

Verona Public School District

Curriculum Overview

Grade Six - Literacy



Verona Public Schools
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Verona Public Schools Mission Statement:

The mission of the Verona Public Schools, the center of an engaged and supportive community, is to empower students to achieve their potential as active learners and productive citizens through rigorous curricula and meaningful, enriching experiences.

Course Description:

The Grade Six Literacy curriculum is designed to have students develop their language skills to better understand themselves and the world. Students read and analyze a wide variety of texts, including novels, short stories, and essays. Reading instruction centers not on mere comprehension, but focuses on building higher level thinking skills to evaluate the choices of the author and interpret the themes of the work. Students learn literary forms and terms associated with selections being read and apply these in analysis. Teachers model writing strategies for a variety of forms of composition that students apply in their work. Writing instruction centers on the development and mastery of focus and coherence, voice, depth of thought, and conventions.

Prerequisite(s): none

Standard 8: Technology Standards

8.1: Educational Technology: <i>All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</i>		8.2: Technology Education, Engineering, Design, and Computational Thinking - Programming: <i>All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</i>	
X	A. Technology Operations and Concepts		A. The Nature of Technology: Creativity and Innovation
X	B. Creativity and Innovation	X	B. Technology and Society
X	C. Communication and Collaboration		C. Design
X	D. Digital Citizenship		D. Abilities for a Technological World
X	E. Research and Information Fluency		E. Computational Thinking: Programming
X	F. Critical thinking, problem solving, and decision making		

SEL Competencies and Career Ready Practices

Social and Emotional Learning Core Competencies: <i>These competencies are identified as five interrelated sets of cognitive, affective, and behavioral capabilities</i>		Career Ready Practices: <i>These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.</i>	
Self-awareness: The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.			CRP2. Apply appropriate academic and technical skills. x CRP9. Model integrity, ethical leadership, and effective management. CRP10. Plan education and career paths aligned to personal goals.
Self-management: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.			CRP3. Attend to personal health and financial well-being. x CRP6. Demonstrate creativity and innovation. x CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity.
Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.		x	CRP1. Act as a responsible and contributing citizen and employee. x CRP9. Model integrity, ethical leadership, and effective management.
Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.		x	CRP4. Communicate clearly and effectively and with reason. x CRP9. Model integrity, ethical leadership, and effective management. CRP12. Work productively in teams while using cultural global competence.
Responsible decision making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.		x	CRP5. Consider the environmental, social, and economic impact of decisions. CRP7. Employ valid and reliable research strategies. x CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. x CRP9. Model integrity, ethical leadership, and effective management.

Standard 9: 21st Century Life and Careers

9.1: Personal Financial Literacy: <i>This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.</i>	9.2: Career Awareness, Exploration & Preparation: <i>This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about post-secondary and career options, career planning, and career requirements.</i>	9.3: Career and Technical Education: <i>This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.</i>
<ul style="list-style-type: none"> A. Income and Careers B. Money Management C. Credit and Debt Management D. Planning, Saving, and Investing E. Becoming a Critical Consumer F. Civic Financial Responsibility G. Insuring and Protecting 	<ul style="list-style-type: none"> A. Career Awareness (K-4) X B. Career Exploration (5-8) C. Career Preparation (9-12) 	<ul style="list-style-type: none"> A. Agriculture, Food & Natural Res. B. Architecture & Construction C. Arts, A/V Technology & Comm. D. Business Management & Admin. E. Education & Training F. Finance G. Government & Public Admin. H. Health Science I. Hospital & Tourism J. Human Services K. Information Technology L. Law, Public, Safety, Corrections & Security M. Manufacturing N. Marketing O. Science, Technology, Engineering & Math P. Transportation, Distribution & Log.

Course Materials

Core Instructional Materials: <i>These are the board adopted and approved materials to support the curriculum, instruction, and assessment of this course.</i>	Differentiated Resources: <i>These are teacher and department found materials, and also approved support materials that facilitate differentiation of curriculum, instruction, and assessment of this course.</i>
<ul style="list-style-type: none"> · Pearson Common Core Literature · Pearson Close Reading Notebook · Pearson Reading and Literacy Intervention · Pearson Hear It! Audio 	<ul style="list-style-type: none"> · https://newsela.com/ · Scholastic Scope Magazine

Reading Units

Stage 1: Desired Results

Established Goals:

New Jersey Student Learning Standards (NJSLS) for English

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.6.7. 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.6.10. 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.

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

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.

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.

- A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

SL.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).

L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
- B. Maintain consistency in style and tone.*

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.

- A. 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.
- B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience*, *auditory*, *audible*).
- C. 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.
- D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- A. Interpret figures of speech (e.g., personification) in context.
- B. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
- C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy*, *scrimping*, *economical*, *unwasteful*, *thrifty*).

L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Transfer

Transfer Goal:

Students will be able to independently use their learning to analyze the elements of narration in order to determine how they contribute to the author's overall message.

Meaning

Enduring Understandings

Students will understand that:

- The use of a variety of reading strategies aid in the comprehension of a story.
- Narrative stories follow a structure that guides the reader in visualizing a sequence of events.
- Both direct and indirect characterizations create a deeper understanding a character and their motives.
- Author's craft creates the mood, tone, and point of view of a story.
- Figurative language is a contrast to literal language that allows readers to visualize abstract ideas.

Essential Questions

- How do reading strategies help a reader's comprehension?
- How does the plot of a short story unfold?
- How do a character's actions, traits, and dialogue add to the plot of the story?
- How does an author's word choice shape the tone, mood, and point of view of a story?
- Why is it important to understand both the literal and figurative meanings of words?

Acquisition of Knowledge & Skills

Students will know:

- Various reading strategies that support comprehension.
- Schema and textual evidence create strong inferences.
- A character's development is based upon explicit and implicit details the author provides including a character's words, actions, thoughts, physical descriptions, and what other characters think of him/her.
- Narratives oftentimes provide the reader with a life lesson or message.
- Narrative stories follow a plot diagram.
- Foreshadowing and flashback are forms of narrative shift.
- Conflicts, either external or internal, can cause a character to change over time.
- The setting of a narrative contributes to the plot or theme of a story.
- An author's words and phrases help to create the mood and tone.
- Figurative language allows a reader to visualize abstract ideas in a narrative.

Students will be able to:

- Employ reading strategies of previewing, predicting, visualizing, connecting, questioning, clarifying, and evaluating.
- Make inferences about a story's outcome based on context clues and schema, and they will evaluate the accuracy of those inferences.
- Identify the type of characterization (direct or indirect) used within a narration.
- Analyze characters based on the character's feelings, traits, and motives.
- Compare and contrast the traits a character has at the beginning and at the end of a short story, and explain what caused any change.
- Recognize the themes of narratives and identify details that support these themes.
- Analyze the elements of plot including exposition, rising action, climax, falling action, and resolution.
- Identify the problem or struggle in a story and differentiate among types of internal and external conflicts.

- Describe the setting and explain how the setting contributes to the plot or theme of a short story.
- Analyze the elements of literature including mood, tone, and point of view.
- Identify and interpret figurative language in a short story including alliteration, onomatopoeia, similes, metaphors, personification, and hyperbole.

Stage 2: Acceptable Evidence

Transfer Task

Students will independently read a short fiction story. Using a graphic organizer in the form of a plot diagram, students will identify the elements of literature present in the text. Elements will include:

- exposition (including characters, setting, and conflict).
- rising action.
- climax.
- falling action.
- resolution.

Using the information gathered on the plot diagram, students will determine the overall message/theme in the story and explain how the elements of plot contribute to the theme.

Other Evidence

- reading comprehension tests/quizzes
- vocabulary
- homework
- note-taking
- Q & A (formal and informal)
- anecdotal notes and observation
- writing about reading assignments
- graphic organizers
- close reading notes

Stage 3: Suggested Activities to Foster Learning

- Reading strategies to be introduced and revisited throughout the unit:
 - visualizing
 - questioning
 - predicting
 - previewing
 - connecting
 - inferring
 - setting a purpose
 - monitoring for understanding
 - rereading/clarifying

- summarizing
 - evaluating/synthesizing
- Explanation of Metacognition (thinking about my thinking)
- Schema: filebox of information
 - using detective skills: schema + text evidence = inferences
 - multiple inferences can be made
- Characterization Slideshow
 - STEAL: speech/dialogue, thoughts, effects on others, actions, looks
 - Characterization Graphic Organization
- Theme Task Cards - Determine the theme in a short passage.
- Model the use of a Plot Diagram
 - Exposition
 - Rising Action
 - Climax
 - Falling Action
 - Resolution
- Flashback and Foreshadowing Slideshow
 - read text with post-its:
 - mark foreshadowing with a “4” & describe what you think will happen
 - mark flashbacks with “©” & describe what you learn about the character through the flashback
- Conflict (man vs. man, man vs. nature, man vs. society, man vs. self)
 - small group identification and discussion of conflict using visuals
- Visualize and Describe Setting
 - compare and contrast how settings contribute to the plot in various stories
- Tone and Mood: using a sentence like “I feel hungry” and “I feel famished” to illustrate how word choice helps elicit different tones.
- Literary Devices and Figurative Language
 - use a variety of texts to identify and explain the following:
 - hyperbole
 - onomatopoeia
 - simile
 - metaphor
 - personification
 - idiom
 - oxymoron
 - alliteration
 - imagery
 - sensory details
 - symbolism
 - irony

- Ongoing RACES Open-Ended Strategy Practice
 - Restate Question (topic sentence)
 - Answer Question
 - Cite Textual Evidence (direct or paraphrased)
 - Explain Evidence (This clearly means..., The author is saying..., This proves that..., The reader can clearly see..., etc.)
 - Sum It Up (closing sentence)
- Suggested texts:
 - “The Old Grandfather and His Little Grandson” by Leo Tolstoy
 - close reading & reading strategies
 - “The Wounded Wolf” by Jean Craighead George
 - setting
 - conflict: internal & external
 - mood
 - “Stray” by Cynthia Rylant
 - making predictions
 - plot (diagram)
 - “The Tail” by Joyce Hansen
 - making inferences
 - characterization: direct & indirect
 - “The Circuit” by Francisco Jiminez
 - summarizing
 - symbolism/theme
 - “Lob’s Girl” by Joan Aiken
 - tone
 - flashback/foreshadowing
 - “The King of Mazy May” by Jack London
 - close reading & visualizing
 - setting/plot
 - theme
 - SCOPE Magazine Fiction Short Stories
 - RACES open-ended writing
 - reading strategies
 - plot diagramming

Reading Unit: Nonfiction

Duration: 8 weeks

Stage 1: Desired Results

Established Goals:

New Jersey Student Learning Standards (NJSLs) for English

RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

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.6.7. 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.

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.

RI.6.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

RI.6.10. By the end of the year read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above, with scaffolding as needed.

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.

A. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.

B. Maintain consistency in style and tone.*

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.

<p>A. 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.</p> <p>B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience</i>, <i>auditory</i>, <i>audible</i>).</p> <p>C. 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.</p> <p>D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>A. Interpret figures of speech (e.g., personification) in context.</p> <p>B. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p>C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i>, <i>scrimping</i>, <i>economical</i>, <i>unwasteful</i>, <i>thrifty</i>).</p> <p>L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	
Transfer	
<p>Transfer Goal:</p> <p>Students will be able to <u>independently</u> use their learning to analyze author's purpose and point of view in an informational text to accurately comprehend the central idea of the text.</p>	
Meaning	
<p>Enduring Understandings</p> <p><i>Students will understand that:</i></p> <ul style="list-style-type: none"> • Reading nonfiction text allows readers to learn new information and develop new ideas. • Nonfiction text structures aid in deepening a reader's understanding of texts. • Text features reveal additional information that can provide a richer understanding of the topic. • Using reading strategies will aid in analyzing informational text. • A reader will use various text structures and features to determine the author's purpose. • Textual evidence helps to more effectively prove the central idea. • Authors choose specific words and phrases to convey their viewpoint of a topic. 	<p>Essential Questions</p> <ul style="list-style-type: none"> • Why is it important to read and understand nonfiction text? • How are nonfiction texts structured? • How can the features of nonfiction texts help readers locate information? • What strategies can readers use when dissecting informational text? • How do readers recognize authors' purpose? • Why is supporting the central idea with textual evidence important? • How does the author's word choice affect the mood, tone, and meaning of a text?
Acquisition of Knowledge & Skills	
<p>Students will know:</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Employ reading strategies of previewing, connecting, questioning, clarifying, and evaluating.

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| <ul style="list-style-type: none"> ● Nonfiction text can be organized by description, cause and effect, problem and solution, chronological, and compare and contrast. ● Text features can provide the reader with additional information or can help a reader better understand the content. ● Nonfiction information can be expressed through a variety of sources including articles, narratives, essays, and media. ● How to use context clues and text features to make meaning of a text. ● A nonfiction text is written based on a central idea. ● The different purposes for reading/writing: persuade, inform, entertain, and explain. ● Viewpoint is the author's perspective and beliefs about the information. ● Textual evidence helps to prove a claim. ● The difference between fact and opinion. ● An argument's strength is determined by the evidence/support an author provides. | <ul style="list-style-type: none"> ● Recognize the nonfiction text structures. ● Explore text features before, during, and after reading. ● Determine meaning of unknown words using context clues. ● Examine multiple nonfiction articles and media to gain a deeper understanding of nonfiction topics. ● Identify the central idea of a nonfiction text. ● Determine the author's purpose and point of view. ● Explain how words and phrases help to convey the author's purpose and point of view. ● Cite textual evidence to support the analysis of nonfiction text. ● Distinguish between fact and opinion. ● Evaluate the effectiveness of an author's argument/claim based upon the evidence the author provides. |
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Stage 2: Acceptable Evidence

Transfer Task

Students will create a written response in which they determine the central idea in a nonfiction work. Students will:

- write a brief summary that presents the most important points in a chosen selection. Opinions will not be included!
- state the central idea of the selection, describe how the author presents and develops this idea throughout the selection, and include specific details from the text to support the analysis.
- look for places in their responses where wordiness can be eliminated or more precise language could be chosen.

Other Evidence

- reading comprehension tests/quizzes
- vocabulary
- homework
- note-taking
- Q & A (formal and informal)
- anecdotal notes and observation
- writing about reading assignments
- graphic organizers
- close reading notes

Stage 3: Suggested Activities to Foster Learning

- Using SCOPE magazine resources, explain and examine nonfiction text structures:
 - description
 - cause and effect

- problem and solution
 - chronological
 - compare and contrast
- In small groups, read an expository essay from SCOPE magazine:
 - previewing headings, subheading, graphs, images, etc.
 - identify multiple text structures
 - summarize the central idea
- Review elements of nonfiction, page 180/182-3 Pearson Text
 - author's purpose
 - PIEE (persuade, inform, entertain, explain)
 - point of view
 - tone/word choice
 - imagery
 - organization
- Review forms of nonfiction, page 181 Pearson Text
 - autobiography
 - memoir
 - diary
 - autobiographical sketch
 - essay
 - persuasive essay
 - argumentative essay
 - narrative essay
 - expository essay
 - other
 - advertisement
 - letter
 - editorial
 - functional text/infographic
- Think, pair, share to discussion nonfiction previously read
- Context Clues: reading detectives pull surrounding words to help define new words
- Read two texts examining the same topic with differing author viewpoints.
 - Compare the authors' viewpoints based on their key ideas and word choice.
- RACES Open-Ended Strategy: Have students determine - "Does this support the claim?"
- Provide a list of facts and opinions to students, and have students move to different sides of the room to show:
 - left - fact.
 - right - opinion.
- Using a graphic organizer, trace the argument an author makes. Answer the following:
 - How much evidence has the author provided?

- What sources did the author use?
- How much opinion was included compared to fact?
- suggested texts:
 - from *Zlata's Diary*, by Zlata Filipovic
 - close reading / strategies
 - perspective
 - text structure - diary
 - "The Pigman & Me" by Paul Zindel
 - main idea
 - mood
 - "Jackie Robinson: Justice at Last" by Geoffrey C. Ward & Ken Burns
 - author's viewpoint
 - "Birds Struggle to Recover from Egg Thefts of 1800s" by Edie Lau
 - imagery
 - compare/contrast
 - "Attack at Sea" - SCOPE Dec. 2015/Jan. 2016
 - summarizing
 - text features
 - text structures
 - "The Girl Who Lived Forever" - SCOPE Apr. 2015
 - text evidence
 - text structures
 - central idea and details
 - "Call of Duty" - SCOPE Oct. 2014
 - mood
 - text structures
 - sequencing & summarizing
 - "The Day the President was Shot" - SCOPE Dec. 2013
 - central idea and details
 - sequencing & summarizing
 - Other SCOPE Magazine Expository Texts
 - RACES open-ended writing
 - reading strategies

Reading Unit: Literary Analysis**Duration: 8 weeks****Stage 1: Desired Results****Established Goals:****New Jersey Student Learning Standards (NJSLs) for English**

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.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

RL.6.5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.

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.

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.

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.

C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

SL.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).

L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.

B. Maintain consistency in style and tone.*

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.

A. 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.

B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience*, *auditory*, *audible*).

C. 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.

D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

A. Interpret figures of speech (e.g., personification) in context.

B. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.

C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy*, *scrimping*, *economical*, *unwasteful*, *thrifty*).
 L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Transfer

Transfer Goal:

Students will be able to independently use their learning to read a variety of genres in various forms to accurately compare and contrast similar themes and topics.

Meaning

Enduring Understandings

Students will understand that:

- Themes are lessons found in various genres and forms of literature.
- Direct and indirect characterization aids readers in finding and proving themes with textual evidence.
- How problems are solved within a story's plot allows the reader to gain an understanding of the author's message.
- Stories' themes can translate into universal messages that connect to society in general.
- Textual evidence helps to more effectively prove the central idea.
- Many pieces of literature can share the same message.

Essential Questions

- What is the importance of theme in literature?
- How does having a deeper understanding of the characters' actions, traits, and feelings in a story allow a reader to more clearly comprehend and support the theme?
- How can a story's conflict convey a theme?
- How does having an understanding of human nature allow readers to connect literature to the real world and generate universal messages?
- Why is supporting the theme with textual evidence important?
- How can multiple texts convey similar themes?

Acquisition of Knowledge & Skills

Students will know:

- The use of various reading strategies aids in overall comprehension.
- Schema paired with textual evidence creates strong inferences.
- Characters' behaviors, traits, and feelings contribute to the author's message.
- Literature is intentionally crafted to convey the author's message and purpose for writing.
- Symbolism is the use of objects or ideas that represent something other than themselves.
- Themes can be directly or indirectly stated.
- Conflict often causes a change and leads to a lesson learned.
- Textual evidence helps prove a theme.
- Themes often overlap among several stories.

Students will be able to:

- Employ reading strategies of previewing, predicting, visualizing, connecting, questioning, clarifying, and evaluating.
- Make inferences about a story's theme based on context clues and schema, and evaluate the accuracy of those inferences.
- Apply knowledge of direct and indirect characterization to identify and explain themes.
- Analyze how the elements of plot work together to help a reader discover a theme.
- Evaluate how mood, tone, and word choice add to an author's overall message.
- Recognize symbolism within a story.
- Investigate the conflict within a piece of literature and assess how the conflict adds to the theme.
- Cite textual evidence to support the analysis of literature.
- Connect multiple pieces of literature to similar themes.

- By comparing texts, readers often gain greater insight of those texts.
- Similar themes can be presented in a variety of ways.

- Compare and contrast how different authors explore similar themes.

Stage 2: Acceptable Evidence

Transfer Task

Students will participate in a small group discussion about the themes of multiple passages. Students will:

- prepare for the discussion by choosing two-three passages and completing a graphic organizer to compare and contrast the texts. Students should include the texts' themes and note at least three details that contribute to the theme.
- write at least three questions they have about the passages and their themes.
- gather in their small groups (3-6) and share the ideas they wrote about the passages.
- respond to each other's ideas and pose questions to one another.
- arrive at an agreement about the passages' themes as a group.

Other Evidence

- reading comprehension tests/quizzes
- vocabulary
- homework
- note-taking
- Q & A (formal and informal)
- anecdotal notes and observation
- writing about reading assignments
- graphic organizers
- close reading notes

Stage 3: Suggested Activities to Foster Learning

Reading Unit/Topic: <u>Folk Literature (Fables, Folktales, Myths & Legends)</u>	Duration: 8 weeks
Stage 1: Desired Results	
<p style="text-align: center;">Established Goals:</p> <p>New Jersey Student Learning Standards (NJSLs) for English</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>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.</p> <p>RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <ul style="list-style-type: none"> A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. <p>SL.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).</p> <p>SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> A. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice. B. Maintain consistency in style and tone.* <p>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.</p> <ul style="list-style-type: none"> A. 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. B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience</i>, <i>auditory</i>, <i>audible</i>). 	

- C. 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.
 - D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- A. Interpret figures of speech (e.g., personification) in context.
 - B. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
 - C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy*, *scrimping*, *economical*, *unwasteful*, *thrifty*).
- L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Transfer

Transfer Goal:

Students will be able to independently use their learning to analyze a variety of folk literature in order to discover themes across time and cultures.

Meaning

Enduring Understandings

Students will understand that:

- Fables, folk tales, myths, and legends are all types of folk literature that originated in the oral tradition as a way to express culturally specific ideas and/or universal messages.
- Folklore is intentionally crafted based on an author's cultural background.
- Characters with magical powers and events that are larger than life allow a storyteller to entertain listeners/readers by going beyond the boundaries of day-to-day events.
- Folk literature not only entertains readers, but it expresses the shared ideas of a culture.
- Stories' themes can translate into universal messages that connect to society in general.
- Textual evidence helps to more effectively prove the central idea.
- Many pieces of literature can share the same message.

Essential Questions

- What is folk literature?
- What details in folk literature reflect the background, customs, and beliefs of the culture from which the story comes?
- How does including elements of fantasy help folk literature authors explore universal messages?
- How does having an understanding of human nature allow readers to connect literature to the real world and generate universal messages?
- Why is supporting the theme with textual evidence important?
- How can multiple texts convey similar themes?

Acquisition of Knowledge & Skills

Students will know:

- The use of various reading strategies aids in overall comprehension.
- Different types of folk literature have many common characteristics including fantasy, personification, hyperbole, irony, and dialect.

Students will be able to:

- Employ reading strategies of previewing, predicting, visualizing, connecting, questioning, clarifying, and evaluating.
- Read, analyze, and respond to fables, folk tales, myths, and legends from a variety of countries/cultures.
- Recognize the characteristics of folk literature.

- Folk literature is intentionally crafted to convey the author's message and purpose for writing, and often includes an author's cultural background.
- Textual evidence helps prove a theme.
- Themes often overlap among several stories.
- By comparing texts, readers often gain greater insight of those texts.
- Similar themes can be presented in a variety of ways.
- Fables and folk tales are part of the oral tradition in which stories and poems were passed from generation to generation by word of mouth.
- Storytelling requires expressing one's ideas clearly while demonstrating a command of formal English when indicated or appropriate.

- Compare and contrast fables, folk tales, myths, and legends from a variety of countries/cultures.
- Compare and contrast one author's presentation of events with that of another.
- Recognize common characters, settings, and conflicts among various works of folk literature.
- Examine how folk literature presents culturally specific perspectives or universal themes.
- Compare and contrast a piece of folklore with other works read that express the same or similar themes.
- Cite textual evidence to support analysis of folk literature.
- Orally present a retelling of a piece of folk literature.

Stage 2: Acceptable Evidence

Transfer Task

Students will prepare and present an oral presentation in which they evaluate the theme of a piece of folk literature. Students will:

- state the theme of the work selected.
- explain how the theme is conveyed through particular details in the folk literature considering character, plot, setting, elements of fantasy, and cultural details.
- organize a presentation by sequencing their ideas in a way that will help the audience follow their reasoning.

Students will then prepare a Google slide show to accompany their oral presentations.

Other Evidence

- reading comprehension tests/quizzes
- vocabulary
- homework
- note-taking
- Q & A (formal and informal)
- anecdotal notes and observation
- writing about reading assignments
- graphic organizers
- close reading notes

Stage 3: Activities to Foster Learning

Writing Units

Writing Unit/Topic: Writing About Reading

Duration: 8 weeks

Stage 1: Desired Results

Established Goals:

New Jersey Student Learning Standards (NJSLs) for English

RL.6.1. 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.6.2. 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 tone

RL.6.5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.

RL.6.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

W.6.1. Write arguments to support claims with clear reasons and relevant evidence.

A. Introduce claim(s) and organize the reasons and evidence clearly.

B. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

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

D. Establish and maintain a formal style.

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

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.

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.

W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

[Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").]

W.6.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

SL.6.3. Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

A. Ensure that pronouns are in the proper case (subjective, objective, possessive).

B. Use intensive pronouns (e.g., *myself*, *ourselves*).

C. Recognize and correct inappropriate shifts in pronoun number and person.*

- D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*
- E. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*
- L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - A. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*
 - B. Spell correctly.
- L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - A. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
 - B. Maintain consistency in style and tone.*
- L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - A. Interpret figures of speech (e.g., personification) in con
 - B. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
 - C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy*, *scrumping*, *economical*, *unwasteful*, *thrifty*).
- L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Transfer

Transfer Goal:

Students will be able to independently use their learning to create formal constructed responses to literature.

Meaning

Enduring Understandings

Students will understand that:

- Effective writing follows a deliberate process that includes pre-writing, drafting, revising, editing, and publishing.
- The purpose of writing about reading is to deepen a reader's knowledge of text by using their metacognition.
- Writing about reading can be organized using the RACES or CERC method.
- Writing about reading helps readers to engage in the text and deepen their understanding of characters and themes.
- Organization, elaboration, and fluency in a written piece helps readers understand the writer's purpose more clearly.
- Punctuation, grammar, and vocabulary are essential to crafting clear, precise writing that can be understood by readers.

Essential Questions

- How does pre-writing, drafting, revising, editing, and publishing help an author create effective writing?
- What is the purpose writing about reading?
- How can writing about reading be organized?
- Why is writing about reading essential to analyzing literature?
- Why must effective writing incorporate organization, elaboration, and fluency?
- How can punctuation, grammar, and vocabulary clarify and/or change the message of an author's piece of writing?

Acquisition of Knowledge & Skills

Students will know:

- Writers use mentor texts to support their writing.
- The process of writing about reading involves reading, brainstorming, drafting, revising, editing, and publishing.
- Graphic organizers are tools that can be used to structure essays.

Students will be able to:

- Use mentor texts to guide writing.
- Outline responses using graphic organizers.
- Employ the use of transitional words to clearly and effectively communicate their ideas.
- Properly cite evidence using both direct quotations and paraphrasing.

- Writers use transitional words and phrases to provide information to readers clearly.
- Providing credible, strong evidence enhances a reader's understanding of the topic.
- Pulling evidence from a text requires an explanation to clearly support the claim.
- Revision involves adding and removing details in order to craft a stronger informational piece.
- Editing involves improving conventions of standard English including grammar, spelling, punctuation, and capitalization.

- Thoroughly explain how selected evidence supports a claim.
- Effectively employ the use of the revision process.
- Effectively employ the use of the editing process.

Stage 2: Acceptable Evidence

Transfer Task

Students will write a constructed response that analyzes characters and/or themes in various pieces literature.

Constructed responses should include:

- the title and author of any literature being analyzed.
- a stated claim that provides a framework for their analysis.
- background information to provide a reader with context.
- textual evidence to support a claim.
- an explanation of the evidence provided so a reader can clearly understand the writer's thought process.
- a full circle ending in which the claim is restated.

Constructed responses should include:

- complete and varied sentences.
- transitional words and phrases.
- clear and consistent person and tense.

Other Evidence

- note-taking
- homework
- vocabulary
- prewriting assignments
- graphic organizers
- writing conferences
- anecdotal notes and observations

Stage 3: Activities to Foster Learning

- Sentence Variety Lessons:
 - Four Types of Sentences - How can I use them to better my writing?
 - Compound (FANBOYS) and Complex (WABABIS) Sentences - PPT & Practice Skills on Chromebooks

Writing Unit/Topic: <u>Argumentative Writing</u>	Duration: 8 weeks
Stage 1: Desired Results	
Established Goals:	
New Jersey Student Learning Standards (NJSLs) for English	
W.6.1. Write arguments to support claims with clear reasons and relevant evidence.	
A. Introduce claim(s) and organize the reasons and evidence clearly.	
B. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	
C. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	
D. Establish and maintain a formal/academic style, approach, and form.	
E. Provide a concluding statement or section that follows from the argument presented.	
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.	
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.	
W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	
W.6.8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	
W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	
A. Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”	
W.6.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	
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.	
A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	
SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	
SL.6.3. Deconstruct a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	
L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
E. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*	
L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
A. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*	

- B. Spell correctly.
- L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- A. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
- B. Maintain consistency in style and tone.*
- L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
- 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.6.7. 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.
- 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.
- RI.6.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
- RI.6.10. By the end of the year read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above, with scaffolding as needed.

Transfer

Transfer Goal:

Students will be able to independently use their learning to research a topic and develop their own claims supported by evidence.

Meaning

Enduring Understandings

Students will understand that:

- Effective writing follows a deliberate process that includes pre-writing, drafting, revising, editing, and publishing.
- Argumentative writing supports a claim with clear reasons and relevant evidence.
- A writer's audience will determine the tone of an argumentative piece and will often influence the evidence/techniques a writer will use.
- Writers use a variety of techniques including the incorporation of facts, opinions, counterarguments, etc. to craft engaging and convincing arguments.

Essential Questions

- How does pre-writing, drafting, revising, editing, and publishing help an author create effective writing?
- What is the purpose of argumentative writing?
- Why is it essential for a writer to be aware of his/her audience?
- What techniques do writers use to craft engaging, convincing arguments?
- Why must effective writing incorporate organization, elaboration, and fluency?
- How can punctuation, grammar, and vocabulary clarify and/or change the message of an author's piece of writing?

<ul style="list-style-type: none"> • Organization, elaboration, and fluency in an argumentative writing piece helps readers understand the author's viewpoint more clearly. • Punctuation, grammar, and vocabulary are essential to crafting clear, precise writing that can be understood by readers. 	
Acquisition of Knowledge & Skills	
<p>Students will know:</p> <ul style="list-style-type: none"> • Writers use mentor texts to support their writing. • The process of writing involves brainstorming, drafting, revising, editing, and publishing. • Graphic organizers are tools that can be used to structure essays. • Writers use transition words and phrases to provide a clear message to readers. • Argumentative writers hook their readers using a variety of techniques (anecdotes, rhetorical questions, strong and surprising facts, etc.). • Providing clear reasons and evidence makes an argument more effective. • Argumentative writers present conclusions that remind the reader of their purpose for writing. • Writers use argumentative techniques such as facts, anecdotes, quotes from experts, statistics, rhetorical questions, call to actions, sarcasm, repetition, and compelling word choice. • Argument writers that address and refute the counterargument create a stronger, more compelling piece. • Criteria for credible sources. • Revision involves adding and removing details/techniques in order to craft a stronger argument. • Editing involves improving conventions of standard English including grammar, spelling, punctuation, and capitalization. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Use mentor texts to guide writing. • Summarize argumentative pieces to determine an author's purpose. • Debate the pros and cons of a topic. • Outline an argumentative essay using a variety of graphic organizers. • Develop introductions that hook a reader and provide clear structures for their writing pieces. • Support claims with clear reasons and relevant evidence. • Identify credible sources. • Recognize a counterargument in order to refute it. • Write conclusions that enhance their arguments. • Elaborate a piece of argumentative writing through the addition of techniques such as facts, anecdotes, quotes from experts, statistics, rhetorical questions, call to actions, sarcasm, repetition, and compelling word choice. • Effectively employ the use of the revision process. • Effectively employ the use of the editing process.
Stage 2: Acceptable Evidence	
Transfer Task	
<p>Students will explore an issue that has two sides in order to create an argumentative essay that supports one side of the issue. Argumentative essays should include:</p> <ul style="list-style-type: none"> • an introductory paragraph that provides a framework for the argument. <ul style="list-style-type: none"> ○ thesis statement ○ brief summary of the issue 	

- body paragraphs that examine one reason to support the writer's stance.
 - relevant, cited evidence
 - explanation of how the evidence supports the thesis
- a concluding paragraph that provides closure to their argument.
 - restated stance
 - summary of reasons

Argumentative writing should also include:

- complete and varied sentences.
- transitional words and phrases.
- proper use of citations (both directly quoted and paraphrased).

Other Evidence

- note-taking
- homework
- vocabulary
- prewriting assignments
- graphic organizers
- writing conferences
- anecdotal notes and observations

Stage 3: Suggested Activities to Foster Learning

- Pre-writing Process
 - Read articles on the same topic with varying viewpoints to note that there are two sides to every argument.
 - Model how to follow a graphic organizer in order to:
 - Decide your opinion on the topic.
 - Find support in the texts provided or through the resources available (EX: newsela.com).
 - Craft your working thesis statement.
 - Summarize your topic.
- Drafting Process
 - Model Introductory Paragraph.
 - Include: lead, background information/summary of topic, thesis
 - Model Body Paragraph.
 - Include: transition, reason, evidence, explanation of evidence, and closing sentence
 - Model Counterargument.
 - Provide a skeleton paragraph to address the other side.
 - Model Closing Paragraph.
 - Include: restated thesis, summary of reasons, and closing sentence
 - If available, rough drafts should be completed on the chromebooks.
- Revising Process
 - How to make my argument stronger? - Provide students with a list of technique to be used to strengthen their arguments throughout the draft. Techniques include:

- Repetition
- Questioning (Power 3)
- Anecdotes
- Expert Testimony
- Imagery
- Call to Action
- Statistics
- Mini-Lesson: Transitions and Transitional Phrases
- Mini-Lesson: Word Choice & Redundance
- Editing Process
 - Mini-Lesson: Person & Verb Tense
 - Mini-Lesson: Quotation Marks
 - Mini-Lesson: Capitalization/Punctuation - Titles of Articles
- Publishing Work - Create a final copy to be submitted.

Stage 1: Desired Results**Established Goals:****New Jersey Student Learning Standards (NJSLS) for English**

W.6.1. Write arguments to support claims with clear reasons and relevant evidence.

- A. Introduce claim(s) and organize the reasons and evidence clearly.
- B. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
- C. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
- D. Establish and maintain a formal/academic style, approach, and form.
- E. Provide a concluding statement or section that follows from the argument presented.

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.

W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- A. 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.6.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.6.3. Deconstruct a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

SL.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).

L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- A. Ensure that pronouns are in the proper case (subjective, objective, possessive).
- B. Use intensive pronouns (e.g., *myself*, *ourselves*).
- C. Recognize and correct inappropriate shifts in pronoun number and person.*
- D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*
- E. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*

L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- A. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*
- B. Spell correctly.

L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
- B. Maintain consistency in style and tone.*

L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

RL.6.5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

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.

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.

Transfer

Transfer Goal:

Students will be able to independently use their learning to communicate in clear, concise, organized written language that analyzes literature using textual evidence to support a claim.

Meaning

Enduring Understandings

Students will understand that:

- Effective writing follows a deliberate process that includes pre-writing, drafting, revising, editing, and publishing.
- Analyzing literature helps readers to gain a deeper understanding of an author's message.
- Recognizing characters' actions, traits, and feelings and a story's conflict both aid a reader in comprehending a theme.
- Stories' themes can translate into universal messages that connect to society in general.
- Literature can often convey more than one theme.
- Textual evidence helps to more effectively prove the central idea.
- Many pieces of literature can share the same message.
- Organization, elaboration, and fluency in a literary analysis piece helps readers understand the writer's claim more clearly.
- Punctuation, grammar, and vocabulary are essential to crafting clear, precise writing that can be understood by readers.

Essential Questions

- How does pre-writing, drafting, revising, editing, and publishing help an author create effective writing?
- What is the purpose of analyzing literature?
- How do readers identify and analyze theme in literature?
- How does having an understanding of human nature allow readers to connect literature to the real world and generate universal messages?
- Why is supporting the theme with textual evidence important?
- How can multiple texts convey similar themes?
- Why must effective and formal writing incorporate organization, elaboration, and fluency?
- How can punctuation, grammar, and vocabulary clarify and/or change the message of an author's piece of writing?

Acquisition of Knowledge & Skills

Students hogniwill know:

- Writers use mentor texts to support their writing.
- The process of writing a literary analysis involves reading, brainstorming, drafting, revising, editing, and publishing.

Students will be able to:

- Use mentor texts to guide writing.
- Outline analysis of literature using a variety of graphic organizers.
- Develop introductions that hook and reader and provide clear structures for their analysis of literature.

- Graphic organizers are tools that can be used to structure essays.
- Writers use transition words and phrases to provide a clear message to readers.
- Universal statements and anecdotes hook their readers and provide a relevant foundation for a literary analysis.
- Providing textual evidence makes an analysis of literature more effective.
- Writers present conclusions that remind the reader of their purpose for writing.
- Revision involves adding and removing details/evidence in order to craft a stronger claim.
- Editing involves improving conventions of standard English including grammar, spelling, punctuation, and capitalization.

- Support claims with relevant evidence in logical order.
- Properly cite evidence using both direct quotations and paraphrasing.
- Justify each piece of evidence that supports their claims.
- Write conclusions that support their claims.
- Effectively employ the use of the revision process.
- Effectively employ the use of the editing process.

Stage 2: Acceptable Evidence

Transfer Task

Students will analyze a piece(s) of literature in order to create a claim about their story's character or theme. Literary analysis essays should include:

- an introductory paragraph that provides a framework for the analysis of the literature.
 - thesis statement
 - brief summary of the text(s)
- body paragraphs that examine one piece of textual evidence to support the writer's claim.
 - relevant, cited evidence
 - explanation of how the evidence supports the claim
- a concluding paragraph that provides closure to the analysis.
 - restated claim
 - connection to a universal idea or today's society

Literary analysis essay should also include:

- complete and varied sentences.
- transitional words and phrases.
- proper use of citations (both directly quoted and paraphrased).

Other Evidence

- note-taking
- homework
- vocabulary
- prewriting assignments
- graphic organizers
- writing conferences
- anecdotal notes and observations

Stage 3: Activities to Foster Learning

WritingUnit/Topic: Narrative

Duration: 8 weeks

Stage 1: Desired Results

Established Goals:

New Jersey Student Learning Standards (NJSLs) for English

W.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- A. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- D. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
- E. 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.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.6.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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.

B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- A. Ensure that pronouns are in the proper case (subjective, objective, possessive).
- B. Use intensive pronouns (e.g., *myself*, *ourselves*).
- C. Recognize and correct inappropriate shifts in pronoun number and person.*
- D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*
- E. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*

L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- A. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*
- B. Spell correctly.

L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
- B. Maintain consistency in style and tone.*

L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Transfer	
Transfer Goal: Students will be able to <u>independently</u> use their learning to create narratives by using various writing strategies that adhere to the elements of narration	
Meaning	
<p>Enduring Understandings</p> <p><i>Students will understand that:</i></p> <ul style="list-style-type: none"> • Narrative stories are based on the elements of literature and follow a specific sequence of events. • Effective writing follows a deliberate process that includes pre-writing, drafting, revising, editing, and publishing. • Writers use a variety of tools including dialogue and descriptive details rather than summaries to craft engaging and vivid text. • Organization, elaboration, and fluency in a narrative writing piece helps readers understand a story more clearly. • Punctuation, grammar, and vocabulary are essential to crafting clear, precise writing that can be understood by readers. 	<p>Essential Questions</p> <ul style="list-style-type: none"> • How do authors structure their stories? • How does pre-writing, drafting, revising, editing, and publishing help an author create effective writing? • How do writers capture meaningful moments in their writing? • What tools do writers use to craft engaging, vivid text? • Why must effective writing incorporate organization, elaboration, and fluency? • How can punctuation, grammar, and vocabulary clarify and/or change the message of an author's piece of writing?
Acquisition of Knowledge & Skills	
<p>Students will know:</p> <ul style="list-style-type: none"> • The process of writing involves brainstorming, drafting, revising, editing, and publishing. • Graphic organizers and plot diagrams are tools that can be used to structure essays. • Basing a narrative on a small moment rather than a larger topic creates a more refined written piece. • Unless a story is using a time shift technique, narrative stories are presented in chronological order. • Writers use transition words and phrases to convey the sequence of events. • Writers hook their reader by grabbing their attention with a strong lead (onomatopoeia, action, strong feeling, dialogue, questions, setting, description, etc.). • Writers create powerful endings (surprise ending, circular endings, lesson learned, etc.). • Writers use mentor texts to support their writing. • Writers create characters by developing traits, struggles, and motivations that are believable. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Use mentor texts to guide writing. • Use a plot diagram to map out a logical sequence of events. • Include a well-developed conflict and resolution in a narrative writing piece. • Create and develop a character using both direct and indirect characterization. • Generate a setting that adds to the development of the plot and creates the tone and mood of a piece. • Elaborate a piece of narrative writing through the addition of techniques such as figurative language, dialogue, imagery, and explode a moment. • Develop powerful leads and endings. • Effectively employ the use of the revision process. • Effectively employ the use of the editing process.

- Writers use narrative techniques such as dialogue, description, and strong word choice to enhance their writing.
- Narratives are based upon the struggles of a protagonist, antagonist, and minor characters.
- Revision involves adding and removing details in order to craft a stronger narrative.
- Editing involves improving conventions of standard English including grammar, spelling, punctuation, and capitalization.

Stage 2: Acceptable Evidence

Transfer Task

Students will create a narrative story in which they incorporate the elements of fiction. Narrative stories should include:

- a character that is developed both directly and indirectly.
- a well-developed setting.
- a conflict that is either plot driven or character driven.
- events that support the conflict and lead to a resolution in sequential order.

Narrative writing should also include:

- complete and varied sentences.
- vivid verbs to show more descriptive action and emotion.
- minimal dialogue to demonstrate understanding of indirect characterization and proper use of punctuation.

Other Evidence

- note-taking
- homework
- vocabulary
- prewriting assignments
- graphic organizers
- writing conferences
- anecdotal notes and observations

Stage 3: Suggested Activities to Foster Learning

- Pre-writing Process
 - Read short stories as mentor texts.
 - diagram the plot
 - analyze the characters & setting
 - take note of author's craft
 - Review - What is narrative writing? What elements of literature do narrative authors include?
 - Quick Write Practice
 - Have students select a character, setting, and conflict from lists provided.
 - Students should practice developing a short story with their choices.
 - Brainstorming Activities

- Create a character using a graphic organizer and envisioning their character through drawn pictures.
 - Create a setting using a graphic organizer and envisioning their setting through drawn pictures.
 - Create a plot diagram to map out their story's events.
 - Use this opportunity to examine transitions to aid in sequencing the story's events chronologically.
- Drafting Process
 - Discuss that rough drafts are only an initial creation that should be revisited many times throughout the writing process.
 - If available, rough drafts should be completed on the chromebooks.
- Revision Process
 - PPT Revision vs. Editing
 - Explain that revision is about add and removing details to enhance and refine one's story.
 - Word Choice Lessons:
 - Show vs. Tell - Using the four corners of the room, have students explore how a character shows an emotion rather than telling the character's emotion. (Emotions to Explore: happy, sad, angry, scared)
 - Strong Leads - Provide students with notes on a variety of leads. Have students recreate their opening by selecting two different leads and writing a beginning for both.
 - Dialogue - Show students a BrainPOP video and a PPT on dialogue. Examine how authors use dialogue in the mentor texts to further develop a character (revisit "The Wounded Wolf"). Find one place in the narrative to include 1-3 lines of purposeful dialogue.
 - Elaborating Simple Sentences - Provide students a sentence skeleton (EX: The boy went to the park.) in which they will pair with a peer and create a variety of new, stronger sentences using better word choice.
 - Sentence Variety Lessons:
 - Heartbeat Activity - Does your story have a heartbeat? Have students chart the number of words per sentence in a paragraph to determine if there is enough variety in the sentences.
 - Peer Revision
 - Read aloud narrative story to a partner as a method of recognizing where revision work may be needed.
 - Use a checklist to ensure that stories incorporate all necessary components.
- Editing Process
 - Mini-Lesson: What punctuation did you use? Circle and note if a variety of sentences are included.
 - Mini-Lesson: Capitalization - Review basic rules.
 - Mini-Lesson: Comma usage - Review basic rules.
 - Mini-Lesson: How do I use Google Docs Tools to assist me in using proper mechanics?
 - Mini-Lesson: Homophones - Review there, their, they're / too, two, to / your, you're.
- Publishing Work - Create a final copy to be submitted.

Other Units of Study

Unit: Establishing Foundational Skills	Duration: Ongoing Throughout the School Year
Stage 1: Desired Results	
<p style="text-align: center;">Established Goals:</p> <p>New Jersey Student Learning Standards (NJSLs) for English</p> <p>L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p style="padding-left: 20px;">E. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*</p> <p>L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p style="padding-left: 20px;">A. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*</p> <p style="padding-left: 20px;">B. Spell correctly.</p> <p>L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p style="padding-left: 20px;">A. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.</p> <p style="padding-left: 20px;">B. Maintain consistency in style and tone.*</p> <p>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.</p> <p style="padding-left: 20px;">A. 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.</p> <p style="padding-left: 20px;">B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience</i>, <i>auditory</i>, <i>audible</i>).</p> <p style="padding-left: 20px;">C. 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.</p> <p style="padding-left: 20px;">D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	
Transfer	
<p>Transfer Goal:</p> <p>Students will be able to independently use their learning to establish a foundation of standard English conventions for expressive language to accurately convey one's thoughts when writing.</p>	
Meaning	
<p style="text-align: center;">Enduring Understandings</p> <p><i>Students will understand that:</i></p> <ul style="list-style-type: none"> • A strong vocabulary allows for a better understanding of text. • Written and expressive language that use proper grammar and mechanics skills promote fluency of communication. 	<p style="text-align: center;">Essential Questions</p> <ul style="list-style-type: none"> • What is the purpose of understanding words and word parts when reading? • What is the purpose of applying grammar and mechanics skills to our writing?
Acquisition of Knowledge & Skills	
Students will know:	Students will be able to:

- There are eight parts of speech and each serves a purpose within sentence construction.
- A variety of grade-level appropriate words.
- Each sentence consists of a subject and predicate.
- Using a variety of sentences (declarative, interrogative, imperative, and exclamatory; simple, compound, and complex) allows a writer to create more vivid, varied writing pieces.
- Revision involves adding and removing words and phrases to clarify the meaning of a sentence.
- Editing involves improving the conventions of standard English with particular attention to sentence construction.
- Commas are used to separating a variety of things including:
 - three or more items in a list.
 - two independent clauses in a compound sentence.
 - dependent clauses from independent clauses when the dependent clause comes first.
 - nonessential information from the rest of a sentence.
 - quotations from the rest of a sentence.
 - an introductory element from the rest of a sentence.
- Quotation marks are used when:
 - writing dialogue.
 - using another author's words.
- Titles of works are formatted differently:
 - *Italicized/Underlined* works include - books, websites, plays, films, newspapers, television shows, magazines, albums
 - "Quoted" works include - poems, newspaper articles, short stories, magazine articles, web pages, songs, chapters, television show episodes
- A pronoun is a word that takes the place of a noun or a group of words acting as a noun and students should understand each of the following:
 - pronoun-antecedents
 - personal pronouns
 - reflexive and intensive pronouns
 - vague pronouns
 - demonstrative pronouns
 - relative pronouns

- Identify nouns, verbs, adjectives, and adverbs within sentences and paragraphs.
- Analyze the function and purpose of words within sentences.
- Determine the meaning of unknown and multiple-meaning words.
- Recognize parts of a sentence.
- Vary sentence patterns.
- Revise sentences for the purpose of clarifying and expanding ideas.
- Edit sentences for the purpose of eliminating run-ons and fragments.
- Effectively employ the rules of comma usage.
- Effectively punctuate direct quotes to represent a person's direct speech or thoughts.
- Determine when a title of work should be italicized or quoted.
- Identify and employ the proper use of pronouns, prepositions, and interjections.
- Punctuate nonrestrictive elements of a sentence using commas, parentheses, and dashes.

<ul style="list-style-type: none">o interrogative pronounso indefinite pronounso nominative, objective, and possessive pronounso inappropriate shifts in number and person● Prepositions relate nouns or pronouns to another word in the sentence.● Interjections express feelings or emotions, and they function independently from the rest of a sentence.● Commas, parentheses, and dashes are used to set off nonrestrictive/parenthetical elements.	
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Unit: Speaking/Presentational	Duration: Ongoing Through School Year
Stage 1: Desired Results	
Established Goals:	
<p>New Jersey Student Learning Standards (NJSLS) for English</p> <p>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.</p> <ul style="list-style-type: none"> A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. <p>SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p> <p>SL.6.3. Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p>SL.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).</p> <p>SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p> <p>SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> A. Ensure that pronouns are in the proper case (subjective, objective, possessive). B. Use intensive pronouns (e.g., <i>myself</i>, <i>ourselves</i>). C. Recognize and correct inappropriate shifts in pronoun number and person.* D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).* E. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.* <p>L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> A. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice. B. Maintain consistency in style and tone.* <p>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.</p> <ul style="list-style-type: none"> A. 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. B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience</i>, <i>auditory</i>, <i>audible</i>). C. 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. D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). <p>L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	
Transfer	

Transfer Goal:

Students will be able to independently use their learning to expand on their foundation of standard English conventions for expressive language to accurately share findings of research when speaking both formally and informally.

Meaning**Enduring Understandings**

Students will understand that:

- Effective speech allows listeners to more clearly understand a speaker's points.
- Listening skills are critical for understanding information.
- People communicate through both speaking and body language.

Essential Questions

- How does one use his/her voice, body, and eyes to speak effectively?
- How does one use his/her voice, body, and eyes to listen effectively?
- In what ways are ideas communicated?

Acquisition of Knowledge & Skills**Students will know:**

- Conversations require both effective speaking and listening skills.
- Effective speaking involves adequate tone of voice and volume.
- Body language is used to convey non-verbal communication.
- Effective speaking requires an adequate understanding of a topic and looking at one's audience.
- When debating a topic, relevant information/research is necessary.

Students will be able to:

- Participate in collaborative discussions with classmates.
- Speak clearly and project their voices when necessary.
- Demonstrate the use of appropriate body language (movements, gestures, and facial expressions) to signify when they are listening and when they would like the opportunity to speak.
- Demonstrate the use of appropriate eye contact when presenting.
- Recognize others' use of body language to ensure equitable participation.
- Develop claims with supporting testimony in order to demonstrate knowledge of a topic.

Unit: Poetry	Duration: Ongoing Throughout the School Year
Stage 1: Desired Results	
Established Goals:	
<p>New Jersey Student Learning Standards (NJSLs) for English</p> <p>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.</p> <p>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.</p> <p>RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p style="padding-left: 40px;">D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p> <p>SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p style="padding-left: 40px;">A. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*</p> <p style="padding-left: 40px;">B. Spell correctly.</p> <p>L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p style="padding-left: 40px;">A. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.</p> <p style="padding-left: 40px;">B. Maintain consistency in style and tone.*</p> <p>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.</p> <p style="padding-left: 40px;">A. 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.</p> <p style="padding-left: 40px;">B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience</i>, <i>auditory</i>, <i>audible</i>).</p> <p style="padding-left: 40px;">C. 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.</p> <p style="padding-left: 40px;">D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p style="padding-left: 40px;">A. Interpret figures of speech (e.g., personification) in context.</p> <p style="padding-left: 40px;">B. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p style="padding-left: 40px;">C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i>, <i>scrumping</i>, <i>economical</i>, <i>unwasteful</i>, <i>thrifty</i>).</p>	

L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Transfer

Transfer Goal:

Students will be able to independently use their learning to apply specific reading skills and strategies to analyze the meaning of poems and deepen their understanding of poetry as a genre.

Meaning

Enduring Understandings

Students will understand that:

- Poetry is language manipulated to express and evoke emotions by using sensory images, movement, and sound.
- Unlike prose, poetry is written with a specific structure; every aspect of a poem has a purpose.
- Different types of poems have different structures (for example: haiku, free verse, acrostic, diamante, cinquain, etc.).
- Understanding a poem requires reading and rereading it closely.
- Poetry allows the reader to interpret the author's message.

Essential Questions

- What is poetry?
- What is the difference between poetry and prose?
- What forms does poetry take?
- How does one read a poem?
- How does a reader make sense of poetry?

Acquisition of Knowledge & Skills

Students will know:

- Reading poetry closely allows readers to construct their own understanding of a poem.
- Poets use figurative language to convey imagery and abstract details with their words.
- The structures of a variety of poems including: haiku, free verse, acrostic, diamante, cinquain, etc.
- Much like prose, themes can be identified in poetry.
- Textual evidence helps prove a theme.
- Themes often overlap among several poems.

Students will be able to:

- Read, analyze, and interpret the meanings of a variety of poems.
- Identify and determine the meaning of figurative language as used in poems.
- Recognize different poem structures.
- Identify themes in poetry.
- Compare and contrast themes across a variety of poems.
- Use textual evidence to support their analysis and interpretation of poetry.

Progression of Writing Skills (Grade 5-8)

I = Introduced	D = Developing				M= Mastery
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Skills by Grade Level	5	6	7	8	9
<i>Opinion (5th Grade Only)</i>					
Introduce Thesis/Claim (3 Reasons)	M				
Organizational Structure - 5 paragraphs	M				
Provide Logical Reasons Supported by Facts and Details	M				
Transitional Word/Phrases/Clauses	M				
Provide a Concluding Paragraph	M				
<i>Argumentative (Grades 6-8)</i>					
Introduce Claim/s		D	D	M	
Acknowledge Opposing Claim		I	M		
Distinguish Claim from Opposing Claim		I	D	M	
Support Claim w/Logical Reasoning		D	D	M	
Use Relevant Evidence		D	D	M	
Use Credible Sources		I	D	M	
Argumentative Terminology					
- <i>Qualifiers</i>				I	
- <i>Transitional Words/Phrases</i>		D	D	M	

- <i>Techniques (Repetition, Sarcasm, Anecdotes, Bandwagon/Propaganda, Survey/Statistics, Expert Testimony, Predicting Results, Sets a Precedent)</i>		I	D	D	
- <i>Call to Action</i>		I	D	M	
Maintain a Formal Style		I	D	M	
Provide a Concluding Paragraph	D	D	D	M	
Skills by Grade Level	5	6	7	8	9
<i>Narrative</i>					
Exposition - Time/Place	I		D	M	
Exposition - Introduce Character/s	I		D	M	
Exposition - Develop a Conflict (internal or external)	I		D	M	
Exposition - Point of View		I	D	M	
Rising Action - Sequence of Events					
- Chronological	I				
- Narrative Time Shifts (Flashback/Flashforward)		I	D	M	
Climax - Turning Point is Clear		I	D	M	
Falling Action - Loose Ends are Tied Up		I	D	M	
Resolution - Whether or not the conflict/situation is resolved	I	D	D	M	
Narrative Technique					
• Dialogue	I	D	D	M	
• Sensory Details	I	D	D	M	
• Figurative Language	I	D	D	M	

• Pacing		I	D	M	
• Direct/Indirect Characterization		I	D	M	
• Theme Stated/Implied		I	D	D	
• Transition Words/Phrases		I	D	M	
• Mood/Tone				I	
Skill by Grade Level	5	6	7	8	9
<i>Informative/Explanatory (Literary Analysis)</i>					
Introduction					
• Hook/General Statement	I	D	M		
• Summary/Background Information	I	D	D	M	
• Thesis/Claim about the Literature <ul style="list-style-type: none"> ○ List Reasons ○ Thesis w/o Reasons 	I	D	D	D	
Body Paragraphs					
• Topic Sentence beginning w/ Transition	I	D	M	M	
• Background Information	I	D	D	M	
• Evidence	I	D	D	M	
• Analysis of the Evidence	I	D	D	M	
• Cohesive Closing Sentence	I	D	D	M	
Closing					
• Restate Thesis in New Words	I	D	D	M	
• Address Key Points (no NEW information)	I	D	D	M	

<ul style="list-style-type: none"> Concluding Sentence - Essay Comes Full Circle 	I	D	D	D	
Maintains Formal Style					
<ul style="list-style-type: none"> Maintains 3rd Person POV 	I	D	D	M	
Skill by Grade Level	5	6	7	8	9
<i>Writing about Reading (Open Ended Response)</i>					
Restate the question	D	M			
Answer all parts	I	D	D	M	
Cite evidence	I	D	D	M	
Explain/Commentary	I	D	D	M	
Sum it up	I	D	D	M	
Skills by Grade Level	5	6	7	8	9
<i>Production of Writing</i>					
Prewriting	D	D	D	D	
Revising	D	D	D	D	
Editing	D	D	D	D	
MLA <ul style="list-style-type: none"> Font size 12 Times New Roman 1 inch margins (default setting in Google Docs) Double - space Include header (name, instructor's name, course, date) Title (center aligned) Header (last name and page number in upper right corner) In-text citation/parenthetical citation Works Cited (research tasks) 		I	I	D	

Skill by Grade Level	5	6	7	8	9
Grammar/Language					
<i>Quotation Use - Citations</i>		I			
<i>Quotation Use - Dialogue</i>	I	D			
<i>Prepositional Phrases</i>				M	
<i>Participles</i>				I	
<i>Participial Phrases</i>				I	
<i>Misplaced Modifiers</i>				I	
<i>Dangling Modifiers</i>				D	
<i>Gerunds</i>				I	
<i>Adjective Clauses</i>				I	
<i>Infinitives</i>				I	
<i>Verbs in Active and Passive Voice in the conditional and subjunctive mood</i>				I	
<i>Adverb Clauses</i>				I	
<i>Compound Sentences</i>		I	M		
<i>Complex Sentences</i>		I	D	M	
<i>Noun Clauses</i>				I	
Parts of Speech					
Nouns	M				

Verbs	M				
Adjectives	M				
Adverbs	I	M			
Conjunctions	I	M			
Prepositions	I	D			
Interjections	I	M			
Pronouns	I	D			