**Middle School**

**Language Arts Grade 6**

**Curriculum Guide**

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**LINDEN PUBLIC SCHOOLS**

**LINDEN, NEW JERSEY**

**Dr. Marnie Hazelton**

**Superintendent**

**Denise Cleary**

**Assistant Superintendent**

**Dr. Patricia Tartivita**

**Supervisor of Secondary Language Arts**

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

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| **August 26, 2021** |  | **Education – Item # 9** |
| **Date** |  | **Agenda Item** |
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| **Rationale**  **Be it resolved, that the following curriculum within the content area titled above be readopted for use in the Linden Public Schools for the 2021-2022 school year. All curricula are aligned to the New Jersey Student Learning Standards and meet the instructional mandates outlined by the New Jersey Department of Education.** | | |

**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

504 Officer & District Anti-Bullying Coordinator

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

Title IX Coordinator

Steven Viana (908) 486-7085; sviana@lindenps.org

Director of Special Education

Marie Stefanick – (908) 587-3285; mstefanick@lindenps.org

**Linden Public Schools Vision**

The Linden Public School District is committed to developing respect for diversity, excellence in education, and a commitment to service, in order to promote global citizenship and ensure personal success for all students

**Linden Public Schools Mission**

The mission of the Linden Public School District is to promote distinction through the infinite resource that is Linden’s diversity, combined with our profound commitment to instructional excellence, so that each and every student achieves their maximum potential in an engaging, inspiring, and challenging learning environment.

**Language Arts Department Vision**

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

**Language Arts Department Mission Statement**

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.

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**Course Description**

Language Arts are the abilities that enable one to think and express ideas logically and creatively; understand and participate meaningfully in spoken, written, and non-verbal communication; formulate and answer questions; and search for, organize, evaluate and apply information. The program is aligned with the New Jersey Student Learning Standards for Language Arts Literacy. The Language Arts program provides inclusion teachers in some classes to help students academically. Honors classes are offered in sixth, seventh and eighth grades as part of the Gifted & Talented Program at the middle school level. Students will be required to complete a research paper and outside reading. There is also a required capstone project.

**Course Instructional Materials**

* *HMH Into Literature* Textbook
* *Ed* digital platform and digital resource
* Writing in Response to Reading Rubric
* Edmentum Benchmark
* Capstone summative project
* Grade level novels

**Standards and NJDOE Mandates Guiding Instruction**

* 1. New Jersey Student Learning Standards
  2. Amistad Commission Mandates…

(specific topics are identified where appropriate within each unit)

* the teaching of the African slave trade, slavery in America, the vestiges of slavery in this country and the contributions of African‐Americans to our society
* evidence is found in all grade‐bands in the district’s K to 12 Language Arts, [e.g., units about slavery, civil rights)
* Resources available at: <http://www.njamistadcurriculum.net>
  1. Holocaust Commission Mandates…

(specific topics are identified where appropriate within each unit)

* + - the curricula address issues of bias, prejudice and bigotry, including bullying through the teaching of the Holocaust and genocide for all children in grades K to 12
    - the implementation of this mandate will be found in the district’s K to 12 Language Arts curricula
    - Resources available at: <https://www.nj.gov/education/holocaust/index.shtml>
  1. History of disabled and LGBT persons included in middle and high school curriculum
* A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of **middle school and high school** students as part of the district's implementation of the New Jersey Student Learning Standards.
* Resources at: <https://www.lgbtqhistory.org/lesson-plans/>
  1. Diversity, Equity, and Inclusion Mandate…
     + Beginning in the 2021-2022 school year, each school district shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district’s implementation of the New Jersey Student Learning Standards.
     + Resources available at: <https://www.welcomingschools.org>
  2. Asian American and Pacific Islanders Mandate
* A board of education shall include instruction on the history and contributions of Asian Americans and Pacific Islanders in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the school district’s implementation of the New Jersey Student Learning Standards.
* Resources available: <https://asianamericanedu.org>

**Other General Interdisciplinary Connections / Materials**

(specific materials are referenced within each unit, where applicable)

* History: Historical implications of the works being studied
* Fine and Performing Arts: Art, plays, and movies relevant to the topics covered in each unit.
* Science & Technology: Scientific or technological advances made during, or relevant, to the topics covered in each unit.
* Math: Analysis and manipulation of statistics or other numeric information / data relevant to the topics covered in each unit.

**Pacing Guide**

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| **First**  **Marking Period**  **September 1 to November 15** | **Finding Courage/ Never Give Up (Unit 1)**  **Time Frame: 10 Weeks**  **7 Weeks Instruction**  **Unit Test Week 7**  **Reflection/Common Assessment Meeting Week 8**  **ReTeach/ReAssess Weeks 9-10** |
| **Second**  **Marking Period**  **November 16-January 31** | **Through an Animal’s Eyes / Discovering Your Voice (Unit 2)** **Time Frame: 10 Weeks**  **7 Weeks Instruction**  **Unit Test Week 7**  **Reflection/Common Assessment Meeting Week 8**  **ReTeach/ReAssess Weeks 9-10** |
| **Third**  **Marking Period**  **February 1-April 5** | **Surviving the Unthinkable (Unit 3)** **Time Frame: 10 Weeks**  **7 Weeks Instruction**  **Unit Test Week 7**  **Reflection/Common Assessment Meeting Week 8**  **ReTeach/ReAssess Weeks 9-10** |
| **Fourth**  **Marking Period**  **April 6-June 22** | **Never Give Up/Hidden Truths (Unit 4)**  **Time Frame: 10 Weeks**  **7 Weeks Instruction**  **Unit Test Week 7**  **Reflection/Common Assessment Meeting Week 8**  **ReTeach/ReAssess Weeks 9-10**  **CAPSTONE PROJECT** |

**Vertical Integration – Discipline Mapping**

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.

**Accommodations, Modifications, and Teacher Strategies**

(specific recommendations are made in each unit, where applicable)

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| **Instructional Strategies**   * Teacher Presentation * Student Presentation * Class Discussion * Socratic Discussion * Reading for Meaning * Inquiry Design Model * Interactive Lecture * Interactive Notetaking * Compare and Contrast * Research Based * Problem Based * Project Based   **504 Plans**  Students can qualify for 504 plans if they have physical or mental impairments that affect or limit any of their abilities to:   * walk, breathe, eat, or sleep * communicate, see, hear, or speak * read, concentrate, think, or learn * stand, bend, lift, or work   Examples of accommodations in 504 plans include:   * 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 | **Gifted and Talent Accommodations and Modifications**   * Allow for further independent research on topics of interest related to the unit of study * Advanced leveled readers and sources * Increase the level of complexity * Decrease scaffolding * Variety of finished products * Allow for greater independence * Learning stations, interest groups * Varied texts and supplementary materials * Use of technology * Flexibility in assignments * Varied questioning strategies * Encourage research * Strategy and flexible groups based on formative assessment or student choice * Acceleration within a unit of study * Exposure to more advanced or complex concepts, abstractions, and materials * Encourage students to move through content areas at their own pace * After mastery of a unit, provide students with more advanced learning activities, not more of the same activity * Present information using a thematic, broad-based, and integrative content, rather than just single-subject areas | **Special Education and At-Risk Accommodations and Modifications**   * Focus on concept not details * More visual prompts * Leveled readers and teacher annotated sources * Timelines and graphic organizers * Remove unnecessary material, words, etc., that can distract from the content * Use of off-grade level materials * Provide appropriate scaffolding * Limit the number of steps required for completion * Time allowed * Level of independence required * Tiered centers, assignments, lessons, or products * Provide appropriate leveled reading materials * Deliver the content in “chunks” * Varied texts and supplementary materials * Use technology, if available and appropriate * Varied homework and products * Varied questioning strategies * Provide background knowledge * Define key vocabulary, multiple-meaning words, and figurative language. * Use audio and visual supports, if available and appropriate * Provide multiple learning opportunities to reinforce key concepts and vocabulary * Meet with small groups to reteach idea/skill * Provide cross-content application of concepts * Ability to work at their own pace * Present ideas using auditory, visual, kinesthetic, & tactile means * Provide graphic organizers and/or highlighted materials * Strategy and flexible groups based on formative assessment * Differentiated checklists and rubrics, if available and appropriate | **English Language Learners Accommodations and Modifications**  **HMH Into Literature has specific English Learner Support for every unit. Examples include:**  **Practice Academic Vocabulary (Unit 1)**  **Provide Definitions (Unit 1)**   * Focus on concept not details * More visual prompts * Leveled readers and teacher annotated sources * Guided notes with highlighted words and concepts * Use of Merriam-Webster’s ELL dictionary * Timelines and graphic organizers * Remove unnecessary material, words, etc., that can distract from the content * Use of off-grade level materials * Provide appropriate scaffolding * Limit the number of steps required for completion * Time allowed * Level of independence required * Tiered centers, assignments, lessons, or products * Provide appropriate leveled reading materials * Deliver the content in “chunks” * Varied texts and supplementary materials * Use technology, if available and appropriate * Varied homework and products * Varied questioning strategies * Provide background knowledge * Define key vocabulary, multiple-meaning words, and figurative language. * Use audio and visual supports, if available and appropriate * Provide multiple learning opportunities to reinforce key concepts and vocabulary * Meet with small groups to reteach idea/skill * Provide cross-content application of concepts * Ability to work at their own pace * Present ideas using auditory, visual, kinesthetic, & tactile means * Provide graphic organizers and/or highlighted materials * Strategy and flexible groups based on formative assessment * Differentiated checklists and rubrics, if available and appropriate |

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| **Unit #1**  **Finding Courage/Never Give Up** |
| **Overview** |

This unit will analyze how character develops plot, how to analyze setting , point of view, voice, and character, how to write a letter, how to write a story, how to give a multimodal presentation, and language conventions including vocabulary, complex sentences, and Greek and Latin roots.

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| **STAGE 1**  **Desired Results** |

**Essential Questions…**

* How do you find courage in the face of fear?
* What keeps people from giving up?

**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 Sample Career Readiness, Life Literacies, and Key Skills for Unit 1:**

TECH.9.4.8.CI.2 Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).

TECH.9.4.8.IML.7 Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a,6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).

TECH.9.4.8.TL.4 Synthesize and publish information about a local or global issue or event (e.g., MSLS4-5,

6.1.8. Civics PI.3).

TECH.9.4.8.IML.12 Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

TECH.9.4.8.GCA.2 Demonstrate openness to diverse ideas and perspectives through active discussions to

achieve a group goal.

TECH.9.4.8. CT.2 Develop multiple solutions to a problem and evaluate short- and long-term effects to

determine the most plausible option (e.g., MS-ETS1-4, 6.1.8. Civics DP.1).

TECH.9.4.8.DC.7 Collaborate within a digital community to create a digital artifact using strategies such as

crowdsourcing or digital surveys.

TECH.9.4.8.DC.4 Explain how information shared digitally is public and can be searched, copied, and

potentially seen by public audiences.

TECH.9.4.8.IML.14 Analyze the role of media in delivering cultural, political, and other societal messages.

TECH.9.4.8.IML.1 Critically curate multiple resources to assess the credibility of sources when searching for

information.

WRK.9.2.8.CAP.4 Explain how an individual’s online behavior (e.g., social networking, photo exchanges,

video postings) may impact opportunities for employment or advancement.

Visual and Performing Arts:

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| TH.6-8.1.4.8.Re9b | Identify and interpret how different cultural perspectives influence the evaluation of theatrical work. |
| TH.6-8.1.4.8.Pr4b | Use a variety of technical elements to create a design for a rehearsal or theatre production. |
| TH.6-8.1.4.8.Pr6a | Perform a rehearsed theatrical work for an audience. |
| TH.6-8.1.4.8.Cr2b | Actively contribute ideas and creatively incorporate the ideas of others in existing or original theatrical work, demonstrating mutual respect for self and others and their roles sharing leadership and responsibilities in preparing or devising theatre. |

**Students will know how to and be able to...**

* Analyze character and plot
* Analyze setting
* Analyze speaker
* Analyze refrain
* Cite evidence
* Analyze structure
* Analyze digital texts
* Make inferences
* Analyze multimodal texts
* Analyze text structure
* Analyze purpose
* Make connections
* Analyze rhetorical devices
* Identify audience

**New Jersey Department of Education - State Instructional Mandates Samples from Unit 1:**

Topics that address the Amistad Commission Mandate…

* *Life Doesn’t Frighten Me* by Maya Angelou (Social Studies Standard 6.2.B.3)
* *Behind Rebel Lines* by Seymour Reit (Social Studies Standard 6.4.F.2)
* *Speech to the Young:**Speech to the Progress-Toward-*Gwendolyn Brooks (Social Studies Standard 6.2.C.6)

Topics that address the Holocaust Commission Mandate…

* Towers Falling by Jewell Parker Rhodes (Social Studies Standard 6.2.E.13)
* Night by Elie Wiesel (Social Studies Standard 6.2.E.2)

Topics that address the LBGT and Special Needs Mandate…

* Pedro and Me by Judd Winick
* <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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| **STAGE 2**  **Evidence of Learning/Instructional Plan** |

**Sample SLO/WALTs:**

* 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
* Identify various sentence patterns
* Incorporate various sentence patterns to create style and voice
* Use a consistent style and tone when writing or speaking
* Draw evidence from literary or informational texts to support analysis, reflection, and research
* 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

**Sample Student Strategies and Activities:**

* 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)
* *Link:* Teaching Channel: Thinking Notes Strategy For Close Reading
* *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*)
* Gather supporting evidence using a graphic organizer
* Write an introduction paragraph, including hook, background, title, author, genre, summary (TAG,) and thesis statement (claim).
* Cite evidence correctly following the MLA format.

**Sample Resources:**

* *Life Doesn’t Frighten Me* – Maya Angelou
* *Embarrassed? Blame Your Brain-*Jennifer Connor Smith
* *Behind Rebel Lines* **-** Seymour Reit
* *The Outsiders* **-** S.E. Hinton
* *Julie of the Wolves* – Jean Craighead George
* *from* The Breadwinner-Deborah Ellis
* Horrors*-* Lewis Carroll
* Fears and Phobias*-*kidshealth.org (mentor text)
* *Scope* Magazine**:** Is it OK to Lie?-Maggie Pierce (October 2018)
* *The Road Not Taken-*Robert Frost
* *Paul Revere’s Ride-*Henry Wadsworth Longfellow
* *Speech to the Young:**Speech to the Progress-Toward-*Gwendolyn Brooks
* *Education First from Malala’s Speech to the United Nations*
* *from* Into the Air*-* Robert Burleigh
* *from* The Wright Brothers: How They Invented the Airplane*-*Russell Freedman

**Sample Formative Assessments:**

* 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
* 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
* Unit 1 Quizzes
* Edmentum Exact Path/Diagnostic

**Sample Summative/Alternative Assessments:**

* Unit I Test
* Write an Informational Essay
* Write a Biographical Report
* Give a Presentation
* Produce and Present a Podcast

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**Unit Specific Interdisciplinary Connections / Materials:**

*Paul Revere’s Ride* by Henry Wadsworth Longfellow (Social Studies Standard 6.1.2Civics DP.1)

**Unit Specific Multiple Intelligence Activities and Engagement**:

* Produce a podcast
* Storyboards

**Unit Specific Gifted and Talented Accommodations & Modifications:**

* Extended texts: Across Five Aprils by Irene Hunt
* Extended texts: The Fighting Ground by Avi
* Conduct research and collaborate to synthesize

**Unit Specific English Language Learners, Special Education, and At-Risk Accommodations & Modifications:**

* HMH Speaking and Listening Studio
* Text X-Ray and supports and scaffolds for “The Breadwinner”
* Level-Up Tutorial
* Audio/Video Studio
* Oral Assessment
* Review Vocabulary
* Adapt the essay
* Draft the Essay
* 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
* Notice and Note Strategies

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| **Additional Materials** |

**Digital Tools/Resources:**

* HMH Ed Digital Platform
* Edmentum Exact Path
* Edmentum Diagnostic
* Newsela
* Nearpod
* Kahoot
* Canvas

**Other Resources:**

* Into Literature Level 6-Houghton Mifflin Harcourt
* Grade Specific Novels (See Novel List)
* Tools for Thoughtful Assessment by Harvey Silver
* Kagen Learning Chips
* Core 6 Strategies
* *Scope* Magazine

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| **Unit #2**  **Through an Animal’s Eyes/Discovering Your Voice** |
| **Overview:** |

This unit will analyze point of view, voice, theme, inference, text structure, key ideas, imagery, argument, multimodal texts, text structure and purpose, inference, figurative language, rhetorical devices, and audience.

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| **STAGE 1**  **Desired Results** |

**Essential Questions…**

* What are the ways you can make yourself heard?
* What can you learn by seeing the world through an animal’s eyes?

**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 Sample Career Readiness, Life Literacies, and Key Skills for Unit 2**

**TECH.9.4.8.TL.3** Select appropriate tools to organize and present information digitally.

**TECH.9.4.8.IML.3** Create a digital visualization that effectively communicates a data set using formatting

techniques such as form, position, size, color, movement, and spatial grouping (e.g.,6.SP.B.4, 7.SP.B.8b).

**TECH.9.4.8.TL.6** Collaborate to develop and publish work that provides perspectives on a real-world

* problem.

**TECH.9.4.8.TL.5** Compare the process and effectiveness of synchronous collaboration and asynchronous

collaboration.

**TECH.9.4.8.IML.9** Distinguish between ethical and unethical uses of information and media (e.g., 1.5.8.CR3b,

8.2.8.EC.2).

**TECH.9.4.8.IML.4** Ask insightful questions to organize different types of data and create meaningful

visualizations.

**TECH.9.4.8.IML.10** Examine the consequences of the uses of media (e.g., RI.8.7).

**TECH.9.4.8.IML.11** Predict the personal and community impact of online and social media activities.

**TECH.9.4.8.DC.2** Provide appropriate citation and attribution elements when creating media products (e.g.,W.6.8).

**TECH.9.4.8.DC.1** Analyze the resource citations in online materials for proper use.

**TECH.9.4.8.DC.6** Analyze online information to distinguish whether it is helpful or harmful to reputation.

**TECH.9.4.8.CI.1** Assess data gathered on varying perspectives on causes of climate change (e.g., cross-cultural,

gender-specific, generational), and determine how the data can best be used to

design multiple potential solutions (e.g., RI.7.9, 6.SP.B.5, 7.1.NH.IPERS.6, 8.2.8.ETW.4).

**TECH.9.4.8.IML.6** Identify subtle and overt messages based on the method of communication.

**WRK.9.2.8.CAP.10** Evaluate how careers have evolved regionally, nationally, and globally.

**Visual and Performing Arts:**

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| --- | --- |
| TH.6-8.1.4.8.Re8b | Justify the aesthetic choices created through the use of production elements in a theatrical work. |
| TH.6-8.1.4.8.Pr5b | Use various character objectives and tactics in a theatre work to identify the conflict and overcome the obstacle. |
| TH.6-8.1.4.8.Cn10a | Examine a community issue through multiple perspectives in a theatrical work. |

**Students will know how and be able to...**

* Write an argument
* Present an argument
* Create a multimodal argument
* Analyze point of view, voice, and theme
* Infer, make connections, and understand purpose
* Analyze figurative language
* Identfy audience and rhetorical devices

**New Jersey Department of Education - State Instructional Mandate Samples from Unit 2:**

Topics that address the Amistad Commission Mandate…

* *from* Brown Girl Dreaming by Jaqueline Woodson (Social Studies Standard 6.2.E.6)
* *Words Like Freedom:* Poem by Langston Hughes (Social Studies Standard 6.2.E.4)

Topics that address the Holocaust Commission Mandate…

* Number the Stars by Lois Lowry (Social Studies Standard 6.1.A.10)

Topics that address the LBGT and Special Needs Mandate…

<https://www.readbrightly.com/9-great-lgbtq-books-kids/>

<https://www.glsen.org/activity/unheard-voices-stories-and-lessons-grades-6-12>

<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>

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| **STAGE 2**  **Evidence of Learning/Instructional Plan** |

**Sample SLO/WALTs:**

* 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 detail
* 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
* Write arguments to support claims with clear reasons and relevant evidence.
* Introduce claim(s) and organize the reasons and evidence clearly.
* Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

Establish and maintain a formal/academic style, approach, and form.

* Provide a concluding statement or section that follows from the argument presented.

**Sample Student Strategies and Activities**

* 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*)
* 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*)
* “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)*

**Sample Resources:**

* **Black Beauty:** Anna Sewell
* **The Giver:** Lois Lowry
* HMH *Into Literature*
* *Ed* Digital Reading and Writing Studio
* Notice & Note: Reading Model: *From* PAX : Sara Pennypacker
* *Zoo*: Edward Hoch
* *from* Animal Snoops: The Wondrous World of Wildlife Spies: 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
* *Animal Wisdom*: Nancy Wood
* *The Last Wolf*: Poem by Mary Tallmountain
* *The Caterpillar*: Poem by Robert Graves
* *The Flying Cat*: Poem by Shihab Nye
* Speech: *Tribute to the Dog*: George Graham Vest
* **Argument:** Views on Zoos
* Humor: *What’s So Funny, Mr. Sciezka*?: John Sciezka
* *Words Like Freedom*: Poem by Langston Hughes
* *A Voice*: Poem by Pat Mora
* *I Was a Skinny Tomboy Kid*: Poem by Alma Luz Villanueva
* *Amos Fortune, Free Man*: Elizabeth Yates
* *Eleven*: Sandra Cisneros
* *Beethoven In Paradise*: Barbara O’Connor
* Additional Grade Level Novels

**Sample Formative Assessments:**

* Quotation Analysis
* Literature Circle
* Memory Box (*Tools for Thoughtful Assessment*))
* Unit 2 Quizzes
* Response Log
* Because… (*Tools for Thoughtful Assessment*)**,** pg. 62)
* Argumentative letter outline/rough draft
* Comprehension Menus (*Tools for Thoughtful Assessment*)
* Explaining Solutions (*Tools for Thoughtful Assessment*)
* Kagan Learning Chips: Processing Chips
* Paired Presentation with Rubric (teacher created)
* Edmentum Exact Path

**Sample Summative/Alternative Assessments:**

* Unit 2 Test
* Write an Argumentative Essay
* Create a Multimodal Project
* Edmentum Benchmark

**Unit Specific Interdisciplinary Connections/Materials:**

* Amos Fortune, Free Man by Elizabeth Yates (Social Studies Standard 6.4.C.8)
* Eleven by Sandra Cisneros

**Unit Specific Multiple Intelligence Activities and Engagement:**

* Research project on point of view: Through an Animal’s Eyes
* Pinwheel Discussion

**Unit Specific Gifted and Talented Accommodations & Modifications:**

* Extended texts: *Zoo*: Science fiction short story by Edward Hoch

**Unit Specific English Language Learners, Special Education, and At-Risk Accommodations & Modifications:**

* HMH Speaking and Listening Studio
* English Learner Support for *Zoo* (Text X-Ray)
* Create a Storyboard
* Level Up Tutorial: Theme
* Reading Studio: Notice and Note
* Grammar Studio Module 7
* Vocabulary Studio
* Confirm Understanding
* Identify Sensory Details
* Adapt the essay
* Draft
* Revise
* Edit
* Publish
* Conduct student/teacher conferences
* Peer Edit using a checklist
* Notice and Note Strategies

**Digital Tools/Resources:**

* HMH Ed Digital Platform
* Edmentum Exact Path
* Edmentum Diagnostic
* Newsela
* Nearpod
* Kahoot
* Canvas

**Other Resources:**

* Into Literature Level 6-Houghton Mifflin Harcourt
* Grade Specific Novels (See Novel List)
* Tools for Thoughtful Assessment by Harvey Silver
* Kagen Learning Chips
* Core 6 Strategies
* *Scope* Magazine

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| **Unit #3**  **Surviving the Unthinkable** |
| **Overview:** |

This unit will examine how to analyze character and setting, how to explain the author’s purpose, how to analyze digital texts, analyze structure and meter, and describe the use of figurative language.

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| **STAGE 1**  **Desired Results** |

**Essential Questions:**

* What does it take to be a survivor?
* Are there certain character traits that help people survive?

**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**

**Grade 6-8 Sample Career Readiness, Life Literacies, and Key Skills for Unit 3**

TECH.9.4.8.CI.2 Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).

TECH.9.4.8.IML.7 Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a,6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).

TECH.9.4.8.TL.4 Synthesize and publish information about a local or global issue or event (e.g., MSLS4-5,

6.1.8. Civics PI.3).

TECH.9.4.8.IML.12 Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

**Visual and Performing Arts:**

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| TH.6-8.1.4.8.Cn11b | Identify and examine artifacts from a time period and geographic location to better understand performance and design choices in a theatrical work. |
| TH.6-8.1.4.8.Cr2 | Organizing and developing ideas. |
| TH.6-8.1.4.8.Cr1a | Identify, explore and imagine multiple solutions and strategies in staging problems in a theatrical work. |
| TH.6-8.1.4.8.Cr3b | Implement and refine a planned technical design using simple technology during the rehearsal process for devised or scripted theatre work. |

**Students will know how and be able to...**

* understand new vocabulary
* Identify main ideas/supporting details
* Analyze setting
* Analyze digital texts
* Describe use of figurative language
* Analyze structure and theme
* Explain author’s purpose
* Organize /synthesize information from multiple sources
* Compare/contrast ideas
* Make inferences

**New Jersey Department of Education -State Instructional Mandates Samples from Unit 3:**

Topics that address the Amistad Commission Mandate…

* *from* A Long Walk to Water by Linda Sue Park (Social Studies Standard 6.6.E.5)
* Watcher: After Katrina, 2005 by Natasha D. Trethewey (Social Studies Standard 6.6.C.3)
* Trapped Between the Lash and the Gun by Arvella Whitmore (Social Studies Standard 6.4.G.1)

Topics that address the Holocaust Commission Mandate…

* The Book Thief: Marcus Zuzak (Social Studies Standard 6.1.A.10)

Topics that address the LGBT and Special Needs Mandate…

* <https://www.tolerance.org/learning-plan/lgbt-understanding>
* <http://www.lgbtqhistory.org/course/middle-school-lesson-plans-general-lgbtq/>
* 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>

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| **STAGE 2**  **Evidence of Learning/Instructional Plan** |

**Sample SLO/WALTs:**

* 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
* 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

**Sample Student Strategies and Activities:**

* 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.
* 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.
* Write & Discuss (*Into Literature)*
* Writing Studio (*Into Literature)*
* Think-Pair-Share
* Create and Present (*Into Literature)*
* Vocab’s CODE (*Core Six)*
* Association Triangle (*Tools for Thoughtful Assessment***,** pg. 82)
* Extreme or Absolute Language (*Into Literature*)
* RACE strategy

**Sample Resources:**

* *All Summer in a Day*: Ray Bradbury
* *Tuesday of the Other June*: Norma Fox Mazer (HMH)
* *The First Day of School*: R. V. Cassill (HMH)
* **Hatchet:** Gary Paulsen
* **Life As We Knew It**: Susan Beth Piper
* **The Clay Marble**: Minfong Ho
* *Scope* Magazine: Dear Future: Nicholas Montemarano (April 2021)
* Chapter 21: Into the Lifeboat*:* Violet Jessop (mentor text)
* Vocabulary’s Code (*Core Six)*
* Grammar Studio (*Into Literature*)
* “The Day I Didn’t Go to the Pool”: Leslie J. Wyatt
* “In the Event of Moon Disaster”: Speech by Bill Safire
* “Ready: Preparing Your Pets for Emergencies Make Sense”: Informational Text

**Sample Formative Assessments:**

* Analyze Text Meanings
* Level Up Tutorials
* Response Log
* Because… (*Tools for Thoughtful Assessment***,** pg. 62)
* Quiz on compare/contrast signal words
* Show and Share (*Tools for Thoughtful Assessment*, pg. 203)
* Peer Editing with Writing Task rubric (*Into Literature)*
* 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

**Sample Summative/Alternative Assessments:**

* Edmentum Benchmark Diagnostic
* Write a Literary Analysis
* Create a Multimodal Presentation
* Unit 3 Test
* Write a Summary
* Write a Nonfiction Narrative
* Analyze and Evaluate a Video

**Unit Specific Interdisciplinary Connections/Materials:**

* *Salva’s Story*: Documentary by POVRoseMedia (Social Studies Standard 6.1.2Civics CM.1)
* *“*Into the Lifeboat*” from* Titanic Survivor: Rose Jessop (Social Studies Standard 6.1.2HistoryCC.2)

**Unit Specific Multiple Intelligence Activities and Engagement:**

* Create a multimedia presentation
* Speak lines of poetry

**Unit Specific Gifted and Talented Accommodations & Modifications:**

* Analyze speaker
* Discuss the quotation
* Learning Mindset (pg. 170)
* Extended Texts: “In the Event of Moon Disaster”

**Unit Specific English Language Learners, Special Education, and At-Risk Accommodations & Modifications:**

* Audio/Video Studio
* Oral Assessment
* Review Vocabulary
* Adapt the essay
* Draft the Essay
* 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
* Notice and Note Strategies
* HMH Speaking and Listening Studio
* Learn Language Structures
* Oral Assessment
* Use Word Families
* Demonstrate Comprehension
* Genre Reformulation

**Digital Tools/Resources:**

* NearPod,
* Newsela
* Turnitin
* Edmentum Exact Path
* HMH *Ed* Digital Platform
* Kahoot
* Canvas

**Other Resources**:

* Into Literature Level 6- Houghton Mifflin Harcourt
* Grade Specific Novels (See Novel List)
* Tools for Thoughtful Assessment-Harvey Silver
* Kagen Learning Chips
* Core 6 Strategies
* *Scope* Magazine

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| **Unit #4**  **Hidden Truths** |
| **Overview:** |

This unit examines making inferences about theme and ideas, determining key ideas, analyzing character development in drama, analyzing structure in poetry, making connections, and reflecting on the year with the completion of a capstone project.

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| **STAGE 1**  **Desired Results** |

**Essential Questions:**

* What keeps people from giving up?
* What hidden truths about people and the world are revealed in stories?

**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 for Unit 4:**

TECH.9.4.8.GCA.2 Demonstrate openness to diverse ideas and perspectives through active discussions to

achieve a group goal.

TECH.9.4.8.CT.2 Develop multiple solutions to a problem and evaluate short- and long-term effects to

determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).

TECH.9.4.8.IML.13 Identify the impact of the creator on the content, production, and delivery of information

(e.g., 8.2.8.ED.1).

TECH.9.4.8.DC.7 Collaborate within a digital community to create a digital artifact using strategies such as

crowdsourcing or digital surveys.

TECH.9.4.8.DC.4 Explain how information shared digitally is public and can be searched, copied, and

potentially seen by public audiences.

TECH.9.4.8.IML.15 Explain ways that individuals may experience the same media message differently.

TECH.9.4.8.CT.3 Compare past problem-solving solutions to local, national, or global issues and analyze the

factors that led to a positive or negative outcome.

TECH.9.4.8.IML.14 Analyze the role of media in delivering cultural, political, and other societal messages.

TECH.9.4.8.IML.1 Critically curate multiple resources to assess the credibility of sources when searching for

information.

TECH.9.4.8.DC.5 Manage digital identity and practice positive online behavior to avoid inappropriate forms

of self-disclosure.

WRK.9.2.8.CAP.19 Relate academic achievement, as represented by high school diplomas, college degrees,

and industry credentials, to employability and to potential level.

WRK.9.2.8.CAP.1 Identify offerings such as high school and county career and technical school courses,

apprenticeships, military programs, and dual enrollment courses that support career or

occupational areas of interest.

**Visual and Performing Arts:**

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| TH.6-8.1.4.8.Cn11a | Research the story elements of a staged drama/theatre work about global issues, including climate change, and discuss how a playwright might have intended a theatrical work to be produced. |
| TH.6-8.1.4.8.Re9b | Identify and interpret how different cultural perspectives influence the evaluation of theatrical work. |

**Students will know how and be able to…**

* Analyze informational text structures
* Make inferences about ideas
* Analyze character development in drama
* Analyze structure in poetry
* Make connectons
* Identify point of view
* Infer theme
* Analyze purpose
* Generate questions
* Analuze mulitmodal texts
* Determine key ideas

**New Jersey Department of Education - State Instructional Mandates:**

Topics that address the Amistad Commission Mandate…

* Mister and Me: by Kimberly Willis Holt (Social Studies Standard 6.2.E.9)
* Born a Crime: by Trevor Noah (Social Studies Standard 6.2.E.6)
* Black Ships Before: by Rosemary Sutcliff (Social Studies Standard 6.4.C.7)
* The Road to Memphis: Mildred D. Taylor (Social Studies Standard 6.2.D.3)

Topics that address the Holocaust Commission Mandate…

* Summer of My German Soldier: by Bette Greene
* A Schoolgirl’s Diary by Malala Yousefzai
* Speech: Education First from Malala’s Speech to the United Nations by Malala Yousafzai

Topics that address the LBGTQ and Special Needs Mandate…

* Social Emotional Learning: <https://www.state.nj.us/education/cccs/frameworks/ela/6.pdf>
* <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>

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| **STAGE 2**  **Evidence of Learning/Instructional Plan** |

**Sample SLO/WALTs:**

* 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
* Identify various sentence patterns
* Incorporate various sentence patterns to create style and voice
* Use a consistent style and tone when writing or speaking
* Draw evidence from literary or informational texts to support analysis, reflection, and research
* 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

**Sample Student Strategies and Activities:**

* Plot Elements
* Character Analysis
* Character Traits
* Character Development
* Dynamic vs. Stagnant Character
* Discussion: 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)
* Response to writing prompts
* Constructed Response (**Tools for Thoughtful Assessment** - pg. 160)
* Interactive Note Making (**Tools for Thoughtful Assessment -** pg. 109)
* Inductive Writing
* (*The Core Six*)
* 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
* Notice and Note (*Into Literature)*
* Pair and Practice
* Vocabulary’s Code (*The Core Six)*
* Create and Discuss Word Networks for Critical Vocabulary
* VKR Chart
* Ice breaker activities
* Response to writing prompt
* Small group discussions
* Journaling

**Sample Resources:**

* *From* Storytelling- Josepha Sherman
* **The Prince and the Pauper:** Mark Twain, dramatized by Joellen Bland
* *Archetype*-Margarita Engle
* *Fairy Tale Logic***-**A.E. Stallings
* *The Boatman’s Flute:*retold by Sherry Garland
* *The Mouse Bride:*retold by Heather Forest
* *Urban Legends, Suburban Myths:*Robert T. Carroll
* **The Jungle Book:** Rudyard Kipling
* **The Hobbit:** J.R.R. Tolkien
* **The Fighting Ground:** Avi
* **The Outsiders:** S.E.Hinton

**Sample Formative Assessments:**

* Check Your Understanding (**Into Literature**)
* Quizzes
* Analyze the Text (**Into Literature** - at the end of each selection)
* Rough Draft with Rubric
* Create and Discuss: Write a Speech (**Into Literature** - pg. 431)
* Language Conventions: Practice and Apply (*Into Literature* - at the end of selections**)**
* Kagan Learning Chips: Discussion and Review
* Somebody Wanted But So
* ABC Summary
* Exit Ticket
* Edmentum Exact Path

**Sample Summative Alternative Assessments:**

* CAPSTONE
* Unit 4 Test
* Write a Narrative/Short Story
* Write a Social Justice Commentary
* Present a podcast on Social Justice
* Edmentum End of Year Diagonstic

**Unit Specific Interdisciplinary Connections/Materials:**

* Echo and Narcissus: Retold by Lancelyn Green(Social Studies Standard 6.1.5HistoryCC.11)
* The Golden Serpent: Retold by Walter Dean Myers (Social Studies Standard 6.1.5HistoryCC.5)

**Unit Specific Multiple Intelligences Activities and Engagement:**

* Sketch to Stretch
* Stage a dramatic reading
* Use pictorial support
* Pantomime actions

**Unit Specific Gifted and Talented Accommodations and Modifications:**

* Write a character study
* Analyze how playwrights develop characters
* Write a speech
* Extended Texts: Echo and Narcissus retold by Lancelyn Green
* Explore narrative perspectives

**Unit Specific English Language Learners, Special Education, and At-Risk Accommodations & Modifications:**

* Practice plurals
* Text X-ray
* Reach charts
* Use cognates
* Oral assessment
* Time phrases and transitions
* Focus on figurative language
* Draft the short story/narrative
* Peer edit using a checklist
* One-to one conference
* Chunk aspects of the capstone
* Work in groups/pairs/alone
* Notice and Note strategies

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| **Additional Materials** |

**Digital Tools/Resources:**

* NearPod
* Newsela
* Turnitin
* Edmentum
* *Ed* HMH Digital Platform
* Kahoot
* Canvas
* Social Emotional Learning: <https://www.state.nj.us/education/cccs/frameworks/ela/6.pdf>

**Other Resources:**

* Into Literature Level 6-Houghton Mifflin Harcourt
* Grade Specific Novels (See Novel List)
* Tools for Thoughtful Assessment by Harvey Silver