

**Califon Public School
English Language Arts Curriculum**



Subject: ELA	Grade: 6	Unit #: 1	Pacing: 12 weeks (August-November)
Unit Title: Realistic Fiction and Argumentative Writing			

OVERVIEW OF UNIT:

During this unit, students will become familiar with the reading routines of middle school. They will review ways to monitor comprehension and strategies for discussing novels. Additionally, they will read novels and compare the common elements within them. Students will establish routines for the writing process—examining mentor texts, brainstorming, prewriting, drafting, revising/ editing, and publishing. Students will focus on organization during this unit, specifically a three-part thesis and topic sentences. They will respond to the short stories and novels they have read so far. Moreover, they will complete an independent writing assignment, where they are tasked with utilizing the writing process independently. Within the unit, students will also complete daily work with Greek and Latin roots and affixes and group collaboration. Lastly, students will complete weekly work with figurative language and vocabulary acquisition.

Unit References	
Big Ideas	Essential Questions
<ul style="list-style-type: none"> ● Argument is a process through which writers present several strong, well-researched, logical arguments to change the reader’s point of view, to bring about some action on the reader’s part, or to ask the reader to accept the writer’s explanation of a concept, issue, or problem. ● Persuasion is an approach through which writers try to convince a reader to take a certain action or adopt a point of view using 	<ul style="list-style-type: none"> ● How are logical arguments (and persuasive techniques) used in writing to change the reader’s point of view to bring about some action on the reader’s part, or to ask the reader to accept the writer’s explanation of a concept, issue, or problem used in crafting an argument? ● How do the elements of fiction contribute to my comprehension?

techniques that establish the credibility of the writer and appeal to the emotions and self-interest of the reader.

- Writers often use both logical argument and persuasive techniques in a single piece of writing.
- The elements of a novel (plot, character, setting, style & point of view) contribute to a reader's understanding of the theme.
- An author's choices influence the reader's experience of plot events and themes.

- How does knowledge of an audience shape the writer's decision of the novel's plot?
- How do the elements of fiction contribute to my understanding of the novel's theme?
- How does point of view influence a novel and the reader's experience?
- How does a character's actions influence the reader's analysis of the character?

Objectives

- Students will be able to identify how logical arguments (and persuasive techniques) are used in writing to change the reader's point of view to bring about some action on the reader's part, or to ask the reader to accept the writer's explanation of a concept, issue, or problem.
- Students will be able to identify how the elements of fiction contribute to an audience shape the writer's decision and the novel's plot.
- Students will be able to identify how do the elements of fiction contribute to the understanding of the novel's theme.
- Students will comprehend how point of view influences a novel and the reader's experience.
- Students will recognize how a character's actions influence the reader's analysis of the character.

Assessment

Formative Assessment:

- Writing conferences (teacher/student)
- Peer conferences
- Word Study activities
- Critical thinking skills
- Group Discussions
- Reading journal responses
- Book Club discussions & responses
- Independent Writing

Summative Assessment:

- Published writing

- Word Study Quizzes
- Reading Quizzes
- Novel Assessment
- Projects
 - Instagram project
 - Graphic essay
 - One-pager
- Essays
 - Character Essay
 - Theme Essay
 - Compare/Contrast Essay

Benchmark Assessment:

Link it

Cold write

Alternative:

Class Debate

Key Vocabulary

persuasion, argument, claim, evidence, cite, quote, topic sentence, thesis statement, transition, inference, cite, text evidence, theme, thesis, dialogue, compare/contrast, point of view, and author's purpose, signposts

Resources & Materials

The Literary Essay: From Character to Compare and Contrast by Lucy Calkins

Word Build: A Better Way to Teach Vocabulary by Dynamic Literacy

“The Gift of the Magi” by O’Henry

“Stray” by Cynthia Rylant

“Raymond’s Run” by Toni Cade

“Thank You Ma’am” by Langston Hughes

Walk Two Moons by Sharon Creech

The Boy in the Striped Pajamas by John Boyne

Dynamic Literacy - Word Builder Elements 1

Bud, Not Buddy by Christopher Paul Curtis

Wonder by Raquel J. Palacio

Various independent reading novels

Various informational texts from *Scholastic Junior*

Notice and Note by Kyleene Beers and Robert Probst

Above-Level Novels:

- Bud, not Buddy

On-Level Novels:

- Walk Two Moons

Below-Level Novels:

- Wonder

Technology Infusion

Teacher Technology:

- Chromebook
- Smart Board
- Prezi
- Various online educational websites

Student Technology:

- Chromebook
- Google Classroom

Activities:

- Students will use Chromebook to access Google Classroom and Google Docs, where they will elaborate within reading journals and collaborate within peers' reading journals.
- Students will use Chromebook to access and utilize Word Build Online in order to enhance understanding of Latin and Greek roots & affixes.
- Students will use Chromebook to access newsela.com to practice authentic reading comprehension skills.

Standard	Standard Description
8.1	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.

Interdisciplinary Integration

Activities:

- Use of GAFE and Chromebooks for writing journals, published writing
- Smart Board activities for grammar and weekly word study work
- Word Builder online

Resources:

- Teacher Vision Cross Curricular Theme Map - <https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html>
- Engineering Go For It! - <http://egfi-k12.org/>
- US Department of Education STEM - <http://www.ed.gov/stem>
- Intel STEM Resource - <http://www.intel.com/content/www/us/en/education/k12/stem.html>
- NASA STEM - <http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko>
- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>
- What Every Education Should Know About Using Google by Shell Education
- Promoting Literacy in all Subjects by Glencoe - http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml
- International Literacy Association Read Write Think - <http://www.readwritethink.org/>

Alignment to 21st Century Life Skills

Activities:

- Students will work in groups to collaborate, at times taking leadership roles to communicate project ideas to the whole class.

Standard	Standard Description
CAEP.9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Careers

Activities:

- Students will use google classroom to proofread and edit written work.

Standard	Standard Description
CRP11	Use technology to enhance productivity
CRP2	Apply appropriate academic and technical skills
CRP4	Communicate clearly and effectively and with reason
CRP6	Demonstrate creativity and innovation
CRP7	Employ valid and reliable research strategies
CRP12	Work productively in teams while using cultural global competence

Standards

Standard #	Standard Description
RL.6.1.	Cite textual evidence 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 judgments.
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.
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 on 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.
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 judgments.
RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
RI.6.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
RI.6.10	By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
W.6.1	Write arguments to support claims with clear reasons and relevant evidence: <ul style="list-style-type: none"> a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal style. 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: <ul style="list-style-type: none"> 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. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

	<p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from the information or explanation presented.</p>
W.6.4	Produce 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.
W.6.9	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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.)</p>
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.
L.6.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking:</p> <ul style="list-style-type: none"> • Ensure that pronouns are in the proper case (subjective, objective, possessive). • Use intensive pronouns (e.g., myself, ourselves). • Recognize and correct inappropriate shifts in pronoun number and person.* • Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).* • 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	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> • Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. • Spell correctly
L.6.3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> • Vary sentence patterns for meaning, reader/listener interest, and style. • Maintain consistency in style and tone.*

L.6.4.	<p>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.</p> <p>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.</p> <p>B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</p> <p>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.</p> <p>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).</p>
L.6.5	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>A. Interpret figures of speech (e.g., personification) in context.</p> <p>B. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p>C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).</p>
L.6.6	<p>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>
SL.6.1	<p>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.</p> <p>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.</p> <p>B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>

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.
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 speaking behaviors (e.g., 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 as appropriate
NJSLASA.R.1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual examples when writing or speaking to support conclusions drawn from the text.
NJSLSA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
NJSLSA.R.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
NJSLSA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
NJSLSA.R.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
NJSLSA.R.8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
NJSLSA.W3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences
NJSLSA.W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
NJSLSA.W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
NJSLSA.SL4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.L. 1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
NJSLSA.L. 4	NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

Differentiation			
Special Education	English Language Learners (ELL)	Response to Intervention (RTI)	Enrichment
<ul style="list-style-type: none"> ● Provide modifications & accommodations as listed in the student's IEP ● Position student near helping peer or have quick access to teacher ● Modify or reduce assignments/tasks ● Utilize audiobooks and talk-to-text applications via Chromebooks ● Increase one-to-one time ● Prioritize tasks ● Use graphic organizers ● Use collaborative grouping strategies such as small groups ● Differentiate essay topics ● Provide teacher notes ● Provide visual aids ● Directions clarified, rephrased, repeated ● NJDOE resources - http://www.state.nj.us/education/specialed/ 	<ul style="list-style-type: none"> ● Provide text-to-speech ● Use of translation dictionary or software ● Provide graphic organizers ● NJDOE resources - http://www.state.nj.us/education/aps/cccs/ELL.htm ● Adapt a Strategy – Adjusting strategies for ESL students - http://www.teachersfirst.com/content/esl/adaptstrat.cfm 	<ul style="list-style-type: none"> ● Tiered interventions following RTI framework ● Selection of evidence based interventions on individual basis ● Using graphic organizers to focus attention ● Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/ ● Interventional Central - http://www.interventioncentral.org/ 	<ul style="list-style-type: none"> ● Process should be modified: higher order thinking skills, open-ended thinking, discovery ● Utilize exploratory connections to higher grade concepts ● Use collaborative grouping strategies such as small groups ● Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied ● NJDOE resources - http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm

updated July 2022

Califon Public School
English Language Arts Curriculum

Subject: ELA	Grade: 6	Unit #: 2	Pacing: 6-8 Weeks
Unit Title: Biography & Research Writing			

OVERVIEW OF UNIT:

During this unit, students will read a biography as a group. They will identify the types of information one can learn from biographies. Then, students will read a biography about the person of their choice. In this unit, students will establish routines for the writing process—examining mentor texts, brainstorming, prewriting, drafting, revising/ editing, and publishing. Students will research information to prepare presentations and then write a research report about a famous person. During this unit, students will focus on finding and citing credible sources.

Unit References	
Big Ideas	Essential Questions
<ul style="list-style-type: none">● A person can make a positive or negative difference in the lives of others and in the course of history.● Personal characteristics and the action of an individual can lead to making a difference.● Informational/explanatory writing conveys accurate information to increase the readers' knowledge of a subject, to help readers better understand a procedure or process, or to provide readers with an enhanced comprehension of a concept.● Effective informational/explanatory writing uses a variety of techniques (naming, defining, describing, differentiating different types or parts, comparing/contrasting ideas or concepts, citing an anecdote or scenario) to communicate how things work and why things happen.	<ul style="list-style-type: none">● How can one person make a difference?● How does the kind of life one leads impact others and history?● How does a writer convey information clearly and accurately to deepen the readers' understanding of a topic?

- Conducting research and gathering evidence follows a generally accepted format and process.

Objectives

- Students will be able to explain how one person can make a difference.
- Students will be able to recognize how the kind of life one leads impact others and history
- Students will be able to explain how a writer conveys information clearly and accurately to deepen the readers' understanding of a topic.

Assessment

Formative Assessment:

- Writing conferences (teacher/student)
- Peer conferences
- Word Study activities
- Do Now work
- Independent reading journals
- Group Discussions
- Biography graphic organizer

Summative Assessment:

- Published writing
- Word Study Quizzes
- Novel Assessment
- Projects
 - Gandhi presentation
 - Biography website

Benchmark:

- Link It
- Baseline

Alternative:

- Interview

Key Vocabulary

biography, autobiography, topic, thesis, source, credibility, relevance, paraphrase, topic sentence, citation, plagiarism

Resources & Materials

Short biography articles

Who was Gandhi by Dana Meachen Rau

Various biographies and autobiographies

Research-Based Information Writing: Books, Websites, and Presentations by Lucy Calkins

Word Build: A Better Way to Teach Vocabulary by Dynamic Literacy

Above-Level Novels:

- Who was Anne Frank?

On-Level Novels:

- Who was Ghandi?

Below-Level Novels:

- Who was Malaya Yousef

Technology Infusion**Teacher Technology:**

- Chromebook
- Google classroom

- Prezi

Student Technology:

- Chromebook
- Google classroom

Activities:

- Students will use Chromebook to access Google Classroom and Google Docs, where they will elaborate within reading journals and collaborate within peers' reading journals.
- Students will use Chromebook to access and utilize Word Build Online in order to enhance understanding of Latin and Greek roots & affixes.
- Students will use Chromebook to access newsela.com to practice authentic reading comprehension skills.

Standard	Standard Description
8.1	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.

Interdisciplinary Integration

Activities:

- Use of GAFE and Chromebooks for reading journals,
- readwritethink.org
- Quizzes
- Projects

Resources:

- Teacher Vision Cross Curricular Theme Map - <https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html>
- Engineering Go For It! - <http://egfi-k12.org/>
- US Department of Education STEM - <http://www.ed.gov/stem>
- Intel STEM Resource - <http://www.intel.com/content/www/us/en/education/k12/stem.html>
- NASA STEM - <http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko>
- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>
- What Every Education Should Know About Using Google by Shell Education
- Promoting Literacy in all Subjects by Glencoe - http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml
- International Literacy Association Read Write Think - <http://www.readwritethink.org/>

Standard	Standard Description
9.1.8.D.5	Justify the need for greater cross-cultural understanding due to globalization.

Alignment to 21st Century Life Skills

Activities:

- Students will work in groups to collaborate, at times taking leadership roles to communicate project ideas to the whole class.

Standard	Standard Description
CAEP.9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Careers

Activities:

- Students will use google classroom to proofread and edit written work.

Standard	Standard Description
CRP11	Use technology to enhance productivity
CRP2	Apply appropriate academic and technical skills
CRP4	Communicate clearly and effectively and with reason
CRP6	Demonstrate creativity and innovation
CRP7	Employ valid and reliable research strategies
CRP12	Work productively in teams while using cultural global competence

Standards

Standard #	Standard Description
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 a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, 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.
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).
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.
W.6.2	<ul style="list-style-type: none"> ● Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content: <ul style="list-style-type: none"> ● 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. ● b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. ● c. Use appropriate transitions to clarify the relationships among ideas and concepts. ● d. Use precise language and domain-specific vocabulary to inform about or explain the topic. ● e. Establish and maintain a formal style. ● f. Provide a concluding statement or section that follows from the information or explanation presented.
W.6.4.	Produce 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.

W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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.
L.6.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking:</p> <ul style="list-style-type: none"> • Ensure that pronouns are in the proper case (subjective, objective, possessive). • Use intensive pronouns (e.g., myself, ourselves). • Recognize and correct inappropriate shifts in pronoun number and person.* • Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).* • 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	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> • Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. • Spell correctly
L.6.3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> • Vary sentence patterns for meaning, reader/listener interest, and style. • Maintain consistency in style and tone.*
L.6.4.	<p>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.</p> <p>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.</p> <p>B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</p> <p>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.</p> <p>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).</p>
L.6.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

	<p>A. Interpret figures of speech (e.g., personification) in context.</p> <p>B. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p>C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).</p>
NJSLSA.R.1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual examples when writing or speaking to support conclusions drawn from the text.
NJSLSA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
NJSLSA.R.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
NJSLSA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
NJSLSA.R.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
NJSLSA.R.8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
NJSLSA.W3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences
NJSLSA.W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
NJSLSA.W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
NJSLSA.S.L4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
NJSLSA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
NJSLSA.L.4	NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

Differentiation

Special Education	English Language Learners (ELL)	Response to Intervention (RTI)	Enrichment
<ul style="list-style-type: none"> ● Provide modifications & accommodations as listed in the student's IEP ● Position student near helping peer or have quick access to teacher ● Modify or reduce assignments/tasks ● Reduce length of assignment assignments/tasks ● Utilize audiobooks and talk-to-text applications via Chromebooks ● Increase one-to-one time ● Use graphic organizers ● Use collaborative grouping strategies such as small groups ● Provide teacher notes ● Directions recorded, clarified, rephrase, repeated ● NJDOE resources - http://www.state.nj.us/education/specialed/ 	<ul style="list-style-type: none"> ● Provide text-to-speech ● Provide graphic organizers ● NJDOE resources - http://www.state.nj.us/education/aps/cccs/ELL.htm ● Adapt a Strategy – Adjusting strategies for ESL students - http://www.teachersfirst.com/content/esl/adaptstrat.cfm 	<ul style="list-style-type: none"> ● Tiered interventions following RTI framework ● Selection of evidence-based interventions on individual basis ● Teaching through multisensory modes ● Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/ ● Interventional Central - http://www.interventioncentral.org/ 	<ul style="list-style-type: none"> ● Process should be modified: higher order thinking skills, open-ended thinking, discovery ● Utilize exploratory connections to higher grade concepts ● Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied ● NJDOE resources - http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm

updated version July 2022

**Califon Public School
English Language Arts Curriculum**

Subject: ELA	Grade: 6	Unit #: 3	Pacing: 4 weeks
Unit Title: Poetry and Independent Writing			

OVERVIEW OF UNIT:

During this unit, students will read and write free-verse poetry. They will discuss the intense emotions that can be portrayed through free verse poetry. Additionally, the students will participate in a poetry slam. Moreover, they will complete an independent writing assignment, where they are tasked with utilizing the writing process independently. Within the unit, students will also complete daily work with Greek and Latin roots and affixes and group collaboration. Lastly, students will complete weekly work with figurative language and vocabulary acquisition.

Unit References	
Big Ideas	Essential Questions
<ul style="list-style-type: none">● Poetry invites us to read and experience more than its authors have written.● Poets rely on spare, precise, vivid sensory and figurative language to express ideas and emotions.● Poetry challenges us to communicate our own ideas while leaving space for our readers' ideas.● Writers utilize a process when completing	<ul style="list-style-type: none">● How do I make sense of and respond to a variety of poems?● How do writers use language to express individual perspectives drawn from their personal or related experiences?
Objectives	
<ul style="list-style-type: none">● Students will be able to identify and make sense of and respond to a variety of poems.● Students will be able to acquire how writers use language to express individual perspectives drawn from their personal or related experiences.● Clearly and vividly communicate my ideas through poetry.	

Assessment

Formative Assessment:

- Writing conferences (teacher/student)
- Peer conferences
- Word Study activities
- Do Now work
- Group Discussions
- Graphic organizers
- Independent Writing

Summative Assessment:

- Word Study Quizzes
- Reading Quizzes
- Novel Assessment
- Projects
 - o *Out of the Dust* project - timeline

Benchmark:

- Link It

Alternative:

- Create a book of poetry

Key Vocabulary

poem, verse, line, stanza, free verse, Great Depression, writing process

Resources & Materials

Out of the Dust by Karen Hesse

Dickinson, Emily. "The Railway Train."

Frost, Robert. "The Road Not Taken."

Sandburg, Carl. "Chicago."

Hughes, Langston. "I, Too, Sing America."

Neruda, Pablo. "The Book of Questions."

Soto, Gary. "Oranges."

Giovanni, Nikki. "A Poem for My Librarian, Mrs. Long."

Informational texts on The Great Depression

Various informational texts from *Junior Scholastic*

Above-Level Poetry:

- Robert Frost

On-Level Novels:

- Out of the Dust

Below-Level Novels:

- The Book of Questions

Technology Infusion

Teacher Technology:

- Google classroom
- Chromebook
- Smartboard

Student Technology:

- Google classroom
- Chromebook

Activities:

- Use of chromebooks for reading journals, quizzes and projects

Standard	Standard Description
8.1	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.

Interdisciplinary Integration	
Resources: <ul style="list-style-type: none"> ● Teacher Vision Cross Curricular Theme Map - https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html ● Engineering Go For It! - http://egfi-k12.org/ ● US Department of Education STEM - http://www.ed.gov/stem ● Intel STEM Resource - http://www.intel.com/content/www/us/en/education/k12/stem.html ● NASA STEM - http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko ● PBS STEM - http://www.pbs.org/teachers/stem/#content ● STEM Works - http://stem-works.com/activities ● <u>What Every Education Should Know About Using Google</u> by Shell Education ● Promoting Literacy in all Subjects by Glencoe - http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml ● International Literacy Association Read Write Think - http://www.readwritethink.org/ 	

Alignment to 21st Century Life Skills	
Activities: <ul style="list-style-type: none"> ● Students will work in groups to collaborate, at times taking leadership roles to communicate project ideas to the whole class. 	
Standard	Standard Description
CAEP.9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Careers	
Activities: <ul style="list-style-type: none"> ● Students will use google classroom to proofread and edit written work. 	
Standard	Standard Description
CRP11	Use technology to enhance productivity
CRP2	Apply appropriate academic and technical skills

CRP4	Communicate clearly and effectively and with reason
CRP6	Demonstrate creativity and innovation
CRP7	Employ valid and reliable research strategies
CRP12	Work productively in teams while using cultural global competence

Standards	
Standard #	Standard Description
RL.6.1.	Cite textual evidence 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 judgments.
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.
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 on 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.
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 judgments.
RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
RI.6.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
RI.6.10	By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
W.6.1	Write arguments to support claims with clear reasons and relevant evidence: a. Introduce claim(s) and organize the reasons and evidence clearly.

	<p>b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from the argument presented.</p>
W.6.2	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content:</p> <p>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.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from the information or explanation presented.</p>
W.6.4	Produce 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.
W.6.9	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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.)</p>
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.

L.6.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking:</p> <ul style="list-style-type: none"> • Ensure that pronouns are in the proper case (subjective, objective, possessive). • Use intensive pronouns (e.g., myself, ourselves). • Recognize and correct inappropriate shifts in pronoun number and person.* • Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).* • 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	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> • Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. • Spell correctly
L.6.3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> • Vary sentence patterns for meaning, reader/listener interest, and style. • Maintain consistency in style and tone.*
L.6.4.	<p>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.</p> <p>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.</p> <p>B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</p> <p>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.</p> <p>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).</p>
L.6.5	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>A. Interpret figures of speech (e.g., personification) in context.</p> <p>B. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p>C. Distinguish among the connotations (associations) of words with similar denotations (definitions)</p>

	(e.g., stingy, scrimping, economical, unwasteful, 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.
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. A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
SL.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.
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 speaking behaviors (e.g., 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.
NJSLASA.R.1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual examples when writing or speaking to support conclusions drawn from the text.
NJSLSA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R .3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
NJSLSA.R .4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
NJSLSA.R .5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
NJSLSA.R .8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
NJSLSA. W3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences
NJSLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
NJSLSA. W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
NJSLSA.S L4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
NJSLSA.L. 1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

Differentiation			
Special Education	English Language Learners (ELL)	Response to Intervention (RTI)	Enrichment
<ul style="list-style-type: none"> ● Provide modifications & accommodations as listed in the student's IEP ● Position student near helping peer or have quick access to teacher ● Modify or reduce assignments/tasks 	<ul style="list-style-type: none"> ● Provide text-to-speech ● Use of translation dictionary or software ● Provide graphic organizers ● NJDOE resources - http://www.state.nj.us/education/aps/cccs/ELL.htm ● Adapt a Strategy – Adjusting strategies for ESL students - 	<ul style="list-style-type: none"> ● Tiered interventions following RTI framework ● Selection of evidence-based interventions on individual basis ● Teaching through multisensory modes ● Effective RTI strategies for teachers - 	<ul style="list-style-type: none"> ● Process should be modified: higher order thinking skills, open-ended thinking, discovery ● Utilize exploratory connections to higher grade concepts ● Use collaborative grouping strategies such as small groups

<ul style="list-style-type: none"> ● Utilize audiobooks and talk-to-text applications via Chromebooks ● Increase one-to-one time ● Prioritize tasks ● Use graphic organizers ● Use collaborative grouping strategies such as small groups ● Differentiate essay topics ● Provide teacher notes ● Provide visual aids ● Directions recorded, clarified, rephrased, repeated ● NJDOE resources - http://www.state.nj.us/education/specialed/ 	<p>http://www.teachersfirst.com/content/esl/adaptstrat.cfm</p>	<p>http://www.specialeducationguide.com/pre-k-12/responsive-to-intervention/effective-rti-strategies-for-teachers/</p> <ul style="list-style-type: none"> ● Interventional Central - http://www.interventioncentral.org/ 	<ul style="list-style-type: none"> ● Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied ● NJDOE resources - http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm
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Califon Public School
English Language Arts Curriculum



Subject: ELA	Grade: 6	Unit #: 4	Pacing: 8-10 weeks
Unit Title: Fantasy and Narrative Writing			

OVERVIEW OF UNIT:

Students will work with novels from the fantasy genre. As they did in the previous unit, they will keep track of comprehension and complete whole group, student-led and independent reading activities. Over the course of the unit, they will read three fantasy novels and compare/contrast them.

In this unit, students will establish routines for the writing process—examining mentor texts, brainstorming, prewriting, drafting, revising/editing, and publishing. Students will read and respond to short personal narrative texts to identify characteristics of the genre, and will incorporate these features into their own writing. Emphasis will be placed on narrative writing strategies such as using dialogue, description, and sensory language to convey their experiences.

Throughout the school year, students will receive language instruction which may include:

- **Identifying features of model texts and considering audience when determining the style and tone of a written work.**
- **Using varied and correct sentence structure to add interest and complexity to their writing.**
- **Conforming to conventions of standard English grammar, spelling, and punctuation.**
- **Building a working knowledge of Latin and Greek roots and affixes to determine word meanings.**

Unit References	
Big Ideas	Essential Questions
<ul style="list-style-type: none"> ● Literature is classified into genres and sub-genres. Works are defined as belonging to a genre based on structure and content. ● While fantasy fiction has a unique set of identifiable characteristics, it contains the essential elements of all fiction (plot, setting, character, theme, point of view, style). 	<ul style="list-style-type: none"> ● What are the distinctive elements of fantasy fiction? ● What can a novel that is not realistic teach us about human existence?

- Narratives are carefully structured (real or imagined) depictions of diverse human experiences.
- Time is the main organizational structure of narrative writing.
- Recognizing, understanding and applying the conventions of standard English can improve communication skills.
- Good writers determine which conventions of language most clearly and effectively communicate their thoughts and ideas to the reader.
- Developing a broad vocabulary deepens comprehension and allows for more precise communication.

- Why do people tell/ write real or imagined stories?
- How do writers craft engaging, vivid narratives?
- How do spoken and written language differ?
- Why is the study of grammar an integral part of English education?
- How does an individual's command of the English language influence others' perceptions of him or her?

Objectives

- Students will be able to identify the distinctive elements of fantasy fiction.
- Students will be able to dissect how a novel that is not realistic teach us about human existence.
- Students will be able to identify how people tell/ write real or imagined stories.
- Students will be able to craft engaging, vivid narratives.
- Students will be able to clarify how the spoken and written language differ.
- Students will be able to comprehend the study of grammar as an integral part of English education.
- Students will be able to craft an individual's command of the English language to influence others' perceptions of him or her.

Assessments

Formative Assessment:

- Group Discussions
- Reading journal responses
- Book Club discussions & responses
- Writing conferences (teacher/student)
- Peer conferences
- Word Study activities
- Grammar practice/Quick Writes

Summative Assessment:

- Quizzes
- Tests

- Projects
- Essay
- Published writing

Benchmark:

- Link It

Alternative:

- Create a book of the genre of fantasy

Key Vocabulary

inference, cite, text evidence, theme, thesis, dialogue, compare/contrast, point of view, and author's purpose, signposts, fantasy, supernatural, narrative, hook, focus, theme, transition, dialogue, “show, not tell,” planning, revising, editing

Resources & Materials

Informational texts/webquest on fantasy

Informational texts on The Fountain of Youth

Tuck Everlasting by Natalie Babbitt

Tuck Everlasting movie adaptation (2002)

Informational texts/webquest on supernatural fiction

Stranger With My Face by Lois Duncan

Various independent reading novels

Notice and Note by Kyleene Beers and Robert Probst

Personal Narrative: Crafting Powerful Life Stories by Lucy Calkins

Word Build: A Better Way to Teach Vocabulary by Dynamic Literacy

Above-Level Novels:

- Stranger With My Face

On-Level Novels:

*Tuck Everlasting

Below-Level Novels:

- A Wrinkle in Time

Technology Infusion

Teacher Technology:

- Google Classroom
- Chromebook
- Prezi

Student Technology:

- Google classroom
- Chromebook

Activities:

- Use of GAFE and Chromebooks for reading journals, quizzes and projects
- Smart Board activities for grammar and weekly word study work

Standard	Standard Description
8.1.2.C.1	Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.

Interdisciplinary Integration

Activities:

- Research a famous explorer and write a fantasy book based on that individual

Resources:

- Teacher Vision Cross Curricular Theme Map - <https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html>
- Engineering Go For It! - <http://egfi-k12.org/>
- US Department of Education STEM - <http://www.ed.gov/stem>
- Intel STEM Resource - <http://www.intel.com/content/www/us/en/education/k12/stem.html>
- NASA STEM - <http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko>
- PBS STEM - <http://www.pbs.org/teachers/stem/#content>

- STEM Works - <http://stem-works.com/activities>
- [What Every Education Should Know About Using Google](#) by Shell Education
- Promoting Literacy in all Subjects by Glencoe - http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml
- International Literacy Association Read Write Think - <http://www.readwritethink.org/>

Standard	Standard Description
8.1.2.C.1	Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.

Alignment to 21st Century Life Skills

Activities:

- Students will work in groups to collaborate, at times taking leadership roles to communicate project ideas to the whole class.

Standard	Standard Description
CAEP.9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Careers

Activities:

- Students will use google classroom to proofread and edit written work.

Standard	Standard Description
CRP11	Use technology to enhance productivity
CRP2	Apply appropriate academic and technical skills
CRP4	Communicate clearly and effectively and with reason
CRP6	Demonstrate creativity and innovation
CRP7	Employ valid and reliable research strategies
CRP12	Work productively in teams while using cultural global competence

Standards

Standard #	Standard Description
RL.6.1.	Cite textual evidence 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 judgments.
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.
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 on 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 an author develops the point of view of the narrator or speaker in a text.
RL.6.9	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.
RL.6.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
NJSLASA.R.1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual examples when writing or speaking to support conclusions drawn from the text.
NJSLSA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
NJSLSA.R.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
NJSLSA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
NJSLSA.R.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
NJSLSA.R.8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
W.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

	<p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>
W.6.4.	Produce 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.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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.
NJSLSA. W3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences
NJSLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
NJSLSA. W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
SL.6.1.	<p>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.</p> <ul style="list-style-type: none"> • 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. • 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.
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.
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.
NJSLSA.S L4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

L.6.1.	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> • Ensure that pronouns are in the proper case (subjective, objective, possessive). • Use intensive pronouns (e.g., myself, ourselves). • Recognize and correct inappropriate shifts in pronoun number and person. • Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). • 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.	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> • Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. • Spell correctly.
L.6.3.	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> • Vary sentence patterns for meaning, reader/listener interest, and style. • Maintain consistency in style and tone.
L.6.4.	<p>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.</p> <ul style="list-style-type: none"> • 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. • Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). • 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. • 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.6.6.	<p>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>
NJSLSA.L .1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p>
NJSLSA.L .4	<p>NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>

Differentiation			
Special Education	English Language Learners (ELL)	Response to Intervention (RTI)	Enrichment
<ul style="list-style-type: none"> ● Provide modifications & accommodations as listed in the student's IEP ● Position student near helping peer or have quick access to teacher ● Modify or reduce assignments/tasks ● Reduce length of assignment ● Increase one-to-one time ● Prioritize tasks ● Use graphic organizers ● Use online resources for skill building ● Use collaborative grouping strategies such as small groups ● Provide teacher notes ● Provide visual aides ● Directions recorded, clarified, rephrased, repeated ● NJDOE resources - http://www.state.nj.us/education/specialed/ 	<ul style="list-style-type: none"> ● Provide text-to-speech ● Provide graphic organizers ● NJDOE resources - http://www.state.nj.us/education/aps/cccs/ELL.htm ● Adapt a Strategy – Adjusting strategies for ESL students - http://www.teachersfirst.com/content/esl/adaptstrat.cfm 	<ul style="list-style-type: none"> ● Tiered interventions following RTI framework ● Teaching through multisensory modes ● Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/ ● Interventional Central - http://www.interventioncentral.org/ 	<ul style="list-style-type: none"> ● Process should be modified: higher order thinking skills, open-ended thinking, discovery ● Utilize exploratory connections to higher grade concepts ● Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations ● Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied ● NJDOE resources - http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm

Califon Public School
English Language Arts Curriculum



Subject: ELA	Grade: 6	Unit #: 5	Pacing: 4-5 weeks
Unit Title: Mythology (Greek) and Myth Writing			

OVERVIEW OF UNIT:

During this unit, students will read and discuss various Greek myths/legends. Then, they will read a novel that focuses on different aspects of Greek mythology. Additionally, they will write myths and legends of their own. This unit ties into Social Studies, where they will be learning about Ancient Greece.

Unit References	
Big Ideas <ul style="list-style-type: none"> ● Mythology reflects the coherent worldview of an ancient civilization; that conception includes both moral values and explanations of natural phenomenon. ● Myths ask and try to answer universal human questions and concerns. Because their themes address issues that remain central to human efforts to understand the world, they are as relevant to modern peoples as they were to the ancients. ● Allusions to Greek mythology are infused into many aspects of our culture and language including literature, television, movies, advertisements, and art. 	Essential Questions <ul style="list-style-type: none"> ● What do (the Greek) myths have to teach us? Why do we continue to study ancient myths today? ● How does our knowledge of Greek mythology aid us as readers constructing meaning from everyday text such as signs, articles, literature, and advertising?
Objectives	
<ul style="list-style-type: none"> ● Students will comprehend the importance of Greek myths. ● Students will understand how knowledge of Greek mythology aids the reader in constructing meaning from everyday text. 	
Assessment	
Formative Assessment: <ul style="list-style-type: none"> ● Short written responses 	

- Discussions
- Notes/graphic organizer

Summative Assessment:

- Quiz
- Assessment/Essay
- Project

Benchmark:

- Link it
- Baseline

Alternative:

- Walk through gallery

Key Vocabulary

myths, legends, gods, goddesses, mythical creatures, quest

Resources & Materials

D'Aulaires' Book of Greek Myths

Oh My Gods!: A Look-it-Up Guide to the Gods of Mythology (Mythlopedia)

She's All That!: A Look-it-Up Guide to the Goddesses of Mythology (Mythlopedia)

What a Beast!: A Look-it-Up Guide to the Monsters and Mutants of Mythology (Mythlopedia)

All in the Family: A Look-it-Up Guide to the In-laws, Outlaws, and Offspring of Mythology (Mythlopedia)

Usborne Greek Myths for Young Children

Usborne Illustrated Guide to Greek Myths and Legends

The Lightning Thief by Rick Riordan

Above-Level Novels:

- D'Aulaires' Book of Greek Myths
- Oh My Gods!: A Look-it-Up Guide to the Gods of Mythology (Mythlopedia)

On-Level Novels:

- he's All That!: A Look-it-Up Guide to the Goddesses of Mythology (Mythlopedia)
- What a Beast!: A Look-it-Up Guide to the Monsters and Mutants of Mythology (Mythlopedia)
- All in the Family: A Look-it-Up Guide to the In-laws, Outlaws, and Offspring of Mythology (Mythlopedia)

Below-Level Novels:

- Usborne Greek Myths for Young Children
- Usborne Illustrated Guide to Greek Myths and Legends
- *The Lightning Thief* by Rick Riordan

Technology Infusion

Teacher Technology:

- Smartboard
- Chromebook
- Prezi

Student Technology:

- Google classroom
- Chromebook

Activities:

- Chromebook for reading journals, quizzes and projects
- Use of GAFE and Chromebooks for reading journals, quizzes and projects.

Standard	Standard Description
8.1.2.C.1	Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.

Interdisciplinary Integration

Activities:

- Students will be able to create an explanation using evidence from informational text

Resources:

- Teacher Vision Cross Curricular Theme Map - <https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html>
- Engineering Go For It! - <http://egfi-k12.org/>
- US Department of Education STEM - <http://www.ed.gov/stem>
- Intel STEM Resource - <http://www.intel.com/content/www/us/en/education/k12/stem.html>
- NASA STEM - <http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko>
- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>
- [What Every Education Should Know About Using Google](#) by Shell Education
- Promoting Literacy in all Subjects by Glencoe - http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml
- International Literacy Association Read Write Think - <http://www.readwritethink.org/>

Alignment to 21st Century Life Skills

Activities:

- Students will work in groups to collaborate, at times taking leadership roles to communicate project ideas to the whole class.

Standard**Standard Description**

CAEP.9.2.4.A.4

Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Careers

Activities:

- Students will use google classroom to proofread and edit written work.

Standard**Standard Description**

CRP11

Use technology to enhance productivity

CRP2

Apply appropriate academic and technical skills

CRP4

Communicate clearly and effectively and with reason

CRP6

Demonstrate creativity and innovation

CRP7

Employ valid and reliable research strategies

CRP12

Work productively in teams while using cultural global competence

Standards	
Standard #	Standard Description
RL.6.1.	Cite textual evidence 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 judgments.
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.
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 on 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 an 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 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.
RL.6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
NJSLSA.R.1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual examples when writing or speaking to support conclusions drawn from the text.
NJSLSA.R.2	<ul style="list-style-type: none"> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
NJSLSA.R.3	<ul style="list-style-type: none"> Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
NJSLSA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
NJSLSA.R.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
NJSLSA.R.8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
NJSLSA.W5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
NJSLSA.W6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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. <ul style="list-style-type: none"> • 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. • 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.
SL.6.3	<ul style="list-style-type: none"> • Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
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.
NJSLSA.SL 4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
WHST.6-8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
WHST.6-8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

Differentiation			
Special Education	English Language Learners (ELL)	Response to Intervention (RTI)	Enrichment
<ul style="list-style-type: none"> • Provide modifications & accommodations as listed in the student's IEP • Position student near helping peer or have quick access to teacher 	<ul style="list-style-type: none"> • Provide text-to-speech • Use of translation dictionary or software • Provide graphic organizers 	<ul style="list-style-type: none"> • Tiered interventions following RTI framework • Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/respo 	<ul style="list-style-type: none"> • Process should be modified: higher order thinking skills, open-ended thinking, discovery

<ul style="list-style-type: none"> ● Modify or reduce assignments/tasks ● Reduce length of assignment for different mode of delivery ● Increase one-to-one time ● Prioritize tasks ● Use graphic organizers ● Use online resources for skill building ● Provide teacher notes ● Use collaborative grouping strategies such as small groups ● NJDOE resources - http://www.state.nj.us/education/specialed/ 	<ul style="list-style-type: none"> ● NJDOE resources - http://www.state.nj.us/education/aps/cccs/ELL.htm ● Adapt a Strategy – Adjusting strategies for ESL students - http://www.teachersfirst.com/content/esl/adaptstrat.cfm 	<ul style="list-style-type: none"> ● nse-to-intervention/effective-rti-strategies-for-teachers/ ● Interventional Central - http://www.interventioncentral.org/ 	<ul style="list-style-type: none"> ● Utilize project-based learning for greater depth of knowledge ● Utilize exploratory connections to higher grade concepts ● Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations ● Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied ● NJDOE resources - http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm
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