>economical</i> , <i>unwasteful</i> , <i>thrifty</i>).
L.6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Unit Essential Questions <ul style="list-style-type: none"> When writers create stories, how do their choices of plot, theme, and language affect the reader's understanding? 	Unit Enduring Understandings <i>Students will understand that...</i> <ul style="list-style-type: none"> Each author's choice of plot, theme, and language impact the reader's understanding..
Unit Objectives (Objectives may include but are not limited to) <i>Students will know...</i> <ul style="list-style-type: none"> Acquire new academic vocabulary To study the strategies and techniques these authors use to tell their stories. To cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. State a central idea of a text and how it is conveyed through particular details, along with an objective summary of the text. Describe how a particular novel's plot unfolds sequentially, along with how the characters respond or change as the plot moves toward a resolution. Determine the meaning of words and phrases as used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on overall meaning and tone. Analyze how a particular sentence, scene, or chapter fits into the overall structure of the novel and contributes to the development of the theme, setting, and/or plot. Explain how an author develops the point of view of the narrator or speaker in a text. How to compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, 	Unit Objectives (Objectives may include but are not limited to) <i>Students will be able to...</i> <ul style="list-style-type: none"> Engage with new academic vocabulary Use the context in which words are used to choose among possible meanings. Refer to specific evidence (examples, quotations, detail, dialogue) in text to support analysis of explicit meaning. Refer to evidence (examples, quotations, detail, dialogue) in text to support inferences/predictions about characters, setting, or plot. Evaluate multiple and varied meanings of a segment of text, using textual support. Identify theme or central idea of the text and distinguish key details from other details. Explain how particular details (characterization and/or plot development, repeated words, ideas, and/or symbols) in text contribute to theme. Evaluate recurring ideas and changes in the characters and plot over the course of the text through the use of graphic organizers. Provide objective summary of text, distinguishing between objective details and subjective opinion Identify the stages of the plot and sequence of events (exposition, rising action, climax, falling action, resolution) of story/drama. Identify the placement of flashbacks/foreshadowing in text. Identify whether characters are static or dynamic to analyze how they respond to different stages of plot.

including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.

- How to compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
- How to write arguments to support claims with clear reasons and relevant evidence.
- How to write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- How to write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- To produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- How to write with some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- How to use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
- 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.
- Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
- To interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and

- Identify/explain how particular events may trigger various responses in characters.
- Identify the cause or effect.
- Use context clues to determine meaning of words and phrases.
- Analyze how specific words create meaning and tone in the whole text.
- Determine how form relates to function and part relates to whole.
- Analyze how the individual components of the text add to the development of the theme, setting, and plot, or how a pivotal scene, line/dialogue, section may alter the course of the plot.
- Analyze how content/ style would change if the narrator’s point-of-view shifted to an alternate point-of-view.
- Analyze why the chosen narration is best suited for author’s purpose (to evoke particular reactions/allow reader insight into feelings of narrator, etc.).
- Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.
- Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
- Develop one or more claims with support.
- Effectively order reasons that support the claim.
- Gather information to support claims.
- Compose a draft of an introduction that presents a claim or claims clearly
- Select appropriate evidence to support a claim or claims.
- Identify and evaluate sources for reliability to select evidence.
- Compose a draft of the body with attention to effective organization of support.
- Combine ideas with the appropriate word or words that explain the connections between claims and reasons.
- Apply academic vocabulary to express relationships precisely.
- Use elements related to a formal style.

explain how it contributes to a topic, text, or issue under study.

- How to present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

- The importance of including multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

- To adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

- Compose a draft of a conclusion that integrates key components of the argument.
- Revise to ensure a clear statement of opinion supported by a list of reasons.
- Choose words and phrases for effect.
- Edit for mechanical errors.
- Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- Use appropriate transitions to clarify the relationships among ideas and concepts.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from the information or explanation presented.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Focus on an experience or event.
- Begin development of a character or characters and conflict, and outline a plot.
- Compose a draft of an introduction that reveals the character or characters and the conflict and establishes the beginning of a plausible plot development.
- Establish the role of the narrator.
- Compose a draft of the body of a narrative with a plausible set of characters and events
- Apply knowledge of plot development and its effect upon shifts in characterization.
- Use transition words purposefully to promote comprehension and guide reader.
- Use specific word choice to impact meaning.
- Compose a draft of a conclusion that draws together and clarifies events in the

	<p>narrative.</p> <ul style="list-style-type: none"> ● Apply the revision and editing stages of the writing process to the narrative piece. ● Use technology to record and organize data/information. ● Apply writing and language standards. ● Prepare for discussion by 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. ● Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. ● Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. ● Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. ● Describe a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. ● Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. ● Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. ● Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. ● Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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BRICK TOWNSHIP PUBLIC SCHOOLS Evidence of Learning	
Formative Assessments:	<ul style="list-style-type: none"> ● On Demand writing ● Think-Pair-Share responses ● Socratic Seminar dialogues ● Journal ● Class discussion

- Do-nows
- Exit tickets
- Literature circles
- Graphic organizers
- Reader/writer workshops
- Teacher conferences
- Cooperative learning groups
- Short constructed responses
- Multi-media projects
- Note-taking

Summative Assessments: Writing performance task, teacher created materials

Suggested Modifications (ELLs, Special Education, Gifted and Talented) --as per teacher discretion and/or IEP/504 requirements

At-Risk Students:

- After school tutoring
- Constant parental contact
- Extra time for completion of work
- Possible partial credit
- Graphic organizers
- More/less time as appropriate
- Modified writing assignment lengths
- Timelines and checkpoints
- Small group instruction as needed
- Anchor activities
- Instructional technology as needed/required
- Appropriate scaffolding provided as necessary
- Additional enrichment texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Guided practice in combination with independent exploration
- Heterogeneous students grouping
- Movement from teacher□directed learning to student□directed learning
- Anchor charts
- Guided notes
- Preferential seating

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Small group instruction as needed
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Anchor Charts
- Guided Notes
- Provide short excerpts
- Graphic organizers

- More/less time as appropriate
- Modified writing assignment lengths
- Timelines and checkpoints
- Anchor activities
- Instructional technology as needed/required
- Appropriate scaffolding provided as necessary
- Additional enrichment texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Guided practice in combination with independent exploration
- Heterogeneous students grouping
- Movement from teacher-directed learning to student-directed learning
- Anchor charts
- Guided notes
- Preferential seating

Gifted and Talented:

- Differentiated Instruction based on academic level
- Tiered learning
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities
- More/less time as appropriate
- Timelines and checkpoints
- Small group instruction as needed
- Anchor activities
- Instructional technology as needed/required
- Additional enrichment texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Guided practice in combination with independent exploration
- Movement from teacher-directed learning to student-directed learning
- Anchor charts
- Guided notes
- Preferential seating

Curriculum Development Resources/Instructional Materials/Equipment Needed

Teacher Resources:

- Textbook and novels
- Google Classroom and Google Drive
- Video clips
- Writing rubrics
- Teacher-created materials

- Reading and writing workshop programs supported by the district
- Technology including Chromebooks, classroom projectors, etc
- Interactive Whiteboard
- MS Powerpoint
- Nearpod
- Newsela.com
- Moby Max
- Anchor charts
- Document cameras
- <http://edcite.com>
- www.readwritethink.org
- Achieve3000.com
- Quizlet.com
- <https://sites.google.com/a/haledon.biz/ms-dispenza-hps/6th-grade-lal>

Teacher Notes: Teachers may infuse novels via “Novel Friday” during the school year or keep novels as individual, separate units. It is suggested that separate novel units be implemented after PARCC testing.