**Language Arts**

**Grade 3**

**Curriculum Guide**

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**LINDEN PUBLIC SCHOOLS**

**LINDEN, NEW JERSEY**

**DR. ROCCO TOMAZIC**

**INTERIM SUPERINTENDENT**

**DENISE CLEARY**

**ASSISTANT SUPERINTENDENT**

**Jennifer Smith**

**DIRECTOR OF ELEMENTARY LANGUAGE ARTS, FEDERAL PROGRAMS & EARLY CHILDHOOD**

**The Linden Board of Education adopted the Curriculum Guide on:**

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| **Date** |  | **Agenda Item** |
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| **Rationale**  **Be it resolved, that all curricula within the following content areas be readopted for use in the Linden Public Schools for the 2022-2023 school year. All curricula are aligned to the New Jersey Student Learning Standards.** | | |

**Public Notice of Non-Discrimination**

If any student or staff member feels that they have experienced discrimination on the basis of race, color, creed, religion, gender, ancestry, national origin, social or economic status, sexual orientation or disability, contact:

Affirmative Action Officer

Kevin Thurston – (908) 486-5432 ext. 8307; [kthurston@lindenps.org](mailto:kthurston@lindenps.org)

504 Officer & District Anti-Bullying Coordinator

Annabell Louis – (908) 486-2800 ext. 8025; [alouis@lindenps.org](mailto:alouis@lindenps.org)

Title IX Coordinator

Steven Viana – (908) 486-7085; [sviana@lindenps.org](mailto:sviana@lindenps.org)

Director of Special Education

Marie Stefanick – (908) 587-3285; [mstefanick@lindenps.org](mailto:mstefanick@lindenps.org)

**Language Arts Department Mission**

The mission of the Linden Public Schools Language Arts Department is to develop lifelong learners who are inquisitive, engaged, and reflective. Our goal is to foster literacy skills for reading, writing, speaking, and listening. Through a collaborative approach and rigorous curriculum, we promote every student’s creativity, empathy, and self-worth. The students we educate will be effective communicators, equipped to succeed in a global community.

**Language Arts Department Vision**

Think Critically. Read Widely. Write Effectively. Speak Thoughtfully.

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| **Grade 6 MP1**  **Finding Courage/ Never Give Up (Unit 1)**  **PACING:**  **Time Frame: 10 Weeks**  **7 Weeks Instruction**  **Unit Test Week 7**  **Reflection/Common Assessment Meeting Week 8**  **ReTeach/ReAssess Weeks 9-10** |
| **Essential Questions** |
| *How do you find courage in the face of fear?*  *What keeps people from giving up?* |
| **Standards** |
| **POWER STANDARDS** (Commonly Assessed):  **Reading Literature**  **Key Ideas and Details**  **RL.6.1.** Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.  **RL.6.2.** Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.  **RL.6.3** Describe how a particular story 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.  **Craft and Structure**  **RL.6.4.** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.  **RL.6.5.** Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.  **Reading Informational Text**  **RI.6.2.** Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.  **RI.6.3.** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).  **Craft and Structure**  **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.  **Writing**  **Text Types and Purposes**  (outlined in supporting standards)  **Production and Distribution of Writing**  **W.6.4.** Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.  **W.6.5**. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  **W.6.6.** Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.  **Research to Build and Present Knowledge**  **W.6.7**. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.  **Speaking and Listening**  **Presentation of Knowledge and Ideas B**  **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).  **Language**  **Conventions of Standard English**  **L.6.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  **Vocabulary Acquisition and Use**  **L.6.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.   1. 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. 2. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible*).   **L.6.5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy, scrimping, economical, unwasteful, thrifty*).  **Supporting Standards and Cumulative Progress Indicators**  RL.6.2  RL.6.3  RL.6.6  RI.6.1  RI.6.2  RI.6.4  RI.6.5  RI.6.6  RI.6.8  RI.6.9  W.6.1.A-E  W.6.5  W.6.6  W.6.7  W.6.8  W.6.10  SL.6.1  SL.6.1.A  SL.6.1.B  SL6.1.C  SL.6.1.D  SL.6.3  SL.6.6  SL.6.5  L.6.1  L.6.1.A  L.6.1.B  L.6.1.C  L.6.1.D   * **Grades 6-8 Career Readiness, Life Literacies, and Key Skills: See Supporting Document in OnCourse** |

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| **Pre-assessment (reading):** Online Diagnostic - Reading Comprehension Assessment (Edmentum) **Pre-assessment (writing):** Writing Pre-Assessment: “Toys of Terror” | | | |
| **Sample SLO - WALT** | **Sample Student Strategies & Activities** | **Sample Formative Assessment** | **Suggested Resources** |
| Use evidence from the text to make and check predictions when reading  Make personal connections, make connections to other texts, and/or make global connections when relevant  Gather evidence from the text to support inferences or explicit meaning.  Read and analyze a variety of literary genres and informational texts  Closely examine the text’s explicit content    Probe a segment of text in order to study and evaluate its multiple, deeper, and varied meanings    Reconstruct and understand the text segment’s new meaning    Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences    Refer to the text for support when analyzing and drawing inferences  Correctly cite evidence from the text (**NOTE TO THE TEACHER:** this is the first time the term “cite” is used, before that it says quote accurately and refer to) | *Link:*  [Teaching Channel: Thinking Notes Strategy For Close Reading](https://www.teachingchannel.org/videos/student-annotated-reading-strategy)  *Link:*  [Socratic Seminar: ReadWriteThink](http://www.readwritethink.org/professional-development/strategy-guides/socratic-seminars-30600.html)  *Link:*  [Levels of Thinking in Bloom’s and Webb’s Depth of Knowledge](http://www.ccresa.net/wp-content/uploads/2012/06/dok_blooms_comparison.pdf)  Notice and Note Signposts (*Into Literature*) - Practice close reading by using signposts to guide your thinking.  Check Your Understanding questions found at the end of each selection (*Into Literature*)  Think- Pair- Share (*The Core Six*)  Three Before Me (*The Core Six*)  Reading Log (*Into Literature*)  RACE Strategy – Restate the question in your response; answer the question; cite textual evidence to support your answer; explain how the selected evidence supports your answer.  Reading for Meaning -  (*The Core Six*) Create a graphic organizer with claim statements to agree or disagree with. Select text evidence to support your thinking.  Modeled Discussions  Participate in Collaborative Discussions  Utilize Graphic Organizers to analyze texts (summarizing, central idea, NF text structure) | Pause and Because… (*Tools for Thoughtful Assessment,*pg. 62)  Somebody Wanted But So  Response Log (throughout *Into Literature***)** at the end of Unit 1 for each selection reading)  Selection Tests (throughout *Into Literature***)** for Unit 1 | **Resources for Reading**  **Mentor Texts/Historical Writing**  **Novels:**  *Behind Rebel Lines* **-** Seymour Reit  *The Outsiders* **-** S.E. Hinton  *Julie of the Wolves* – Jean Craighead George  **Short Stories:**  (HMH/*Into Literature*)  *from* The Breadwinner:Deborah Ellis  Horrors*:* Lewis Carroll  Fears and Phobias*:*kidshealth.org (mentor text)  **Articles**:  **Scope Magazine:**  Is it OK to Lie? Maggie Pierce (October 2018)  ***HMH / Into Literature* Supplemental Materials:**  Intervention, Review & Extension  Anchor Charts  Guided Skills Practice  Level Up Tutorials  Peer Coach Videos  **Core 6:**  Tools for Thoughtful Assessment  Reading For Meaning  Newsela  Nearpod  CommonLit  Additional Grade Level Novels  **EDMENTUM TESTING** |
| Introduce a topic  Compose a well-developed thesis statement  Select appropriate text structures and text features for clarity  Include formatting, graphics, and multimedia when useful to aid comprehension  Add relevant facts, definitions, concrete details, quotations, or other information and examples to develop the topic  Cite information correctly by following the proper format  Transition between ideas and concepts using appropriate words and phrases  Select specific vocabulary to inform about or explain the topic  Consistently use a formal style  Write a conclusion to bring all ideas to a close | Gather supporting evidence using a graphic organizer  Write an introduction paragraph, including hook, background, title, author, genre, summary (TAG,) and thesis statement (claim).  Write body paragraphs using the RACE strategy  Cite evidence correctly following the MLA format.  Scaffolding by using modeling and graphic organizers with sentence stems.  Review and follow rules for grammar, punctuation, capitalization, spelling  Review and utilize the Writing process:   * Brainstorm/prewrite * Draft * Revise * Edit * Publish   Conduct student/teacher conferences  Peer Edit using a checklist  Planning Table (*Into Literature***)**- prewriting)  4-2-1 (*Tools for Thoughtful Assessment*)  Peer Edit/ Addit (teacher made)  R.A.C.E Strategy  Brainstorming Chart  Outline Guide  Reading for Meaning Reflection  Gallery Walk | Rough Draft with Rubric  Peer Edit Rubric Read Write Think  Respond to the Essential Question  Writing Frames (*Tools for Thoughtful Assessment*)  Mapping (*Tools for Thoughtful Assessment*)  ABC Summary  Kagen Learning Chips: Review Chips | **Resources for Writing**  (HMH/*Into Literature*)  Write an Informational Essay - pg. 80  *Fears and Phobias*: kidshealth.org (Mentor Text)  Writable  **EDMENTUM TESTING** |
| **L.6.2**  Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.  Spell correctly  Define and identify nonrestrictive/parenthetical elements in writing  Determine the appropriate punctuation to set off nonrestrictive/parenthetical elements  Apply common rules and patterns to spell words correctly in writing | Create and Discuss Word Networks for Critical Vocabulary  VKR Charts  Notice & Note (*Into Literature)*  Utilize Do Nows/Bell Ringers to review grammar | Language Conventions: Practice and Apply (*Into Literature***)** | Glossary of Academic and Critical Vocabulary R8-13 (*Into Literature)*pg. R8-R11  Grammar Studio **(***Into Literature***)** |
| **Social Emotional Learning (SEL)** | Ice breaker activities  Response to writing prompt  Small group discussions  Journaling |  | |  | | --- | | **SEL Resources**  <https://www.nj.gov/education/safety/wellness/selearning/>  Novels:  *A Good Kind of Trouble*: Lisa Moore Ramee  *My Name is Parvana*: Shelly Tanaka  Michael Solomon, Deborah Ellis | |
| **Social Justice** | Read and respond to literary and informational text.  Use writing prompts to create meaningful discussions and essays. |  | **Social Justice Resources**  *from*The Breadwinner:Deborah Ellis.  <https://www.weareteachers.com/social-justice-lesson-plans-resources/>    <https://www.cultofpedagogy.com/social-justice-resources/>  <http://www.nea.org/assets/docs/18141-CDA-NEA-HCR_6-8_Lesson_Plan_11-16-15.pdf>  **Writing Prompts About Social Justice:**  **Writing Prompt 1:**  In about three to four sentences, define the concept of social justice.  **Example:** You could explain the connection between equality and social justice.  **Writing Prompt 2:**  In approximately three to four sentences, define prejudice and explain how it relates to social injustice.  **Example:** Prejudice is an opinion-based, false idea about a certain population group that causes social injustice.  **List Prompt:**  Make a list of the five common types of social injustices noted in the lesson (racism, ageism, sexism, religion, and heterosexism). Make sure to briefly define each type of social injustice. At the top of your list, write the definition of social injustice.  **Example:** Sexism is discrimination based on gender.  **Reflection Prompt:**  Think about a time when you personally have experienced social injustice, a friend or family member has experienced social injustice, or you have witnessed social injustice. If you cannot think of an example or simply are uncomfortable with sharing, that's ok! You can either make up a scenario to write about or write about an example from history. Write at least one paragraph that describes the social injustice.  **Example:** Your aunt was not allowed to marry her partner until 2015, when the Supreme Court legalized same-sex marriage. |
| **Identity and Acceptance (LGBTQ)** | Response to writing prompts  Whole class discussion  Read texts by LGBTQ authors |  | **Identity and Acceptance (LGBTQ+) Resources**  <https://www.readbrightly.com/9-great-lgbtq-books-kids/>  <https://www.glsen.org/activity/unheard-voices-stories-and-lessons-grades-6-12>  <https://www.tolerance.org/learning-plan/lgbt-understanding>  <https://www.tolerance.org/learning-plan/lgbt-understanding>  <http://www.lgbtqhistory.org/course/middle-school-lesson-plans-general-lgbtq/> |
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| **Summative Written Assessments** | | | |
| **Writing Task:** Write an Informational Essay  **Writing Task Scoring Guide:** Informational Essay Rubric | | | |
| **Summative Performance Assessment** | | | |
| **Speaking and Listening**: Give a Presentation  OR  **Media Project:** Produce and Present a Podcast | | | |

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| **Grade 6 Unit 2** **Through an Animal’s Eyes / Discovering Your Voice** **PACING:** **Time Frame: 10 Weeks** **7 Weeks Instruction**  **Unit Test Week 7**  **Reflection/Common Assessment Meeting Week 8**  **ReTeach/ReAssess Weeks 9-10** |
| **Essential Questions** |
| *What can you learn by seeing the world through an animal’s eyes?*  *What are the ways you can make yourself heard?* |
| **Standards** |
| |  | | --- | | **POWER STANDARDS**(Commonly Assessed):  **Reading Literature**  **Key Ideas and Details**  **RL.6.1.** Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.  **RL.6.2.** Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.  **RL.6.3** Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.  **Craft and Structure**  **RL.6.4.** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.  **RL.6.5.** Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.  **Reading Informational Text**  **RI.6.1** Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.  **RI.6.2** Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.  **RI.6.3** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).  **Craft and Structure**  **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.  **Writing**  **Text Types and Purposes**  (outlined in supporting standards)  **Production and Distribution of Writing**  **W.6.4.** Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.  **W.6.5.** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  **W.6.6.** Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.  **Research to Build and Present Knowledge**  **W.6.7**. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.  **Speaking and Listening**  **Presentation of Knowledge and Ideas**  **SL.6.4.** Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).  **Language**  **Conventions of Standard English**  **L.6.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  **Vocabulary Acquisition and Use**  **L.6.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.   1. 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. 2. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible*).   **L.6.5**. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy, scrimping, economical, unwasteful, thrifty*).  **Supporting Standards/Cumulative Progress Indicators:**  RL.6.1  RL.6.2  RL.6.3  RL.6.6  RI.6.1  RI.6.2  RI.6.4  RI.6.5  RI.6.6  RI.6.8  RI.6.9  W.6.1.A-E  W.6.5  W.6.6  W.6.7  W.6.8  W.6.10  SL.6.1  SL.6.1.A  SL.6.1.B  SL6.1.C  SL.6.1.D  SL.6.3  SL.6.6  SL.6.5  L.6.1  L.6.1.A  L.6.1.B  L.6.1.C  L.6.1.D  L.6.1.E  L.6.5.A  L.6.5.B  L.6.5.C  L.6.4  L.6.4.A  L.6.4.B  L.6.4.C  L.6.4.D  L.6.5   * **Grades 6-8 Career Readiness, Life Literacies, and Key Skills: See Supporting Document in OnCourse** | |
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| **Instructional Plan** | | | | |
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| **Sample SLO - WALT** | **Sample Student Strategies & Activities** | **Sample Formative Assessment** | **Suggested Resources** |
| **RL.6.2.**  Determine the theme or central message  Explain the theme or central idea using key details from the text as evidence, including details from the beginning, middle, and end of the text  Identify and use knowledge of common graphic features (charts, maps, diagrams, captions, illustrations) to help determine the central idea of a text  Summarize texts by evaluating key details in which the central idea or theme is located  ·  Distinguish key (thematic) details from all other details  ·  Evaluate recurring ideas and changes in the characters and plot over the course of the text  ·  Evaluate why the author made those changes, the impact the changes had on the reader, and the effectiveness of the author’s choices  Distinguish between essential and nonessential details of a text to support creating unbiased summaries withholding personal opinion and judgment | Use a summarizing graphic organizer such as Someone Wants But So Then to develop complete and accurate summaries.  Use reflective journal to respond to texts.  View the following Level Up Tutorials on ED/HMH as whole class, small group or independently:  -Elements of Argument  -Evaluate Author’s Claims  Color code a model text to indicate the parts of an argument.  Post the essential question on an anchor chart. Refer to and respond to it throughout the unit.  Notice and Note (*Into Literature)*  Evaluate Details Organizer  Summarize and Paraphrase Texts Chart  Think Pair Share  4-2-1 Summarize Organizer (*Tools for Thoughtful Assessment*) | Quotation Analysis  Literature Circle  Memory Box (*Tools for Thoughtful Assessment*))  Response Log  Because… (*Tools for Thoughtful Assessment*)**,** pg. 62) | **Resources for Reading**  **Black Beauty:** Anna Sewell  **The Giver:** Lois Lowry  Notice & Note: Reading Model: *From PAX* : Sara Pennypacker  *Zoo*: Edward Hoch  From Animal Snoops: The Wondrous World of Wildlife Species: Peter Christie  Let People Own Exotic Animals by Zuzana Kukol (mentor text)  Wild Animals Aren’t Pets: USA Today  OMG, Not Another Selfie!: Shermakaye Bass (mentor text)  *from* Selfie: The Changing Face of Self-Portraits: Shermakaye Bass    **HMH */ Into Literature* Supplemental Materials:**  Intervention, Review & Extension:  Anchor Charts  Guided Skills Practice  Level Up Tutorials  Peer Coach Videos  **Core 6**  **Tools for Thoughtful Assessment**  **Reading for Meaning**  Newsela  Nearpod  CommonLit  Additional Grade Level Novels  EDMENTUM TESTING | |
| **W.6.1.**  Write arguments to support claims with clear reasons and relevant evidence.  A. Introduce claim(s) and organize the reasons and evidence clearly.  B. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.  C. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.  D. Establish and maintain a formal/academic style, approach, and form.  E. Provide a concluding statement or section that follows from the argument presented. | Use graphic organizers to develop claim statement and gather evidence.  Model determining evidence to support a claim.  Use graphic organizers to develop introduction and body paragraphs.  Writing Studio (*Into Literature)*  Identification of claims and evidence  Notice and Note  Mapping (*Tools for Thoughtful Assessment*)) | Argumentative letter outline  Comprehension Menus (*Tools for Thoughtful Assessment*)  Explaining Solutions (*Tools for Thoughtful Assessment*)  Kagan Learning Chips: Processing Chips | **Resources for Writing**  Notice & Note: Reading Model: *From PAX* : Sara Pennypacker  *Zoo*: Edward Hoch  *from* Animal Snoops: The Wondrous World of Wildlife Species: Peter Christie  *Let People Own Exotic Animals* by Zuzana Kukol (mentor text)  Wild Animals Aren’t Pets: USA Today  OMG, Not Another Selfie!: Shermakaye Bass (mentor text)  *from* Selfie*:* The Changing Face of Self-Portraits: Susie Brooks  Writable  Scope Magazine:  The World’s First Superstar: Lauren Tarshis (May 2015)  Say Goodbye to the Elephants: Adee Braun (May 2015)  Novels:  *Black Beauty*: Anna Sewell  *The Giver*: Lois Lowry | |
| **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).  Organize ideas in a logical, sequential order  Present information using sound, detailed, and relevant evidence in a coherent manner  Use appropriate eye contact, adequate volume, and clear pronunciation | “Winter OneHundredLand” Activity (see Canvas ELA Course)  Create and Use Notecards  to develop ideas and maintain focus during presentations  Pair and Practice  Adapt your Argument  Present Labeled Drawings  Gallery Walk (*Tools for Thoughtful Assessment*)  Association Triangle (*Tools for Thoughtful Assessment)*  Word Gaps (*Into Literature*)  Syntax Surgery (*Into Literature)* | Paired Presentation  With Rubric (teacher created)  Quick Start (*Into Literature)*  Create and Present |  | |
| **Social Emotional Learning (SEL)** | “Rose-Bud-Thorn” Activity: <https://www.mindfulschools.org/inspiration/mindful-reflection/>  Various Ice breaker activities  Response to writing prompt  Small group discussions  Journaling |  | |  | | --- | | **SEL Resources**  <https://www.nj.gov/education/safety/wellness/selearning/> |   Novel:  *When Stars are Scattered:* Victoria Jamieson  Omar Mohamed |
| **Social Justice** | Read and respond to literary and informational text  Utilize Writing Prompts:  **Writing Prompt 1:**  In about three to four sentences, define the concept of social justice.  **Example:** You could explain the connection between equality and social justice.  **Writing Prompt 2:**  In approximately three to four sentences, define prejudice and explain how it relates to social injustice.  **Example:** Prejudice is an opinion-based, false idea about a certain population group that causes social injustice.  **List Prompt:**  Make a list of the five common types of social injustices noted in the lesson (racism, ageism, sexism, religion, and heterosexism). Make sure to briefly define each type of social injustice. At the top of your list, write the definition of social injustice.  **Example:** Sexism is discrimination based on gender.  **Reflection Prompt:**  Think about a time when you personally have experienced social injustice, a friend or family member has experienced social injustice, or you have witnessed social injustice. If you cannot think of an example or simply are uncomfortable with sharing, that's ok! You can either make up a scenario to write about or write about an example from history. Write at least one paragraph that describes the social injustice.  **Example:** Your aunt was not allowed to marry her partner until 2015, when the Supreme Court legalized same-sex marriage. |  | **Social Justice Resources**  Selections from *Into Literature/HMH:*  *from*The Breadwinner:Deborah Ellis  Websites:  <https://www.weareteachers.com/social-justice-lesson-plans-resources/>    <https://www.cultofpedagogy.com/social-justice-resources/>  <http://www.nea.org/assets/docs/18141-CDA-NEA-HCR_6-8_Lesson_Plan_11-16-15.pdf> |
| **Identity and Acceptance (LGBTQ)** | Response to writing prompts  Whole class discussion  Read and discuss texts by LGBTQ authors |  | **Identity and Acceptance (LGBTQ+) Resources**  <https://www.readbrightly.com/9-great-lgbtq-books-kids/>  <https://www.glsen.org/activity/unheard-voices-stories-and-lessons-grades-6-12>  <https://www.tolerance.org/learning-plan/lgbt-understanding>  <https://www.tolerance.org/learning-plan/lgbt-understanding>  <http://www.lgbtqhistory.org/course/middle-school-lesson-plans-general-lgbtq/> |
| **Summative Written Assessments** | | | | |
| **Writing Task:** Write an Argumentative Essay  **Writing Task Scoring Guide**: Argumentative Essay Rubric | | | | |
| **Summative Performance Assessment** | | | | |
| **Media Project:** Create a Multimodal Project | | | | |

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| **Grade 6 Unit 3** **Surviving the Unthinkable** **& Discovering Your Voice**  **PACING:** **Time Frame: 10 Weeks** **7 Weeks Instruction**  **Unit Test Week 7**  **Reflection/Common Assessment Meeting Week 8**  **ReTeach/ReAssess Weeks 9-10** |
| **Essential Questions** |
| *What does it take to be a survivor?*  *What are the ways you can make yourself heard?* |
| Standards |
| **POWER STANDARDS** (Commonly Assessed):  **Reading Literature**  **Key Ideas and Details**  **RL.6.1.** Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.  **RL.6.2.** Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.  **RL.6.3** Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.  **Craft and Structure**  **RL.6.4.** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.  **RL.6.5.** Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.  **Reading Informational Text**  **RI.6.1.** Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.  **RI.6.2.** Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.  **RI.6.3.** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).  **Craft and Structure**  **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.  **Writing**  **Text Types and Purposes**  **Production and Distribution of Writing**  **W.6.4.** Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.  **W.6.5**. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  **W.6.6.** Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.  **Research to Build and Present Knowledge**  **W.6.7.** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.  **Speaking and Listening**  **Presentation of Knowledge and Ideas**  **SL.6.4.** Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).  **Language**  **Conventions of Standard English**  **L.6.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  **Vocabulary Acquisition and Use**  **L.6.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.   * Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. * Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible*).   **L.6.5**. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy, scrimping, economical, unwasteful, thrifty*).  **Supporting Standards/Cumulative Progress Indicators:**  **RL.6.1**  **RL.6.2**  **RL.6.3**  **RL.6.4**  **RL.6.5**  **RL.6.6**  **RL.6.7**  **RL.6.9**  **RL.6.10**  **RI.6.1**  **RI.6.2**  **RI.6.3**  **RI.6.4**  **RI.6.5**  **W.6.5**  **W.6.7**  **SL.6.1**  **SL.6.1.A**  **SL.6.1.B**  **SL.6.1.D**  **L.6.1.A-E**  **L.6.4.A-D**   * **Grades 6-8 Career Readiness, Life Literacies, and Key Skills: See Supporting Document in OnCourse** |

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| **Instructional Plan** | | | | |
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| **Sample SLO - WALT** | **Sample Student Strategies & Activities** | **Sample Formative Assessment** | **Suggested Resources** |
| **RL/RI.6.5**.  Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.  Determine how individual elements of a work (section, chapter, scene, or stanza, etc.) contribute to a text’s overall scope  Recognize how form relates to function and how a part relates to a whole  Distinguish between different text structures  ·  Observe how the individual components of the text add to the development of the theme, setting, and plot  ·  Analyze why the author included a specific section (chapter, scene, or stanza, etc.) of the text  ·  Analyze the impact the specific section (chapter, scene, or stanza, etc.) has on you, the reader  ·  Evaluate the effectiveness of the author’s choice to include this section (chapter, scene, or stanza, etc.) | Elements of Plot: Use a plot diagram chart (Freytag’s Pyramid) to teach the key parts of plot.  Create a storyboard of a significant part of the text to show plot development.  “We Got the Text’s Message” – Identify theme and provide evidence by creating a mock text chain to explain the theme of a story.  Utilize the  Reading for Meaning strategy to find text evidence to support theme.  Rhetoric Prompts  Notice and Note (*Into Literature)*  Association Triangles (*Tools for Thoughtful Assessment***,**82)  Close Reading -  Read closely and annotate the text using annotation symbols and note-taking. | Analyze Text Meanings  Response Log  Because… (*Tools for Thoughtful Assessment***,** pg. 62)  Quiz on compare/contrast signal words  Show and Share (*Tools for Thoughtful Assessment*, pg. 203) | **Resources for Reading**  All Summer in a Day: Ray Bradbury  Tuesday of the Other June by Norma Fox Mazer (HMH)  The First Day of School: R. V. Cassill (HMH)  Eleven by Sandra Cisneros (HMH)  **Mentor Texts/Historical Writing**  **Novels:**  **Hatchet:** Gary Paulsen  **Life As We Knew It**: Susan Beth Piper  **The Clay Marble**: Minfong Ho  **Short Stories:**  (HMH/*Into Literature*)  from UNIT 3:  “from A Long Walk to Water” by Linda Sue Park  “Salva’s Story” by POVRoseMedia  Chapter 21: Into the Lifeboat*:* Violet Jessop (mentor text)  “from *Ninth Ward*” by Jewell Parker Rhodes  from UNIT 4:  “from *Brown Girl Dreaming*” by Jacqueline Woodson  **Articles**:  **Scope Magazine:**  Dear Future: Nicholas Montemarano (April 2021)  ***HMH / Into Literature* Supplemental Materials:**  Intervention, Review & Extension  Anchor Charts  Guided Skills Practice  Level Up Tutorials  Peer Coach Videos  **The Core Six**  **Tools for Thoughtful Assessment**  **Reading for Meaning**  Additional Grade Level Novels  **EDMENTUM TESTING** | |
| **W.6.3**.  Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.  A. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.  B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.  C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.  D. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.  Provide a conclusion that follows from the narrated experiences or events  Engage and orient the reader by establishing a context  Engage the reader with a story hook  Introduce a narrator and/or characters  Organize an event sequence that unfolds naturally and logically  Use narrative techniques effectively to develop experiences, events, and/or characters  Transition from one idea to the next by using appropriate words and phrases | Notice & Note (*Into Literature)*  Write & Discuss (*Into Literature)*  Writing Studio (*Into Literature)*  Think-Pair-Share  Create and Present (*Into Literature)* | Peer Editing with Writing Task rubric (*Into Literature)*  pg. 242) | Chapter 21: Into the Lifeboat*:* Violet Jessop (mentor text) | |
| **L.6.1.**  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Ensure that pronouns are in the proper case (subjective, objective, possessive).  Use intensive pronouns (e.g., *myself, ourselves*).  Recognize and correct inappropriate shifts in pronoun number and person.  Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).  Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. | Pair and Practice  Vocab’s CODE (*Core Six)*  Association Triangle (*Tools for Thoughtful Assessment***,** pg. 82)  Extreme or Absolute Language (*Into Literature*)  RACE strategy | Paired Presentation  With Rubric (teacher created)  Critical Vocabulary Practice  Response Logs for Unit 6  Check Your Understanding (*Into Literature*)  Kagan Learning Chips: Discussion and Inference | Vocabulary’s Code (*Core Six)*  Grammar Studio (*Into Literature*) | |
| **Social Emotional Learning (SEL)** | Ice breaker activities  Response to writing prompt  Small group discussions  Journaling |  | |  | | --- | | SEL Resources  <https://www.nj.gov/education/safety/wellness/selearning/> | |
| **Social Justice** | read and respond to literary and informational text  Writing prompts |  | *Selections from Into Literature:*  “from *A Long Walk to Water”* by Linda Sue Park  “Salva’s Story” – documentary  Poem: “from ‘After the Hurricane’ “ by Rita Williams-Garcia  “from *Ninth Ward*” by Jewell Parker Rhodes  Social Justice  <https://www.weareteachers.com/social-justice-lesson-plans-resources/>    <https://www.cultofpedagogy.com/social-justice-resources/>  <http://www.nea.org/assets/docs/18141-CDA-NEA-HCR_6-8_Lesson_Plan_11-16-15.pdf>  **Prompts About Social Justice:**  **Writing Prompt 1:**  In about three to four sentences, define the concept of social justice.  **Example:** You could explain the connection between equality and social justice.  **Writing Prompt 2:**  In approximately three to four sentences, define prejudice and explain how it relates to social injustice.  **Example:** Prejudice is an opinion-based, false idea about a certain population group that causes social injustice.  **List Prompt:**  Make a list of the five common types of social injustices noted in the lesson (racism, ageism, sexism, religion, and heterosexism). Make sure to briefly define each type of social injustice. At the top of your list, write the definition of social injustice.  **Example:** Sexism is discrimination based on gender.  **Reflection Prompt:**  Think about a time when you personally have experienced social injustice, a friend or family member has experienced social injustice, or you have witnessed social injustice. If you cannot think of an example or simply are uncomfortable with sharing, that's ok! You can either make up a scenario to write about or write about an example from history. Write at least one paragraph that describes the social injustice.  **Example:** Your aunt was not allowed to marry her partner until 2015, when the Supreme Court legalized same-sex marriage. |
| **Identity and Acceptance (LGBTQ+)** | Response to writing prompts  Whole class discussion  Read texts by LGBTQ authors |  | **Identity and Acceptance (LGBTQ+) Resources**  Selections from *Into Literature*:  “from *Brown Girl Dreaming*” by Jacqueline Woodson  “Words Like Freedom” by Langston Hughes  Additional resources:  Author study references for Jacqueline Woodson  <https://www.npr.org/2015/06/19/415747871/jacqueline-woodson-on-growing-up-coming-out-and-saying-hi-to-strangers>  <https://www.readbrightly.com/9-great-lgbtq-books-kids/>  <https://www.glsen.org/activity/unheard-voices-stories-and-lessons-grades-6-12>  <https://www.tolerance.org/learning-plan/lgbt-understanding>  <https://www.tolerance.org/learning-plan/lgbt-understanding>  <http://www.lgbtqhistory.org/course/middle-school-lesson-plans-general-lgbtq/> |
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| **Summative Written Assessments** | | | | |
| **Writing Task:** Literary Analysis  **Writing Task Scoring Guide**: Writing About Reading Scoring Rubric | | | | |
| **Summative Performance Assessment** | | | | |
| **Media Project:** Create a Multimodal Presentation | | | | |

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| **Grade 6 Unit 4**  **Never Give Up/Hidden Truths**  **PACING:** **Time Frame: 10 Weeks** **7 Weeks Instruction**  **Unit Test Week 7**  **Reflection/Common Assessment Meeting Week 8**  **ReTeach/ReAssess Weeks 9-10** |
| **Essential Questions** |
| *What keeps people from giving up?*  *What hidden truths about people and the world are revealed through stories?* |
| **Standards** |
| **POWER STANDARDS** (Commonly Assessed):  **Reading and Literature**  **Key Ideas and Details**  **RL.6.1.** Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.  **RL.6.2.** Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.  **RL.6.3** Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.  Craft and Structure  **RL.6.4.** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.  **RL.6.5.** Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.  **Reading Informational Text**  **RI.6.1** Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.  **RI.6.2.** Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.  **RI.6.3.** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).  **Craft and Structure**  **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.  **Writing**  **Text Types and Purposes**  **Production and Distribution of Writing**  **W.6.4.** Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.  **W.6.5.** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  **W.6.6**. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.  **Research to Build and Present Knowledge**  **W.6.7.** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.  **Speaking and Listening**  **Presentation of Knowledge and Ideas**  **SL.6.4.** Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).  **Language**  **Conventions of Standard English**  **L.6.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  **Vocabulary Acquisition and Use**  **L.6.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.   1. 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. 2. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible*).   **L.6.5**. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy, scrimping, economical, unwasteful, thrifty*).  **Supporting Standards/Cumulative Progress Indicators:**  **RL.6.1**  **RL.6.2**  **RL6.3.**  **RL.6.4**  **RL.6.5**  **RL.6.6**  **RL6.10.**  **RI.6.1. RI.6.5.**  **RI.6.10**  **W.6.3. A-E.**  **W.6.5.**  **W.6.6.**  **W.6.8.**  **W.6.9.A-B.**  **W.6.10.**  **SL.6.1.A-D.**  **SL.6.5.**  **SL.6.6.**  **L.6.2.A-B L.6.3. L.6.4.A-C. L.6.5.A-C.**   * **Grades 6-8 Career Readiness, Life Literacies, and Key Skills: See Supporting Document in OnCourse** |

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| **Instructional Plan** | | | | |
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| **Sample SLO - WALT** | **Sample Student Strategies & Activities** | **Sample Formative Assessment** | **Suggested Resources** |
| RL.6.3  Explain the parts of a plot; provide a summary of each part  Observe and analyze how story characters and plot interact and develop throughout a given text  Read and evaluate texts with the goal of understanding how the story’s events and setting impact and shape the characters in different ways  Determine how particular episodes may trigger various responses in characters, revealing one or more of the characters’ traits | Plot Elements  Character Analysis  Character Traits  Character Development  Dynamic vs. Stagnant Character  How setting impacts character and plot  Notice and Note (**Into Literature**)  Reading Log (**Into Literature**)  Sketch to Stretch (**Into Literature**)  Numbered Heads Together (**Into Literature**)  Reading for Meaning (**Core Six** pg. 7)  Constructed Response (**Tools for Thoughtful Assessment** - pg. 160)  Interactive Note Making (**Tools for Thoughtful Assessment -** pg. 109) | Check Your Understanding (**Into Literature**)  Analyze the Text (**Into Literature** - at the end of each selection)  Create and Discuss: Write a Speech (**Into Literature** - pg. 431) | **Resources for Reading**  **Mentor Texts/Historical Writing**  **Novels:**  The Prince and the Pauper**:**Mark Twain  The Boatman’s Flute**:**Sherry Garland  The Mouse Bride: Heather Forest (mentor text)  **Short Stories:**  (HMH/*Into Literature*)  The Jungle Book:Rudyard Kipling  A Schoolgirl’s Diar*y* from *I am Malala* by Malala Yousafzai  Speech: Education First from Malala’s Speech to the United Nations by Malala Yousafzai  **Articles**:  **Scope Magazine:**  ***HMH / Into Literature* Supplemental Materials:**  Intervention, Review & Extension:  Anchor Charts  Guided Skills Practice  Level Up Tutorials  Peer Coach Videos  **Core 6:**  Tools for Thoughtful Assessment  Reading for Meaning  Newsela  Nearpod  CommonLit  Additional Grade Level Novels | |
| **L.6.3**  Identify various sentence patterns  Incorporate various sentence patterns to create style and voice  Use a consistent style and tone when writing or speaking | Notice and Note (*Into Literature)*  Pair and Practice  Vocabulary’s Code (*The Core Six)*  Language Conventions  Create and Discuss Word Networks for Critical Vocabulary.  VKR Charts | Language Conventions: Practice and Apply (*Into Literature* - at the end of selections**)**  Selection Tests/Teacher generated quizzes  Kagan Learning Chips: Discussion and Review | **Matrix of Vocabulary’s CODE tools** (figure 6.1)  Glossary of Academic and Critical Vocabulary R8-11 *Into Literature*  **EDMENTUM TESTING** | |
| **W.6.9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.   1. 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”).  Write a clear thesis statement  Identify evidence that supports claims in literary analysis  Incorporate evidence into written pieces, using introductory phrases and transitions  Logically connect evidence to claims in writing  Select direct and indirect quotations that relate to the topic as evidence  Cite in-text direct and indirect quotations appropriately  Explain quotations used as support to enhance meaning  Provide adequate supporting details for each main idea in writing  Use and maintain a formal style in writing  Choose specific language to explain a topic  Write a concluding statement/section that follows from and supports analysis  Revise and edit the written piece for improvement  Apply a specific organizational strategy to a compare-contrast essay | Inductive Writing  (*The Core Six*)  Word Wall  Write a literary analysis:  Compare and contrast themes, characters, setting by using the Top Hat graphic organizer.  Cite evidence from the text to support original ideas. Use the RACE strategy. | 3-2-1  3 things you found out  2 interesting things  1 question you still have  PEERS (Tools for Thoughtful Assessment) | *The Mouse Bride:* Heather Forest (mentor text) | |
| **Social Emotional Learning (SEL)** | Ice breaker activities  Response to writing prompt  Small group discussions  Journaling |  | |  |  | | --- | --- | | Social Emotional Learning  <https://www.state.nj.us/education/cccs/frameworks/ela/6.pdf>    Social Emotional state website  <https://www.state.nj.us/education/students/safety/sandp/sel/> |  | | |
| **Social Justice** | read and respond to literary and informational text  Writing prompts |  | Selections from *Into Literature:*  A Schoolgirl’s Diary from *I am Malala* by Malala Yousafzai  Speech: Education First from Malala’s Speech to the United Nations by Malala Yousafzai  “The First Day of School” by R.V.Cassill  Novel Selection:  *The Outsiders* by S.E. Hinton  Additional Resources:  Website on Malala Yousafzai  <https://www.nobelprize.org/prizes/peace/2014/yousafzai/facts/>  Social Justice  <https://www.weareteachers.com/social-justice-lesson-plans-resources/>    <https://www.cultofpedagogy.com/social-justice-resources/>  <http://www.nea.org/assets/docs/18141-CDA-NEA-HCR_6-8_Lesson_Plan_11-16-15.pdf>  **Prompts About Social Justice:**  **Writing Prompt 1:**  In about three to four sentences, define the concept of social justice.  **Example:** You could explain the connection between equality and social justice.  **Writing Prompt 2:**  In approximately three to four sentences, define prejudice and explain how it relates to social injustice.  **Example:** Prejudice is an opinion-based, false idea about a certain population group that causes social injustice.  **List Prompt:**  Make a list of the five common types of social injustices noted in the lesson (racism, ageism, sexism, religion, and heterosexism). Make sure to briefly define each type of social injustice. At the top of your list, write the definition of social injustice.  **Example:** Sexism is discrimination based on gender.  **Reflection Prompt:**  Think about a time when you personally have experienced social injustice, a friend or family member has experienced social injustice, or you have witnessed social injustice. If you cannot think of an example or simply are uncomfortable with sharing, that's ok! You can either make up a scenario to write about or write about an example from history. Write at least one paragraph that describes the social injustice.  **Example:** Your aunt was not allowed to marry her partner until 2015, when the Supreme Court legalized same-sex marriage. |
| **Identity and Acceptance (LGBTQ+)** | Response to writing prompts  Whole class discussion  Read texts by LGBTQ authors |  | <https://www.readbrightly.com/9-great-lgbtq-books-kids/>  <https://www.glsen.org/activity/unheard-voices-stories-and-lessons-grades-6-12>  <https://www.tolerance.org/learning-plan/lgbt-understanding>  <https://www.tolerance.org/learning-plan/lgbt-understanding>  <http://www.lgbtqhistory.org/course/middle-school-lesson-plans-general-lgbtq/> |
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| **Common Summative Written Assessment** | | | | |
| MP4 Writing Assignment: Narrative  Social Justice | | | | |
| **Common Summative Performance Assessment** | | | | |
| Capstone Project | | | | |

**Modification and Accommodation Strategies for High and Low Differentiation**

**504, ELL and At-Risk Students**

**Interdisciplinary and Horizontal/Vertical Articulation**

**Grade 6**

* Extended time
* Frequent breaks
* Highlighted text
* Interactive Notebook
* Modified Text
* Oral Directions
* Peer Tutoring
* Preferential Seating
* Re-direct
* Repeated drill/practice
* Shortened assignment
* Teacher notes
* Tutorials
* Use of additional reference material
* Use of audio resources
* Alternative assessments
* Choice boards
* Games and tournaments
* Group investigation
* Guided reading
* Independent research project
* Interest groups
* Learning contracts
* Leveled rubrics
* Literature circles
* Multiple intelligence options
* Multiple texts
* Personal agendas
* Project-based learning (PBL)
* Stations/centers
* Think-tac-toe
* Tiered activities
* Varying graphic organizers
* Choice of book/activity
* Cubing activities
* Exploration by interest
* Flexible grouping
* Work alone/together
* Reading buddies
* Homework options
* Goal setting with student

**Horizontal Integration and Interdisciplinary Connections**

**History:** Historical implications of the work(s) being studied

**Fine and Performing Arts:** Art, plays, movies of the work(s) being studied

**Science and Technology:** Scientific or technological advances made during the time period of the work(s) being studied

**Math:** Analysis and manipulation of statistics or other numeric information relating to the work(s) being studied

**Vertical Integration-Discipline Mapping**

**Grade 6**

The sixth-grade curriculum falls at the beginning of the middle school experience.  In the Language Arts Curriculum, what is learned in one lesson prepares students for the next lesson. It establishes skills and knowledge which are used and further developed across the whole program of study. In this way, basic skills and knowledge are both developed and reinforced as other elements are introduced. This method of teaching is both structured and progressive, focusing on building to advanced levels of knowledge. At the end of the course, students are prepared for seventh grade.