

NORTHFIELD COMMUNITY SCHOOL
ENGLISH LANGUAGE ARTS (ELA) CURRICULUM FRAMEWORK
BOE APPROVED AUGUST 2024

Preparing students to meet the demands of college and career and engage as productive American citizens with global responsibilities.

Vision for English Language Arts Education in New Jersey

A New Jersey education in English Language Arts builds readers, writers, and communicators prepared to meet the demands of college and career and to engage as productive American citizens with global responsibilities. Throughout their kindergarten through grade 12 experience, students will:

- Develop the necessary skills in reading, writing, speaking, and listening that are the foundations for creative and purposeful expression in language.
- Read rich, challenging texts that build their knowledge of the world, grow their confidence and identities as readers, and develop critical thinking skills and vocabulary necessary for long-term success.
- Engage in regular, meaningful, writing authentic tasks, exploring valued topics, writing for impact and expression, and sharing their work with others (including authentic audiences).
- Leverage complex texts and digital media to develop comprehension, active listening, and discussion skills.
- Ground daily writing and discussion in evidence, fostering an ability to read critically, build arguments, cite evidence, and communicate ideas to contribute meaningfully as productive citizens.
- Evaluate the reliability, credibility, and perspective of authors and speakers across all forms of media.
- Express ideas and knowledge through a variety of modalities and media, and serve as effective communicators who purposefully read, write, and speak across multiple disciplines.
- Learn to persist in reading complex texts, establishing lifelong habits to read voluntarily for pleasure, for further education, for information on public policy, and advancement in the workplace.

Practices of English Language Arts

Student capacities include:

- Developing Responsibility for Learning: Cultivating independence, self-reflection, and responsibility for one's learning.
- Adapting Communication: Adapting communication in response to the varying demands of audience, task, purpose, and discipline.
- Valuing Evidence in Argumentation: Constructing viable claims and evaluating, defending, challenging, and qualifying the arguments of others.
- Building Knowledge: Building strong content knowledge and connecting ideas across disciplines using a variety of text resources and media.
- Leveraging Technology: Employing technology and digital media thoughtfully, strategically, and capably to enhance reading, writing, speaking, listening, and language use.
- Understanding Self and Others: Using literacy as a vehicle to affirm all the aspects of one's own identity, as well as understand, connect to, and respect other perspectives and cultures.

The New Jersey Student Learning Standards define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school. Students advancing through the grades are expected to meet each year's grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the standards.

ELA practices describe the capacities held by students who have progressed through a kindergarten through grade 12 ELA program in NJ including:

- Developing responsibility for learning
- Adapting Communication
- Valuing Evidence in Argumentation
- Building Knowledge
- Leveraging Technology
- Understanding Self and Others

Four Domains:

Language - Foundational Skills: Reading (RF)

Foundational Skills: Writing (WF)

- System and Structure of Language (SS)
- Knowledge of Language (KL)
- Vocabulary, Acquisition, and Use: Literal Meaning (VL)
- Vocabulary Acquisition and Use: Interpretive Meaning (VI)

Reading - Literary Text

Informational Text

- Close Reading (CR)
- Central Ideas and Themes of Text (CI)
- Interactions among Text Elements (IT)
- Text Structures (TS)
- Perspective and Purpose in Texts (PP)
- Diverse Media and Formats (MF)
- Analysis of an Argument (AA)
- Comparison of Texts (CT)

Writing

- Argumentative Writing (AW)
- Informative and Explanatory Writing (IW)
- Narrative Writing (NW)
- Writing Process (WP)
- Writing Research (WR)
- Sources of Evidence (SE)
- Range of Writing (RW)

Speaking and Listening

- Participate Effectively (PE)
- Integrate Information (II)
- Evaluate Speakers (ES)

- Present Information (PI)
- Use Media (UM)
- Adapt Speech (AS)

Summary of Anchor Statements

Anchor Statements are designed to identify the domain-specific knowledge, skills, and abilities students will acquire throughout kindergarten through grade twelve education in English language arts necessary for their postsecondary success. Each of the anchor statements nested within the four domains (Language, Reading, Writing, Speaking, and Listening) describes the endpoint of a developmental progression that, in concert with the performance expectations at each grade level, outlines the knowledge and skills that students acquire at each grade level and how these concepts build upon each other over time.

READING Anchor Standards and Progress Indicators include:

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas
- Range of Reading and Complexity of Text

WRITING Anchor Standards and Progress Indicators include:

- Text Types and Purposes
- Production and Distribution of Writing
- Research to Build and Present Knowledge
- Range of Writing

SPEAKING AND LISTENING Anchor Standards and Progress Indicators include:

- Comprehension and Collaboration
- Presentation of Knowledge and Ideas

LANGUAGE Anchor Standards and Progress Indicators include:

- Conventions of Standard English
- Knowledge of Language
- Vocabulary Acquisition and Use

Note on range and content of student reading

To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential.

Note on range and content in student writing

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

Note on range and content of student speaking and listening

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

Note on range and content of student language use

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

Included in grades 6-8: History, Social Studies, Science and Technical Subjects

GRADE: 6

PACING GUIDE:

	1st MP	2nd MP	3rd MP	4th MP
READING	Analyze and apply Text structure and purpose, author's use of language, point of view, inferences, and figurative language	Analyze features of informational texts, and poetic forms, make inferences about the theme, and analyze plot, character, setting, and theme	Determine central ideas, analyze character and plot, arguments, determine meanings, and key ideas, cite evidence,	Analyze Point of View, text structure, setting and characters, central ideas, personification, imagery, infer themes
WRITING	Argumentative Essay and Nonfiction Narrative Essay	Informative Essay and Argumentative Essay	Explanatory Essay	Narrative Writing Write a short story
SPEAKING & LISTENING	Participate effectively, use media, and present to the class	Participate effectively, use media, Produce and present a podcast	Participate effectively, use media, and present to the class	Participate effectively, use media, and present to the class

LANGUAGE	Parts of speech Word origins Vocabulary, context clues, verbs	Greek and Latin Root words, capitalization, sentence patterns, Vocabulary in context	Types of sentences, pronouns, capitalization of proper nouns, prefixes, use of commas, vocabulary	Context clues, quotation marks, adjectives, and adverbs, vocabulary
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UNIT 1 - Time Frame: 33 Days

Overview: Discovering Your Voice- Into Literature

READING - Primary Focus Standards: RI.6.1, RI.6.2, RI.6.3, RI.6.4, RI.6.5, RI.6.6, RI.6.8, RI.6.10
 RL.6.1, RL.6.2, RL.6.4, RL.6.5, RL.6.6, RL.6.7, RL.6.10
 RI.6.7, RL.6.9 (Spiraled skills are tested but not taught in the unit.)

Text Type:

- **from Brown Girl Dreaming** (Memoir in Verse) by Jacqueline Woodson N/AL
- **from Selfie: The Changing Face of Self-Portraits** (Informational Text) by Susie Brooks 1000L
- **What's So Funny, Mr. Scieszka?** (Humor) by Jon Scieszka 710L
- Compare Poems: **A Voice** (Poem) by Pat Mora N/AL / **Words Like Freedom** (Poem) by Langston Hughes N/AL
- Compare and Evaluate Arguments: **Better Than Words: Say It with a Selfie** (Argument) by Gloria Chang 1050L / **OMG, Not Another Selfie!** (Argument) by Shermakaye Bass 1070L

Novel Options:

- **The Giver** (Novel) by Lois Lowry 760L
- **Beethoven in Paradise** (Novel) by Barbara O'Connor 680L
- **Brown Girl Dreaming** (Memoir in Verse) by Jacqueline Woodson 990L

WRITING - Primary Focus Standards: W.6.1, W.6.1.a, W.6.1.b, W.6.1.c, W.6.1.d, W.6.4, W.6.6, W.6.10
 W.6.7, W.6.8, W.6.9.a, W.6.9.b

Writing Focus:**Argumentative Writing**

Your local library is hosting an essay contest about the ways people express themselves. Community members will judge the essays. Write an argumentative essay in which you select your favorite mode of self-expression (such as music or comedy) and argue why that medium is effective. Include graphics or images to support your ideas.

Speaking and Listening - Primary Focus Standards: SL.6.1.a, SL.6.1.b, SL.6.1.c, SL.6.2, SL.6.4, SL.6.6

Task Type: Write an Argument**Reflect and Extend: Write a Memoir, Create a Photo Collage**

Language - Primary Focus Standards: L.6.1.b, L.6.1.c, L.6.1.d, L.6.1.e, L.6.2.a, L.6.2.b, L.6.3.a

L.6.4.a, L.6.4.b, L.6.4.c, L.6.4.d, L.6.6

L.6.5.a (Spiraled skill tested but not taught in the unit.)

Skill Focus:

- Recognize and correct inappropriate shifts in pronoun number and person.
- Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
- Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
- Spell correctly.
- Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
- 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.
- Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech

ESSENTIAL QUESTIONS &/or UNDERSTANDINGS: What are the ways you can make yourself heard?

CONTENT: *from Brown Girl Dreaming* (Memoir in Verse) by Jacqueline Woodson N/AL

● *from Selfie: The Changing Face of Self-Portraits* (Informational Text) by Susie Brooks 1000L

● *What's So Funny, Mr. Scieszka?* (Humor) by Jon Scieszka 710L

● Compare Poems: *A Voice* (Poem) by Pat Mora N/AL / *Words Like Freedom* (Poem) by Langston Hughes N/AI

- Compare and Evaluate Arguments: **Better Than Words: Say It with a Selfie** (Argument) by Gloria Chang 1050L / **OMG, Not Another Selfie!** (Argument) by Shermakaye Bass 1070L

Novel Options:

- **The Giver** (Novel) by Lois Lowry 760L
- **Beethoven in Paradise** (Novel) by Barbara O'Connor 680L
- **Brown Girl Dreaming** (Memoir in Verse) by Jacqueline Woodson

SKILLS:

- Reading informational text, author's point of view, determining word meanings in the text,
- analyzing the text as it fits in the structure of the text
- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
- 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.
- Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

ASSESSMENTS:

Unit Tests, Fluency Checks. Writing Rubrics, Anecdotal Notes, Teacher/Student Conferencing

CAREER READINESS, LIFE LITERACIES, & KEY SKILLS

Act as a responsible and contributing peer

Demonstrate creativity and innovation

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

Model integrity and ethical leadership

Use technology to enhance collaboration and communication

Work productively in group settings

Differentiation, Modifications, and Accommodations (ELL, SE, BSI, G&T, 504):

The learning activities are highly suitable for diverse learners and support the instructional outcomes outlined in the curriculum. They are designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners. Teachers differentiate content, instruction, and assessment based on students in their class. They address all learning styles such as visual, auditory, tactile, etc. with a multimedia approach. Students are provided with the appropriate tools needed for optimal learning be it word banks, study guides, tiered assignments, prompts, flexible grouping, assistive technology, pacing of lessons, teacher modeling, peer mentoring, etc.

Teachers plan for support, remediation, enhancement, and enrichment.

TECHNOLOGY INTEGRATION

Northfield School District infuses technology into instruction to support our curricular goals as well as enhance 21st-century skills of communication, collaboration, critical thinking, and creativity

Resources:

Grade Level textbook, online sites, classroom library, approved novel list, etc

UNIT 2 - Time Frame: 22 Days

Overview: Never Give Up- Into Literature

READING - Primary Focus Standards: RI.6.1, RI.6.2, RI.6.3, RI.6.5, RI.6.6, RI.6.10

RL.6.1, RL.6.2, RL.6.3, RL.6.4, RL.6.5, RL.6.9, RL.6.10

RL.6.6 (A spiraled skill that is tested but not taught in unit.)

Text Type:

- **A Schoolgirl's Diary** *from* **I am Malala** (Memoir) by Malala Yousafzai 820L
- **Speech to the Young: Speech to the Progress-Toward** (Poem) by Gwendolyn Brooks N/AL
- Compare Periods: **The First Day of School** (Short Story) by R.V. Cassill 790L / **from New Kid** (Graphic Novel) by Jerry Craft

Novel Options:

- **New Kid** (Graphic Novel) by Jerry Craft and color by Jim Callahan GN320L
- **I Am Malala, Young Reader's Edition** (Memoir) by Malala Yousafzai 830L
- **Esperanza Rising** (Novel) by Pam Muñoz Ryan 750L

WRITING - Primary Focus Standards: W.6.2.c, W.6.3, W.6.3.a, W.6.3.b, W.6.3.c, W.6.3.d, W.6.3.e, W.6.4, W.6.5, W.6.6, W.6.10, W.6.4, W.6.7, W.6.8, W.6.9.a

Writing Focus:

Nonfiction Narrative This unit focuses on what makes people keep trying. A local magazine is seeking submissions of inspirational, real-life stories for a special publication about local heroes. Write a nonfiction narrative about a time that you or someone you know faced a challenge but refused to give up

Speaking and Listening - Primary Focus Standards: SL.6.1.a, SL.6.1.b, SL.6.1.c, SL.6.1.d, SL.6.4, SL.6.5, SL.6.6

Task Type:**Produce and Present a Podcast**

You have written a nonfiction narrative about never giving up. Now you and a group of classmates will use the material in your narratives to create an 8- to 10-minute podcast about people who refuse to quit.

Reflect and Extend: Write a Self-Help Article, Create an Inspirational Poster

Language - Primary Focus Standards: L.6.2, L.6.2.a, L.6.3, L.6.3.a, L.6.1.e
L.6.4, L.6.4.b, L.6.4.c, L.6.6

Skill Focus:

- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing,
- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
- Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
- 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.

- 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.

ESSENTIAL QUESTIONS &/or UNDERSTANDINGS: What keeps people from giving up?

CONTENT:

- **A Schoolgirl's Diary** *from I am Malala* (Memoir) by Malala Yousafzai 820L
 - **Speech to the Young: Speech to the Progress-Toward** (Poem) by Gwendolyn Brooks N/AL
 - Compare Periods: **The First Day of School** (Short Story) by R.V. Cassill 790L / **from New Kid** (Graphic Novel) by Jerry Craft N/A
- Novel Options:**
- **New Kid** (Graphic Novel) by Jerry Craft and color by Jim Callahan GN320L
 - **I Am Malala, Young Reader's Edition** (Memoir) by Malala Yousafzai 830L
 - **Esperanza Rising** (Novel) by Pam Muñoz Ryan 750L

SKILLS:

- Determine the meaning of words and phrases as used in a text, including figurative, connotative, and technical meanings.
- Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
- 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.
- Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

ASSESSMENTS:

Unit Tests, Fluency Checks. Writing Rubrics, Anecdotal Notes, Teacher/Student Conferencing

CAREER READINESS, LIFE LITERACIES, & KEY SKILLS

Act as a responsible and contributing peer

Demonstrate creativity and innovation

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

Model integrity and ethical leadership

Use technology to enhance collaboration and communication
Work productively in group settings

Differentiation, Modifications and Accommodations (ELL, SE, BSI, G&T, 504):

The learning activities are highly suitable for diverse learners and support the instructional outcomes outlined in the curriculum. They are designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners. Teachers differentiate content, instruction, and assessment based upon students in their class. They address all learning styles such as visual, auditory, tactile, etc. with a multimedia approach. Students are provided with the appropriate tools needed for optimal learning be it word banks, study guides, tiered assignments, prompts, flexible grouping, assistive technology, pacing of lesson, teacher modeling, peer mentoring, etc.

Teachers plan for support, remediation, enhancement and enrichment.

TECHNOLOGY INTEGRATION

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Resources:

Grade Level textbook, online sites, classroom library, approved novel list, etc

UNIT 3 - Time Frame: 37 Days

Overview: Finding Courage- Into Literature

READING - Primary Focus Standards: RI.6.1, RI.6.2, RI.6.3, RI.6.4, RI.6.5, RI.6.6, RI.6.9, RI.6.10

RL.6.1, RL.6.3, RL.6.5, RL.6.6, RI.6.9, RL.6.10

RL.6.2 (Spiraled skill that is tested but not taught in unit.)

Text Type:

● *from The Breadwinner* (Novel) by Deborah Ellis 590L

● *Life Doesn't Frighten Me* (Poem) by Maya Angelou N/AL

- **Fears and Phobias** (Informational Text) by kidshealth.org 1040L
 - **Wired for Fear** (Video) by California Science Center
- Compare Across Genres: **Embarrassed? Blame Your Brain** (Informational Text) by Jennifer Connor-Smith 960L /
- **The Ravine** (Short Story) by Graham Salisbury 640L
 - Compare Presentations: **from Into the Air** (Graphic Biography) by Robert Burleigh 760L / **from The Wright Brothers: How They Invented the Airplane** (Biography) by Russell Freedman 1100L

Novel Options:

- **Dragonwings** (Novel) by Laurence Yep 870L
- **The Parker Inheritance** (Novel) by Varian Johnson 610L
- **The Breadwinner** (Novel) by Deborah Ellis

WRITING - Primary Focus Standards: W.6.2, W.6.2.a, W.6.2.b, W.6.2.c, W.6.2.e, W.6.4, W.6.5, W.6.6, W.6.10
W.6.7, W.6.8, W.6.9.a, W.6.9.b

Writing Focus: Informative Essay

Using ideas, information, and examples from multiple texts in this unit, write an informative essay for your community newspaper explaining how people find the courage to face their fears.

Speaking and Listening - Primary Focus Standards: SL.6.1.a, SL.6.1.b, SL.6.1.c, SL.6.1.d, SL.6.2, SL.6.4, SL.6.5, SL.6.6

Task Type:

Presentation

Imagine that you are invited to adapt the information in your essay into a multimedia presentation for your classmates. Plan and create a presentation and then present it to the class.

Reflect and Extend: Write a short story, Create a Vlog

Language - Primary Focus Standards: L.6.1, L.6.1.e, L.6.2, L.6.2.a, L.6.2.c, L.6.3.a
L.6.4.a, L.6.4.b, L.6.4.c, L.6.4.d, L.6.6

L.6.5.b (Spiraled skill that is tested but not taught in the unit)

Skill Focus:

- Demonstrate command of standard English grammar conventions and usage when writing or speaking.
- Demonstrate command of standard English capitalization, punctuation, and spelling when writing.
- Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
- Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
- 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).
- Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or a dictionary).
- Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to understand each word.

ESSENTIAL QUESTIONS &/or UNDERSTANDINGS: How do you find the courage to face your fears?

SKILLS:

- Determine the meaning of words and phrases as used in a text, including figurative, connotative, and technical meanings.
- 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.
- Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
- 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).
- Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Determine a text's central idea and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
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ASSESSMENTS:

Unit Tests, Fluency Checks. Writing Rubrics, Anecdotal Notes, Teacher/Student Conferencing

CAREER READINESS, LIFE LITERACIES, & KEY SKILLS

Act as a responsible and contributing peer

Demonstrate creativity and innovation

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

Model integrity and ethical leadership

Use technology to enhance collaboration and communication

Work productively in group settings

Differentiation, Modifications, and Accommodations (ELL, SE, BSI, G&T, 504):

The learning activities are highly suitable for diverse learners and support the instructional outcomes outlined in the curriculum. They are designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners. Teachers differentiate content, instruction, and assessment based on students in their class. They address all learning styles such as visual, auditory, tactile, etc. with a multimedia approach.

Students are provided with the appropriate tools needed for optimal learning be it word banks, study guides, tiered assignments, prompts, flexible grouping, assistive technology, pacing of lessons, teacher modeling, peer mentoring, etc.

Teachers plan for support, remediation, enhancement, and enrichment.

TECHNOLOGY INTEGRATION

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Resources:

Grade Level textbook, online sites, classroom library, approved novel list, etc

UNIT 4 - Time Frame: 28 Days

Overview: Through an Animal's Eyes- Into Literature

READING - Primary Focus Standards: RI.6.1, RI.6.2, RI.6.3, RI.6.5, RI.6.8, RI.6.9, RI.6.10
RL.6.1, RL.6.2, RL.6.4, RL.6.5, RL.6.6, RL.6.9, RL.6.10
RI.6.6 (A spiraled skill that is tested but not taught in unit.)

Text Type:

- **From Pax** (Novel) by Sara Pennypacker 880L
 - **Zoo** (Science Fiction) by Edward Hoch 1190L
 - **from Animal Snoops: The Wondrous World of Wildlife Spies** (Informational Text) by Peter Christie 990L
 - Compare Themes: **Animal Wisdom** (Poem) by Nancy Wood N/AL / **The Last Wolf** (Poem) by Mary TallMountain N/AL
- Evaluate and Compare Arguments: **Wild Animals Aren't Pets** (Argument) by USA TODAY 1120L / **Let People Own Exotic Animals** (Argument) by Zuzana Kukol 1150L

Novel Options:

- **Julie of the Wolves** (Novel) by Jean Craighead George 860L
- **Primates: The Fearless Science of Jane Goodall, Dian Fossey, and Biruté Galdikas** (Graphic Nonfiction) by Jim Ottaviani and Maris Wicks N/A L
- **Pax** (Novel) by Sara Pennypacker 760L

Writing Focus: Write an Argument

You have been asked to write an editorial for your school newspaper. Using ideas, information, and examples from multiple texts in this unit, write an argumentative essay, supported by research, in which you support or oppose allowing people to keep wild animals as pets.

Speaking and Listening - Primary Focus Standards: SL.6.1, SL.6.1.a, SL.6.1.b, SL.6.1.c, SL.6.1.d, SL.6.3, SL.6.4, SL.6.5, SL.6.6

Task Type:

Present an Argument

These days, many people share their opinions in videos. Anyone with a smartphone can shoot a video. With a partner, plan, shoot, and present an editorial video in which you argue your side of the issue: Should people keep wild animals as pets?

Reflect and Extend: Write a Literary Essay, Create a Song

Language - Primary Focus Standards: L.6.1, L.6.1.a, L.6.1.c, L.6.1.d, L.6.1.e, L.6.2.a, L.6.2.b, L.6.3.a

Skill Focus:

- Demonstrate command of standard English grammar conventions and usage when writing or speaking.
- Ensure that pronouns are in the proper case (subjective, objective, possessive).
- Recognize and correct inappropriate shifts in pronoun number and person.
- Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
- Spell correctly.

ESSENTIAL QUESTIONS &/or UNDERSTANDINGS:

What can you learn from seeing the world through an animal's eyes?

CONTENT:

- **from Pax** (Novel) by Sara Pennypacker 880L
 - **Zoo** (Science Fiction) by Edward Hoch 1190L
 - **from Animal Snoops: The Wondrous World of Wildlife Spies** (Informational Text) by Peter Christie 990L
 - Compare Themes: **Animal Wisdom** (Poem) by Nancy Wood N/AL / **The Last Wolf** (Poem) by Mary TallMountain N/AL
- Evaluate and Compare Arguments: **Wild Animals Aren't Pets** (Argument) by USA TODAY 1120L / **Let People Own Exotic Animals** (Argument) by Zuzana Kukol 1150L
- Novel Options:**
- **Julie of the Wolves** (Novel) by Jean Craighead George 860L
 - **Primates: The Fearless Science of Jane Goodall, Dian Fossey, and Biruté Galdikas** (Graphic Nonfiction) by Jim Ottaviani and Maris Wicks N/A L
 - **Pax** (Novel) by Sara Pennypacker 760L

SKILLS:

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

- 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.
- 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).
- Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Determine a text's central idea and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

ASSESSMENTS:

Unit Tests, Fluency Checks. Writing Rubrics, Anecdotal Notes, Teacher/Student Conferencing

CAREER READINESS, LIFE LITERACIES, & KEY SKILLS

Act as a responsible and contributing peer

Demonstrate creativity and innovation

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

Model integrity and ethical leadership

Use technology to enhance collaboration and communication

Work productively in group settings

Differentiation, Modifications, and Accommodations (ELL, SE, BSI, G&T, 504):

The learning activities are highly suitable for diverse learners and support the instructional outcomes outlined in the curriculum. They are designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners. Teachers differentiate content, instruction, and assessment based on students in their class. They address all learning styles such as visual, auditory, tactile, etc. with a multimedia approach.

Students are provided with the appropriate tools needed for optimal learning be it word banks, study guides, tiered assignments, prompts, flexible grouping, assistive technology, pacing of lessons, teacher modeling, peer mentoring, etc.

Teachers plan for support, remediation, enhancement, and enrichment.

TECHNOLOGY INTEGRATION

Northfield School District infuses technology into instruction to support our curricular goals as well as enhance 21st-century skills of communication, collaboration, critical thinking, and creativity

Resources:

Grade Level textbook, online sites, classroom library, approved novel list, etc

UNIT 5 - Time Frame: 25 Days

Overview: Surviving the Unthinkable- Into Literature

READING - Primary Focus Standards: RI.6.1, RI.6.3, RI.6.4, RI.6.5, RI.6.6, RI.6.7, RI.6.9, RI.6.10
RL.6.1, RL.6.2, RL.6.3, RL.6.4, RL.6.5, RL.6.6, RL.6.9, RL.6.10
RI.6.2 (A spiraled skill that is tested but not taught in the unit)

Text Type:

- **from A Long Walk to Water** (Novel) by Linda Sue Park 560L
- **Salva's Story** (Documentary) by POVRoseMedia
- **Into the Lifeboat from Titanic Survivor** (Memoir) by Violet Jessop 950L
- Compare Across Genres: **from After the Hurricane** (Poem) by Rita Williams-Garcia N/AL / **from Ninth Ward** (Novel) by Jewell Parker Rhodes 970L

Novel Options:

- **Hatchet** (Novel) by Gary Paulsen 1020L
- **A Long Walk to Water** (Novel) by Linda Sue Park 720L
- **Ninth Ward** (Novel) by Jewell Parker Rhodes 470L

WRITING - Primary Focus Standards: W.6.2, W.6.2.b, W.6.2.c, W.6.2.e, W.6.2.f, W.6.4, W.6.5, W.6.6, W.6.10
W.6.7, W.6.8, W.6.9.a

Writing Focus: Write an Explanatory Essay

Using ideas, information, and examples from multiple texts in this unit, write an explanatory essay for a school blog in which you identify the qualities, or characteristics, of a survivor and describe why these qualities are important.

Speaking and Listening - Primary Focus Standards: SL.6.1.a, SL.6.6

Task Type: Explanatory Essay

Reflect and Extend: Create an Infographic, Compare and Contrast Accounts

Language - Primary Focus Standards: L.6.1, L.6.1.a, L.6.1.b, L.6.1.c, L.6.2.a, L.6.3.a
L.6.4.a, L.6.4.c, L.6.4.d, L.6.5.a, L.6.6

Skill Focus:

- Demonstrate command of standard English grammar conventions and usage when writing or speaking.
- Recognize and correct inappropriate shifts in pronoun number and person.
- Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
- 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.
- Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- Interpret figures of speech (e.g., personification) in context.

ESSENTIAL QUESTIONS &/or UNDERSTANDINGS:

What does it take to be a survivor?

CONTENT: *from A Long Walk to Water* (Novel) by Linda Sue Park 560L

● **Salva's Story** (Documentary) by POVRoseMedia

● **Into the Lifeboat from Titanic Survivor** (Memoir) by Violet Jessop 950L

● Compare Across Genres: *from After the Hurricane* (Poem) by Rita Williams-Garcia N/AL / *from Ninth Ward* (Novel) by Jewell Parker Rhodes 970L

Novel Options:

● **Hatchet** (Novel) by Gary Paulsen 1020L

- **A Long Walk to Water** (Novel) by Linda Sue Park 720L
- **Ninth Ward** (Novel) by Jewell Parker Rhodes 470L

SKILLS:

- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- 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.
- 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).
- Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Determine a text's central idea and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

ASSESSMENTS:

Unit Tests, Fluency Checks. Writing Rubrics, Anecdotal Notes, Teacher/Student Conferencing

CAREER READINESS, LIFE LITERACIES, & KEY SKILLS

Act as a responsible and contributing peer

Demonstrate creativity and innovation

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

Model integrity and ethical leadership

Use technology to enhance collaboration and communication

Work productively in group settings

Differentiation, Modifications and Accommodations (ELL, SE, BSI, G&T, 504):

The learning activities are highly suitable for diverse learners and support the instructional outcomes outlined in the curriculum. They are designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners. Teachers differentiate content, instruction, and assessment based upon students in their class. They address all learning styles such as visual, auditory, tactile, etc. with a multimedia approach. Students are provided with the appropriate tools needed for optimal learning be it word banks, study guides, tiered assignments, prompts, flexible grouping, assistive technology, pacing of lesson, teacher modeling, peer mentoring, etc.

Teachers plan for support, remediation, enhancement and enrichment'

TECHNOLOGY INTEGRATION

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Resources:

Grade Level textbook, online sites, classroom library, approved novel list, etc

UNIT 6 - Time Frame: 29 Days

Overview: Hidden Truths- Into Literature

READING - Primary Focus Standards: RI.6.1, RI.6.2, RI.6.3, RI.6.5, RI.6.10
RL.6.1, RL.6.2, RL.6.3, RL.6.4, RL.6.5, RL.6.6, RL.6.9, RL.6.10

Text Type:

- *from* Storytelling (Book Introduction) by Josepha Sherman 1050L
- The Prince and the Pauper (Play) by Mark Twain N/AL
- Compare Poems: Archetype (Poem) by Margarita Engle N/AL / Fairy-tale Logic (Poem) by A.E. Stallings N/AL
- Compare Themes: The Boatman's Flute (Folktale) by Sherry Garland 1050L / The Mouse Bride (Folktale) by Heather Forest 780L

Novel Options

- **Holes** (Novel) by Louis Sachar 660L
- **The Lightning Thief** (Novel) by Rick Riordan 680L
- **The Jungle Book** (Story Collection) by Rudyard Kipling 1080L

WRITING - Primary Focus Standards: W.6.3, W.6.3.a, W.6.3.b, W.6.3.c, W.6.3.d, W.6.3.e, W.6.4, W.6.5, W.6.6, W.6.10, W.6.7, W.6.8, W.6.9.a, W.6.9.b

Writing Focus:

Write a Short Story

A literary journal for teens has put out a call for short stories that reveal hidden truths about growing up. Incorporating ideas and literary elements from texts in this unit, write a short story expressing a clear theme, or message about life or human nature.

Speaking and Listening - Primary Focus Standards: SL.6.1.a, SL.6.1.b, SL.6.1.c, SL.6.1.d, SL.6.4, SL.6.6, RL.6.7

Task Type: Write a Short Story

Reflect and Extend: Write a Literary Analysis, Create a Movie Trailer

Language - Primary Focus Standards: L.6.1, L.6.1.e, L.6.2, L.6.2.a, L.6.3, L.6.3.a, L.6.4.a, L.6.4.b, L.6.4.c, L.6.6

Skill Focus:

- Demonstrate command of standard English grammar conventions and usage when writing or speaking.
- Demonstrate command of standard English capitalization, punctuation, and spelling when writing.
- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
- 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.
- Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

ESSENTIAL QUESTIONS &/or UNDERSTANDINGS:

What hidden truths about people and the world are revealed in stories?

CONTENT:

- *from* Storytelling (Book Introduction) by Josepha Sherman 1050L
- The Prince and the Pauper (Play) by Mark Twain N/AL
- Compare Poems: Archetype (Poem) by Margarita Engle N/AL / Fairy-tale Logic (Poem) by A.E. Stallings N/AL
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Novel Options

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- **The Lightning Thief** (Novel) by Rick Riordan 680L
- **The Jungle Book** (Story Collection) by Rudyard Kipling 1080L

SKILLS:

- Determine the meaning of words and phrases as used in a text, including figurative, connotative, and technical meanings.
- 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.
- Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
- 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).
- Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Determine a text's central idea and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
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ASSESSMENTS:

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