

ELA 6 Marking Period 3

Content Area: **ELA**
Course(s): **ELA 6**
Time Period: **Marking Period 3**
Length: **9 weeks**
Status: **Published**

Course Pacing Guide

This pacing guide should include the vision and mission of the course. It will be the same for all units in your course.

The simpler, the better. Pacing guide flaws come when they are too constricting, so big ideas is best (Cobb, McClain, de Silva Lamberg, & Dean, 2003; Wiggins, Wiggins, & McTighe, 2005)

Unit	Marking Period	Weeks
CNN Heroes	1	3
Explanatory/informational writing	1	3
Short Stories	1	3
Gilgamesh	2	3
Narrative Writing	2	2
Science Fiction short stories	2	2
Giver	2-3	5
Survival Literature Circles	3	4
Argumentative Writing	3	3
Brown Girl Dreaming	4	4
Poetry	4	3
Memoir Literature Circles	4	3
Mythology	4	2

Unit Overview

NJSLS READING

To become college and career ready, students must grapple with works of exceptional craft and thought whose r

genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models of thinking and writing. Along with high-quality contemporary works, these texts should be chosen from among secondary documents, the classics of American literature, and the timeless dramas of Shakespeare. Through wide and deep reading of literary and literary nonfiction of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts.

NJSLS WRITING

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering opinions, demonstrating an understanding of the subjects they are studying, and conveying real and imagined experiences. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience. They begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop and build knowledge on a subject through research projects and to respond analytically to literary and informational texts. To achieve these goals, students must devote significant time and effort to writing, producing numerous pieces over short and long time frames throughout the year.

Students will explore through reading, writing, discussion and presentation what makes their identities unique and how their beliefs and actions help individuals or groups fit into society.

NJSLS SPEAKING AND LISTENING

To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of conversations requires that students contribute accurate, relevant information; respond to and develop what others say; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains. New technologies have expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened ties between different forms of communication. Digital texts confront students with the potential for continually updated content and complex combinations of words, graphics, images, hyperlinks, and embedded video and audio.

To build a foundation for college and career readiness in language, students must gain control over many conventions of English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must be able to determine or clarify the meaning of grade appropriate words encountered through listening, reading, and speaking; to appreciate that words have nonliteral meanings, shades of meaning, and relationships to other words; and explain the meaning of words in the course of studying content. The inclusion of Language standards in their own strand should not be taken as a sign that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

Enduring Understandings

Reading expands understanding of the world, its people and oneself.

Readers use strategies to construct meaning.

People rely on a variety of resources to obtain information.

Readers develop a deeper understanding through reflection of text.

Understanding of a text's features, structures, and characteristics facilitate the reader's ability to make meaning of the text.

Writers have a purpose for writing.

Good writers use an organization that fits the purpose and is clear to the reader.

Writing is a multi-stage process.

Writing is a reflective process. Written communication and proper grammar mechanics promote fluency of communication.

Engage effectively in a range of collaborative discussions with diverse partners on texts, and issues, building on others' ideas and expressing their own clearly.

Effective communication relies on the usage of proper forms for conventions of standard English grammar and vocabulary.

Essential Questions

- How does the literature relate to the theme of heroes?
- What are the factors that characterize a hero?
- How do readers construct meaning from text?
- Why do readers need to pay attention to a writer's choice of words?
- How does the audience and purpose influence the format of writing?
- How does each step of the writing process influence writing?
- How do we use literary devices improve our writing?

- How does discussion increase our knowledge and understanding of an idea(s)?
- How is a speaker's or listener's point of view influenced by knowledge and experience?
- How do conventions of standard English grammar and usage promote understanding of what is being communicated?
- How do conventions of language and usage promote understanding of what is being communicated? (Unknown words, multiple-meaning words, figurative language, academic vocabulary)
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New Jersey Student Learning Standards (No CCS)

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. Research to Build and Present Knowledge

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research. Range of Writing

NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.

NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing

or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Amistad Integration

Integration of Newsela

Articles and Videos which center on African American culture.

Integration of Commonlit

Inclusion of Harriet Tubman activity, introduction of Underground Railroad. (Laying foundation for brown girl dreaming)

Purpose:

The Amistad Commission ensures that the Department of Education and public schools of New Jersey implement materials and texts which integrate the history and contributions of African-Americans and the descendants of the African Diaspora.

Goals:

- 1) To infuse the history of Africans and African-Americans into the curriculum in order to provide an accurate, complete and inclusive history.
- 2) To ensure that New Jersey teachers are equipped to effectively teach the revised social studies core curriculum content standards.
- 3) To create and coordinate workshops, seminars, institutes, memorials and events which raise public awareness about the importance of the history of African-Americans to the growth and development of American society in global context.

Holocaust/Genocide Education

Remove/replace the text in this section - this is for your reference (link -- https://nj.gov/education/holocaust/about_us/mandate.html)

RE: N.J.S.A. 18A:35-28, Holocaust/Genocide Education

- a.** Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils.
- b.** The instruction shall enable pupils to identify and analyze applicable theories concerning human nature and behavior: to understand that genocide is a consequence of prejudice and discrimination: and to understand that issues of moral dilemma and conscience have a profound impact on life. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Interdisciplinary Connections

SOC.6.2.8 - [Standard] - All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

SOC.5-8.1.3.2 - Assess the credibility of sources by identifying bias and prejudice in documents, media, and computer-generated information.

TECH.8.1.8 - [Standard] - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Technology Standards

	TECH.8.1.8.A - [Strand] - Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.8 - [Standard] - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.	TECH.8.1.8.B - [Strand] - Students demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology.
	TECH.8.1.8.C - [Strand] - Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

TECH.8.1.8.D - [Strand] - Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

21st Century Themes/Careers

<https://www.nj.gov/education/aps/cccs/career/>

CRP1. Act as a responsible and contributing citizen and employee Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP2. Apply appropriate academic and technical skills. Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation

CRP4. Communicate clearly and effectively and with reason. Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5. Consider the environmental, social and economic impacts of decisions. Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6. Demonstrate creativity and innovation. Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace.

They take action on their ideas and understand how to bring innovation to an organization.

CRP7. Employ valid and reliable research strategies. Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

CRP11. Use technology to enhance productivity. Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks

Financial Literacy Integration

Remove/replace the text in this section - this is for your reference -- (link to helpful resources: <https://www.nj.gov/education/aps/cccs/career/FLResources.pdf>)

An Act concerning public school instruction on financial literacy and supplementing chapter 35 of Title 18A of the New Jersey Statutes.

Be It Enacted by the Senate and General Assembly of the State of New Jersey:

1. The State Board of Education shall require that a school district incorporate in each of the grades ¹[kindergarten] six¹ through eight financial literacy instruction to pupils enrolled in those grades. The purpose of the instruction shall be to provide ¹[elementary and]¹middle school students with the basic financial literacy necessary for sound financial decision-making.

The instruction shall meet the requirements established by the State board and shall:

- a. be appropriate to, and reflect the age and comprehension of, the students enrolled in the particular grade level; and
- b. include content on budgeting, savings, credit, debt, insurance, investment, and other issues associated with personal financial responsibility as determined by the State board.

Instructional Strategies & Learning Activities

The Giver by Lois Lowry

- Introduce and practice vocabulary.
- Read, discuss, comprehension questions.
- Examine story structure and literary elements.

Survival Lit Circles

- “Book tasting” to explore offered titles
- Students share reading choice preferences
- Group students by preferences and instructional levels.
- Groups chunk reading and select roles
- Review strategies for collegial discussion and perspective taking.
- Students read, complete role sheets, engage in collaborative discussion with diverse partners.

Argumentative Writing

- Introduce argument writing with mentor text.
- Explain, evaluate, analyze parts of an argument
- Compose own arguments using choice of topic and supporting text.
- Follow steps in the writing process with emphasis on revising.

Differentiated Instruction

Examples may include:

- Curriculum Map
- Inquiry/Problem-Based Learning
- Learning preferences integration (visual, auditory, kinesthetic)
- Sentence & Discussion Stems
- Tiered Learning Targets
- Learning through play
- Meaningful Student Voice & Choice
- Relationship-Building & Team-Building
- Self-Directed Learning
- Choice Boards
- Debate
- LMS use
- Mock Trial

- The Hot Seat/Role-Play
- Student Data Inventories
- Mastery Learning (feedback toward goal)
- Goal-Setting & Learning Contracts
- Game-Based Learning
- Grouping
- Socratic Seminar
- Genius Hour
- Rubrics
- Learning Menus
- Jigsaws
- Learning Through Workstations
- Concept Attainment
- Flipped Classroom
- Mentoring
- Assessment Design & Backwards Planning
- Student Interest & Inventory Data

*Add or remove any of these as you see fit.

Formative Assessments

Quick Writes

Summary Strategies

Exit Tickets

Student Conference

Web-Concept Maps

Observation

Self-assessment

Journal Entry

Think-Pair-Share

Oral Questioning

Google Forms

Summative Assessment

Test

Writing Pieces

Lesson Quiz

Project

Benchmark Assessments

Utilize data from LinkIt!

NJSLA and LinkIt! assessment

CommonLit Pre-Assessment

Newsela Reading Skills Check

Alternate Assessments

Essay Templates

Writing: Modified Writing Assignments

Modified Assessments

Resources & Technology

Chromebooks

Promethean Board

Newsela

Google Sites

CommonLit

NoRedInk

G Suite (Google)

Actively Learn

Flocabulary

PBS Learning Media interactives

TED-Ed.com

flocabulary.com

Kahoot.com

BOE Approved Texts

Novels:

Gilgamesh: Man's First Story by B. Bryson

The Giver by Lois Lowry

brown girl dreaming by J. Woodson

Short Stories:

"The Day the Sun Came Out" by Dorothy M. Johnson

"The Open Window" by Saki

"All Summer in a Day" by Ray Bradbury

"Enchanted Village" by AE Van Voigt

Literature Circle Novels

Hatchet by Gary Paulson

Touching Spirit Bear by Ben Mikaelson

My Side of the Mountain by Jean Craighead George

Fever 1793 by Laurie Halse Anderson

Swiss Family Robinson by Johann Wyss

The Cay by Theodore Taylor

(Peak by Roland Smith and Endangered by Eliot Schrefer)

Short Autobiographies/Memoirs Lit Circles

Tasting the Sky by Ibtisam Barakat

Red Scarf Girl by JiLi Jiang

Tony Hawk: Professional Skateboarder by Tony Hawk

We Beat the Streets by The 3 Doctors

Closure

Such as:

- Snowstorm - Students write down what they learned on a piece of scratch paper and wad it up. Given a signal, they throw their paper snowballs in the air. Then each learner picks up a nearby response and reads it aloud.
- Parent Hotline - Give students an interesting question about the lesson without further discussion. Email their guardians the answer so that the topic can be discussed over dinner.
- DJ Summary - Learners write what they learned in the form of a favorite song. Offer to let one or two sing thier summary.
- Gallery Walk - On chart paper, small groups of students write and draw what they learned. After the completed works are attached to the classroom walls, others students affix post-its to the posters to extend on the ideas, add questions.
- Sequence It - create timelines of major events discussed
- Low-Stakes Quizzes - Give a short quiz using technologies like Kahoot or a Google form.
- Have students write down three quiz questions (to ask at the beginning of the next class).
- Question Stems - Have students write questions about the lesson on cards, using [question stems framed around Bloom's Taxonomy](#). Have students exchange cards and answer the question they have acquired.
- Kids answer the following prompts: "What takeaways from the lesson will be important to know three years from now? Why?"
- Have students dramatize a real-life application of a skill.
- Ask a question. Give students ten seconds to confer with peers before you call on a random student to answer. Repeat.
- Have kids orally describe a concept, procedure, or skill in terms so simple that a child in first grade would get it.
- Direct kids to raise their hands if they can answer your questions. Classmates agree (thumbs up) or disagree (thumbs down) with the response.
- Have kids create a cheat sheet of information that would be useful for a quiz on the day's topic.

- Kids write notes to peers describing what they learned from them during class discussions.
- Ask students to summarize the main idea in under 60 seconds to another student acting as a well-known personality who works in your discipline. After summarizing, students should identify why the famous person might find the idea significant.
- Have students complete the following sentence: "The [concept, skill, word] is like _____ because _____."
- Ask students to write what they learned, and any lingering questions on an "exit ticket". Before they leave class, have them put their exit tickets in a folder or bin labeled either "Got It," "More Practice, Please," or "I Need Some Help!"
- After writing down the learning outcome, ask students to take a card, circle one of the following options, and return the card to you before they leave: "Stop (I'm totally confused. Go (I'm ready to move on.)" or "Proceed with caution (I could use some clarification on . . .)"

*Add to or remove any of these as you see fit.

ELL

Such as:

- Alternate Responses
- Advance Notes
- Extended Time
- Teacher Modeling
- Simplified Written and Verbal Instructions
- Frequent Breaks
- E-Dictionaries
- Google Translate

*Add to or remove any of these as you see fit.

Special Education

List is not inclusive but may include examples such as:

- Shorten assignments to focus on mastery of key concepts.
- Shorten spelling tests to focus on mastering the most functional words.
- Substitute alternatives for written assignments (clay models, posters, panoramas, collections, etc.)
- Specify and list exactly what the student will need to learn to pass.
- Evaluate the classroom structure against the student's needs (flexible structure, firm limits, etc.).
- Keep workspaces clear of unrelated materials.
- Keep the classroom quiet during intense learning times.
- Reduce visual distractions in the classroom (mobiles, etc.).
- Provide a computer for written work.
- Seat the student close to the teacher or a positive role model.

- Use a study carrel. (Provide extras so that the student is not singled out.)
- Provide an unobstructed view of the chalkboard, teacher, movie screen, etc.
- Keep extra supplies of classroom materials (pencils, books) on hand.
- Maintain adequate space between desks.
- Give directions in small steps and in as few words as possible.
- Number and sequence the steps in a task.
- Have student repeat the directions for a task.
- Provide visual aids.
- Go over directions orally.
- Provide a vocabulary list with definitions.
- Permit as much time as needed to finish tests.
- Allow tests to be taken in a room with few distractions (e.g., the library).
- Have test materials read to the student, and allow oral responses.
- Divide tests into small sections of similar questions or problems.
- Allow the student to complete an independent project as an alternative test.
- Give progress reports instead of grades.
- Grade spelling separately from content.
- Allow take-home or open-book tests.
- Show a model of the end product of directions (e.g., a completed math problem or finished quiz).
- Stand near the student when giving directions or presenting a lesson.
- Mark the correct answers rather than the incorrect ones.
- Permit a student to rework missed problems for a better grade.
- Average grades out when assignments are reworked, or grade on corrected work.
- Use a pass-fail or an alternative grading system when the student is assessed on his or her own growth.

*Add to or remove any of these as you see fit.

504

Examples of accommodations in 504 plans include but are not limited to:

- preferential seating
- extended time on tests and assignments
- reduced homework or classwork
- verbal, visual, or technology aids
- modified textbooks or audio-video materials
- behavior management support
- adjusted class schedules or grading
- verbal testing
- excused lateness, absence, or missed classwork
- pre-approved nurse's office visits and accompaniment to visits
- occupational or physical therapy

*Add to or remove any of these as you see fit.

At Risk

Examples may include:

- Use of mnemonics
- Have student restate information
- Provision of notes or outlines
- Concrete examples
- Use of a study carrel
- Assistance in maintaining uncluttered space
- Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
- Peer or scribe note-taking
- Lab and math sheets with highlighted instructions
- Graph paper to assist in organizing or lining up math problems
- Use of manipulatives
- No penalty for spelling errors or sloppy handwriting
- Follow a routine/schedule
- Teach time management skills
- Verbal and visual cues regarding directions and staying on task
- Adjusted assignment timelines
- Visual daily schedule
- Immediate feedback
- Work-in-progress check
- Pace long-term projects
- Preview test procedures
- Film or video supplements in place of reading text
- Pass/no pass option
- Cue/model expected behavior
- Use de-escalating strategies
- Use peer supports and mentoring
- Have parent sign homework/behavior chart
- Chart progress and maintain data

*Add to or remove any of these as you see fit.

Gifted and Talented

Focus on effort and practice

Offer the Most Difficult First

Offer choice

Speak to Student Interests

Allow G/T students to work together

Encourage risk taking