Unit 3: Accomplishments

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Belleville Public Schools

Curriculum Guide

Sixth Grade ELA/Writing

Unit 3: Accomplishments

Belleville Board of Education

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Unit Overview

- The big idea in this unit is Accomplishments.
- The weekly themes are as follows: Common Ground, Transformations, Inspiration, Milestones, and A Greener Future.
- This unit discusses how people can accomplish more when working together, how accomplishments change us, and why we should plan when trying to accomplish a goal.
- The topics include a businesswoman from Zanzibar, a Mexican pottery-maker, Marian Anderson, Margaret Bourke-White, Major Taylor, going green, water, and Hatshepsut.
- Students will focus on argument writing.
- They will read stories, a personal narrative, biographies, and articles.

Enduring Understandings

Students will understand that...

- when people share ideas, they can make the world and their lives better.
- when people share ideas, they learn new information.
- challenges can significantly change someone positively or negatively.
- mental, physical, and emotional challenges can transform us.
- people can accomplish a larger task when they work together.
- people can accomplish a task more quickly when they work in a group.
- one person’s positive opinion can cause a wave of change in the world.
- accomplishments and perseverance of a trailblazer can inspire others to reach milestones of their own.
- people can promote a healthier environment by recycling, promoting clean energy sources, and conserving resources.

Essential Questions

- What happens when people share ideas?
- What kinds of challenges transform people?
- What can people accomplish by working together?

- How can one person affect the opinions of others?
- What steps can people take to promote a healthier environment?

Exit Skills

By the end of Unit 3: Accomplishments, students should be able to...

- make predictions.
- identify the characteristics of the realistic fiction genre.
- analyze the theme of a text.
- identify action verbs and objects.
- use verb tenses properly.
- write an objective summary.
- identify text structures.
- sequence events in proper order.
- identify the characteristics of the narrative nonfiction genre.
- label main, linking, and helping verbs.
- list cause and effect.
- identify the characteristics of a biography.
- use linking verbs properly.
- identify the main idea and supporting details of a text.
- identify the characteristics of expository text.
- write a book review.
- classify irregular verbs.
- write an argument essay.

New Jersey Student Learning Standards (NJSLS)

LA.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.
LA.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.
LA.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.
LA.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.
LA.RL.6.6	Explain how an author develops the point of view of the narrator or speaker in a text.
LA.RL.6.9	Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
LA.RL.6.10	By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

LA.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.
LA.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.
LA.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).
LA.RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
LA.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.
LA.RI.6.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
LA.RI.6.9	Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
LA.RI.6.10	By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
LA.W.6.1	Write arguments to support claims with clear reasons and relevant evidence.
LA.W.6.1.A	Introduce claim(s) and organize the reasons and evidence clearly.
LA.W.6.1.B	Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
LA.W.6.1.C	Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
LA.W.6.1.D	Establish and maintain a formal/academic style, approach, and form.
LA.W.6.1.E	Provide a concluding statement or section that follows from the argument presented.
LA.W.6.2.B	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
LA.W.6.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
LA.W.6.3.C	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
LA.W.6.3.E	Provide a conclusion that follows from the narrated experiences or events.
LA.W.6.4	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.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.
LA.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.
LA.W.6.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
LA.W.6.8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
LA.W.6.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.W.6.9.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”).
LA.W.6.10	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LA.SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.
LA.SL.6.1.A	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
LA.SL.6.1.B	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
LA.SL.6.1.C	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
LA.SL.6.1.D	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
LA.SL.6.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
LA.SL.6.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
LA.SL.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LA.L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.6.1.E	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
LA.L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.6.2.B	Spell correctly.
LA.L.6.3.B	Maintain consistency in style and tone.
LA.L.6.4.B	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
LA.L.6.4.D	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LA.L.6.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.L.6.5.B	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
LA.L.6.5.C	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).
LA.L.6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Interdisciplinary Connections

- History/Social Sciences (Civic Values, righrs, and Responsibilities): "Milestones"

- Science (Engineering, Technology, and Applications of Science): "Common Ground"
- Science (Engineering, Technology, and Applications of Science): "A Greener Future"

LA.RST.6-8.1	Cite specific textual evidence to support analysis of science and technical texts.
LA.RST.6-8.7	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
LA.RST.6-8.8	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
LA.WHST.6-8.1.A	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
LA.WHST.6-8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
LA.WHST.6-8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
LA.WHST.6-8.9	Draw evidence from informational texts to support analysis, reflection, and research.

Learning Objectives

In Unit 3: Accomplishments, students will be able to...

- interpret information presented in diverse media and formats.
- engage effectively in a range of collaborative discussions with diverse partners on grade 6 topics.
- write routinely over extended time frames and shorter time periods for a range of discipline-specific tasks, audiences, and purposes.
- use a variety of transition words and phrases to convey sequence and signal time shifts.
- determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of text distinct from personal opinions or judgments.
- cite text evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- acquire and use accurately grade appropriate general academic and domain-specific words and phrases; gather knowledge when considering a word or phrase important to comprehension or expression.
- explain how an author develops the point of view or the narrator or speaker in a text.
- recognize and correct inappropriate shifts in verb tense.
- analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
- use verb tense to convey various times, sequences, states, and conditions.
- demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Establish and maintain a formal style.
- use the relationship between particular words to better understand each of the words.
- verify the preliminary determination of the meaning of a word phrase.

Suggested Activities & Best Practices

- Argument essay

- Text dependent questions
- Talk with a partner
- Scaffolded partner work
- Cite text evidence
- Complete a sentence frame
- Guided text annotation
- Literature Circles
- Graphic organizers
- Think Alouds
- Book review
- Retell a story from a different point of view
- Independent reading
- Teacher conferences
- Create a presentation
- Use children's books to reteach theme

Assessment Evidence - Checking for Understanding (CFU)

- Wonders Assessments (Unit Tests, Fluency, etc.) (Summative)
- Wonders Weekly Assessments (Summative)
- Argumentative Writing (Summative)
- Common Benchmark #2 (Benchmark)
- DRA2 Results (Benchmark)
- Anecdotal Records (Formative)

In addition to the assessments listed above, the following assessments can be used to track progress:

- Common Benchmarks (Benchmark)
- Entrance Tickets (Formative)
- Exit Tickets (Formative)
- Learning Center Activities (Formative)
- Project (Alternative)
- Quickwrite (Formative)
- Quizzes (Summative)
- Readers/Writers Notebooks (Formative/Summative)
- Self-Assessments (Formative)
- Think, Pair, Share (Formative)
- Unit Tests (Summative)

Primary Resources & Materials

- Wonders Anthology
- Reading/Writing Workshop
- Close Reading Companion
- Your Turn Practice Book
- High Frequency Word Cards
- Photo Cards
- Visual Vocabulary Cards
- Retelling Cards
- Sound Spelling Cards
- Leveled Workstation Activity Cards
- Leveled Readers
- Interactive Read Aloud Cards

Ancillary Resources

- Scholastic Scope
- Novels
- Decodable texts
- Leveled readers
- Literacy centers
- Readworks.org - SEQUENCE - Snake, Rattle and Roll - https://www.readworks.org/article/Snake-Rattle-and-Roll/387fd2f1-158b-4b2f-a2f8-4be43252148d#!questionsetsSection:2017/articleTab:content/
- Newsela.com - AUTHOR'S PURPOSE/POV - Dance Challenge Based on a Hit Song is Causing Trouble Worldwide - https://newsela.com/read/in-my-feelings-challenge-global/id/45371/
- Commonlit.org - THEME, CITING TEXT EVIDENCE and POV - The Drive-In Movies - https://www.commonlit.org/en/texts/the-drive-in-movies
- Flocabulary - TEXT STRUCTURE - https://www.flocabulary.com/unit/text-structure/, THEME IN LITERATURE - https://www.flocabulary.com/unit/theme/
- DOGO News
- SmartTV or SmartBoard
- Student Laptops

Technology Infusion

- Ed.connect.mcgrawhill.com
- E-books
- Interactive vocabulary
- Google classroom - docs, sheets, slides, questions, assignments, material
- DOGO News
- edulastic
- Flocabulary



Alignment to 21st Century Skills & Technology

Mastery and infusion of **21st Century Skills & Technology** and their Alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.

CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP11	Use technology to enhance productivity.
CAEP.9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
TECH.8.1.8	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.8.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.1.8.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
TECH.8.1.8.F	Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

21st Century Skills/Interdisciplinary Themes

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

21st Century Skills

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

Differentiation

For struggling students, **do a mini-workshop to reteach** theme, POV or inferencing.

Group investigation into a local environmental issue - generate possible solutions.

Varied journal prompts - based on choice or ability

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes

- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

Special Education Learning (IEP's & 504's)

Center-based instruction - main idea vs. theme practice, keys to retelling, genres - focusing on realistic fiction and biographies.

Chunk assessment over a couple of days rather than all at once.

- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilized
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating

- preview of content, concepts, and vocabulary
- printed copy of board work/notes provided
- provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- reduced/shortened written assignments
- secure attention before giving instructions/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- use open book, study guides, test prototypes

English Language Learning (ELL)

Try to **connect vocabulary words to the student's background knowledge**.

Have students **make corrections to their weekly assessment**, reminding students that our goal is understanding what we read and being able to demonstrate that understanding.

- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open book during testing
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- teaching key aspects of a topic. Eliminate nonessential information.
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

At Risk

Use approaching level leveled readers and assessments.

Try sending home the essay question for the weekly skills and strategies test the night before the assessment so these students can take their time reading the prompt and considering how to respond ahead of time.

- allowing students to correct errors (looking for understanding)
- allowing products (products, timelines, demonstrations, models, drawings, dioramas, poster boards,

charts, graphs, slide shows, videos, etc.) to demonstrate student's learning

- allowing students to select from given choices
- allowing the use of note cards or open book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guide
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- teaching key aspects of a topic - eliminate nonessential information
- tutoring by peers
- using authentic assessments with real-life problem solving
- using true/false, matching, and fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain and clarify

Talented and Gifted Learning (T&G)

Solve an issue - come up with possible steps we can take to make more environmentally conscious decisions as a district, maybe even write their ideas in the form of a letter to the superintendent.

- above grade level placement option for qualified students
- advanced problem solving
- allow students to work at a faster pace
- cluster grouping
- complete activities aligned with above grade level text using benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- debate issues with research to support arguments
- flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- multi-disciplinary unit and/or project
- teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- utilize exploratory connections to higher-grade concepts
- utilize project-based learning for greater depth of knowledge