

**Califon Public School
Curriculum**



Subject: ELA	Grade: 6th	Unit #: 1	Pacing: 12 weeks
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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.

Big Ideas

- 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 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.

Essential Questions

- 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?
- 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 Rael 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
- Promethean Board
- Prezi
- Various online educational websites

Student Technology:

- Chromebook
- Google Classroom

Activities:

- Students will use Chromebooks 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 Chromebooks to access newsela.com to practice authentic reading comprehension skills.	
Standard	Standard Description
8.1.8.DA.1	Organize and transform data collected using computational tools to make it usable for a specific purpose.

Interdisciplinary Integration

Activities:

- Use of GAFE and Chromebooks for writing journals, published writing
- Promethean 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/#.VYrO2fIViko>
- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>
- [What Every Educator 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
6.3.8.CivicsPR.3	Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).

21st Century Life Skills Standards

Activities:

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

Standard	Student Learning Objectives
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a)
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
9.4.8.IML.4	Ask insightful questions to organize different types of data and create meaningful visualizations.

Careers	
Activities: Students will use Google Classroom to proofread and edit written work.	
Practice	Description
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Utilize critical thinking to make sense of problems and persevere in solving them.	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of the problem and carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through this when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. Their own actions or the actions of others.

Standards	
Standard #	Standard Description
RL.CR.6.1	Cite textual evidence and make relevant connections to support analysis of what a literary text says explicitly, as well as inferences drawn from the text.
RL.IT.6.3	Analyze how a particular text's structure unfolds in a series of episodes and use textual evidence to describe how the characters respond or change as the plot moves toward a resolution.
L.VI.6.4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Interpret figures of speech (e.g., personification) in context. B. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. C. Analyze the impact of a specific word choice on meaning and tone. D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).
RL.TS.6.4	Analyze how a particular piece (e.g. chapter, scene, stanza, sentence, paragraph, chapter, or section) fits into the overall structure of a text and contributes to the development of the ideas, plot, setting, or theme.
RI.CI.6.2	Determine the central idea of an informational text, and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.
RI.CR.6.1	Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly, as well as inferences drawn from the text.

L.VL.6.3	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies. A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. B. Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings. C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
RI.PP.6.5	Identify author's purpose, perspective or potential bias and explain the impact on the reader's interpretation.
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.AW.6.1	Write arguments on discipline-specific content (e.g. social studies, science, math, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence. A. Introduce claim(s) about a topic or issue and organize the reasons and evidence logically. B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. C. Use words, phrases, and clauses to link and clarify the relationships among claim(s), reasons, and evidence. D. Establish and maintain a formal/academic style, approach, and form. E. Provide a concluding statement or section that follows from the argument presented.
W.IW.6.2	Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension. B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. C. Use appropriate transitions to clarify the relationships among ideas and concepts.

	D. Use precise language and domain/grade-level- specific vocabulary to inform about or explain the topic. E. Acknowledge and attempt a formal/academic style, approach, and form. F. Provide a concluding statement or section (e.g. sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows from and supports the information or explanation presented.
W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.WP.6.4	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.
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. 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.)
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.SS.6.1	Demonstrate command of the system and structure of the English language when writing or speaking. A. Ensure that pronouns are in the proper case (subjective, objective, possessive). B. Use intensive pronouns (e.g., myself, ourselves). C. Recognize and correct inappropriate shifts in pronoun number and person. D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). E. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical elements. F. Recognize spelling conventions.
L.KL.6.2	Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases. B. Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. C. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice. D. Maintain consistency in style and tone.

L.VL.6.3	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies. A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. B. Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings. C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.VI.6.4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Interpret figures of speech (e.g., personification) in context. B. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. C. Analyze the impact of a specific word choice on meaning and tone. D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).
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 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.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences
NJSLSA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
NJSLSA.W.6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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.

NJSLSA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
NJSLSA.L.4	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	
Students with 504 plans	
• Preferential seating • Guided notes • Extra time • Teacher check-ins • Use graphic organizers • Redirect attention • Prioritize tasks • Small group testing • Provide modifications & accommodations per individual student's 504 plan	
Special Education	
• Provide modifications & accommodations as listed in the student's IEP • Position the student near a helping peer or have quick access to the teacher • Modify or reduce assignments/tasks • Reduce the length of the assignment for different modes 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/	
Response to Intervention (RTI)	
• Tiered interventions following the RTI framework • Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/ • Intervention Central - http://www.interventioncentral.org/	
English Language Learners (ELL)	
• Provide text-to-speech • Use of a 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	
Enrichment	

- Process should be modified: higher order thinking skills, open-ended thinking, discovery
- 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, and groups should be varied
- NJDOE resources

Califon Public School
Curriculum

Subject: ELA	Grade: 6th	Unit #: 2	Pacing: 6-8 weeks
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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.

Big Ideas

- A person can make a positive or negative difference in the lives of others and in the course of history.
- Personal characteristics and the actions 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.
- Conducting research and gathering evidence follows a generally accepted format and process.

Essential Questions

- 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?

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 impacts 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 Gandhi?

Below-Level Novels:

- Who was Malaya Yousef

Technology Infusion**Teacher Technology:**

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

Student Technology:

- Chromebook
- Google Classroom

Activities:

- Students will use Chromebooks 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 Chromebooks to access newsela.com to practice authentic reading comprehension skills.

Standard	Standard Description
8.1.8.DA.1	Organize and transform data collected using computational tools to make it usable for a specific purpose.

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/#.VYrO2fViko>
- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>
- What Every Educator 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
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6.3.8.CivicsPR.3	Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality)
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21st Century Life Skills Standards

Activities:

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

Standard	Student Learning Objectives
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a)
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
9.4.8.IML.4	Ask insightful questions to organize different types of data and create meaningful visualizations.

Careers

Activities:

- Students will use Google Classroom to proofread and edit written work.

Practice	Description
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Utilize critical thinking to make sense of problems and persevere in solving them.	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of the problem and carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through this when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. Their own actions or the actions of others.

Standards

Standard #	Standard Description
RI.CR.6.1	Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly, as well as inferences drawn from the text.
RI.CI.6.2	Determine the central idea of an informational text, and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.

RI.IT.6.3	Analyze how a particular text's (e.g. article, brochure, technical manual, procedural text) structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text.
L.VL.6.3	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies. A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. B. Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings. C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
RI.TS.6.4	Use text structures (e.g. cause-effect, problem-solution), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information
RI.PP.6.5	Identify author's purpose, perspective or potential bias and explain the impact on the reader's interpretation.
RI.AA.6.7	Trace the development of and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
RI.CT.6.8	Compare and contrast informational texts in different forms, by different authors, or from different genres (e.g., stories and poems; historical novels and primary source documents, scientific journals and fantasy stories) in terms of their approaches to similar themes and topics.
RI.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.IW.6.2	Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension. B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. C. Use appropriate transitions to clarify the relationships among ideas and concepts.

	D. Use precise language and domain/grade-level- specific vocabulary to inform about or explain the topic. E. Acknowledge and attempt a formal/academic style, approach, and form. F. Provide a concluding statement or section (e.g. sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows from and supports the information or explanation presented.
W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.WP.6.4	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.
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.SS.6.1	Demonstrate command of the system and structure of the English language when writing or speaking. A. Ensure that pronouns are in the proper case (subjective, objective, possessive). B. Use intensive pronouns (e.g., myself, ourselves). C. Recognize and correct inappropriate shifts in pronoun number and person. D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). E. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical elements. F. Recognize spelling conventions.
L.KL.6.2	Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases. B. Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. C. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice. D. Maintain consistency in style and tone.
L.VL.6.3	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings , choosing flexibly from a range of strategies.

	A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. B. Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings. C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.VI.6.4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Interpret figures of speech (e.g., personification) in context. B. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. C. Analyze the impact of a specific word choice on meaning and tone. D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).
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.R2	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	
Students with 504 plans	
• Preferential seating • Guided notes • Extra time • Teacher check-ins • Use graphic organizers • Redirect attention • Prioritize tasks • Small group testing • Provide modifications & accommodations per individual student's 504 plan	
Special Education	
• Provide modifications & accommodations as listed in the student's IEP • Position the student near a helping peer or have quick access to the teacher • Modify or reduce assignments/tasks • Reduce the length of the assignment for different modes 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/	
Response to Intervention (RTI)	
• Tiered interventions following the RTI framework • Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/ • Intervention Central - http://www.interventioncentral.org/	
English Language Learners (ELL)	
• Provide text-to-speech • Use of a 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	
Enrichment	

- Process should be modified: higher order thinking skills, open-ended thinking, discovery
- 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, and groups should be varied
- NJDOE resources

**Califon Public School
Curriculum**



Subject: ELA	Grade: 6th	Unit #: 3	Pacing: 4 weeks
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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.

Big Ideas

- 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

Essential Questions

- 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

- 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.
- Students will be able to clearly and vividly communicate their 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:**

- Chromebook
- Promethean Board

- Prezi
- Various online educational websites

Student Technology:

- Chromebook
- Google Classroom

Activities:

- Use of Chromebooks for reading journals, quizzes, and projects

Standard	Standard Description
8.1.8.DA.1	Organize and transform data collected using computational tools to make it usable for a specific purpose.

Interdisciplinary Integration

Activities:

- In an ELA and social studies project, the students will complete independent writing assignments about life in early river civilizations.

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 Educator 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
6.2.8.GeoHE.2.a	Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations.

21st Century Life Skills Standards

Activities:

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

Standard	Student Learning Objectives
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a)

9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
9.4.8.IML.4	Ask insightful questions to organize different types of data and create meaningful visualizations.

Careers	
Activities: Students will use Google Classroom to proofread and edit written work.	
Practice	Description
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Utilize critical thinking to make sense of problems and persevere in solving them.	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of the problem and carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through this when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. Their own actions or the actions of others.

Standards	
Standard #	Standard Description
RL.CR.6.1	Cite textual evidence and make relevant connections to support analysis of what a literary text says explicitly, as well as inferences drawn from the text.
RL.CI.6.2	Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.
RL.IT.6.3	Analyze how a particular text's structure unfolds in a series of episodes and use textual evidence to describe how the characters respond or change as the plot moves toward a resolution.
L.VI.6.4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Interpret figures of speech (e.g., personification) in context. B. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. C. Analyze the impact of a specific word choice on meaning and tone. D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).

RL.TS.6.4	Analyze how a particular piece (e.g. chapter, scene, stanza, sentence, paragraph, chapter, or section) fits into the overall structure of a text and contributes to the development of the ideas, plot, setting, or theme.
RI.CR.6.1	Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly, as well as inferences drawn from the text.
RI.CI.6.2	Determine the central idea of an informational text, and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.
L.VL.6.3	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies. A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. B. Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings. C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
RI.PP.6.5	Identify author's purpose, perspective or potential bias and explain the impact on the reader's interpretation.
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.AW.6.1	Write arguments on discipline-specific content (e.g. social studies, science, math, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence. A. Introduce claim(s) about a topic or issue and organize the reasons and evidence logically. B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. C. Use words, phrases, and clauses to link and clarify the relationships among claim(s), reasons, and evidence. D. Establish and maintain a formal/academic style, approach, and form. E. Provide a concluding statement or section that follows from the argument presented.
W.IW.6.2	Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and

	convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension. B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. C. Use appropriate transitions to clarify the relationships among ideas and concepts. D. Use precise language and domain/grade-level- specific vocabulary to inform about or explain the topic. E. Acknowledge and attempt a formal/academic style, approach, and form. F. Provide a concluding statement or section (e.g. sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows from and supports the information or explanation presented.
W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.WP.6.4	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.
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. 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.)
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.SS.6.1	Demonstrate command of the system and structure of the English language when writing or speaking. A. Ensure that pronouns are in the proper case (subjective, objective, possessive). B. Use intensive pronouns (e.g., myself, ourselves). C. Recognize and correct inappropriate shifts in pronoun number and person. D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). E. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical elements. F. Recognize spelling conventions.

L.KL.6.2	Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases. B. Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. C. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice. D. Maintain consistency in style and tone.
L.VL.6.3	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies. A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. B. Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings. C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.VI.6.4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Interpret figures of speech (e.g., personification) in context. B. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. C. Analyze the impact of a specific word choice on meaning and tone. D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).
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.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

Differentiation	
Students with 504 plans	
• Preferential seating • Guided notes • Extra time • Teacher check-ins • Use graphic organizers • Redirect attention • Prioritize tasks • Small group testing • Provide modifications & accommodations per individual student's 504 plan	
Special Education	
• Provide modifications & accommodations as listed in the student's IEP • Position the student near a helping peer or have quick access to the teacher • Modify or reduce assignments/tasks • Reduce the length of the assignment for different modes 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/	
Response to Intervention (RTI)	
• Tiered interventions following the RTI framework • Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/ • Intervention Central - http://www.interventioncentral.org/	
English Language Learners (ELL)	
• Provide text-to-speech	

- Use of a 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>

Enrichment

- Process should be modified: higher order thinking skills, open-ended thinking, discovery
- 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, and groups should be varied
- NJDOE resources

**Califon Public School
Curriculum**



Subject: ELA	Grade: 6th	Unit #: 4	Pacing: 8-10 weeks
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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. Throughout 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 the 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.

Big Ideas

- 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).
- 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.

Essential Questions

- What are the distinctive elements of fantasy fiction?
- What can a novel that is not realistic teach us about human existence?

- 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.

Assessment

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 in 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 Kylene 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:**

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

Student Technology:

- Chromebook
- Google Classroom

Activities:

- Students will use Chromebooks 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 Chromebooks to access newsela.com to practice authentic reading comprehension skills.	
Standard	Standard Description
8.1.8.DA.1	Organize and transform data collected using computational tools to make it usable for a specific purpose.

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 Educator 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
6.2.8.EconEM.3.a	Analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia.

21st Century Life Skills Standards

Activities:

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

Standard	Student Learning Objectives
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a)
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
9.4.8.IML.4	Ask insightful questions to organize different types of data and create meaningful visualizations.

Careers

Activities:

- Students will use Google Classroom to proofread and edit written work.

Practice	Description
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Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Utilize critical thinking to make sense of problems and persevere in solving them.	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of the problem and carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through this when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. Their own actions or the actions of others.

Standards	
Standard #	Standard Description
RL.CR.6.1	Cite textual evidence and make relevant connections to support analysis of what a literary text says explicitly, as well as inferences drawn from the text.
RL.CI.6.2	Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.
RL.IT.6.3	Analyze how a particular text's structure unfolds in a series of episodes and use textual evidence to describe how the characters respond or change as the plot moves toward a resolution.
L.VI.6.4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Interpret figures of speech (e.g., personification) in context. B. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. C. Analyze the impact of a specific word choice on meaning and tone. D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).
RL.TS.6.4	Analyze how a particular piece (e.g. chapter, scene, stanza, sentence, paragraph, chapter, or section) fits into the overall structure of a text and contributes to the development of the ideas, plot, setting, or theme.
RL.PP.6.5	Determine how an author conveys or develops perspective in a text (through the narrator or speaker when appropriate).
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.R2	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. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. e. Provide a conclusion that follows from the narrated experiences or events.
W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.WP.6.4	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.
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.	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. • 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.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.
L.SS.6.1	Demonstrate command of the system and structure of the English language when writing or speaking. A. Ensure that pronouns are in the proper case (subjective, objective, possessive). B. Use intensive pronouns (e.g., myself, ourselves). C. Recognize and correct inappropriate shifts in pronoun number and person. D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). E. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical elements. F. Recognize spelling conventions.
L.KL.6.2	Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases. B. Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. C. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice. D. Maintain consistency in style and tone.

L.VL.6.3	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies. A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. B. Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings. C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.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.
NJSLSA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
NJSLSA.L.4	NJSLSA.L.4. 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

Students with 504 plans

- Preferential seating
- Guided notes
- Extra time
- Teacher check-ins
- Use graphic organizers
- Redirect attention
- Prioritize tasks
- Small group testing
- Provide modifications & accommodations per individual student's 504 plan

Special Education

- Provide modifications & accommodations as listed in the student's IEP
- Position the student near a helping peer or have quick access to the teacher
- Modify or reduce assignments/tasks
- Reduce the length of the assignment for different modes 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/>

Response to Intervention (RTI)

- Tiered interventions following the RTI framework
- Effective RTI strategies for teachers - <http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/>
- Intervention Central - <http://www.interventioncentral.org/>

English Language Learners (ELL)

- Provide text-to-speech
- Use of a 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>

Enrichment

- Process should be modified: higher order thinking skills, open-ended thinking, discovery
- 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, and groups should be varied
- NJDOE resources

**Califon Public School
Curriculum**



Subject: ELA	Grade: 6th	Unit #: 5	Pacing: 4-5 weeks
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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.

Big Ideas

- Mythology reflects the coherent worldview of an ancient civilization; that conception includes both moral values and explanations of natural phenomena.
- 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 people 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

- 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 in constructing meaning from everyday text, such as signs, articles, literature, and advertising?

Objectives

- Students will be able to comprehend the importance of Greek myths.
- Students will be able to understand how knowledge of Greek mythology aids the reader in constructing meaning from everyday text.

Assessment

Formative Assessment:

- 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:**

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

Student Technology:

- Chromebook
- Google Classroom

Activities:

- Students will use Chromebooks 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 Chromebooks to access newsela.com to practice authentic reading comprehension skills.

Standard	Standard Description
8.1.8.DA.1	Organize and transform data collected using computational tools to make it usable for a specific purpose.

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 Educator 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
6.2.8.HistoryCA.3.a	Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.

21st Century Life Skills Standards

Activities:

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

Standard	Student Learning Objectives
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9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a)
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
9.4.8.IML.4	Ask insightful questions to organize different types of data and create meaningful visualizations.

Careers	
Activities: Students will use Google Classroom to proofread and edit written work.	
Practice	Description
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
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	D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).
RL.TS.6.4	Analyze how a particular piece (e.g. chapter, scene, stanza, sentence, paragraph, chapter, or section) fits into the overall structure of a text and contributes to the development of the ideas, plot, setting, or theme.
RL.PP.6.5	Determine how an author conveys or develops perspective in a text (through the narrator or speaker when appropriate) .
RL.MF.6.6	Compare and contrast information or texts to develop a coherent understanding of a theme, topic, or issue when reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text.
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.
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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.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
NJSLSA.W.6.	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. 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.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.
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

Students with 504 plans

- Preferential seating
- Guided notes
- Extra time
- Teacher check-ins
- Use graphic organizers
- Redirect attention
- Prioritize tasks
- Small group testing
- Provide modifications & accommodations per individual student's 504 plan

Special Education

- Provide modifications & accommodations as listed in the student's IEP
- Position the student near a helping peer or have quick access to the teacher
- Modify or reduce assignments/tasks
- Reduce the length of the assignment for different modes 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/>

Response to Intervention (RTI)

- Tiered interventions following the RTI framework
- Effective RTI strategies for teachers - <http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/>
- Intervention Central - <http://www.interventioncentral.org/>

English Language Learners (ELL)

- Provide text-to-speech
- Use of a 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>

Enrichment

- Process should be modified: higher order thinking skills, open-ended thinking, discovery
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