

Woodland Park School District

Reading Curriculum Grade 6

Curriculum Authors

Teachers: Rosemary Ficarra, Meghan Glenn

Consultant: Julie Budzinski-Flores

Supervisor of Language Arts: Elba Alves Castrovinci

Director of Curriculum and Instruction: Carmela Triglia

Sixth Grade Course Description:

Sixth Grade English Language Arts consists of reading, writing, speaking, listening and media literacy skills. During the literacy block, students will learn to use reading strategies that help them become effective readers and writers. These strategies include questioning the author, inferring, visualizing, synthesizing and learning multiple strategies to help students learn to monitor their reading comprehension. The curriculum is designed around essential questions to promote literary analysis, incorporation of textual evidence when writing and to encourage students to engage in deep, meaningful discussions to socialize intelligence. The students are exposed to multiple genres of reading and writing such as fiction, non-fiction, short stories, essays, novels, drama, and poetry.

Pacing Guide

Content Area: English Language Arts (Reader's Workshop)

Grade Level: 6

Launching: Agency and Independence	September (2 weeks)
Unit 1: A Deep Study of Character	September- October (6-8 weeks)
Unit 2: Comparing Themes in Literature	October- November (6-8 weeks)
Unit 3: Nonfiction Reading: Navigating Expository, Persuasive Texts, Narrative and Hybrid Nonfiction	December- February (6-8 weeks)
Unit 4: Mixed Genre/Biography	March- April (6-8 weeks)
Unit 5: Read & Write On Demand	April- May (2-3 weeks)
Unit 6: Poetry Clubs	May- June (4 weeks)

Unit Title: Launching: Agency and Independence	Grade Level: Sixth	Time Frame: September (2-3 weeks)
<p>Unit Overview: This brief unit engages learners as partners in a year of reader’s workshop. It sharpens independent reading skills through mini-lessons, teacher modeling, and a combination of teacher and peer conversations. Students will develop reader independence and their own identities as readers. This unit will also emphasize reading volume and stamina. The most important goal of this unit is to empower all students, even reluctant readers, to use reader-strategy tools to be successful readers.</p>		
<p>NJSLS:</p> <p>RL.6.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>RL.6.5: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p> <p>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.</p> <p>SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p> <p>SL.6.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>L.6.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> 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. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. <p>L6.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> A. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice. 		

B. Maintain consistency in style and tone.

L6.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

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

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

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

L6.5: 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. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty)

Technology Standards:

8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.

8.1.8.D.5 Understand appropriate uses for social media and the negative consequences of misuse.

21st Century Skills:

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP11. Use technology to enhance productivity.

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Interdisciplinary Connections:

Health: 2.2.8.B.1 Predict social situations that may require the use of decision-making skills through analyzing the relationship between the main characters of suggested mentor texts, such as: *Freak the Mighty*.

Health: 2.1.8.E.2 Determine the effectiveness of existing home, school, and community efforts to address social and emotional health and prevent conflict through studying the conflicts in suggested mentor texts, such as: *Freak the Mighty*.

Social Studies: 6.2.8.A.4 It is recommended that the classroom teacher build background knowledge of the daily life of the people of the Middle Ages before and during this unit of study. This background knowledge is necessary as portions of *Freak the Mighty* (Philbrick, 1993) make reference to the Middle Ages. This background knowledge will allow students to gain a deeper understanding of medieval history, as well as the technology used in that time period.

Unit Goals/Enduring Understandings

- Readers read with agency and engagement.
- Readers infer text meaning.
- Partners grow ideas through conversation.

Essential Question:

What characteristics does a person need in order to be considered a strong reader?

Academic Vocabulary and Key Concepts

stamina, independent, structure, routine, theory, partner talk, reflection, jot, long write, thinking prompts, just right book, genre, schema, background knowledge, goals, symbol

Skills:

Ask and Answer Questions

Independent Reading for longer periods of time

Self-monitor comprehension

Determine purpose of listening

Speak for a purpose

Demonstration of Learning/Assessment:

TC Reading Assessments

Conference Notes

Teacher Created Assessments

Small Group Observations

Reading Responses

Baseline assessment

Suggested Mentor Texts:

Freak the Mighty by: Rodman Philbrick

“All Summer in a Day” by: Ray Bradbury

“Priscilla and the Wimps” by: Richard Peck

Resources/Materials

- Units of Study for Teaching Reading 6-8
- Holt Elements of Literature
- Classroom library of leveled books
- Sadlier Oxford Vocabulary Workshop
- Chart paper/Post-its
- Read-aloud texts (for modeling)
- Reading logs/bookmarks
- Reading notebooks

Differentiation/Accommodations/Modifications			
	Content Curriculum, standards	Process How students make sense or understand information being taught	Product Evidence of Learning
G&T	Compacting Flexible grouping Independent study/set own learning goals Interest/station groups Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Use of technology Journals/Logs	Choice boards Podcast/blog Debate Design and conduct experiments Formulate & defend theory Design a game
ELL	Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Vocabulary lists Visuals/Modeling Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, choice, open ended... Centers/Stations Scaffolding Chunking E-Dictionaries, bilingual dictionaries Extended time Differentiated instructional outcomes Use of technology Frequent checks for understanding	Rubrics Simple to complex Group tasks Quizzes, tests with various types of questions Generate charts or diagrams to show what was learned Act out or role play
At Risk	Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Vocabulary lists Visuals/Modeling Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Scaffolding Chunking Extended time Differentiated instructional outcomes Use of technology Partner work Frequent checks for understanding	Rubrics Simple to complex Group tasks Quizzes, tests Oral Assessments Generate charts or diagrams to show what was learned Act out or role play
IEP/504	Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Visuals/Modeling Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Scaffolding Extended time Differentiated instructional outcomes Preferential Seating Use of technology Small group/one-to-one instruction Teach information processing strategies Chunking Frequent checks for understanding Access to teacher created notes	Rubrics Simple to complex Group tasks Quizzes, tests Oral Assessments Generate charts or diagrams to show what was learned Act out or role play

Unit Title: Agency and Independence- Launching		Grade Level: Sixth	Time Frame: September (2-3 weeks)
Goals	Possible Teaching Points: Can be taught in Mini-lessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, Shared Writing, Word Study, and/or Vocabulary	Teacher Notes	
Readers read with agency and engagement	<ul style="list-style-type: none"> • When we want to become better at anything it is we want to do, we need to consciously decide that we are going to commit to work hard at getting better at the task. The same applies for reading. We can say to ourselves, <i>“Starting now, I am going to make deliberate decisions that will help me learn this skill.”</i> People with agency work independently and incredibly hard at something in order to achieve. • Reading with agency. One way we can read actively and with agency is by relying on our knowledge of how stories go. We know that it is important to get to know our character and look for problems that they face. We also have to remain aware of how the problems are resolved and how characters change. • When choosing a book, readers need to make smart choices about what we read to build a reading life. One way we work at making smart choices is to research the book we plan to read. • Readers use reading logs as a tool of reflection. The reading log gives us information about what we have read and lets us know how reading is going for us. • When readers tell about the story we are reading, we have to think back over the parts of the story, decide what is important so far, and then make decisions about what to share. We can work harder by making conscious decisions about HOW to retell a story. It is part of having agency as a reader, matching our method for retelling to the reading work we want to do. 		
Reading infer text meaning	<ul style="list-style-type: none"> • One way we, as readers, lift our reading to the next level is to concentrate on reading for <i>subtext</i> as well as for <i>text</i>. A way to do this is to read between the lines. Readers imagine what the details <i>suggest</i>, or imply, about the characters or the place. Stories tend to start by giving lots of details about the characters or the place. 		

	<ul style="list-style-type: none"> ● Imaginative readers are readers who pause and create vivid images of what they are reading in their head. One way we can do this is by working hard at releasing our imaginations as we read, paying attention to details in the story and filling in with more imagined sights, sounds, and atmosphere until we can envision the moment as a scene in a film. ● Readers imagine the moments in between the scenes. Readers are aware of shifts in time and place that might occur in a story. We turn to setting clues to see if time has passed or the setting has changed. Then we have to use imaginative work to do if we want the story to continue to make sense. ● References and Connecting Parts of the story. Sometimes authors make references to other parts of the story or other books within a series. As readers, we need to work hard to understand these connections or references. 	
Partners grow ideas through conversation	<ul style="list-style-type: none"> ● Talking about more than one book at a time- Readers talk about more than one book at a time. One way we do this is to recall stories we have read so that we can make comparisons. Sometimes there are deep comparisons, and we offer a fair amount of retell and analyzing. Other times, we make quick references or comparisons to familiar texts. 	

Unit Title: Deep Study of Character	Grade Level: 6	Time Frame: September- October (6-8 weeks)
<p>Unit Overview: In this unit, students will analyze the literary elements of plot, point of view, and characters’ response to conflict to determine the theme or central idea of a story or drama and to develop summaries of stories. In order to think deeply about characters, students will consider complex character traits, investigate how setting shapes characters, and analyze characters as a vehicle for themes.</p>		
<p>NJSLS:</p> <p>RL.6.1: Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.6.2: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RL.6.3: Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p> <p>RL.6.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>RL.6.5: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p> <p>RL.6.6: Explain how an author develops the point of view of the narrator or speaker in a text.</p> <p>W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. A. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”). B. Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).</p> <p>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.</p> <p style="padding-left: 40px;">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</p> <p style="padding-left: 40px;">on ideas under discussion.</p>		

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.

SL6.3: Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

SL6.4: 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).

L.6.1: Demonstrate command of the conventions of standard English grammar and usage 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. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

L.6.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

B. Maintain consistency in style and tone.

L.6.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

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

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

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

L.6.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).

Technology Standards:

8.1.8.A.2 Create a document using one or more digital applications to be critiqued by professionals for usability.

8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.

8.1.8.D.4 Assess the credibility and accuracy of digital content.

21st Century Skills:

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP 12. Work productively in teams while using cultural global competence.

9.1.8.A.4 Relate earning power to quality of life across cultures.

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Interdisciplinary Connections:

Health: 2.2.8.B.1 Predict social situations that may require the use of decision-making skills in texts.

Health: 2.1.8.E.2 Determine the effectiveness of existing home, school, and community efforts to address social and emotional health and prevent conflict by studying the conflict in suggested mentor texts, such as: “Eleven.”

Science: MS-ESS2-4 Develop a model to describe the cycling of water through Earth's systems driven by energy from the sun and the force of gravity.

Build background for “All Summer in a Day” which is set on Venus, the second planet from the sun. In 1950, when this was written the author, some scientists believed that the clouds of Venus concealed a watery world.

Unit Goals/Enduring Understandings

- Readers notice and reflect on character traits and personality.
- Readers identify character motivations by making inferences about their decisions.
- Readers analyze how characters change and/or learn lessons.
- Readers use specific language when discussing or writing about their characters.
- Readers use strategies to determine meaning of unfamiliar vocabulary or phrases.

Essential Questions:

- How does a character evolve over the course of a text?
- How does character change impact the plot?

Vocabulary and Key Concepts

analyze, point of view, character traits, personality, perception, perspective, flashback, character motivation, protagonist, antagonist, Character response

Skills:

Demonstrate the ability to use word solving strategies

Monitor accuracy and understanding

Summarize

Identify important ideas and information within longer texts/chapters

Demonstration of Learning/Assessment:

TC Reading Assessments

Conference Notes

Teacher Created Assessments

Small Group Observations

District created pre assessment

<p>Connect Characters within and across texts and genres by circumstances, traits or actions</p> <p>Express changes in ideas or perspective across the reading</p> <p>Follow complex plots, including texts with literary devices (flashbacks, stories within stories)</p>	<p>District created post assessment</p> <p>Benchmark “Narrative Writing Task”</p> <p>Write an original story from a different point of view. Be sure to use dialogue and details in your story that demonstrate distinctive qualities of the characters from the original piece of text.</p>
<p>Suggested Mentor Texts:</p> <p><u>Freak the Mighty</u> –Rodman Philbrick</p> <p><u>First French Kiss and Other Traumas</u> – <i>Adam Bagdasarian</i></p> <p>“Just Once” – Thomas J. Dygard</p> <p>“Eleven” – Sandra Cisneros</p> <p>Various Fables (<i>Wolf and the House Dog, He Lion Bruh Bear, and Bruh Rabbit</i>)</p> <p>“All Summer in a Day”- Ray Bradbury</p> <p>“La Bamba”-Gary Soto</p> <p>“Priscilla & The Wimps” - Richard Peck</p> <p>** Support- <i>Weather That’s Out of this World</i> (Holt Adapted Interactive reader)</p> <p>Resources/Materials</p> <ul style="list-style-type: none"> • Units of Study for Teaching Reading 6-8 • Deep Study of Character, Units of Study for Middle School • Holt Elements of Literature • Sadlier Oxford Vocabulary Workshop • Classroom library of leveled books • Chart paper/Post-its • Read-aloud texts (for modeling) • Reading logs/bookmarks • Reading notebooks 	

Differentiation/Accommodations/Modifications			
	Content Curriculum, standards	Process How students make sense or understand information being taught	Product Evidence of Learning
G&T	Compacting Flexible grouping Independent study/set own learning goals Interest/station groups Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Use of technology Journals/Logs	Choice boards Podcast/blog Debate Design and conduct experiments Formulate & defend theory Design a game
ELL	Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Vocabulary lists Visuals/Modeling Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, choice, open ended... Centers/Stations Scaffolding Chunking E-Dictionaries, bilingual dictionaries Extended time Differentiated instructional outcomes Use of technology Frequent checks for understanding	Rubrics Simple to complex Group tasks Quizzes, tests with various types of questions Generate charts or diagrams to show what was learned Act out or role play
At Risk	Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Vocabulary lists Visuals/Modeling Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Scaffolding Chunking Extended time Differentiated instructional outcomes Use of technology Partner work Frequent checks for understanding	Rubrics Simple to complex Group tasks Quizzes, tests Oral Assessments Generate charts or diagrams to show what was learned Act out or role play
IEP/504	Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Visuals/Modeling Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Scaffolding Extended time Differentiated instructional outcomes Preferential Seating Use of technology Small group/one-to-one instruction Teach information processing strategies Chunking Frequent checks for understanding Access to teacher created notes	Rubrics Simple to complex Group tasks Quizzes, tests Oral Assessments Generate charts or diagrams to show what was learned Act out or role play

Unit Title: Deep Study of Character		Grade Level: 6	Time Frame: September- October (6-8 weeks)
Goals	Possible Teaching Points: Can be taught in Mini-lessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, Shared Writing, Word Study, and/or Vocabulary		Teacher Notes
Readers notice and reflect on character traits and personality	Readers notice and reflect on character traits and personality <ul style="list-style-type: none"> One way that readers of fiction think about character traits is by paying close attention to how the author introducing the characters. We know that authors have one chance at a “first impression” and take great care in their word choice. We study these places. We might reflect, <i>What does the author want me to know about the character?</i> One way that readers of fiction think about character traits is by closely reading their actions. We think about significant actions (big and small) and consider what this says about our character. We can often name it as a trait. We might use a t-chart in our notebook to record our thinking to share with a partner or club. One way that readers of fiction think about character traits is by closely reading what they say and think. We consider what this says about our character. We can often name it as a trait. We might use a t-chart in our notebook to record our thinking to share with a partner or club. One way that readers of fiction think about character traits is by closely reading how other characters treat, interact or perceive them. We might consider, <i>Why do they treat them this way? How do they view the character? What judgments have they made about the character? What might they need to know about the character that we know?</i> We record our thinking in our notebook to share with a partner or club. Readers notice the character’s relationship with the setting. We notice how the character changes based on the changes in setting. We look for patterns. Readers think about the setting as another character in the story. We consider, <i>What role does the setting play? In what way does the setting move the plot?</i> 		
Readers identify character motivations by making inferences about their decisions	<ul style="list-style-type: none"> Readers make connections and empathize with characters by asking, <i>What would motivate me? What has motivated others in other texts?</i> Readers pay attention to internal and external motivators. We notice what happens to characters externally that prompts them to act (or not act) and what happens internally to do the same. 		

	<ul style="list-style-type: none"> ● Readers pay attention to how the author sets up the character's journey. We read the beginning of the text asking, <i>What is motivating this character? What do they want or need? What is getting in the way?</i> ● Readers notice when a character acts in ways that are against his self-interest. We notice when they put their wants/needs aside and make a decision that surprises us. We ask, <i>What motivated the character to do this? Have their needs/wants changed? Has this contributed to a change or realization in the character?</i> ● Readers notice when a character's needs or wants change and consider if their motivation has also changed. When motivation changes, we also know that the character may have changed. We can use these moments in text to write long on our ideas. 	
Readers analyze how characters change and/or learn lessons	<ul style="list-style-type: none"> ● Readers notice how a character is different from the beginning of the text to the end. We might say, he was... but now he is...? We might ask ourselves, <i>Is there a lesson in there for the reader? What did the character learn? What did I learn?</i> ● Readers notice and closely read text where the character has to make an important decision. We think about what they would choose based on their wants and needs. We can evaluate if this is a good or poor decision. We might think about who is affected by the decision. We also consider, <i>Will this decision contribute to a change in the character?</i> ● Readers notice places in the text where characters are given advice from others. We can put ourselves in the shoes of the advice giver and the character receiving the advice. We think about motivation and relationships. We consider, <i>How might the characters journey be effected by taking or not taking this advice?</i> ● Readers reflect at the end of a text about the character change and write/or discuss about the possible lessons learned. We think about it in terms of the character in the text and other texts. We might ask, <i>Who could else could use this lesson? Why is it important to the author to get this lesson out into the world?</i> 	
Readers use specific language when discussing or writing about their characters.	<ul style="list-style-type: none"> ● Readers notice and use the same language as the author when discussing their characters. We are careful to use descriptive words that the author uses. 	

	<ul style="list-style-type: none"> ● Readers use the exact names for people and places in the text. We use these not just when we are writing, but also when we are discussing the text with our partners or clubs. ● Readers use precise language when discussing ideas. If we find ourselves saying, <i>You know what I am saying...</i> We take a pause and rethink our idea. We may need to write in our notebooks before sharing again. 	
Readers use strategies to determine meaning of unfamiliar vocabulary or phrases	<ul style="list-style-type: none"> ● Readers know that they can sometimes figure out unfamiliar vocabulary by reading around the word for context clues. We read the sentence before and after looking for clues. We substitute in our new understanding to make sure it makes sense. We reread the section with our new understanding. We often write these new words or ideas in our notebook to confirm their meaning with a resource. ● Readers use resources available to them to check the meaning of unfamiliar vocabulary. Readers know that we can't always solve words with context clues or that the context clues can be misleading. We can use club members to confirm meaning or use resources in the room. ● Readers know that many high level vocabulary words have suffixes and roots. We look for these inside of words and use what we know about the words parts to contribute to our understanding of the word. 	

Unit Title: Comparing Themes in Literature	Grade Level: 6	Time Frame: October- November (6-8 weeks)
<p>Unit Overview: In this unit, students will build upon the lessons learned in their character study unit to compare themes in literature. Students continue to learn how textual evidence can be used to support comprehension of material and synthesize information across texts. Using close reading skills, student analyze what a text says and implies, as well as use context clues to determine figurative and connotative meaning of words and phrases. Students learn to understand how authors develop meaning and tone in a literary text through word choice.</p>		
<p>NJSLS:</p> <p>RL.6.1: Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.6.2: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RL.6.3: Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p> <p>RL.6.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>RL.6.5: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p> <p>RL.6.6: Explain how an author develops the point of view of the narrator or speaker in a text.</p> <p>RL.6.7: Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.</p> <p>RL.6.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p> <p>RL.6.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.</p> <p>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.</p>		

W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. A. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”). 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”).

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.6.3: Deconstruct 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).

L.6.1: Demonstrate command of the conventions of standard English grammar and usage 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. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

L.6.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

B. Maintain consistency in style and tone.

L.6.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

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

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

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

L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).

Technology Standards:

8.1.5.E.1. Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

8.1.8.D.4 Assess the credibility and accuracy of digital content.

21st Century Skills:

CRP1. Act as a responsible and contributing citizen and.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

9.1.8.A.4 Relate earning power to quality of life across cultures.

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Interdisciplinary Connections:

Health: 2.1.8.E.2 Determine the effectiveness of existing home, school, and community efforts to address social and emotional health and prevent conflict by analyzing “Concha.”

Health: 2.2.8.A.2 Demonstrate the use of refusal, negotiation, and assertiveness skills when responding to peer pressure, disagreements, or conflicts by analyzing “Crayons.”

Unit Goals/Enduring Understandings

- Readers independently manage their book clubs.
- Readers determine the theme(s) or central ideas of a text and support them with evidence from the text.
- Readers notice and consider the author’s use of figurative language in text to make meaning.
- Readers compare and contrast written work to other media types.
- Readers use precise language when discussing and writing about themes.

Essential Questions:

Why is it important to come to book clubs prepared?

Vocabulary and Key Concepts

norms, book clubs, accountability, synthesize, media, themes, infer, implicit, explicit, figurative language, connotative language, denotation

Skills:

Bring knowledge from personal experience

Make and modify predictions

Understand theme

Identify important ideas

Understanding word connotation

Work cooperatively with others

Demonstration of Learning/Assessment:

TC Reading Assessments

Conference Notes

Teacher Created Assessments

Small Group Observations

District created pre assessment

District created post assessment

<p>Derive author’s purpose</p> <p>Use specific vocabulary to talk about text</p>	<p>Benchmark: (Literary Analysis Task)</p>
<p>Mentor Texts:</p> <p><u>First French Kiss and Other Traumas</u> – <i>Adam Bagdasarian</i></p> <p><i>Crayons</i> (Poem)</p> <p><i>A Bad Move- Linwood Barclay</i></p> <p><i>Doing Nothing</i></p> <p><i>Identity</i> Julio Noboa Polanco (Poem)</p> <p><i>In Response To..</i> (Poem)</p> <p><i>Ta-Na-E-Ka</i> – Mary Whitebeard</p> <p><i>If</i> (poem)</p> <p><i>The Southpaw</i> –Mark Harris</p> <p><i>Concha</i> – Mary Helen Ponce</p> <p><i>The Fly</i> – William Blake (Drama)</p> <p><i>Blanca Flor</i> – Victor Montejo (Drama)</p> <p>Resources/Materials</p> <ul style="list-style-type: none"> • Units of Study for Teaching Reading 6-8 • Holt Elements of Literature • Classroom library of leveled books • Sadlier Oxford Vocabulary Workshop • Chart paper/Post-its • Read-aloud texts (for modeling) • Reading logs/bookmarks • Reading notebooks 	

Differentiation/Accommodations/Modifications			
	Content Curriculum, standards	Process How students make sense or understand information being taught	Product Evidence of Learning
G&T	<ul style="list-style-type: none"> ❖ Compacting ❖ Flexible grouping ❖ Independent study/set own learning goals ❖ Interest/station groups ❖ Varying levels of resources and materials ❖ Use of technology 	<ul style="list-style-type: none"> ❖ Tiered Assignments ❖ Leveled questions- written responses, think-pair-share, multiple choice, open ended... ❖ Centers/Stations ❖ Use of technology ❖ Journals/Logs 	<ul style="list-style-type: none"> ❖ Choice boards ❖ Podcast/blog ❖ Debate ❖ Design and conduct experiments ❖ Formulate & defend theory ❖ Design a game
ELL	<ul style="list-style-type: none"> ❖ Compacting ❖ Flexible grouping ❖ Controlled choice ❖ Multi-sensory learning-auditory, visual, kinesthetic, tactile ❖ Pre-teach vocabulary ❖ Vocabulary lists ❖ Visuals/Modeling ❖ Varying levels of resources and materials ❖ Use of technology 	<ul style="list-style-type: none"> ❖ Tiered Assignments ❖ Leveled questions- written responses, think-pair-share, choice, open ended... ❖ Centers/Stations ❖ Scaffolding ❖ Chunking ❖ E-Dictionaries, bilingual dictionaries ❖ Extended time ❖ Differentiated instructional outcomes ❖ Use of technology ❖ Frequent checks for understanding 	<ul style="list-style-type: none"> ❖ Rubrics ❖ Simple to complex ❖ Group tasks ❖ Quizzes, tests with various types of questions ❖ Generate charts or diagrams to show what was learned ❖ Act out or role play
At Risk	<ul style="list-style-type: none"> ❖ Compacting ❖ Flexible grouping ❖ Controlled choice ❖ Multi-sensory learning-auditory, visual, kinesthetic, tactile ❖ Pre-teach vocabulary ❖ Vocabulary lists ❖ Visuals/Modeling Varying levels of resources and materials ❖ Use of technology 	<ul style="list-style-type: none"> ❖ Tiered Assignments ❖ Leveled questions- written responses, think-pair-share, multiple choice, open ended... ❖ Centers/Stations ❖ Scaffolding ❖ Chunking ❖ Extended time ❖ Differentiated instructional outcomes ❖ Use of technology ❖ Partner work ❖ Frequent checks for understanding 	<ul style="list-style-type: none"> ❖ Rubrics ❖ Simple to complex ❖ Group tasks ❖ Quizzes, tests ❖ Oral Assessments ❖ Generate charts or diagrams to show what was learned ❖ Act out or role play
IEP/504	<ul style="list-style-type: none"> ❖ Compacting ❖ Flexible grouping ❖ Controlled choice ❖ Multi-sensory learning-auditory, visual, kinesthetic, tactile ❖ Pre-teach vocabulary ❖ Visuals/Modeling Varying levels of resources and materials ❖ Use of technology 	<ul style="list-style-type: none"> ❖ Tiered Assignments ❖ Leveled questions- written responses, think-pair-share, multiple choice, open ended... ❖ Centers/Stations ❖ Scaffolding ❖ Extended time ❖ Differentiated instructional outcomes ❖ Preferential Seating ❖ Use of technology ❖ Small group/one-to-one instruction ❖ Teach information processing strategies ❖ Chunking ❖ Frequent checks for understanding ❖ Access to teacher created notes 	<ul style="list-style-type: none"> ❖ Rubrics ❖ Simple to complex ❖ Group tasks ❖ Quizzes, tests ❖ Oral Assessments ❖ Generate charts or diagrams to show what was learned ❖ Act out or role play

Unit Title: Comparing Themes in Literature		Grade Level: 6	Time Frame: October- November (6-8 weeks)
Goals	Possible Teaching Points: Can be taught in Mini-lessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, Shared Writing, Word Study, and/or Vocabulary		Teacher Notes
Readers Independently manage their book clubs	<ul style="list-style-type: none"> ● Book clubs decide on a text that is a good fit for all members. ● Book clubs create norms for their club. They might consider <ul style="list-style-type: none"> ○ How will we structure our time together? ○ How will we facilitate conversations? ○ How will we assess how it is going? ○ What will we do if a member is not prepared for club? ○ Do we have a club name or identity? ○ Can we talk about books between book club meetings? ● Book Clubs make a plan for their reading between each meeting. Book clubs can meet up to 2 times per with to have conversations about their reading. Clubs decide on a focus and amount for reading that they will do. ● Readers, as we begin to invent ideas about reading clubs, it's important, in any club, to take care of relationships within that club. We do that by making sure that we're creating work where each member will feel a part of something important, and each member will always feel supported by the group. ● Book club discussions are a lot like "talking essays." We talk by starting with a big idea (our box) and give text evidence (bullets). Members of the club listen to and consider other's ideas. They agree by giving further examples or disagree by giving examples that don't fit the big idea. ● Book club members not only listen with their eyes and ears, but their whole bodies. We show we are listening. We make sure that we are present and listening. We put our idea on hold and think just about what the other members are saying. We notice when our mind drifts from the conversation and we bring ourselves back. We take a pause before responding. ● Book club members stick with and grow an idea. We might use phrases like... <ul style="list-style-type: none"> ○ "What in the text makes you say that?" ○ "I thought that too because . . ." ○ "Another example of that is . . ." ○ "I thought something different because . . ." ○ "I agree because . . ." ○ "Wait. I'm confused. Are you saying . . . ?" ○ "Can you show me the part in the story where you got that idea?" ● Reader prepare for book club conversations. One thing we can do is take a look at 		

	<p>our post its and find a common idea or thread among them. (perhaps look at all the post its on one character, then on another)</p> <ul style="list-style-type: none"> ● When book clubs begin reading our book, we identify and organize information we'd need to know on mental bulletin boards. At the start of our books, there was so much information flying past us as we read that we felt as if a lot of our mind work was spent catching the important stuff and almost sorting it so that we began to grasp the who, what, where, when, and why of the book. 	
Readers determine the theme(s) or central ideas of a text and support them with evidence from the text.	<ul style="list-style-type: none"> ● One way readers determine the life lessons in a text is to pause at the end of a story or book and ask, "What life lessons could I learn from having read this book/story?" We might use a t-chart in our notebooks to brainstorm our thinking to share with a partner or club. ● Readers synthesize-they look across their past notes and think, "What is a big idea about this character that seems true across most of the story? What parts especially show this idea?" Readers record their findings to share with a partner or book club. ● Readers push themselves to think about lessons that other characters may have learned as a way to think about different possible messages that the same story offers. ● Readers set thinking goals with their partners-they decide on questions they have about the theme or message and read and write to answer those questions, so that their next conversation is full of new thoughts and evidence ● Readers read with a critical eye and ask: "Do the characters learn believable lessons, and/or does the text set up false hopes for the readers?" ● Readers explain with evidence how the whole story teaches a life lesson that is universally true, not just true for the characters. 	
Readers notice and consider the author's use of figurative language in text to make meaning	<ul style="list-style-type: none"> ● Readers notice the use of figurative language in text and how it adds to the tone and mood of the story/book. Readers read and reread the texts and record their findings in their notebooks. We share our findings with a partner or book group. 	
Readers compare and contrast written work to other media types	<ul style="list-style-type: none"> ● Readers compare and contrast different authors' treatment of similar themes. They notice themes in poems, as well as stories. Partners or groups discuss these themes and gather evidence to back up their thinking. 	

	<ul style="list-style-type: none"> ● Readers know to use proper grammar notations when writing about different media types. ● One way readers can compare and contrast themes in texts to videos is to learn to be good note-takers, keeping an organized chart in their notebooks of evidence ● Readers continue to strive to raise the level of their work, using all the tools on hand 	
Readers use precise language when discussing and writing about themes	<ul style="list-style-type: none"> ● Readers use language that supports universal themes, rather than specific character specific sentences ● Readers know when discussing to say things like, “According to the poem...the character learned...and “Just like in the poem...the character also learned...and use specific details or setting, names, events, to explain the theme. We also use this in writing about themes also. 	

Unit Title: Nonfiction Reading: Navigating Expository, Persuasive Texts, Narrative and Hybrid Nonfiction	Grade Level: Sixth	Time Frame: Dec. – Feb. (6-8 weeks)
<p>Unit Overview: Nonfiction comes in a variety of forms, media, and structures. In this unit, students will analyze informational text to determine the central idea and the overall structure of the text to determine the meaning of the text. Students are geared towards keeping a keen eye on structure, and using the comprehension, decoding, and word learning skills flexibly as structures vary both across texts and within texts. These structures can also be evident in a variety of media, which, when the same skills are used in listening and viewing as used in reading, students comprehend more deeply in a variety of media. Using this information, students will learn to analyze and synthesize research based tasks.</p>		
<p>NJSLS:</p> <p>RL.6.1: Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.6.2: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RL.6.3: Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution</p> <p>RL.6.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>RL.6.5: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p> <p>RL.6.6: Explain how an author develops the point of view of the narrator or speaker in a text.</p> <p>RL.6.7: Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.</p> <p>RI.6.1: Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.6.2: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>		

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

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

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

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

RI.6.7: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

RI.6.8: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

W.6.7: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W.6.8: Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

W.6.9: Draw evidence from literary or informational texts to support analysis, reflection, and research. A. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics"). 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").

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: Deconstruct 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).

L.6.1: Demonstrate command of the conventions of standard English grammar and usage 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. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

L.6.3 : Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

L.6.4 : Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

- 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. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
- C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

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

L.6.5 :Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).

Technology Standards:

8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.

8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.

21st Century Skills:

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP7. Employ valid and reliable research strategies.

CRP11. Use technology to enhance productivity.

9.1.8.D.1 Determine how saving contributes to financial well-being.

9.1.8.D.5 Explain the economic principle of supply and demand.

9.1.8.E.1 Explain what it means to be a responsible consumer and the factors to consider when making consumer decisions.

9.1.8.E.3 Compare and contrast product facts versus advertising claims.

Interdisciplinary Connections

Science MS-LS2-1 Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem. (Cause and Effect)

Point of View on Sleep: Are You Getting Enough Sleep? Students will record their sleep patterns for one week. Students will analyze their data in order to determine how sleep affects them.

http://www.educationworld.com/a_curr/curr340.shtml

Mathematics 6.EE.B.6 Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.

Sleep Latency –Students will record the time that it takes them to fall asleep. Using this data, they will create equations using variables.

<https://faculty.washington.edu/chudler/chsleep.html>

Unit Goals/Enduring Understandings

- Readers determine importance and synthesize in expository text.
- Readers navigate narrative and hybrids informational texts to learn about a topic.
- Informational text partners are teachers.
- Readers will analyze persuasive techniques and fallacious reasoning.

Essential Questions:

How can I become an expert on a topic through reading nonfiction texts?

How does advertising appeal to our desire to improve ourselves and our lives?

Vocabulary and Key Concepts

expository, narrative, hybrid, text structure, comparison, main idea, essential message, advertisement, skim, scan, article, point of view, persuasion, propaganda, fallacious reasoning, interpret, technique, propaganda, stereotype, testimonial, bandwagon appeal, snob appeal, analyze, interpret, synthesize, cite, analyze, opinion, central idea

<p>Skills:</p> <p>Distinguish between fact and opinion and cite evidence</p> <p>Search and use a wide range of graphics and integrate with information from print</p> <p>Use full range of readers tools</p> <p>Identify important parts</p> <p>Make connections</p> <p>Mentally form categories of related information and revise them as new</p> <p>Acquire new content and perspectives through reading both fiction and nonfiction texts</p> <p>Identify persuasive techniques</p> <p>Analyze fallacious reasoning</p>	<p>Demonstration of Learning/Assessment:</p> <p>TC Reading Assessments</p> <p>Conference Notes</p> <p>Teacher Created Assessments</p> <p>Small Group Observations</p> <p>Reading Response</p> <p>District pre assessment</p> <p>District post assessment</p> <p>Benchmark: Research Task</p> <p>Using Scholastic Scope, News and/or NewsELA, students will select a current events topic and prepare a multimedia presentation of their choice. Students must demonstrate their knowledge of the topic by citing textual evidence and analyzing the article to infer the central idea.</p>
<p>Mentor Texts:</p> <p><i>Obie</i>, article</p> <p><i>Shine-n-Grow: Hair Repair That Really Works</i>, advertisement</p> <p><i>Brain Breeze</i>, advertisement</p> <p>JBF Collection of short NF articles/paired articles – located on T Share</p> <p><i>Three pets</i></p> <p><i>An Important Lesson for Stage and Life</i></p> <p>Resources/Materials</p> <ul style="list-style-type: none"> • Units of Study for Teaching Reading 6-8 • Holt Elements of Literature • Classroom library of leveled books • Sadlier Oxford Vocabulary Workshop • Chart paper/Post-its • Read-aloud texts (for modeling) • Reading logs/bookmarks • Reading notebooks 	

Differentiation/Accommodations/Modifications			
	Content Curriculum, standards	Process How students make sense or understand information being taught	Product Evidence of Learning
G&T	<ul style="list-style-type: none"> ❖ Compacting ❖ Flexible grouping ❖ Independent study/set own learning goals ❖ Interest/station groups ❖ Varying levels of resources and materials ❖ Use of technology 	<ul style="list-style-type: none"> ❖ Tiered Assignments ❖ Leveled questions- written responses, think-pair-share, multiple choice, open ended... ❖ Centers/Stations ❖ Use of technology ❖ Journals/Logs 	<ul style="list-style-type: none"> ❖ Choice boards ❖ Podcast/blog ❖ Debate ❖ Design and conduct experiments ❖ Formulate & defend theory ❖ Design a game
ELL	<ul style="list-style-type: none"> ❖ Compacting ❖ Flexible grouping ❖ Controlled choice ❖ Multi-sensory learning-auditory, visual, kinesthetic, tactile ❖ Pre-teach vocabulary ❖ Vocabulary lists ❖ Visuals/Modeling ❖ Varying levels of resources and materials ❖ Use of technology 	<ul style="list-style-type: none"> ❖ Tiered Assignments ❖ Leveled questions- written responses, think-pair-share, choice, open ended... ❖ Centers/Stations ❖ Scaffolding ❖ Chunking ❖ E-Dictionaries, bilingual dictionaries ❖ Extended time ❖ Differentiated instructional outcomes ❖ Use of technology ❖ Frequent checks for understanding 	<ul style="list-style-type: none"> ❖ Rubrics ❖ Simple to complex ❖ Group tasks ❖ Quizzes, tests with various types of questions ❖ Generate charts or diagrams to show what was learned ❖ Act out or role play
At Risk	<ul style="list-style-type: none"> ❖ Compacting ❖ Flexible grouping ❖ Controlled choice ❖ Multi-sensory learning-auditory, visual, kinesthetic, tactile ❖ Pre-teach vocabulary ❖ Vocabulary lists ❖ Visuals/Modeling Varying levels of resources and materials ❖ Use of technology 	<ul style="list-style-type: none"> ❖ Tiered Assignments ❖ Leveled questions- written responses, think-pair-share, multiple choice, open ended... ❖ Centers/Stations ❖ Scaffolding ❖ Chunking ❖ Extended time ❖ Differentiated instructional outcomes ❖ Use of technology ❖ Partner work ❖ Frequent checks for understanding 	<ul style="list-style-type: none"> ❖ Rubrics ❖ Simple to complex ❖ Group tasks ❖ Quizzes, tests ❖ Oral Assessments ❖ Generate charts or diagrams to show what was learned ❖ Act out or role play
IEP/504	<ul style="list-style-type: none"> ❖ Compacting ❖ Flexible grouping ❖ Controlled choice ❖ Multi-sensory learning-auditory, visual, kinesthetic, tactile ❖ Pre-teach vocabulary ❖ Visuals/Modeling Varying levels of resources and materials ❖ Use of technology 	<ul style="list-style-type: none"> ❖ Tiered Assignments ❖ Leveled questions- written responses, think-pair-share, multiple choice, open ended... ❖ Centers/Stations ❖ Scaffolding ❖ Extended time ❖ Differentiated instructional outcomes ❖ Preferential Seating ❖ Use of technology ❖ Small group/one-to-one instruction ❖ Teach information processing strategies ❖ Chunking ❖ Frequent checks for understanding ❖ Access to teacher created notes 	<ul style="list-style-type: none"> ❖ Rubrics ❖ Simple to complex ❖ Group tasks ❖ Quizzes, tests ❖ Oral Assessments ❖ Generate charts or diagrams to show what was learned ❖ Act out or role play

Unit Title: Unit Title: Nonfiction Reading: Navigating Expository, Narrative, Persuasive Text, and Hybrid Nonfiction		Grade Level: 6	Time Frame: Dec. – Feb. (6-8 weeks)
Goals	Possible Teaching Points: Can be taught in Mini-lessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, Shared Writing, Word Study, and/or Vocabulary	Teacher Notes	
Readers determine importance and synthesize in expository text	<ul style="list-style-type: none"> ○ Readers get ready to read nonfiction text. We preview the books to get our minds ready to read. We... <ul style="list-style-type: none"> ○ read the title ○ look at the front and back cover ○ skim the table of contents ○ flip through the pages ○ and we ask, <i>What am I most likely going to learn about?</i> ● Readers make a plan for their reading. We think about how the book goes and make a plan for what we will read first. Sometimes books are set-up to be read cover to cover, other times they are set-up to be read in parts. You can dip into sections that are of interest to us. If we plan on reading just some sections, we need to decide if the first few sections are important to read. Often the author will provide one or two sections to give us the background knowledge to read any of the other sections. We keep this in mind as we are making our plan. ● Readers make a plan for how they will read a section. We look at the set-up of the page, scan the features, and think about what we will most likely learn. ● Readers hold onto their learning as they read. We read a chunk of text, pause and say to ourselves, <i>What did I just read?</i> We then summarize the important parts of text. We read another chunk and summarize again. In this way, we collect the important information and we also confirm that we understood what we just read. We notice if this matches what we expected to learn. We adjust what we think we will learn get curious about it. ● Readers become experts by thinking of themselves as teachers. We think about what we would need to learn to teach someone else about this topic or idea. To teach someone, we need to know the main ideas and the supporting details, and it helps to use an explaining voice and sometimes even to use your face, hands, and whole body to illustrate what you mean. We can teach our partners in this way. ● Readers of informational text identify the main idea. One way that we can organize information is through the use of boxes and bullets. This structure can organize the bits of information under bigger ideas. We can add to this format as we read. 		

	<div>Main Idea:</div> <div><ul style="list-style-type: none">● Supporting Detail● Supporting Detail● Supporting Detail</div> <div><ul style="list-style-type: none">● Readers talk to let texts get through to us, to let texts change our minds. We talk to grow ideas. We push our thinking. We might use phrases or starters like,<ul style="list-style-type: none">○ On the other hand...○ I partly agree, but I also think... because...○ Could it also be that...○ Might the reason for this be...○ This is different from... because...○ I think that this is important to notice because...○ The thing that doesn't fit for me is...○ Many people think... but I think...○ I used to think...but now I notice... so I've changed my mind about...● Whether you are reading nonfiction or fiction texts, it is equally important to talk about those texts with one another, saying, 'Isn't it weird how . . .'● Informational text readers notice when information they are reading contradicts another source. We don't just gloss over this. We dig deeper into this contradiction. Often it is based in an author's point of view. We think about other places where this point of view may cloud information that was presented.</div>	
Informational text partners are teachers	<div><ul style="list-style-type: none">● Informational text partners teach each other. In preparation of this teaching we may rehearse what we will say as we refer to picture or chart, using an explaining voice and hand gestures.● Informational text partners don't just say what they have learned, they also</div>	

	<ul style="list-style-type: none"> ○ Refer to details in the pictures or diagrams that highlight what they're saying. ○ Link previous learning to the new information that they just encountered by flipping back and forth to show pictures that build off one another and by explaining how those pictures go together. ○ Add gestures to their explanations and use their voices to emphasize what's important. ○ Act out what they learned and invite their partner to join in. 	
Readers navigate narrative and hybrids informational texts to learn about a topic	<ul style="list-style-type: none"> ● Readers identify nonfiction text structures and adjust their reading. If you divide nonfiction texts into piles based on how those texts are put together, you'll end up with one pile of true stories (narrative nonfiction) and one pile of all-about texts (little courses on a topic). Readers read these kinds of nonfiction texts in very different ways. When readers know what kind of nonfiction book we have, that helps us decide how to read it. When we know we have narrative nonfiction in our hands, we know we can read it like narrative fiction. There is a story. ● Readers read nonfiction narratives as stories with characters. You can use what you know about getting to know characters in fiction books to get to know main ideas in narrative nonfiction books. You can often get to some big ideas by stretching the definition of main character to apply to a different sort of main presence in the text. Soon you'll be able to try it—to see if you can regard a meerkat colony or a Venus flytrap or a whole group of people, like the Pilgrims, say, as the 'main character' of your nonfiction narrative. ● Readers look for underlying ideas in narrative nonfiction text. Narrative nonfiction readers keep in mind that narrative nonfiction texts are written to convey not just facts, but ideas. The idea is what allows the storyteller to shape information, experience, into something that fits together so the story is not just a hodgepodge of junky details strung along a line of time. While that is a writer's goal, it is also a reader's goal. Readers have to find the unifying idea behind the texts they read, to make coherence and find meaning out of what would otherwise be strings of events and facts. ● Narrative nonfiction readers determine what matters most in the story. Readers can feel flooded with facts as you read, it can help to see that beneath the details, many true stories are either tales of achievement or of disaster, and each of those kinds of story follows a predictable path. That path can help readers determine what matters most in the story—which details to pay most attention to and which to pay less. ● Narrative nonfiction readers don't already know what every single word in a text means. We don't just gloss over technical words or concepts we don't understand. We can envision each part of how that part of the story or description. This picture can then help form our understanding of the concept. 	

Unit Title: Mixed Genre - Biography	Grade Level: 6	Time Frame: March- April (6-8 weeks)
Unit Overview: In this unit, students will identify examples of biographies and the overall structure of chronological order. Students will generate a list of biographical characteristics through class discussion. Students think more deeply about why specific biographies have been written and learn about determining importance of information shared in a text.		
<p>NJSLS:</p> <p>RL.6.1: Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.6.2: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RL.6.3: Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p> <p>RL.6.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>RL.6.5: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p> <p>RL.6.6: Explain how an author develops the point of view of the narrator or speaker in a text.</p> <p>RL.6.7: Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.</p> <p>RL.6.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p> <p>RL.6.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.</p> <p>RI.6.1: Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.6.2: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>		

- RI.6.3:** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
- RI.6.4:** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- RI.6.5:** Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
- RI.6.6:** Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
- RI.6.7:** Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
- RI.6.9.** Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
- W.6.7.** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- W.6.8.** Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
- W.6.9.** Draw evidence from literary or informational texts to support analysis, reflection, and research. A. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics"). 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").
- 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.

SL6.3: Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

SL6.4: 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).

L.6.1: Demonstrate command of the conventions of standard English grammar and usage 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. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

L.6.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

L.6.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

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

L.6.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- 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. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).

Technology Standards:

8.1.2.B.1 Illustrate and communicate original idea and stories using multiple digital tools and resources.

8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.

8.1.8.D.2 Demonstrate the application of appropriate citations to digital content.

21st Century Skills:

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP7. Employ valid and reliable research strategies.

CRP11. Use technology to enhance productivity.

9.1.8.A.3 Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.

9.2.8.B.3 Evaluate the communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

Interdisciplinary Connections:

In order to build background for “The Mysterious Mr. Lincoln...”

Social Studies: 6.1.8.A.5.b: Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South.

Social Studies: 6.1.8.B.5.a: Assess the role of various factors (i.e., geography, natural resources, demographics, transportation, leadership, and technology) that affected the course and outcome of the Civil War.

Unit Goals/Enduring Understandings:

- Biography readers use all they know about reading narrative text.
- Biography readers use all they know about informational texts.
- Biography readers not only follow a life story, they also grow ideas.

<p>Essential Questions:</p> <p>Why is it important to learn about other people?</p> <p>How can an individual communicate effectively and efficiently in the real world?</p>	<p>Vocabulary and Key Concepts:</p> <p>biography, comparison, contrast, reference materials, dialogue, culture, cite, opinion, judgement, central idea, text structures (cause/effect, problem/solution, sequencing, description, compare/contrast)</p>
<p>Skills:</p> <p>Brink knowledge of personal experiences to the interpretation of events</p> <p>Use full range of readers’ tools</p> <p>Gain important information from texts with complex plots</p> <p>Identify important ideas and information</p>	<p>Demonstration of Learning/Assessment:</p> <p>TC Reading Assessments</p> <p>Conference Notes</p> <p>Teacher Created Assessments</p> <p>Small Group Observations</p> <p>Benchmark (LAT) - In “The Mysterious Mr. Lincoln”, Russell Freedom reveals the two faces of Lincoln through a variety of perspectives. Write an expository essay contrasting these two faces. Also, choose one example of a change in perspective that takes place in the piece and explain this change. Support your writing with relevant and sufficient evidence from the text, including direct quotes and page numbers.</p>

Mentor Texts:

A Glory Over Everything – Ann Petty

Storm – Gary Paulsen

The Mysterious Mr. Lincoln- Russell Freedom

From Harriet Tubman: The Moses of her People –Sarah Bradford

*Dr. Seuss Bio/Sneetches –Theodore Geisel

Resources/Materials

- Units of Study for Teaching Reading 6-8
- Holt Elements of Literature
- Sadlier Oxford Vocabulary Workshop
- Classroom library of leveled books
- Chart paper/Post-its
- Read-aloud texts (for modeling)
- Reading logs/bookmarks
- Reading notebooks

Differentiation/Accommodations/Modifications			
	Content Curriculum, standards	Process How students make sense or understand information being taught	Product Evidence of Learning
G&T	<ul style="list-style-type: none"> ❖ Compacting ❖ Flexible grouping ❖ Independent study/set own learning goals ❖ Interest/station groups ❖ Varying levels of resources and materials ❖ Use of technology 	<ul style="list-style-type: none"> ❖ Tiered Assignments ❖ Leveled questions- written responses, think-pair-share, multiple choice, open ended... ❖ Centers/Stations ❖ Use of technology ❖ Journals/Logs 	<ul style="list-style-type: none"> ❖ Choice boards ❖ Podcast/blog ❖ Debate ❖ Design and conduct experiments ❖ Formulate & defend theory ❖ Design a game
ELL	<ul style="list-style-type: none"> ❖ Compacting ❖ Flexible grouping ❖ Controlled choice ❖ Multi-sensory learning-auditory, visual, kinesthetic, tactile ❖ Pre-teach vocabulary ❖ Vocabulary lists ❖ Visuals/Modeling ❖ Varying levels of resources and materials ❖ Use of technology 	<ul style="list-style-type: none"> ❖ Tiered Assignments ❖ Leveled questions- written responses, think-pair-share, choice, open ended... ❖ Centers/Stations ❖ Scaffolding ❖ Chunking ❖ E-Dictionaries, bilingual dictionaries ❖ Extended time ❖ Differentiated instructional outcomes ❖ Use of technology ❖ Frequent checks for understanding 	<ul style="list-style-type: none"> ❖ Rubrics ❖ Simple to complex ❖ Group tasks ❖ Quizzes, tests with various types of questions ❖ Generate charts or diagrams to show what was learned ❖ Act out or role play
At Risk	<ul style="list-style-type: none"> ❖ Compacting ❖ Flexible grouping ❖ Controlled choice ❖ Multi-sensory learning-auditory, visual, kinesthetic, tactile ❖ Pre-teach vocabulary ❖ Vocabulary lists ❖ Visuals/Modeling Varying levels of resources and materials ❖ Use of technology 	<ul style="list-style-type: none"> ❖ Tiered Assignments ❖ Leveled questions- written responses, think-pair-share, multiple choice, open ended... ❖ Centers/Stations ❖ Scaffolding ❖ Chunking ❖ Extended time ❖ Differentiated instructional outcomes ❖ Use of technology ❖ Partner work ❖ Frequent checks for understanding 	<ul style="list-style-type: none"> ❖ Rubrics ❖ Simple to complex ❖ Group tasks ❖ Quizzes, tests ❖ Oral Assessments ❖ Generate charts or diagrams to show what was learned ❖ Act out or role play
IEP/504	<ul style="list-style-type: none"> ❖ Compacting ❖ Flexible grouping ❖ Controlled choice ❖ Multi-sensory learning-auditory, visual, kinesthetic, tactile ❖ Pre-teach vocabulary ❖ Visuals/Modeling Varying levels of resources and materials ❖ Use of technology 	<ul style="list-style-type: none"> ❖ Tiered Assignments ❖ Leveled questions- written responses, think-pair-share, multiple choice, open ended... ❖ Centers/Stations ❖ Scaffolding ❖ Extended time ❖ Differentiated instructional outcomes ❖ Preferential Seating ❖ Use of technology ❖ Small group/one-to-one instruction ❖ Teach information processing strategies ❖ Chunking ❖ Frequent checks for understanding ❖ Access to teacher created notes 	<ul style="list-style-type: none"> ❖ Rubrics ❖ Simple to complex ❖ Group tasks ❖ Quizzes, tests ❖ Oral Assessments ❖ Generate charts or diagrams to show what was learned ❖ Act out or role play

Unit Title: Unit Title: Mixed Genre - Biography		Grade Level: 6	Time Frame: March-April (6-8 weeks)
Goals	Possible Teaching Points: Can be taught in Mini-lessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, Shared Writing, Word Study, and/or Vocabulary	Teacher Notes	
Biography readers use all they know about reading narrative text	<ul style="list-style-type: none"> • Readers read biographies to find out who famous people were before they became famous and what made them so great As you read a biography, ask, <ul style="list-style-type: none"> ○ “Who is this person?” ○ “What is s/he like?” • Readers ask the same questions at the start of a biography that they do with any other story <ul style="list-style-type: none"> ○ “Who is the main character/subject?” ○ “What kind of place does this character/subject live?” • Readers see beyond the hero image of a famous person to understand that underneath the fame, s/he was a person just like you and me Try to... <ul style="list-style-type: none"> ○ See the world through the main character’s eyes ○ Identify with the struggles the character faced • Readers visualize the setting of the story by looking carefully at the details and gathering information about their daily lives <ul style="list-style-type: none"> ○ “What am I learning about this person’s life?” ○ “What was his/her day-to-day existence?” • Readers pay attention to the world of their subject <ul style="list-style-type: none"> ○ Where specifically in the world does the story take place? ○ What is the time period? ○ How do people talk and dress? ○ What technology or architecture is featured? • Readers push their understanding of setting by comparing the setting in the subject’s time to today <ul style="list-style-type: none"> ○ “What in this book is similar to or different from contemporary society, or my life in particular?” ○ “How was the world different than it is today?” ○ “What was America like at the time that ____ lived here?” • Readers study the daily actions and speech of the subjects of their biographies <ul style="list-style-type: none"> ○ “What does this tell me about my subject as a person?” • Readers note the specific part of the text that helped them decide what their subject is like so they can cite evidence for any idea they have 		

	<ul style="list-style-type: none"> ○ “The subject is... I think this because on page... it says...” ● Readers identify the big challenge their subject struggles to deal with or overcome <ul style="list-style-type: none"> ○ Is this person’s life easy and simple? If not, what stands in his/her way? ○ What is the subject fighting for? What is the subject fighting against? ○ Does the subject want to change something about his or her life and world? What? ● Readers note the role that secondary characters play in their subject’s life <ul style="list-style-type: none"> ○ Who influenced this subject? ○ What role did this person play in the subject’s struggle? ● Readers use the predictable “achievement story” structure to help them follow their subject’s path toward achievement <ul style="list-style-type: none"> ○ Somebody (Who is the main character?) ○ Wanted (What does s/he want?) ○ But (What gets in the way?) ○ So (How does the main character respond?) 	
<p>Biography Readers Use All They Know about Informational Texts</p>	<ul style="list-style-type: none"> ● Readers note and discuss information about the subject’s world, including the culture, the time period, and the setting where the subject lived or grew up ● Readers are alert for information about the subject’s world at the same time they are reading and learning the story of the subject ● Readers pay attention to details such as historical and political references or the descriptions of places and events <ul style="list-style-type: none"> ○ Make a list to keep track of key events, names, and terms that come up in your book ● Readers read a chunk of the text and ask, “What is this part mainly about?” or “What is this portion of the text trying to teach?” ● Readers organize biographies into predictable sections <p>The Structure of Biographies</p> <ul style="list-style-type: none"> ○ Birth and early life ○ Youth, life as a student and young adult ○ Struggle ○ Resolution/achievement ○ Contribution to history ● Readers look to other sources of information to find out information about the subject’s world (Ex: speeches, articles about that time period, art, documentaries, songs, poems) 	

	<ul style="list-style-type: none"> ● Readers reflect as they gather additional sources of information about their subject's world <ul style="list-style-type: none"> ○ "What might have I misunderstood?" ○ "What more do I understand about this person's experiences and actions now?" ● Readers use a timeline to keep track of dates and the age of their subject <ul style="list-style-type: none"> ○ Use to record flashback information ○ Add on as you gather more information ● Readers connect history to the life of the subject <ul style="list-style-type: none"> ○ Ask, "How does what I have just learned connect to the life of this person?" ○ Create a timeline that shows both the events of a subject's life and historical events ● Readers think about the effect that an event might cause on their subject's life Cause-and-effect language <ul style="list-style-type: none"> ○ Due to... ○ Because of... ○ As a result... ○ This led to... ○ One effect of that was... ○ Following that...then... ● Readers push their conversations, thinking about a text for longer periods of time and exploring ideas with more depth <ul style="list-style-type: none"> ○ Would this have happened in today's world? ○ If this person had lived in today's times, how might life have turned out differently for him/her? ○ What would be your point of view on this issue? Would it be more like ____'s (one person from biography) or ____'s (another person from biography)? ● Readers pay attention to factors and events that trigger a subject's decisions, taking into consideration information learned from additional sources <ul style="list-style-type: none"> ○ How does whatever is happening now in this story connect with what came before? ○ How does this event follow from a previous event or factor in this character's life? ● Readers talk off their timelines, pointing to events and explaining how one thing has led to another 	
Biography Readers Not Only Follow a Life	<ul style="list-style-type: none"> ● Readers remember to ask themselves questions about their subjects to help them make interpretations 	

<p>Story, They Also Grow Ideas</p>	<ul style="list-style-type: none"> ○ “How does the subject respond to trouble?” ○ “What difficult choice does the subject make during a crucial time?” ● Readers recognize that the subject of the biography they are reading is more than a person, he or she is an <i>icon</i> representing something much bigger <ul style="list-style-type: none"> ○ Does this person represent a group of people? ○ If so, what are you learning about this particular group? ○ What is the life lesson you are learning from this particular text? ● Readers make comparisons across texts and subjects, growing ideas about how the subjects of their biographies have changed the world ● Readers use prompts to help them think about the life lessons learned from their subjects <ul style="list-style-type: none"> ○ I learned from (person) that sometimes people...but instead, people should... ○ I learned from (person) that in life, it is important to... ○ (Person) changes from x... to... y... ○ Even if you..., you should... ○ Don't forget that even if you..., you should... ○ (Person) teaches us not only about..., but also about... ○ When I first read about (persons), I thought... but now I realize... 	
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Unit Title: Read and Write On Demand	Grade Level: 6	Time Frame: April- May (2-3 weeks)
<p>Unit Overview: In order to have students read, think about, and write about complex texts, students will engage in a reading/writing/short text literacy unit to prepare students for the format and experience of test taking. In this unit, the emphasis is on helping students realize and remember all they know, while familiarizing students with how to transfer this knowledge to a more time-specific, formal setting. Students will also continue to build their reading and writing stamina and volume.</p>		
<p>NJSLS:</p> <p>RL.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RL.6.3. Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p> <p>RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>RL.6.5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p> <p>RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.</p> <p>RL.6.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.</p> <p>RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p> <p>RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p>		

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

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

W.6.1. Write arguments to support claims with clear reasons and relevant evidence.

W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

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

W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- A. Apply *grade 6 Reading standards* to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").
- 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").

Technology Standards:

8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

8.1.8.D.4 Assess the credibility and accuracy of digital content.

8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information.

21st Century Skills:

CRP2. Apply appropriate academic and technical skills.

CRP4: Communicate clearly and effectively and with reason.

CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.

9.2.8.B.3 Evaluate communication, collaboration and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Interdisciplinary Connections:

Social Studies:

6.1.8.D.3.e Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.

6.1.8.D.3.f Analyze from multiple perspectives how the terms of the Treaty of Paris affected United States relations with Native Americans and with European powers that had territories in North America.

Using the PARCC Released Sample, students will read a passage from Navajo Code Talkers. Then read the article “American Indians in the United States Army” and the passage “What’s So Special About Secret Codes?” As students review these sources, they will gather information and answer questions about secret codes and the contributions of Native Americans to the U.S. military so you can write an analytical essay.

<https://www.aps.edu/assessment/parcc/released-items/ela/g6-ela17-rst-itemset>

Science

MS-ESS1-4. Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth’s 4.6-billion-year-old history.

MS-ESS2-1: Cycling of Earth's Materials

Using, “Huge Magma Pocket Lurks Beneath Yellowstone Super volcano / "What Do We Know About Volcanoes?" students will discuss and construct a scientific explanation for this formation and its eruption.

Unit Goals/Enduring Understandings:

- Readers remember & use known strategies when they read narrative and non-narrative texts passages.
- Readers will use close reading strategies to refer to text and answer two part, multiple choice questions.
- Readers/writers answer open ended questions with a topic sentence and citing text evidence.
- Readers/writers refer back to the text as much as needed to help them feel successful.
- Readers/writers persevere and maintain their reading stamina.
- Readers/writers work with partners to reflect, celebrate, and strengthen their skills together.

Essential Questions:

- How do readers use reading strategies to read and answer questions across texts on demand?
- How do good readers gather information efficiently?

Skills:

- Synthesizing and Analysis
- Close reading and citing textual evidence
- Compare and Contrast
- Questioning and predicting

	<ul style="list-style-type: none"> • Testing skills • Integrating two or more passages to draw conclusions • Recognizing text structure to skim effectively <p>Academic Vocabulary: determine, recount, explain, build on, refer, ask, answer locate, main idea, supporting details, distinguish, describe, stanza, line, central message/idea, theme, literal, nonliteral, figurative language (simile, metaphor, onomatopoeia, personification, alliteration), cite, evaluate, assess, develop, identify, describe, summarize, infer, compare, contrast, examine, analyze, story , text, explicit, infer, demonstrate, claim, back/forward arrow, review button, pointer tool, notepad, answer eliminator, text highlight, line reader, zoom/magnification, scrollbar, drag and drop</p> <p>Format for Responses: adventure, autobiography, biography, book review, brochures, character sketches, descriptions, diaries, speeches, endings, essays, explanations, fables, fantasy stories, fiction, reports, humorous, magazine articles, letters, pamphlets, news articles, sequels, reviews</p>
<p>Demonstration of Learning:</p> <ul style="list-style-type: none"> • Teacher Created Assessments • Conferring notes • Reading responses • Practice assessments 	
<p>Resources:</p> <ul style="list-style-type: none"> • Websites like: Edulastic, Readworks, and Reading A-Z are also helpful resources • NJSLA Practice https://nj.mypearsonsupport.com/practice-tests/ • Shared Reading/Read Alouds: an assortment of short texts, both print and digital are ideal • Text sets with test questions • Chart paper and post-its 	

Differentiation/Accommodations/Modifications			
	Content Curriculum, standards	Process How students make sense or understand information being taught	Product Evidence of Learning
G&T	Compacting Flexible grouping Independent study/set own learning goals Interest/station groups Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Use of technology Journals/Logs	Choice boards Podcast/blog Debate Design and conduct experiments Formulate & defend theory Design a game
ELL	Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Vocabulary lists Visuals/Modeling Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, choice, open ended... Centers/Stations Scaffolding Chunking E-Dictionaries, bilingual dictionaries Extended time Differentiated instructional outcomes Use of technology Frequent checks for understanding	Rubrics Simple to complex Group tasks Quizzes, tests with various types of questions Generate charts or diagrams to show what was learned Act out or role play
At Risk	Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Vocabulary lists Visuals/Modeling Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Scaffolding Chunking Extended time Differentiated instructional outcomes Use of technology Partner work Frequent checks for understanding	Rubrics Simple to complex Group tasks Quizzes, tests Oral Assessments Generate charts or diagrams to show what was learned Act out or role play
IEP/504	Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Visuals/Modeling Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Scaffolding Extended time Differentiated instructional outcomes Preferential Seating Use of technology Small group/one-to-one instruction Teach information processing strategies Chunking Frequent checks for understanding Access to teacher created notes	Rubrics Simple to complex Group tasks Quizzes, tests Oral Assessments Generate charts or diagrams to show what was learned Act out or role play

Unit 6: Read and Write On Demand		Grade Level: 6	Time Frame: April-May (2-3 weeks)
Goals	Suggested Mini-lessons	Teacher's Notes/Ideas	
Students will use strategies to read narrative and non-narrative texts/test passages.	<ul style="list-style-type: none"> Readers distinguish between narrative and non-narrative texts: <ul style="list-style-type: none"> Read to see if there are characters doing things. If so, it's narrative. Read to see if the piece is teaching the reader something. If so, it's non-narrative. Readers will read with particular thoughts in mind in each part of the text. <ul style="list-style-type: none"> After deciding if the passage is narrative or non-narrative, divide the passage into beginning, middle, and end. Use the "Work of Readers" charts from previous units to guide thinking. Readers prepare to read the texts in each section of the test. <ul style="list-style-type: none"> Read the title of the first text, determine if it is narrative/non-narrative and determine the topic. Read the titles of the subsequent passages and determine what the topics have in common. Read the writing prompts that are coming at the end of the section and ask, "What will I think about as I read through these tasks (and watch videos in RST)?" Readers manage their time during a test. <ul style="list-style-type: none"> Prepare for the passage by reading the question before reading the passage, and ask "What do I expect to think about in this passage?" After pre-reading the questions, mark key words while reading the passage. When answering questions, skip questions that seem difficult and return to them later. Pre-read the passage and mark key words that are noticed in the margin. Readers understand what Part A of each question is asking them to think about: <ul style="list-style-type: none"> Create "flipped questions" by restating, using the words from the question in a different order to make a statement. Look for text citation and reread that part of the text with a "flipped question" type of answer. Look for bold words in the question and reread, looking for that word, and deciding on the best definition. 		

	<ul style="list-style-type: none"> • Readers understand what Part B of each question is asking them to think about: <ul style="list-style-type: none"> ○ State, “I know that (answer from part A) is true because the author said, (answer from Part B).” ○ Choose the best of the right answers by saying, “This choice is better because...” • Readers reflect on strategies with partners: <ul style="list-style-type: none"> ○ Discuss the use of the B-M-E charts. ○ Discuss and rate student writing samples. ○ Name a question that seemed easy or difficult to answer and talk about why. ○ Share thinking in solving problems/citing evidence. 	
<p>Goal</p> <p>Students will use test taking strategies to manage themselves during a test.</p>	<ul style="list-style-type: none"> • Readers will read chapter books with stamina and volume. <ul style="list-style-type: none"> ○ Read chapter books with increasing amounts of time. • Readers name their strengths and weaknesses by writing short reflections. <ul style="list-style-type: none"> ○ Choose a question that felt hard, but was answered correctly, and write long about the strategy that was used. ○ Write long, starting with words like, “What was hard for me today was (name it)” and elaborate on why it was hard. • Readers answer literary analysis prompts with well-crafted constructed responses: <ul style="list-style-type: none"> ○ Open the response with a flipped question and answer the question. ○ Cite relevant, concise text evidence that supports the answer. ○ Strengthen the response with subsequent pieces of text evidence. ○ Elaborate on constructed response using “essay stretcher” words. This means; this makes me think; This is important because; etc). ○ Elaborate on writing through sophisticated vocabulary, author’s craft and syntax. • Readers answer narrative task prompts with well-crafted constructed responses: <ul style="list-style-type: none"> ○ Open the response with a flipped question and answer the question. ○ Cite relevant, concise text evidence that supports the answer. ○ Strengthen the response with subsequent pieces of text evidence. ○ Integrate thought, action, dialogue, setting, and other narrative elements. ○ Elaborate on writing through sophisticated vocabulary, author’s craft and syntax. • Readers write thorough prompts constructed responses: <ul style="list-style-type: none"> ○ Identify the question being asked, and open with a flipped question and an answer to the question. 	

	<ul style="list-style-type: none"> ○ Chunk the prompt into parts, and makes sure students are addressing each part in the body of the writing. ○ Make a plan with bullets on planning paper. ○ Check to make sure that each part of the prompts is addressed I the writing with detail and text evidence and/or narrative elements. 	
<p>Goal</p> <p>Students will reflect on their strengths and weaknesses as test takers in reading.</p> <p>Students will work with partners to strengthen their skills for test taking.</p>	<ul style="list-style-type: none"> • Readers should check multiple choice answers on a chart/grid to see what skills still need reinforcement during guided reading, strategy groups, and/or conferring. • Readers use the text of the questions and choices to answer as a carefully as possible: <ul style="list-style-type: none"> ○ Read every word from the question carefully and think about it. ○ Read every word from every choice carefully and think about it. • Readers write thorough essays in response to the research simulation task: <ul style="list-style-type: none"> ○ Take notes on relevant information while viewing the video. ○ Reread notes once the video is complete and ask yourself, “What do I expect the next text to be about?” ○ Read the next text with the lens of expectations based on the video. ○ Take notes on the texts. 	

Read and Write On Demand (Structures)

Mini lesson	10 minutes model a testing strategy
Test Prep Activity	15-20 minutes- students work on a sample passage and questions (Partner and/or independent while teacher confers)
Small group instruction	15 minutes- students read just right books, while teacher pulls small groups to target weaknesses
Teaching Share	5 minutes- teacher shares something that was noticed while students are working
Shared Reading	10-15 minutes, three days per week
Closure	5-10 Review, Discuss, Share

For every 3-4 test prep days, you should have one practice test day using the following resources:

- <https://nj.mypearsonsupport.com/practice-tests/>
- Released sample testing items

Unit Title: Poetry - Clubs	Grade Level: 6	Time Frame: May – June (4 weeks)
<p>Unit Overview: In this unit, students will fall in love with poetry as an art form full of aesthetic qualities, rhythmic elements, and poignant themes about the human experience. Students will examine the works of great poets such as Robert Frost as they think about how poetry differs from prose in structure, form, purpose, and language. Significantly, in this unit, students move beyond literal meanings of words to figurative ones as they review how to analyze metaphors, similes, personification, and hyperboles from previous years. Students are pushed even more to explain the themes of poems. Unlike in texts from the elementary years, the themes are often subtle and developed over the course of the text rather than obvious and revealed early on in the text.</p>		
<p>NJSLS:</p> <p>RL.6.1: Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.6.2: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RL.6.3: Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p> <p>RL.6.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>RL.6.5: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p> <p>RL.6.6: Explain how an author develops the point of view of the narrator or speaker in a text.</p> <p>RL.6.7: Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.</p> <p>RL.6.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p> <p>RL.6.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.</p>		

W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. A. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”). 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”).

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

L.6.1: Demonstrate command of the conventions of standard English grammar and usage 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. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

L.6.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

B. Maintain consistency in style and tone.

L.6.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

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

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

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

L.6.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).

Technology Standards:

8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.

21st Century Skills:

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP12. Work productively in teams while using cultural global competence.

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Interdisciplinary Connections:

Health: 2.2.8.B.2 Justify when individual or collaborative decision-making is appropriate.

Visual and Performing Arts: 1.18.C.3 Differentiate among vocal rate, pitch, and volume and explain how they affect articulation, meaning, and character.

Unit Goals/Enduring Understandings

- Readers paraphrase main idea or theme of a poem.
- Readers identify the speaker and the speakers point of view or attitude.
- Readers understand the difference between literal and figurative language.

Essential Questions:

How do poems reflect emotion?

How does figurative language help a reader understand the meaning of a poem?

Vocabulary and Key Concepts

tone, ballad, lyric, couplet, epic, sonnet, ode, analogies, metaphor, symbolism, simile, imagery, text structure

Skills:

Analyze figurative language

Determine meaning of literary devices

Analyze how a particular line or stanza is central to the meaning of the text

Differentiate between literal and figurative language

Demonstration of Learning/Assessment:

TC Reading Assessments

Conference Notes

Teacher Created Assessments

Small Group Observations

Benchmark (Poetry Analysis)

Performance based (optional) Poetry Slam

Mentor Texts:

Inside Out and Back Again by: Thanhha Lai (verse novel)

“Fire and Ice” by: Robert Frost

“The Road Not Taken” by: Robert Frost

“Stopping by Woods on a Snowy Evening” by Robert Frost

Various poems by: Langston Hughes, Sandra Cisneros, and/or Gary Soto

Resources/Materials

- Units of Study for Teaching Reading 6-8
- Holt Elements of Literature
- Classroom library of leveled books
- Vocabulary Workshop- Sadlier
- Chart paper/Post-its
- Reading notebooks

Unit Title: Unit Title: Poetry-Clubs		Grade Level: 6	Time Frame: May-June (4-6 weeks)
Goals	Possible Teaching Points: Can be taught in Mini-lessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, Shared Writing, Word Study, and/or Vocabulary	Teacher Notes	
Readers paraphrase main idea or theme of a poem	<ul style="list-style-type: none"> Readers of poetry, on a first read of a poem, read it through beginning to end. After reading through, we might ask: <ul style="list-style-type: none"> What feeling does this poem give me? What is the author telling me? Is there a rhythm to the poem? Why might the author have made that choice? Readers share what they know about a familiar poem by reading with a partner Readers read a poem the way they think author intended by reading aloud with a partner and then discussing key points of the poem Readers better understand a poem's intent by looking at illustrations that may be included with a poem 		
Readers identify the speaker and the speaker's point of view or attitude	<ul style="list-style-type: none"> Readers interpret what is being said by paying close attention to the words a poet chooses Readers interpret to the meaning of a poem by attending to the author's voice in the poem Readers learn about poets motivation and influences by reading short biographies Readers identify the style of an author by reading several poems by the same author Readers understand a poem is often interpreted by people differently by discussing it with a partner or a group 		
Readers understand the difference between literal and figurative language	<ul style="list-style-type: none"> Readers identify the author's intent by looking at the use of similes Readers identify the author's intent by looking at the use of metaphors Readers identify the characteristics they know about various styles of poetry Readers examine the style of a poem by looking at how authors use punctuation Readers understand a poets intent by creating a picture in their mind from the words the poet uses. Readers examine the use of "poetic license" by looking at an author's use of, or lack of punctuation Readers can develop a deeper understanding of a poem by creating illustrations to go with the poems they read 		

