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| **Unit Overview** | |
| **Content Area: ELA** | |
| **Unit Title:** Introduction to Reader's and Writer's Workshop | |
| **Target Course/Grade Level: Grade 6** | |
| **Duration:** Week 1 - Week 3 | |
| **Description:**  In this introductory unit, students will obtain an overview of Reader’s/Writer's Workshop and what their responsibilities will be over the course of the year. The students will be introduced to skills such as: using a reading log, making book choices wisely, taking notes about what they read, and thinking critically about plot, setting, and characters in a story. Lessons will also include strategies for successful independent reading. In addition to familiarizing students with their responsibility as readers, students will become acquainted with various online resources including, but not limited to, Microsoft Teams, Outlook, Word, and other web based grammar tools. Students will also participate in various activities which will provide teachers with initial assessments as well as allow educators to become knowledgeable about each student. Upon completion of this mini unit, students will understand the procedures and expectations of the course. | |
| **Enduring Understandings** | |
| * Demonstrating understanding of course procedures and expectations * Reflecting on our reading lives and reading levels * Construct a Microsoft Word document adhering to MLA format * Evaluate writing skills and develop plan for improvement * Students will successfully navigate Microsoft Suite including, but not limited to, Teams, Outlook, and Word for academic use. * Students will incorporate varied sentence types in creating writing that uses effective paragraph formation. * Students will track their reading volume and set goals. * Students will write thoughtfully and constructively about what they’re reading. * Students will build reading stamina through independent reading. | |
| **Learning Targets** | |
| **New Jersey Student Learning Standards & Practices**  **NJ: 2016 SLS: English Language Arts**  RL.6.10 \*\*By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (See Appendix A) or above, scaffolding as needed.  W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  W.6.2c. Use appropriate transitions to clarify the relationships among ideas and concepts.  W.6.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.  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.  SL.6.1a. 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.  SL.6.1b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.  SL.6.1d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.  L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  L.6.2b. Spell correctly. | **Interdisciplinary New Jersey Student Learning Standards, Career Readiness Practices, SEL Competencies:**  **Social Studies:**  6.3.8.CivicsPD.3: Construct a claim as to why it is important for democracy that individuals are informed by facts, aware of diverse viewpoints, and willing to take action on public issues.  **NJ: 2020 SLS: Career Readiness, Life Literacies, and Key Skills**  **Life Literacies and Key Skills:**  9.1.8.FP.7  9.2.8.CAP.2  9.4.8.TL.3    **Career Readiness, Life Literacies, and Key Skills Practices**  -Utilize critical thinking to make sense of problems and persevere in solving them  - Plan education and career paths aligned to personal goals  **NJ: 2020 SLS: Computer Science & Design Thinking**  **8.2 Design Thinking: Interaction of Technology and Humans**  8.2.8.ITH.2  8.2.8.ITH.5  **NJ: 2017 SLS: Social and Emotional Learning**  **Competencies**  Self-Awareness  Recognize one’s personal traits, strengths and limitations  Self-Management  Recognize the skills needed to establish and achieve personal and educational goals  Relationship Skills  Utilize positive communication and social skills to interact effectively with others |
| **Essential Questions** | |
| * What books have you read in the past? * How often do you read independently? * How do you choose a book of interest and sustain your reading life? * What information do you need to notice for effective note-taking? * How do you use technology? * How do I choose which technological tools to use and when it is appropriate to use them? | |
| **Student Learning Objectives** | |
| ***Students will…***   * Students will complete a beginning of the year assessment. * Students will learn to choose books on their appropriate reading level * Students will practice writing about reading. * Students will learn to retell and summarize effectively and succinctly. * Students will begin to make connections within a text. * Students will be able to effectively use Microsoft Teams and Suites. * Students will be able to compose and send a proper email. | |
| ***Suggested Activities*** | |
| * ***Instructional Read-aloud*** from the ***text book:*** *Teacher's choice* * **Suggested Title: First French Kiss by Adam Bagdasarian** * **Suggested Title: Ghost by Jason Reynolds** * The students will complete a reading reflection/interest survey. * The students will create a reading history timeline. * Students will participate in discussions and activities involving summer reading books. * Students will build stamina through reading independently. * Mini-lesson: choosing books in the correct reading level and within personal interests in selected genre. * Mini-lesson: writing about reading. * Mini-lesson: taking appropriate and meaningful notes and sharing what we think and write. i.e. stop and jot and turn and talk. * Mini-lesson: reading independently and learning our roles in a Reader’s Workshop setting. * Mini-lesson: making predictions about what we are reading by using and citing evidence from the text. * Mini-lesson: coming up with “big ideas” according to the details recorded from our stories. * Teacher demonstrates to students how to use Outlook and write a proper e-mail, so students can practice writing an e-mail to their teacher. * As a class, students practice using different components of Microsoft Teams.   Modifications:  ELL:  -bilingual dictionary/ access to laptop to look up translation  -working with peers  -Choice of books in native language  -Visual cues  Special Education:  -Access to books on current reading level  -copy of teacher’s notes  -work with peers  -extended time  -graphic organizers  At Risk:  -Access to books on current reading level  -copy of teacher’s notes  -work with peers  -graphic organizers/visual cues  Gifted and Talented:  -Higher level questioning  -Enrichment activities to go with summer reading  -Independent research/higher level book choices  504:  -Preferential seating  -any physical accommodations necessary  -extended time | |
| ***Materials*** | |
| * *Notice and Note*, by Kylene Beers & Robert F. Probst * Holt McDougal Literature textbook grade 6 * Bell Ringers * Flocabulary * Brain Pop * Assorted texts used for read aloud * Classroom library and media center selected independent novels-focus on informative texts * Open ebooks * Sora * CommonLit     **Resources: Utilizing technology: one-to-one use of computers:**  IXL  Newsela PRO  SRI to assess lexile level  Performance Matters | |
| ***Assessments*** | |
| ***-Summer reading***  ***-Retell and summarize a short story***  ***-Write an email using gboe account***  ***-SRI Lexile level*** | |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Modifications** | | | | | | **English Language Learners** | **Special Education** | **At-Risk** | **Gifted and Talented** | **504** | | Scaffolding  Word walls  Sentence/paragraph frames  Bilingual dictionaries/translation  Think alouds  Read alouds  Highlight key vocabulary  Annotation guides  Think-pair- share  Visual aides  Modeling  Cognates | Word walls  Visual aides  Graphic organizers  Multimedia  Leveled readers  Assistive technology  Notes/summaries  Extended time  Answer masking  Answer eliminator  Highlighter  Color contrast | Teacher tutoring  Peer tutoring  Study guides  Graphic organizers  Extended time  Parent communication  Modified assignments  Counseling | Curriculum compacting  Challenge assignments  Enrichment activities  Tiered activities  Independent research/inquiry  Collaborative teamwork  Higher level questioning  Critical/Analytical thinking tasks  Self-directed activities | Word walls  Visual aides  Graphic organizers  Multimedia  Leveled readers  Assistive technology  Notes/summaries  Extended time  Answer masking  Answer eliminator  Highlighter  Color contrast  Parent communication  Modified assignments  Counseling | | |
| **MODIFICATIONS** | |
| Strategies for Differentiation of Instruction  Differentiation Strategies  to Support Special Education  Notes  Notes  Strategies for Differentiated Instruction:  Book Genre List (type and description) for reference to add to reading folders.  https://www.cusd80.com/cms/lib6/AZ01001175/Centricity/Domain/2776/Library%20Genre%20Posters.pdf  How to Choose the Right Book Power Point:  JUST RIGHT BOOK PP.ppt  Think-Pair-Share  Stop and Jot  Flexible Grouping  Independent Study  Jigsaw  Literature Circles  Conferencing  Read Aloud | |

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| **Unit Overview** | |
| **Content Area: ELA** | |
| **Unit Title:**  **Realistic Fiction and Narrative Writing** | |
| **Target Course/Grade Level: Grade 6** | |
| **Duration: Week 4 - Week 10** | |
| **Description:**  The transition from elementary school to middle school is challenging. During this time, students are faced with new choices. Becoming independent is often overwhelming. In this unit, students will read realistic fiction stories about people who have faced challenges and dealt with difficulties in various ways. Students will be able to make personal connections and be introspective as they look for ways to manage struggles they are experiencing. Students should be able to create writing character-driven pieces of their own, and eventually including character(s) from narrative short stories, while focusing on keeping the character's behavior, actions, dialogue, and other traits in sync with the original narrative. Students will be able to read any given story and take one of the two approaches: Retell the story from a different point of view or extend the ending of the story. | |
| **Enduring Understandings** | |
| * How to make meaningful predictions * How to make accurate inferences. * How to analyze and compare characters * Interpreting words and phrases, including determining the meaning of words through context clues * Write an effective narrative:   - Proper use of dialogue - punctuation, narrative tag use, and using dialogue to reveal character traits, as it is an effective vehicle for character trait revelations.  - Navigating the character through the stages of the plot diagram: expositions, rising action, conflict, climax, falling action, and resolution.  -Write a continuation of the story using details from the story.  -Write a narrative from a different character's point of view the story is told from. * How an author’s choice of words/phrases has an impact on readers’ opinions of a character(s). * An opening statement engages and establishes context; introduces the narrator and/or characters and organizes the sequence of events in narrative writing. * The point of view of the narrator changes the way in which the story is presented and limits the amount of information we receive. * To effectively participate in a wide range of conversations, a student must build on others’ ideas and learn to express their own clearly and persuasively by supporting arguments with textual evidence and personal experiences. * Students will understand how to take two characters already created and write a narrative from one of the character's point a view while focusing on the feelings of the character whose story is told from | |
| **Learning Targets** | |
| **New Jersey Student Learning Standards & Practices**  **NJ: 2016 SLS: English Language Arts**  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.6.3. 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.  RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.  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.  **Writing**  **Text Types and Purposes1**  **NJSLSAW.6.3. Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.**   1. 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. 2. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. 3. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. 4. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. 5. Provide a conclusion that follows from the narrated experiences or events.   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.)  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.  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.  L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | **Interdisciplinary New Jersey Student Learning Standards, Career Readiness Practices, SEL Competencies**  **NJ: 2020 SLS: Career Readiness, Life Literacies, and Key Skills**  9.1.8.CR.2  9.2.8.CAP.12  9.4.8.TL.3  **NJ: 2020 SLS: Computer Science & Design Thinking**  8.2.8.ITH.2  8.2.8.ITH.5  **NJ: 2020 SLS: Social Studies**  6.3.8.CivicsPR.3  **CRP:**  **>** Act as a responsible and contributing community member and employee  > Consider the environmental, social, and economic impacts of decisions  > Demonstrate creativity and innovation  > Utilize critical thinking to make sense of problems and persevere in solving them  **Social Emotional Learning:**  -Social awareness  -Self Awareness |
| **Essential Questions** | |
| 1. How does one’s experience influence his/her choices? 2. How do choices shape one’s future? 3. How does a good reader analyze character(s)?  * What impacts the development of a person’s character? * How do personal experiences shape and change one’s point of view? * How do plot events relate to one another in the story? * How is symbolism used in literature? * How do authors hint to what is to come later in the story? | |
| **Student Learning Objectives** | |
| ***Students will…***   * Students will understand an author’s choice of words/phrases has impact on readers’ opinions of a character(s). * Students will understand how narratives develop real or imagined experiences or events. * Students will notice how the point of view of the narrator changes the way in which the story is presented and limits the amount of information we receive. * Students will learn the components of a narrative: plot, setting, character, conflict, and theme. * Students will learn the structure and outline of narrative writing. * Students will learn how to re-write an ending of a narrative. * Students will learn how to write a continuation of the story * Students will learn how to write dialogue and use the proper dialogue rules in their narratives. * Students will strengthen their writing through planning, drafting, revising and editing by using narrative elements for a strong narrative piece. * Students will learn how characterization and development along with symbolism contribute to the theme. * Students will learn to pick up cues for how authors foreshadow upcoming events in the story. | |
| ***Suggested Activities*** | |
| * ***Mentor Texts: "The Friday Everything Changed" by Anne Hart, "The School Play" by Gary Soto. "The No Guitar Blues" by Gary Soto. "Eleven" by Sandra Cisneros, "Lob's Girl" by Joan Aiken***   Option of short stories from : https://blog.reedsy.com/short-stories/lgbtq/  Reedsy resources include categories from but not limited to: LGBTQ, Asian American/ Pacific Islanders, Diversity Equity & Inclusion  Additional resource : <http://www.nea.org> Additional Resource: [www.readbrightly.com](http://www.readbrightly.com)   * *A Deep Study in Character,* Lucy Calkins * Mini lesson: exposition, rising action, climax, falling action, and resolution. * Mini-lesson: point of view: first person, third person, limited, omniscient, etc. * Mini-lesson: using clues from the story to make inferences and predictions- foreshadowing strategies from the author * Mini-lesson: talk and how we effectively talk about books. * Open Ended Questions. * Write a fictional story with realistic elements from a different character's point of view. * Write a fictional story with realistic elements by thinking of the details the author uses to establish the setting and characters. * Write a descriptive setting in the introduction paragraph. * Re-write the ending of a narrative. * Write a continuation of a story keeping it in sync with the original narrative. * Practice writing dialogue using dialogue rules. * Practice developing speaker tags when writing dialogue. * Practice developing character traits and emotions through what characters say. * Practice using proper nouns and verbs on IXL. * Practice using variety of transition words and phrases to manage the sequence of events. * Students practice elaborating in a way that allows readers to picture the actions, thoughts, and feelings of their characters.   Modifications:  ELL:  -bilingual dictionary/ access to laptop to look up translation  -working with peers  -Choice of books in native language  -Write narratives in native language  -Diagnostic test on IXL to find current level  -List of transition words to choose from  -Visual cues  -Oral responses/translator  Special Education:  -Access to books on current reading level  -work with peers  -extended time  -graphic organizers to organize narrative writing  -List of transition words to choose from  -Examples of dialogue and how to effectively use it in a story  -Allow oral responses  At Risk:  -Access to books on current reading level  -work with peers  -graphic organizers/visual cues  -List of transition words to use in writing  Gifted and Talented:  -Higher level questioning  -Work with peers to rewrite narrative endings based on individual stories  -Include multiple character charts to express various traits and emotions within one writing piece  504:  -Preferential seating  -any physical accommodations necessary  -extended time | |
| ***Materials*** | |
| * Holt McDougal Literature textbook grade 6- Online materials      * ***Suggested Texts: "The Friday Everything Changed" by Anne Hart, "The School Play" by Gary Soto. "The No Guitar Blues" by Gary Soto. "Eleven" by Sandra Cisneros,"Lob's Girl" by Joan Aiken*** * *A Deep Study in Character,* Lucy Calkins * Flocabulary * Brain Pop * Assorted texts used for read alouds * Classroom library and media center selected independent novels * Interactive promethean board * Open ebooks * Sora   **Resources: Utilizing technology: one to one use of computers:**  IXL  Newsela PRO  SRI to assess Lexile level | |
| ***Assessments*** | |
| **Summative: Written Product**  Assess narrative using teacher-developed rubric.  Quarterly assessment for end of MP 1 Fiction comprehension assessment | |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Modifications** | | | | | | **English Language Learners** | **Special Education** | **At-Risk** | **Gifted and Talented** | **504** | | Scaffolding  Word walls  Sentence/paragraph frames  Bilingual dictionaries/translation  Think alouds  Read alouds  Highlight key vocabulary  Annotation guides  Think-pair- share  Visual aides  Modeling  Cognates | Word walls  Visual aides  Graphic organizers  Multimedia  Leveled readers  Assistive technology  Notes/summaries  Extended time  Answer masking  Answer eliminator  Highlighter  Color contrast | Teacher tutoring  Peer tutoring  Study guides  Graphic organizers  Extended time  Parent communication  Modified assignments  Counseling | Curriculum compacting  Challenge assignments  Enrichment activities  Tiered activities  Independent research/inquiry  Collaborative teamwork  Higher level questioning  Critical/Analytical thinking tasks  Self-directed activities | Word walls  Visual aides  Graphic organizers  Multimedia  Leveled readers  Assistive technology  Notes/summaries  Extended time  Answer masking  Answer eliminator  Highlighter  Color contrast  Parent communication  Modified assignments  Counseling | | |
| **MODIFICATIONS** | |
| Strategies for Differentiation of Instruction  Differentiation Strategies to Support Special Education  Notes  Structure lessons around questions that are authentic, relate to students’ interests, social/family background and  knowledge of their community. • Provide students with multiple choices for how they can represent their  understandings (e.g. multisensory techniques-auditory/visual aids; pictures, illustrations, graphs, charts, data tables,  multimedia, modeling). • Provide extended time for assessments and assignments completed in class • Give all  instructions both in writing and verbally. • Allow student to provide oral responses rather than written ones. Encourage  student to pre-read a chapter before reading it. · Word walls · Leveled readers · Assistive technology · Anchor charts  with pictures · Process charts · Graphic organizers · Leveled texts · Short texts · Extended time · Small group work  (strategy lessons based upon skill/need) · Working with partners · Audio books · Modeling in small groups or in  conferences · Flexible/preferential | |

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| **Unit Overview** | |
| **Content Area**: ELA | |
| **Unit Title: Non-Fiction: Research Unit** | |
| **Target Course/Grade Level: Grade 6** | |
| **Duration: Week 11 - Week 19** | |
| **Description:**  In this unit, students will begin a genre study on expository nonfiction. They will read, discuss, and write about informational texts and think about the “who, what, where, when, and why” of an event. They will learn to collect facts and develop a main idea using those facts. Skills such as researching events, using text features, and citing resources will be implemented. Students will continue to use reading logs, take notes, conference with the teacher about their stories, talk about reading, and think critically about all aspects of a story. They will set independent reading goals and strive to meet them. In this unit, students will have the opportunity to write informative essays using research skills, such as finding and citing sources. Using what they know from nonfiction reading, students will select the best structure to use to convey their information (descriptive list, cause and effect, problem solution, etc.). They will plan and draft their writing, using their research. They will revise for accuracy, clarity, word choice and formality of language. | |
| **Enduring Understandings** | |
| Research Synthesis Task: Structured Research Essay Integrates research from assorted topics to support argument while focusing on essay structure, transitions, and text citations.   * Non-fiction * Reading for information * Fact vs. Opinion * Persuasion * Text Features * Researching skills * Inferring * Using textual evidence when discussing texts and writing information * An informational text is non-fiction and contains text features, like a text book. * Taking good notes is an important part of the research process and gaining information from a text. * Summarizing objectively and succinctly is an important research skill. * Finding the difference between fact and opinion in informational texts. * Citing the texts used during the research. | |
| **Learning Targets** | |
| **New Jersey Student Learning Standards & Practices**  **NJ: 2016 SLS: English Language Arts**  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.  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).  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.  RI.6.8. 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.  W.6.2.a-e: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.  L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  L.6.2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.  L.6.2b. Spell correctly.  NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.  NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.  NJSLAL.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. | **Interdisciplinary New Jersey Student Learning Standards, Career Readiness Practices, SEL Competencies**  **Social Studies:**  6.3.8.CivicsPR.3  **NJ: 2020 SLS: Career Readiness, Life Literacies, and Key Skills**  9.1.8.CR.1  9.2.8.CAP.4  9.4.8.GCA.2  **NJ: 2020 SLS: Computer Science & Design Thinking**  8.2.8.ITH.2  8.2.8.ITH.5  **CRP:**  > Act as a responsible and contributing community member and employee  > Consider the environmental, social, and economic impacts of decisions  > Utilize critical thinking to make sense of problems and persevere in solving them  > Use technology to enhance productivity, increase collaboration, and communicate effectively  **Social Emotional Learning:**  Social Awareness  Responsible Decision making |
| **Essential Questions** | |
| * What is non-fiction? * What do we do differently when we read for information? * What is the difference between fact and opinion? * What does it mean to persuade and what are the techniques that we use? * How do you cite sources in a research paper? * What does it mean to take good notes? * What do we do differently when we summarize informational texts as compared to fiction? | |
| **Student Learning Objectives** | |
| ***Students will…***   * Focus: Nonfiction reading skills- extracting key information, looking at author’s stance, analyzing how authors craft their points, looking for common themes among nonfiction texts * Students will participate in whole class discussions around shared mentor texts. * Students will read independently daily. * Students will use reading strategies each day that are taught in the mini-lesson. * Students will complete a research assignment. * Students will understand how informational text is non-fiction and contains text features, like a text book. * Student will take good notes as an important part of the research process and gaining information from a text. * Students will cite the texts used during the research. | |
| ***Suggested Activities*** | |
| * Teacher will choose a class topic to research.  Suggested Topics may include: Health and Wellness, Nature and Wildlife Species and Climate Change. Possible Article Resource “ U.N. Report Says Climate Change is Rapidly Hurting the Earth’s Land” (newsela.com) Additional Resources: Newsela.com and CommonLit.org * Work in small groups to complete quote sandwich graphic organizers after mini lesson of what a quote sandwich is.   Practice re-writing the claim from different writing prompts.  Read each article, highlighting supporting details and quotes to the claim.  Watch video and jot down notes to support claim.  Complete a three column chart with supporting details/quotes to the claim.  Smart board activities for interactive learning.  IXL assessment on analyzing literature.  Access newspaper articles for layout ideas in writing a short article.  Use Microsoft stream to create a persuasive video opposing the claim.  Modifications:  ELL:  -bilingual dictionary/ access to laptop to look up translation  -working with peers  -Choice research topic in native language  -Write claim in native language  -Partially filled in three-column chart  -Visual cues  -Oral responses/translator for opposing claim  Special Education:  -Choice of research topic  -Access to video to review multiple times  -extended time  -graphic organizers to begin three column chart  -Work with peers to create a video opposing the claim  -Examples of dialogue and how to effectively use it in a story  -Allow oral responses  At Risk:  -Access to video to review multiple times  -work with peers  -graphic organizers/visual cues  -List of transition words to use in writing  Gifted and Talented:  -Higher level questioning  -Work with peers to create opposing video based on higher level rubric  -Use citations and evidence to back up the claim  504:  -Preferential seating  -any physical accommodations necessary  -extended time | |
| ***Materials*** | |
| **Suggested texts: teacher choice**  Teacher created graphic organizers.  Posters for projects.  Youtube.com  Smartboard activities.  Writer's notebooks.  IXl.  Laptops | |
| ***Assessments*** | |
| **Written Product**  Assess three column chart and any additional graphic organizers filled in prior to students drafting the RST essay.  -Video showing the opposing side of the claim | |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Modifications** | | | | | | **English Language Learners** | **Special Education** | **At-Risk** | **Gifted and Talented** | **504** | | Scaffolding  Word walls  Sentence/paragraph frames  Bilingual dictionaries/translation  Think alouds  Read alouds  Highlight key vocabulary  Annotation guides  Think-pair- share  Visual aides  Modeling  Cognates | Word walls  Visual aides  Graphic organizers  Multimedia  Leveled readers  Assistive technology  Notes/summaries  Extended time  Answer masking  Answer eliminator  Highlighter  Color contrast | Teacher tutoring  Peer tutoring  Study guides  Graphic organizers  Extended time  Parent communication  Modified assignments  Counseling | Curriculum compacting  Challenge assignments  Enrichment activities  Tiered activities  Independent research/inquiry  Collaborative teamwork  Higher level questioning  Critical/Analytical thinking tasks  Self-directed activities | Word walls  Visual aides  Graphic organizers  Multimedia  Leveled readers  Assistive technology  Notes/summaries  Extended time  Answer masking  Answer eliminator  Highlighter  Color contrast  Parent communication  Modified assignments  Counseling | | |
| **MODIFICATIONS** | |
| [Differentiation Strategies](file:///C:\Users\adagostino\Downloads\%E2%80%9Chttps:\gboe.rubiconatlas.org\Atlas\View\File%3fFileID=7F67F11B-4704-4DD9-8E44-C9CE69CDB300&%E2%80%9D)   |  | | --- | | * to Support Special Education | | Notes  Special Education • Structure lessons around questions that are authentic, relate to students’ interests, social/family background and knowledge of their community. • Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques-auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling). • Provide extended time for assessments and assignments completed in class • Give all instructions both in writing and verbally. • Allow student to provide oral responses rather than written ones. Encourage student to pre-read a chapter before reading it. · Word walls · Leveled readers · Assistive technology · Anchor charts with pictures · Process charts · Graphic organizers · Leveled texts · Short texts · Extended time · Small group work (strategy lessons based upon skill/need) · Working with partners · Audio books · Modeling in small groups or in conferences · Flexible/preferential seating At Risk • Engage students in curriculum by focusing on topics relevant to student to students’ lives and needs. • Identify and use students’ strengths to promote high self-esteem. • Communicate high expectations for students’ performance. • Present rules and instructions in an informational rather than controlling manner. • Evaluate students’ performance in a non-controlling manner • Use scaffolding for complex tasks • Assignments must require prior knowledge • Create activities that promote HOTS • Convey high performance expectations • Set learning and behavior goals with students’ input. • Communicate attributions for learners’ performances directly through statements and indirectly through emotional reactions. (I knew you could do it!) • Evaluate students based on mastery and not one another. • Encourage students’ academic risk taking • Create classroom activities that are noncompetitive • Organize student-led conferences within the class • Provide simplified/reinforced directions, expectations, Gifted & Talented CONTENT • Provide more challenging reading materials • Leveled readers • Above grade level texts • Focus on the overall trends, patterns and themes rather than small details and facts • Study problems that do not have a clear solution • Use topics of interest to the student, relevant to how the world works, complex and worthwhile PROCESS | | |

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| **Unit Overview** | |
| **Content Area: ELA** | |
| **Unit Title: Literary Analysis** | |
| **Target Course/Grade Level: Grade 6** | |
| **Duration: Week 20 - Week 28** | |
| **Description:**  In this unit, students will have the opportunity to examine texts through a literary analysis lens. They will read texts closely to determine themes present in fiction pieces. Students will then use these themes to connect varied texts. Ultimately, students will produce two published essays—one theme-based essay arguing a particular theme found in the text, and one comparative essay where students compare themes across texts. In this unit, students will have the opportunity to write an analytical essay using short texts. Through the use of this analytic lens, students will develop a better understanding of their changing world--physically, intellectually, and socially/emotionally. Reading and analyzing fictional characters’ thoughts and actions will foster self-awareness, deeper understandings of relationships and decision making. Additionally, through discussions, students will acquire tools to handle change more effectively. | |
| **Enduring Understandings** | |
| How to study a mentor text with an analytic eye.  To grow big ideas/interpretations from details about a character.  Analytical essay:   * Creating a thesis * Planning a structured essay * Incorporating textual evidence as support for claims * Introducing and concluding essays * Clear transitions * Planning and crafting a compare/contrast essay   Analyzing character's dialogue and action to make inferences and judgments.  Determine how the point of view of the narrator changes the way in which the story is presented and limits the amount of information we receive.  Determine character traits, change and theme from fictional texts noting the development of theme across texts. | |
| **Learning Targets** | |
| **New Jersey Student Learning Standards & Practices**  **NJ: 2016 SLS: English Language Arts**  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.  RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.  W.6.1.a-e: Write arguments to support claims with clear reasons and relevant evidence.  W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.  W.6.9a. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).  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.)  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.  L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. | **Interdisciplinary New Jersey Student Learning Standards, Career Readiness Practices, SEL Competencies**  **NJ: 2020 SLS: Career Readiness, Life Literacies, and Key Skills**  9.1.8.CR.1  9.2.8.CAP.4  9.4.8.GCA.2  **NJ: 2020 SLS: Computer Science & Design Thinking**  8.2.8.ITH.2  8.2.8.ITH.5  **NJ: 2020 SLS: Social Studies**  6.3.8.CivicsPR.3  **CRP**  > Consider the environmental, social, and economic impacts of decisions  > Use critical thinking to make sense of problems and persevere in solving them  > Model integrity, ethical leadership, and effective management  **Social Emotional Awareness**:  Self-awareness  Responsible decision-making  Relationship skills |
| **Essential Questions** | |
| * What is a literary analysis? * How do the texts address the theme in a similar and different ways? * How can students analyze mentor texts? * How do writers move from planning to drafting? * How do I utilize close reading to analyze a text? * How does a good reader analyze character(s)? * How does a reader determine the point of view of the narrator? * How does a reader use clues in a story to make predictions and inferences? | |
| **Student Learning Objectives** | |
| ***Students will…***   * Analyze pieces of literature in terms of plot, theme, characterization or setting by noting text evidence on Post-it notes * Analyze 2 pieces of literature by explaining the relationship between the two in a literary analysis essay * Determine the meaning of unknown words through the study of word parts, roots and etymology  use the context of a sentence to determine the meaning of an unknown word * Write a compare and contrast literary essay. * Cite textual evidence to support responses to prompts through a quote sandwich and literary analysis paragraph. * Determine the meaning of unknown words through the study of word parts, roots and etymology through reinforcement activities. * Literary analysis skills- analyzing characters actions, conflict and change as it relates to the theme | |
| ***Suggested Activities*** | |
| * Read and analyze short stories, analyze characters or theme in two literary pieces. * Practice writing thesis statements. * Create a Venn diagram of similarities and differences between the texts. * Participate in small group discussions on common themes found in the two mentor texts. * Create a t-chart comparing themes of the two texts in their writing notebooks. * Plan and draft paragraphs completing the literary analysis essay graphic organizers that outline the structure of each paragraph. * Practice citing textual evidence using the correct format and rules of in text citations.   Modifications:  ELL:  -bilingual dictionary/ access to laptop to look up translation  -working with peers  -Choice research topic in native language  -Write claim in native language  -Partially filled in three-column chart  -Visual cues  -Oral responses/translator for opposing claim  Special Education:  -Choice of research topic  -Access to video to review multiple times  -extended time  -graphic organizers to begin three column chart  -Work with peers to create a video opposing the claim  -Examples of dialogue and how to effectively use it in a story  -Allow oral responses  At Risk:  -Access to video to review multiple times  -work with peers  -graphic organizers/visual cues  -List of transition words to use in writing  Gifted and Talented:  -Higher level questioning  -Work with peers to create opposing video based on higher level rubric  -Use citations and evidence to back up the claim  504:  -Preferential seating  -any physical accommodations necessary  -extended time | |
| ***Materials*** | |
| **Suggested Texts: Teacher choice** with a focus on characters and authors with LGBTQ+ /Disabilities charaters; and/or Asian-American/Pacific Islander, DEI  Selected short stories.  Multimedia videos.  Smartboard activities.  Writer's notebook.  Teacher created graphic organizers.  IXL.  Newsela Pro  Lucy Calkin's Literary Essay Writing Checklist. | |
| ***Assessments*** | |
| **Summative: Written Product**  Literary Analysis    ○ 4-paragraph literary analysis, following 5-step writing process  ○ Comparing texts using a literary term such as theme  ○ Focusing on essay structure, transitions, and text  citations  ○ Assessed using teacher created rubric.  Add reading assessments: determine character traits, themes | |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Modifications** | | | | | | **English Language Learners** | **Special Education** | **At-Risk** | **Gifted and Talented** | **504** | | Scaffolding  Word walls  Sentence/paragraph frames  Bilingual dictionaries/translation  Think alouds  Read alouds  Highlight key vocabulary  Annotation guides  Think-pair- share  Visual aides  Modeling  Cognates | Word walls  Visual aides  Graphic organizers  Multimedia  Leveled readers  Assistive technology  Notes/summaries  Extended time  Answer masking  Answer eliminator  Highlighter  Color contrast | Teacher tutoring  Peer tutoring  Study guides  Graphic organizers  Extended time  Parent communication  Modified assignments  Counseling | Curriculum compacting  Challenge assignments  Enrichment activities  Tiered activities  Independent research/inquiry  Collaborative teamwork  Higher level questioning  Critical/Analytical thinking tasks  Self-directed activities | Word walls  Visual aides  Graphic organizers  Multimedia  Leveled readers  Assistive technology  Notes/summaries  Extended time  Answer masking  Answer eliminator  Highlighter  Color contrast  Parent communication  Modified assignments  Counseling | | |
| **MODIFICATIONS** | |
| [Differentiation Strategies](file:///C:\Users\adagostino\Downloads\%E2%80%9Chttps:\gboe.rubiconatlas.org\Atlas\View\File%3fFileID=7F67F11B-4704-4DD9-8E44-C9CE69CDB300&%E2%80%9D)   |  | | --- | | * to Support Special Education | | Notes  Special Education • Structure lessons around questions that are authentic, relate to students’ interests, social/family background and knowledge of their community. • Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques-auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling). • Provide extended time for assessments and assignments completed in class • Give all instructions both in writing and verbally. • Allow student to provide oral responses rather than written ones. Encourage student to pre-read a chapter before reading it. · Word walls · Leveled readers · Assistive technology · Anchor charts with pictures · Process charts · Graphic organizers · Leveled texts · Short texts · Extended time · Small group work (strategy lessons based upon skill/need) · Working with partners · Audio books · Modeling in small groups or in conferences · Flexible/preferential seating At Risk • Engage students in curriculum by focusing on topics relevant to student to students’ lives and needs. • Identify and use students’ strengths to promote high self-esteem. • Communicate high expectations for students’ performance. • Present rules and instructions in an informational rather than controlling manner. • Evaluate students’ performance in a non-controlling manner • Use scaffolding for complex tasks • Assignments must require prior knowledge • Create activities that promote HOTS • Convey high performance expectations • Set learning and behavior goals with students’ input. | | |

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| **Unit Overview** | |
| **Content Area: ELA** | |
| **Unit Title: Historical Fiction** | |
| **Target Course/Grade Level: Grade 6** | |
| **Duration: Week 29- Week 34** | |
| **Description:**  In this unit, students will begin a genre study on historical fiction. They will read, discuss, and write about stories in which the main character(s) is fictional but the setting, time period, and/or historical events happening around the character(s) are true. Students will continue to use reading logs, take notes, conference with the teacher about their stories, talk about reading, and think critically about all aspects of a story. They will set independent reading goals and strive to meet them. | |
| **Enduring Understandings** | |
| * Making inferences * Evaluating an evolving character * Comparing characters * Determining character interaction * Determining the role of the narrator * Understanding the time period of the story. * Using textual evidence when discussing texts and writing information * Summarizing objectively and succinctly * Interpreting words and phrases, including determining the meaning of words through context clues * Organizing written ideas, words and concepts * Historical fiction consists of a fiction story that has fictional characters but is set in a real event in history. * An author’s choice of words/phrases has impact on readers’ opinion of character(s). * What a character says and how a character reacts guides the reader’s inferences and judgments. * A good reader can interpret the author’s inferences. * Narratives develop real or imagined experiences or events. * The point of view of the narrator changes the way in which the story is presented and limits the amount of information we receive. * To effectively participate in a wide range of conversations, a student must build on others’ ideas and learn to express their own clearly and persuasively by supporting arguments with textual evidence and personal experiences. * Student must show a command of formal English with use of appropriate content vocabulary. | |
| **Learning Targets** | |
| **New Jersey Student Learning Standards & Practices**  NJ: 2016 SLS: English Language Arts  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  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.  RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.  Integration of Knowledge and Ideas RL.6.7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.  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.  W.6.1. Write arguments to support claims with clear reasons and relevant evidence.  W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.  SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.  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.  L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. | **Interdisciplinary New Jersey Student Learning Standards, Career Readiness Practices, SEL Competencies**  **NJ: 2020 SLS: Career Readiness, Life Literacies, and Key Skills**  9.1.8.CR.1  9.2.8.CAP.4  9.4.8.CT.3  **CRP**  > Act as a responsible and contributing community member and employee  >Consider the environmental, social, and economic impacts of decisions  > Use critical thinking to make sense of problems and persevere in solving them.  > Work productively in teams while using cultural/ global competence  **SEL Competencies:**  -Self-Awareness  -Self-Management  -Social Awareness  **NJ: 2020 SLS: Computer Science & Design Thinking**  8.2.8.ITH.1  8.2.8.ITH.2  **Social Studies 6-8:**  6.2.8.CivicsHR.3.a |
| **Essential Questions** | |
| * How does a good reader analyze character(s)? * How does the use of words/phrases impact characterization in writing? * How do I determine the point of view of the narrator? * How do I use clues in a story to make predictions and inferences? * How can I write effectively in a timed situation? * How can I participate effectively in group work? * How does the setting/time period of a story effect the story? * Why is historical fiction important? * What can we learn from historical fiction? | |
| **Student Learning Objectives** | |
| ***Students will…***   * Students will participate in whole class discussions around shared mentor texts. * Students will read independently daily. * Students will use reading strategies each day that are taught in the mini-lesson. * Students will jot ideas and record facts in their reader’s notebooks. * Students will learn to paraphrase the author’s words. * Students will talk about their texts. * Students will understand how they can learn about history from historical texts. * Students will see how historical fiction consists of a fiction story that has fictional characters but is set in a real event in history. * Students will understand how an author’s choice of words/phrases has impact on readers’ opinion of character(s). * Students will understand how a character speaks and how a character reacts guides the reader’s inferences and judgments. * Students will interpret the author’s inferences. * Students will see how narratives develop real or imagined experiences or events. * Students will understand how the point of view of the narrator changes the way in which the story is presented and limits the amount of information we receive. * Students will participate in a wide range of conversations, a student must build on others’ ideas and learn to express their own clearly and persuasively by supporting arguments with textual evidence and personal experiences. * Student must show a command of formal English with use of appropriate content vocabulary. | |
| ***Suggested Activities*** | |
| * *Possible resources to use with the following mini- lessons/ activities: In The Shadow of Liberty (open- eBooks) - Amistad* * *Making Bombs for Hitler- Holocaust* * *·* ***Mentor Novel:*** *Refugee,* Alan Gratz * *Al Capone Does My Shirts-Gennifer Choldenko* * *·* ***Instructional Read-alouds from the text book:*** *Unit 3****:*** *The Dog of Pompeii, Scout’s Honor* * *·* ***Common Lit:*** Poem: *The Border* (paired texts and media about immigration) * Mini-lesson: identifying historical fiction. * Mini-lesson: the similarities and differences between historical fiction and narratives. * Mini-lesson: analyzing characters. * Mini-lesson: what a character says and does can guide a reader’s judgments. * Mini-lesson: point of view. * Mini-lesson: finding and interpreting inferences. * Mini-lesson: learning to talk and build on the ideas of others. * Mini-lesson: using formal English and having a command of the English language. * Mini-lesson: writing effectively in a timed situation. * Open Ended Questions. | |
| ***Materials*** | |
| * Holt McDougal Literature textbook grade 6 * Brain Pop * Assorted texts used for read alouds * Classroom library and media center selected independent novels * Interactive Promethean board   **Resources: Utilizing technology: one to one use of computers:**  IXL  Newsela PRO  SRI to assess lexile level | |
| ***Assessments*** | |
| ***MP 4 quarterly assessment on comprehension and clearly writing to describe inferences, and point of view*** | |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Modifications** | | | | | | **English Language Learners** | **Special Education** | **At-Risk** | **Gifted and Talented** | **504** | | Scaffolding  Word walls  Sentence/paragraph frames  Bilingual dictionaries/translation  Think alouds  Read alouds  Highlight key vocabulary  Annotation guides  Think-pair- share  Visual aides  Modeling  Cognates | Word walls  Visual aides  Graphic organizers  Multimedia  Leveled readers  Assistive technology  Notes/summaries  Extended time  Answer masking  Answer eliminator  Highlighter  Color contrast | Teacher tutoring  Peer tutoring  Study guides  Graphic organizers  Extended time  Parent communication  Modified assignments  Counseling | Curriculum compacting  Challenge assignments  Enrichment activities  Tiered activities  Independent research/inquiry  Collaborative teamwork  Higher level questioning  Critical/Analytical thinking tasks  Self-directed activities | Word walls  Visual aides  Graphic organizers  Multimedia  Leveled readers  Assistive technology  Notes/summaries  Extended time  Answer masking  Answer eliminator  Highlighter  Color contrast  Parent communication  Modified assignments  Counseling | | |
| **MODIFICATIONS** | |
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| **Unit Overview** | |
| **Content Area:** ELA | |
| **Unit Title:** Fiction Enhancement | |
| **Target Course/Grade Level:** Grade 6 | |
| **Duration:** Week 32 - Week 38 | |
| **Description:**  Throughout the year, students have explored varied genres of literature as well as different forms of writing. This final unit will culminate all of the students work through an exploration of a particular genre. Students will continue to develop their critical and interpretive reading skills through close reading. Skills will focus on skills such as setting, tone and mood, irony, and characterization. During their examination of texts, students make connections to personal experiences, text to text and the world around them. In addition to enriching reading skills, students will develop their abilities as writers in new and fun creative way. | |
| **Enduring Understandings** | |
| * Identify characteristics of specific genre * Examine importance of setting in plot * Evaluating an evolving character * Analyze author's use of tone and mood in writing * Explore author's use of figurative language * Using textual evidence when discussing texts and writing information * Utilize the writing process to respond to literature * An author’s choice of words/phrases has impact on readers’ opinions of a character(s). * What a character says and how a character reacts guides the reader’s inferences and judgments. * To effectively participate in a wide range of conversations, a student must build on others’ ideas and learn to express their own clearly and persuasively by supporting arguments with textual evidence and personal experiences. * Student must show a command of formal English with use of appropriate content vocabulary. | |
| **Learning Targets** | |
| **New Jersey Student Learning Standards & Practices**  **NJ: 2016 SLS: English Language Arts**  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.  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 W.6.1. Write arguments to support claims with clear reasons and relevant evidence.  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.)  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.  L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.  L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. | **Interdisciplinary New Jersey Student Learning Standards, Career Readiness Practices, SEL Competencies**  **NJ: 2020 SLS: Career Readiness, Life Literacies, and Key Skills**  9.1.8.CR.1  9.2.8.CAP.4  9.4.8.CT.3  **NJ: 2020 SLS: Computer Science & Design Thinking**  8.2.8.ITH.1  8.2.8.ITH.2  **CRP:**  **>** Act as a responsible and contributing community member and employee  > Consider the environmental, social, and economic impacts of decisions  > Demonstrate creativity and innovation  > Utilize critical thinking to make sense of problems and persevere in solving them  **SEL Competencies:**  -Relationship skills  -Social awareness  **Social Studies:**  6.3.8.CivicsPR.3 |
| **Essential Questions** | |
| 1. What are the characteristics of a selected genre? 2. How does a good reader analyze characters? 3. How do specific elements contribute to theme and plot a text? 4. What elements of a mentor text can students utilize in their own writing? | |
| **Student Learning Objectives** | |
| ***Students will…***   * Students will understand how narratives develop real or imagined experiences or events. * Students will analyze the components of a narrative: plot, setting, character, conflict, and theme. * Students will determine mood and tone in a selected genre. * Students will utilize techniques and strategies in examined in mentor texts in their own writing. | |
| ***Suggested Activities*** | |
| * ***Read aloud using Mentor Texts:*** *Teacher's Choice* * Mini-lessons: setting, mood and tone, irony, figurative language * Compose various pieces of writing using examples from mentor texts * Research topics related to texts for better understanding | |
| ***Materials*** | |
| * Suggested texts: Teacher choice * Holt McDougal Literature textbook grade 6- Online materials * Bell Ringers * Flocabulary * Brain Pop * Assorted texts used for read alouds * Classroom library and media center selected independent novels * SMART board   **Resources: Utilizing technology: one to one use of computers:**  IXL  Newsela PRO  SRI to assess Lexile | |
| ***Assessments*** | |
| ***Project based assessments*** | |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Modifications** | | | | | | **English Language Learners** | **Special Education** | **At-Risk** | **Gifted and Talented** | **504** | | Scaffolding  Word walls  Sentence/paragraph frames  Bilingual dictionaries/translation  Think alouds  Read alouds  Highlight key vocabulary  Annotation guides  Think-pair- share  Visual aides  Modeling  Cognates | Word walls  Visual aides  Graphic organizers  Multimedia  Leveled readers  Assistive technology  Notes/summaries  Extended time  Answer masking  Answer eliminator  Highlighter  Color contrast | Teacher tutoring  Peer tutoring  Study guides  Graphic organizers  Extended time  Parent communication  Modified assignments  Counseling | Curriculum compacting  Challenge assignments  Enrichment activities  Tiered activities  Independent research/inquiry  Collaborative teamwork  Higher level questioning  Critical/Analytical thinking tasks  Self-directed activities | Word walls  Visual aides  Graphic organizers  Multimedia  Leveled readers  Assistive technology  Notes/summaries  Extended time  Answer masking  Answer eliminator  Highlighter  Color contrast  Parent communication  Modified assignments  Counseling | | |
| **MODIFICATIONS** | |
| [Differentiation Strategies](file:///C:\Users\adagostino\Downloads\%E2%80%9Chttps:\gboe.rubiconatlas.org\Atlas\View\File%3fFileID=7F67F11B-4704-4DD9-8E44-C9CE69CDB300&%E2%80%9D) | |