

Original Adoption:	September 2017
Created by:	Barnegat Township Schools
Revised on:	July 2021
Revised by:	Samantha Burke

Ocean County ENGLISH LANGUAGE ARTS 6 Curriculum	
Content Area: English Language Arts	
Course Title: ELA	Grade Level: 6
Unit 1: Identity & Culture	45 Days
Unit 2: Tolerance & Acceptance	45 Days
Unit 3: Justice & Action	45 Days
Unit 4: Courage & Grit	45 Days

Philosophy

The English Language Arts Curriculum Guide is aligned with the New Jersey Student Learning Standards. The instructional alignment is in accordance with board approved resources accessible to all classrooms. The ELA Curriculum Guide places emphasis on standard based instruction. Materials allow for flexibility in meeting the needs of a wide range of students.

Each of the instructional units provides a clear and equal emphasis on Reading Literature, Reading Information, Writing, and Foundation Skills. The integration of Social Studies and Science standards provides learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national and global communities in the digital age. The integration of Speaking and Listening Standards are woven through the guides to develop communication skills through collaboration and presentation. The writing guides support the text selections with opportunity to demonstrate understanding of written conventions and focus on narrative, informational, and opinion/argumentative. Identified academic vocabulary provides a common language for literacy and develops across the grade levels.

The need to conduct research and to produce and consume media is embedded into the curriculum with 21st Century Skills and Technology standards for each grade level. The map contains interdisciplinary connections to Science, Social Studies, Technology, and Theater.

Unit 1: Identity & Culture - As students begin a year in a new school, many wonder about who they want to be in this new space and what it means to be part of a group. The lives of early adolescents are centered around peer groups and mutual relationships. This unit has been developed to support and challenge students who are beginning to see themselves as unique individuals with a desire to belong. In addition, students will develop language and historical and cultural knowledge that affirm and accurately describe their membership in multiple identity groups. The compositional focus of the unit will be personal and reflective narratives as students begin to evaluate themselves.

Unit 2: Tolerance & Acceptance - Students will learn to express comfort with people who are both similar to and different from them and engage respectfully with all people. Students will read about history and lived experiences of others and will exchange ideas and beliefs in an open-minded way. Throughout this unit, students will learn to respond to diversity by building empathy, respect, understanding and connection. The compositional focus of the unit will be analytical as students begin to uncover the dangers of bias and intolerance.

Unit 3: Justice & Action - Students will closely examine their position as citizens. Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination). Through various resources, students will analyze the harmful impact of bias and injustice on the world, historically and today. Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice. In addition, students will be challenged to speak up with courage and respect when they or someone else has been hurt or wronged by bias. The compositional focus of the unit will be research-based and argumentative as they evaluate and challenge the choices of our current society.

Unit 4: Courage & Grit - Students will explore and develop an understanding of the concept of courage. Students will isolate examples of courage in history, in current events, and in their own lives. Students will evaluate examples of courage in the context in which they occurred. Through several activities, students will begin to differentiate courage from heroism and recognize that courage is something we may need when dealing with a difficult situation. The compositional focus of the unit will be reflective as students begin to prepare for the years ahead, noting the importance of developing a sense of grit and courage in inevitably difficult situations.

Unit 1: Identity & Culture

Duration: 45 Days

Standards/Learning Targets

Focus Standards (Major Standards)

Progress Indicators for Reading Literature

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.

Progress Indicators for Reading Informational Text

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

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

Progress Indicators for Writing

W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.
- B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- C. Use appropriate transitions to clarify the relationships among ideas and concepts.
- D. Use precise language and domain-specific vocabulary to inform about or explain the topic.

- E. Establish and maintain a formal/academic style, approach, and form.
- F. Provide a concluding statement or section that follows from the information or explanation presented.

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.)

Progress Indicators for Speaking and Listening

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.

Progress Indicators for Language

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.6.5. 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*).

Supporting and Additional Standards

The following Anchor Standards for English Language Arts and select New Jersey Student Learning Standards should be covered throughout the various units of the curriculum.

English Language Arts Anchor Standards

Reading

Key Ideas and Details

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices

shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Writing

Text Types and Purposes

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen

details, and well-structured event sequences.

Production and Distribution of Writing

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. Research to Build and Present Knowledge

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening

Comprehension and Collaboration

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in

Language

diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Conventions of Standard English

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and

specialized reference materials, as appropriate.
NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.
NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Primary Interdisciplinary Connections: Infused within the unit are connections to the NJSL for Social Studies:

6.1.8.D.1.b Explain how interactions among African, European, and Native American groups began a cultural transformation.

Technology

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

D. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.

Career Readiness, Life Literacies, and Key Skills

Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy. For further clarification see NJ Career Readiness, Life Literacies, and Key Skills

Standards at <https://www.nj.gov/education/cccs/2020/2020%20NJSL-CLKS.pdf>

Critical Thinking and Problem Solving

CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective

CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.

Digital Citizenship

DC.1: Analyze the resource citations in online materials for proper use.

DC.2: Provide appropriate citation and attribution elements when creating media products

DC.3: Describe tradeoffs between allowing information to be public (e.g., within online games) versus keeping information private and secure.

Global and Cultural Awareness

GCA.1: Model how to navigate cultural differences with sensitivity and respect

GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal

Information and Media Literacy

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

IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.

IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose

IML.9: Distinguish between ethical and unethical uses of information and media

IML.10: Examine the consequences of the uses of media

IML.11: Predict the personal and community impact of online and social media activities.

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

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

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

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

Climate Change

ESS3.D: Global Climate Change Human activities, such as the release of greenhouse gases from burning fossil fuels, are major factors in the current rise in Earth's mean surface temperature (global warming). Reducing the level of climate change and reducing human vulnerability to whatever climate changes do occur depend on the understanding of climate science, engineering capabilities, and other kinds of knowledge, such as understanding of human behavior and on applying that knowledge wisely in decisions and activities. (MS-ESS3-5)

Evidence of Student Learning

Performance Tasks/Use of Technology:

- Individual conferences
- Stations
- Cooperative partner pairing
- Quickwrites
- Graphic organizers
- Passage analysis
- Journal writing
- Interactive notebooks
- Four corners
- Tabletop Twitter
- Close reading of passages
- Text-to-film analysis
- Fishbowl discussions
- Socratic seminars
- Jigsaw share
- Silent discussions
- Post-it activity
- Gallery walks
- Quotation analysis
- Interviews
- Performances

Other Assessments

Formative

- Do Nows/Quick Writes
- Exit Tickets
- Homework
- Quizzes/Text Questions
- Journals
- Graphic Organizers
- Prose Constructed Response
- Rough Drafts
- Peer/Self Assessments
- Think Pair Share
- Class Discussion (in-class & online)
- Google Forms/Docs/Slides
- www.quizlet.com
- Strategic Questioning

Summative

- Weekly Assessment
- Unit/Text Assessments
- Final Drafts
- Published Work

<ul style="list-style-type: none"> ● Scavenger hunts ● Presentations ● Technology integration: <ul style="list-style-type: none"> ○ SMARTBoard activities ○ Google Forms quizzes ○ Webquests ○ Google Classroom ○ Podcast creation ○ Kahoot games ○ Quizlet ○ Edulastic ○ EdPuzzle ○ YouTube videos ○ Google Docs/Slides/Sites creation 	<p>Benchmark</p> <ul style="list-style-type: none"> ● District Benchmarks ● Midterm/Final ● SGO <p>Alternative</p> <ul style="list-style-type: none"> ● Portfolio ● Projects/presentations ● https://www.commonlit.org/ ● https://kahoot.com/ ● https://scope.scholastic.com/ ● https://newsela.com/ ● https://www.sadlierconnect.com/
Knowledge and Skills	
Content	Skills
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● How do people “see” themselves? ● What shapes identity? ● Is identity constant? ● How do I get to know others and allow others to get to know all of me? ● How do our names relate to our identities? ● What part do culture and history play in the formation of our individual and collective identities? ● In a culture where we are bombarded with ideas and images of “what we should be,” how does one form an identity that remains true and authentic for her/himself? 	<p><i>Students will be able to..</i></p> <ul style="list-style-type: none"> ● Determine the theme or central idea of a text ● Identify the elements of a story or drama ● Describe the structure of a drama ● Analyze how the form or structure helps to convey the meaning of the drama. ● Describe the different points of view of characters or narrators in a text ● Analyze how the author develops and contrasts these points of view ● Read grade-level literature, poetry and informational text ● Apply comprehension strategies

- How does family play a role in shaping our values and beliefs?
- What is cultural identity? How does my culture influence identity?
- How do our values and beliefs shape who we are as individuals and influence our behavior?

Enduring Understandings

- People often use a number of factors to shape their identity: gender, race, age, cultural background, sexual orientation, interests, appearance, etc.
- Identity is something that can change as some of those factors change over time.
- Names can give people insight into cultural background and family tradition.
- Culture and history help to shape people from a young age whether it be due to family traditions based on culture, food that is prepared, or religious traditions practiced. Also, family history can have an impact on the situation that a current person is in.
- Family helps to shape a person into who they become. The values and beliefs that a family has are often impressed on one as he/she grows up.
- Cultural identity is the identity of belonging to a group that has its own distinct culture.
- Values and beliefs make a strong impact on who we are as individuals and our behavior. The morals that we are taught dictate how we act and help to identify us.

- Demonstrate understandings of texts read
- Identify unknown words and phrases in text
- Recognize and analyze the impact of word choice on meaning and tone
- Identify key points of two or more authors on the same topic
- Analyze how authors emphasize and present different evidence and interpretation of facts
- Utilize literary techniques to write narrative essays
- Use facts, definitions, details, quotations, etc. to develop topic
- Use appropriate transition words, phrases and clauses
- Use precise language and domain-specific vocabulary
- Employ a formal writing style
- Pose questions that elicit elaboration
- Acknowledge new viewpoints

Instructional Plan

Suggested Activities

Resources

- **My Name Activity:** Students will reflect on how well they think their own name reflects who they are. Give students five minutes to journal about their names. Then, have students write a reflective piece about their name.
- **Humans of Barnegat:** Based on the well known *Humans of New York*, have students write a personal narrative about what makes them unique.
- **A Girl of Two Homes:** Using Newsela, students will read "[Going 'home' to Ecuador, part one: Finding my people](#)" and "[Going 'home' to Ecuador, part two: Where do I belong?](#)" by Amanda Machado. The text describes a girl's journey to Ecuador, where her father's family is from. She details her quest to find a place where she feels she belongs. However, to her surprise, while traveling to Ecuador, she realizes she is a bit more "American" than she realized. By the end of the texts, she realizes that maybe sometimes we can be from two places.
 - Begin by having students illustrate what "home" is. Encourage students to be descriptive with sensory details or even images. The teacher will guide a discussion on home and how a person's home can mean the physical location where they live, or a place that they feel a special connection to. A person can feel like their "home" is many places.
 - While reading, students will highlight words or phrases in yellow that show how the author feels about her home in Ecuador. Students will highlight words or phrases in blue that show how the author feels about her home in the United

Core Texts

- Summer Reading Novels
- "Names/Nombres" by Julia Alvarez
- "My Name" by Sandra Cisneros
- "Masks" by Shel Silverstein
- "Identity" by Julio Noboa Polanco
- "Eleven" by Sandra Cisneros
- "The Circuit" by Francisco Jimenez; Paired informational text: "Harvesting Hope: The Story of Cesar Chavez"
- "The All-American Slurp" by Lensey Namioka
- *Mirrors and Windows: Connecting with Literature*
- [6th Grade Units/Projects](#)

Supplemental Texts

- "Little Things Are Big" by Jesus Colon
- "The Boy Who Found His Smile" and "Changing Lives, One Surgery at a Time" from Scope Magazine.
- "Names" by Rachel Rostad
- "Stray" by Cynthia Rylant
- "Charles" by Shirley Jackson
- "The Jacket" by Gary Soto and "[Ode to Pablo's Tennis Shoes](#)" by Gary Soto (paired texts)
- "All Summer in a Day" by Ray Bradbury
- "Knock, Knock" by Daniel Beaty
- "How Autism Freed Me To Be Myself" by Rosie King

Resources for on-grade level students

- [District Approved and Selected novels](#)
- Print Material
- White board
- Computer

States. In addition, students will study the following power words: cherish, strict, consistent, imposition, associate, isolated, careers, accustomed, employed, and domestic. Students should also complete the questions and activities in Newsela.

- After reading suggestions: Create a collage-style representation of their home. Write a descriptive essay of what home is. Write an analytical essay of what home means to Amanda Machado.
- **Object-Focused Memoir:** After reading “The Jacket” by Gary Soto and [“Ode to Pablo’s Tennis Shoes” by Gary Soto](#), students will write an object-focused memoir. Students will follow all guidelines of a memoir
- **The Boy Who Found His Smile:** Students will closely read "The Boy Who Found His Smile" and "Changing Lives, One Surgery at a Time" from Scope Magazine.
- **Migrant Workers Writing Assignment:** After reading “The Circuit” and “Harvesting Hope,” have students choose one of the following summative activities: (pg. 51 in *Mirrors and Windows*)
 - Write a diary entry as if you were Panchito after you found out you were moving again at the story’s conclusion.
 - Write an editorial for a newspaper arguing for special school programs for children of migrant workers, based around the farming seasons.
- **Identity Through Symbolism Project:** Students will use

- Smart Board
- Chromebooks/Media Center
- ELMO Document Reader
- Google Classroom/Suite

Resources for approaching grade level students

- [District Approved and Selected novels](#)
- Khan Academy mastery-focused review resources
- Lower lexile texts
- Newsela articles scaled down to appropriate reading level (www.newsela.org)
- Quizlet reviews
- CommonLit leveled passages (www.commonlit.org)
- Scholastic Scope Magazine lower lexile level texts and activities (<https://scope.scholastic.com>)
- Print Material
- White board
- Computer
- Smart Board
- Chromebooks/Media Center
- ELMO Document Reader
- Google Classroom/Suite

Resources for exceeding grade level students

- [District Approved and Selected novels](#)
- Higher lexile texts
- Newsela articles scaled up to appropriate reading level (www.newsela.org)
- CommonLit leveled passages (www.commonlit.org)
- Scholastic Scope Magazine higher lexile level texts and activities (<https://scope.scholastic.com>)
- Literary Video Lectures on Youtube

symbols to represent their identity. Have students create a visual representation of their identity using only symbols.

- **Mask Project:** After reading and analyzing the poems, [“Masks” by Shel Silverstein](#), and [“Underface” by Shel Silverstein](#), students will create a double-sided mask - an inner mask that reflects parts of their identity most people do not know and an outer mask that reflects how others perceive them.

- PALCSTeachers
- Oxford University Press

- Print Material
- White board
- Computer
- Smart Board
- Chromebooks/Media Center
- ELMO Document Reader
- Google Classroom/Suite

Useful online resources

Useful links / online resources:

- <http://theoceancountylibrary.org/>
- <http://www.readwritethink.org/>
- <https://newsela.com/>
- <https://www.commonlit.org/>
- <https://www.activelylearn.com/>
- <https://www.readworks.org/>
- <https://owl.purdue.edu/>

Suggested Options for Differentiation

English Language Learners

- Visuals
- Gesturing
- Use of realia and manipulatives
- Simplified language / teacher talk / thinking aloud
- Graphic organizers
- Provide class notes
- Frequently check for understanding
- Personal word walls / word rings
- Introduce key vocabulary before lesson

- Total physical response (TPR) activities
- Teacher modeling
- Pattern sentences (speaking and/or writing)
- Small group instruction / cooperative learning
- Allow for additional wait time for student responses during conversations
- Scaffold questions and instructional language
- Allow students to show or use gestures if not yet able to produce oral language
- Modeled and shared writing activities
- Provide a student buddy

Gifted and Talented

- Encourage upper level intellectual behavior based on Bloom's Taxonomy
- Do not always be explicit, allow for discovery
- Use centers and group students according to ability or interest
- Propose interest-based extension activities/student-led research/independent studies
- Use texts with higher Lexile level (Newsela) and offer an advanced reader reading list
- Use varied modes of pre-assessment and assessment
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Have students become "experts" or "teachers"

Students at Risk of School Failure

- Provide peer tutoring
- Use a strong student as a "buddy"
- Allow extra time to complete assignments or tests or modify length
- Work in a small group
- One on one instruction
- Provide immediate praise and feedback
- Develop reward system
- Provide high interest topics
- Create a nurturing environment
- Provide needed academic resources

- Allow student choice
- Consider referral to After School Assistance Programs
- Collaboration with data coach to provide meaningful interventions
- Communicate with parents and teaching team to develop an assignment submission plan / schedule

Special Education

*Remember to follow all IEP and 504 plans - the following are just suggestions.

504 Plans

- Model assignments
- Graphic organizers
- Skeletal notes
- Provide Brain Breaks
- Chunk assignments
- Use visuals/supplemental videos
- Introduce key vocabulary before lesson
- Teacher reads aloud
- Provide peer tutoring
- Use a strong student as a “buddy”
- Small group instruction
- Work in a small group
- Flexible grouping/seating
- Allow answers to be given orally or dictated
- Have students repeat what was said

IEPs

- Modify Lexile level
- Graphic organizers
- Skeletal notes
- Use audiobooks/YouTube/technology reading features (Newsela, CommonLit, Google Read&Write)
- Allow extra time to complete assignments or tests/modify assignment length
- Scribe to assist with writing
- Small group instruction - guided reading and guided writing

Core Instructional and Supplemental Materials

Mirrors and Windows: Connecting with Literature

www.quizlet.com

<https://scope.scholastic.com>

<https://www.commonlit.org/>

<https://newsela.com/>

Teacher Notes: Texts listed above are suggestions and may be supplemented/substituted with other district-approved choices.
[Grades 6-8 List of Approved Readings by Lexile Level](#)

Unit 2: Tolerance & Acceptance

Duration: 45 Days

Standards/Learning Targets

Focus Standards (Major Standards)

Progress Indicators for Reading Literature

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.6.7. 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.

Progress Indicators for Reading Informational Text

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

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

RI.6.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

RI.6.6. Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.

RI.6.7. 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.

Progress Indicators for Writing

W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification,

comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.

- B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- C. Use appropriate transitions to clarify the relationships among ideas and concepts.
- D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- E. Establish and maintain a formal/academic style, approach, and form.
- F. Provide a concluding statement or section that follows from the information or explanation presented.

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.

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

Progress Indicators for Speaking and Listening

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.6.2. 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.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Progress Indicators for Language

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).

Supporting and Additional Standards

The following Anchor Standards for English Language Arts and select New Jersey Student Learning Standards should be covered throughout the various units of the curriculum.

English Language Arts Anchor Standards

Reading

Key Ideas and Details

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

NJSLSA.R10. Read and comprehend complex literary and

Writing

informational texts independently and proficiently with scaffolding as needed.

Text Types and Purposes

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. Research to Build and Present Knowledge

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational

Speaking and Listening

Language

texts to support analysis, reflection, and research. Range of Writing NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Comprehension and Collaboration

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Conventions of Standard English

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.

NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Primary Interdisciplinary Connections

Infused within the unit are connections to the NJSL for Social Studies.

In addition, concepts and curricular materials that adhere to the Amistad Commission Mandates are addressed in this unit.

6.1.8.A.2.c Explain how demographics (i.e., race, gender, and economic status) affected social, economic, and political opportunities during the Colonial era.

Technology

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

Career Readiness, Life Literacies, and Key Skills

Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy. For further clarification see NJ Career Readiness, Life Literacies, and Key Skills

Standards at <https://www.nj.gov/education/cccs/2020/2020%20NJSL-CLKS.pdf>

Creativity and Innovation

CI.1: Assess data gathered on varying perspectives on causes of climate change (e.g., crosscultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions

Critical Thinking and Problem Solving

CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective

CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.

Digital Citizenship

DC.1: Analyze the resource citations in online materials for proper use.

DC.2: Provide appropriate citation and attribution elements when creating media products

DC.3: Describe tradeoffs between allowing information to be public (e.g., within online games) versus keeping information private and secure.

Global and Cultural Awareness

GCA.1: Model how to navigate cultural differences with sensitivity and respect

GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal

Information and Media Literacy

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

IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.

IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose

IML.9: Distinguish between ethical and unethical uses of information and media

IML.10: Examine the consequences of the uses of media

IML.11: Predict the personal and community impact of online and social media activities.

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

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

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

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

Climate Change

ESS3.D: Global Climate Change Human activities, such as the release of greenhouse gases from burning fossil fuels, are major factors in the current rise in Earth's mean surface temperature (global warming). Reducing the level of climate change and reducing human vulnerability to whatever climate changes do occur depend on the understanding of climate science, engineering capabilities, and other kinds of knowledge, such as understanding of human behavior and on applying that knowledge wisely in decisions and activities. (MS-ESS3-5)

Evidence of Student Learning

Performance Tasks/Use of Technology:

- Individual conferences
- Stations
- Cooperative partner pairing
- Quickwrites

Other Assessments

Formative

- Do Nows/Quick Writes
- Exit Tickets
- Homework

- Graphic organizers
- Passage analysis
- Journal writing
- Interactive notebooks
- Four corners
- Tabletop Twitter
- Close reading of passages
- Text-to-film analysis
- Fishbowl discussions
- Socratic seminars
- Jigsaw share
- Silent discussions
- Post-it activity
- Gallery walks
- Quotation analysis
- Interviews
- Performances
- Scavenger hunts
- Presentations
- Technology integration:
 - SMARTBoard activities
 - Google Forms quizzes
 - Webquests
 - Google Classroom
 - Podcast creation
 - Kahoot games
 - Quizlet
 - Edulastic
 - EdPuzzle
 - YouTube videos
 - Google Docs/Slides/Sites creation

- Quizzes/Text Questions
- Journals
- Graphic Organizers
- Prose Constructed Response
- Rough Drafts
- Peer/Self Assessments
- Think Pair Share
- Class Discussion (in-class & online)
- Google Forms/Docs/Slides
- www.quizlet.com
- Strategic Questioning

Summative

- Weekly Assessment
- Unit/Text Assessments
- Final Drafts
- Published Work

Benchmark

- District Benchmark
- SGO

Alternative

- Portfolio
- Projects/presentations
- <https://www.commonlit.org/>
- <https://kahoot.com/>
- <https://scope.scholastic.com/>
- <https://newsela.com/>
- <https://www.sadlierconnect.com/>

Knowledge and Skills

Content

Essential Questions

- What is the difference between tolerance and acceptance?
- What is the relationship between diversity and belonging?
- How can we celebrate what we have in common while also honoring our differences?
- What are the benefits and challenges of living in a diverse society?
- How do we work together to create acceptance and understanding of people who are of different backgrounds?
- How would society be affected if no one took responsibility for standing up for others?

Enduring Understanding

- Acceptance goes beyond tolerance. Tolerance means that you can deal with or live with something, while acceptance means that you are okay and approving something. You can be tolerant with being accepting, but you can't be accepting without being tolerant.
- We can acknowledge that each of our differences are special and add to the collective experience that we share by each person bringing their own unique elements to it.
- We work toward acceptance and understanding by learning more about people who are of different backgrounds and their experiences, acknowledging those differences but also embracing them.

Skills

Students will be able to..

- Determine the theme or central idea of a text
- Identify the elements of a story or drama
- Describe the structure of a drama
- Analyze how the form or structure helps to convey the meaning of the drama.
- Describe the different points of view of characters or narrators in a text
- Analyze how the author develops and contrasts these points of view
- Read grade-level literature, poetry and informational text
- Apply comprehension strategies
- Demonstrate understandings of texts read
- Identify unknown words and phrases in text
- Recognize and analyze the impact of word choice on meaning and tone
- Identify key points of two or more authors on the same topic
- Analyze how authors emphasize and present different evidence and interpretation of facts
- Construct a well-organized evidence-based response
- Use facts, definitions, details, quotations, etc. to develop topic
- Use appropriate transition words, phrases and clauses
- Use precise language and domain-specific vocabulary
- Employ a formal writing style
- Pose questions that elicit elaboration
- Acknowledge new viewpoints

- If no one took responsibility for standing up for others, then society would fall apart. Being an upstander helps to create a collective spirit where we help one another by looking out for one another and treating others with the same respect we want in return.

Instructional Plan

Suggested Activities

- **The Game of Life Metaphor Assignment:** After reading “All I Really Need To Know I Learned in Kindergarten” by Robert Fulghum, students will understand Fulghum’s metaphor behind the game Sardines - that people should share their troubles with others in order to overcome them. Think about another childhood game and brainstorm a metaphorical meaning it could represent.
- **Adding a Resolution to “The Bracelet”:** After reading “The Bracelet” by Yoshiko Uchida and the informational text, “Betrayed,” have students write a resolution to “The Bracelet.” What happened to Ruri and her family? Did they ever reunite with Papa? What happened when they were released? Did they become ill while in the camps? What was it like when they returned home? Students should use details from the informational text to provide a creative and realistic ending.
- **Primary Source Analysis / Social Studies Connection:**

Resources

Core Texts

- “Tuesday of the Other June” by Norma Fox Mazer
- “From Terror to Hope” by Kristin Lewis (*Scope*) and “Growing Up Muslim in Post 9/11 America” by RJ Khalaf (*paired texts*)
- “Malala the Powerful” by Kristin Lewis (*Scope*)
- “The Bracelet” by Yoshiko Uchida and [“Betrayed”](#) (informational text)
- “Letter from a Concentration Camp” by Yoshiko Uchida
- “All I Really Need To Know I Learned in Kindergarten” by Robert Fulghum and “The World is Not a Pleasant Place to Be” by Nikki Giovanni (*paired texts*)
- *Mirrors and Windows: Connecting with Literature*
- [6th Grade Units/Projects](#)

Supplemental Texts

- “The Fox and the Lion” by Aesop
- “Thank you Ma’am” by Langston Hughes
- *Freak the Mighty* by Rodman Philbrick
- *The Watsons Go To Birmingham - 1963* by Christopher Paul Curtis

After reading, “The Bracelet,” perform a close read of “Pearl Harbor Address to the Nation” by President Franklin D. Roosevelt delivered December 8, 1941, in Washington, D.C.

- **Children’s Book Project:** Write and illustrate a children’s book that teaches the theme of tolerance.
- **The ABCs of Tolerance:** For each letter of the alphabet, have students write an important term, person, or phrase that connects to the theme of tolerance.
- **#OneSmallThing Activity:** Students will vow to do one small act that promotes tolerance and acceptance in our community.
- **The Science of Happiness:** View *Youtube* video, “The Science of Happiness” by *SoulPancake*. Then, encourage students to write a letter of gratitude to someone special.

- “The Tail” by Joyce Hansen

Resources for on-grade level students

- District Approved and Selected novels
- Print Material
- White board
- Computer
- Smart Board
- Chromebooks/Media Center
- ELMO Document Reader
- Google Classroom/Suite

Resources for approaching grade level students

- District Approved and Selected novels
- Khan Academy mastery-focused review resources
- Lower lexile texts
- Newsela articles scaled down to appropriate reading level (www.newsela.org)
- Quizlet reviews
- CommonLit leveled passages (www.commonlit.org)
- Scholastic Scope Magazine lower lexile level texts and activities (<https://scope.scholastic.com>)
- Print Material
- White board
- Computer
- Smart Board
- Chromebooks/Media Center
- ELMO Document Reader
- Google Classroom/Suite

Resources for exceeding grade level students

- District Approved and Selected novels

- Higher lexile texts
- Newsela articles scaled up to appropriate reading level (www.newsela.org)
- CommonLit leveled passages (www.commonlit.org)
- Scholastic Scope Magazine higher lexile level texts and activities (<https://scope.scholastic.com>)
- Literary Video Lectures on Youtube
 - PALCSTeachers
 - Oxford University Press
- Print Material
- White board
- Computer
- Smart Board
- Chromebooks/Media Center
- ELMO Document Reader
- Google Classroom/Suite

Useful online resources

Useful links / online resources:

- <http://theoceancountylibrary.org/>
- <http://www.readwritethink.org/>
- <https://newsela.com/>
- <https://www.commonlit.org/>
- <https://www.activelylearn.com/>
- <https://www.readworks.org/>
- <https://owl.purdue.edu/>

Suggested Options for Differentiation

English Language Learners

- Visuals

- Gesturing
- Use of realia and manipulatives
- Simplified language / teacher talk / thinking aloud
- Graphic organizers
- Provide class notes
- Frequently check for understanding
- Personal word walls / word rings
- Introduce key vocabulary before lesson
- Total physical response (TPR) activities
- Teacher modeling
- Pattern sentences (speaking and/or writing)
- Small group instruction / cooperative learning
- Allow for additional wait time for student responses during conversations
- Scaffold questions and instructional language
- Allow students to show or use gestures if not yet able to produce oral language
- Modeled and shared writing activities
- Provide a student buddy

Gifted and Talented

- Encourage upper level intellectual behavior based on Bloom's Taxonomy
- Do not always be explicit, allow for discovery
- Use centers and group students according to ability or interest
- Propose interest-based extension activities/student-led research/independent studies
- Use texts with higher Lexile level (Newsela) and offer an advanced reader reading list
- Use varied modes of pre-assessment and assessment
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Have students become "experts" or "teachers"

Students at Risk of School Failure

- Provide peer tutoring
- Use a strong student as a "buddy"

- Allow extra time to complete assignments or tests or modify length
- Work in a small group
- One on one instruction
- Provide immediate praise and feedback
- Develop reward system
- Provide high interest topics
- Create a nurturing environment
- Provide needed academic resources
- Allow student choice
- Consider referral to After School Assistance Programs
- Collaboration with data coach to provide meaningful interventions
- Communicate with parents and teaching team to develop an assignment submission plan / schedule

Special Education

*Remember to follow all IEP and 504 plans - the following are just suggestions.

504 Plans

- Model assignments
- Graphic organizers
- Skeletal notes
- Provide Brain Breaks
- Chunk assignments
- Use visuals/supplemental videos
- Introduce key vocabulary before lesson
- Teacher reads aloud
- Provide peer tutoring
- Use a strong student as a “buddy”
- Small group instruction
- Work in a small group
- Flexible grouping/seating
- Allow answers to be given orally or dictated

IEPs

- Modify Lexile level
- Graphic organizers
- Skeletal notes
- Use audiobooks/YouTube/technology reading features (Newsela, CommonLit, Google Read&Write)
- Allow extra time to complete assignments or tests/modify assignment length
- Scribe to assist with writing
- Small group instruction - guided reading and guided writing

<ul style="list-style-type: none"> • Have students repeat what was said 	
<p>Core Instructional and Supplemental Materials <i>Mirrors and Windows: Connecting with Literature</i> www.quizlet.com https://scope.scholastic.com https://www.commonlit.org/ https://newsela.com/</p>	
<p>Teacher Notes: Texts listed above are suggestions and may be supplemented/substituted with other district-approved choices. Grades 6-8 List of Approved Readings by Lexile Level</p>	

Unit 3: Justice & Action	Duration: 45 days
Standards/Learning Targets	
Focus Standards (Major Standards)	
<p style="text-align: center;">Progress Indicators for Reading Literature</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.6.5. 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</p>	

version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.

RL.6.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

Progress Indicators for Reading Informational 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).

Progress Indicators for Writing

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.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- G. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.
- H. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

- I. Use appropriate transitions to clarify the relationships among ideas and concepts.
- J. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- K. Establish and maintain a formal/academic style, approach, and form.
- L. Provide a concluding statement or section that follows from the information or explanation presented.

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.

Progress Indicators for Speaking and Listening

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.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Progress Indicators for Language

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.

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

H. 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.

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

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

F. 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.

Supporting and Additional Standards

The following Anchor Standards for English Language Arts and select New Jersey Student Learning Standards should be covered throughout the various units of the curriculum.

English Language Arts Anchor Standards

Reading

Key Ideas and Details

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Writing

Text Types and Purposes

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and

analysis of content.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Production and Distribution of Writing

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. Research to Build and Present Knowledge

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening

Comprehension and Collaboration

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and

Language

persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Conventions of Standard English

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

NJSLSA.L4. Determine or clarify the meaning of unknown and

multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.
NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Primary Interdisciplinary Connections

Infused within the unit are connections to the NJSLS for Social Studies

In addition, concepts and curricular materials that adhere to the Amistad Commission Mandates are addressed in this unit.

6.1.8.D.5.c Examine the roles of women, African Americans, and Native Americans in the Civil War.

Technology

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

F: Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

Career Readiness, Life Literacies, and Key Skills: Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy. For further

clarification see NJ Career Readiness, Life Literacies, and Key Skills Standards at

<https://www.nj.gov/education/cccs/2020/2020%20NJSL-CLKS.pdf>

Creativity and Innovation

CI.1: Assess data gathered on varying perspectives on causes of climate change (e.g., crosscultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions

Critical Thinking and Problem Solving

CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective

CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.

Digital Citizenship

DC.1: Analyze the resource citations in online materials for proper use.

DC.2: Provide appropriate citation and attribution elements when creating media products

DC.3: Describe tradeoffs between allowing information to be public (e.g., within online games) versus keeping information private and secure.

Global and Cultural Awareness

GCA.1: Model how to navigate cultural differences with sensitivity and respect

GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal

Information and Media Literacy

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

IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.

IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose

IML.9: Distinguish between ethical and unethical uses of information and media

- IML.10: Examine the consequences of the uses of media
- IML.11: Predict the personal and community impact of online and social media activities.
- IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.
- IML.13: Identify the impact of the creator on the content, production, and delivery of information
- IML.14: Analyze the role of media in delivering cultural, political, and other societal messages.
- IML.15: Explain ways that individuals may experience the same media message differently.

Climate Change

ESS3.D: Global Climate Change Human activities, such as the release of greenhouse gases from burning fossil fuels, are major factors in the current rise in Earth’s mean surface temperature (global warming). Reducing the level of climate change and reducing human vulnerability to whatever climate changes do occur depend on the understanding of climate science, engineering capabilities, and other kinds of knowledge, such as understanding of human behavior and on applying that knowledge wisely in decisions and activities. (MS-ESS3-5)

Evidence of Student Learning

Performance Tasks/Use of Technology:

- Individual conferences
- Stations
- Cooperative partner pairing
- Quickwrites
- Graphic organizers
- Passage analysis
- Journal writing
- Interactive notebooks
- Four corners
- Tabletop Twitter
- Close reading of passages
- Text-to-film analysis
- Fishbowl discussions

Other Assessments

Formative

- Do Nows/Quick Writes
- Exit Tickets
- Homework
- Quizzes/Text Questions
- Journals
- Graphic Organizers
- Prose Constructed Response
- Rough Drafts
- Peer/Self Assessments
- Think Pair Share
- Class Discussion (in-class & online)
- Google Forms/Docs/Slides

<ul style="list-style-type: none"> ● Socratic seminars ● Jigsaw share ● Silent discussions ● Post-it activity ● Gallery walks ● Quotation analysis ● Interviews ● Performances ● Scavenger hunts ● Presentations ● Technology integration: <ul style="list-style-type: none"> ○ SMARTBoard activities ○ Google Forms quizzes ○ Webquests ○ Google Classroom ○ Podcast creation ○ Kahoot games ○ Quizlet ○ Edulastic ○ EdPuzzle ○ YouTube videos ○ Google Docs/Slides/Sites creation 	<ul style="list-style-type: none"> ● www.quizlet.com ● Strategic Questioning <p>Summative</p> <ul style="list-style-type: none"> ● Weekly Assessment ● Unit/Text Assessments ● Final Drafts ● Published Work <p>Benchmark</p> <ul style="list-style-type: none"> ● District Benchmark ● SGO <p>Alternative</p> <ul style="list-style-type: none"> ● Portfolio ● Projects/presentations ● https://www.commonlit.org/ ● https://kahoot.com/ ● https://scope.scholastic.com/ ● https://newsela.com/ ● https://www.sadlierconnect.com/
Knowledge and Skills	
Content	Skills
<p>Essential Questions</p> <ul style="list-style-type: none"> ● How would society be affected if no one took responsibility for standing up for others? ● What is a just society? ● What effect does injustice have on people and groups? 	<p><i>Students will be able to..</i></p> <ul style="list-style-type: none"> ● Determine the theme or central idea of a text ● Identify the elements of a story or drama ● Describe the structure of a drama ● Analyze how the form or structure helps to convey the

<ul style="list-style-type: none"> ● How can people with less power stand up to people with more power? ● Why do some people stand up to prejudice and unfairness while others choose not to? <p>Enduring Understanding</p> <ul style="list-style-type: none"> ● Society would be negatively impacted if no one took the responsibility of standing up for others. People would lose that sense of compassion that is so important in human beings. ● A just society is a society that looks out for the welfare of all people from all backgrounds. ● Injustice leads to discontent and anger from people who feel they have been wronged or seen as inferior in some way. ● People with less power can find a number of ways to stand up to people with more power, such as through public protest, lobbying to those with power, creating petitions, and making their voices heard. ● Some people choose not to stand up to prejudice and unfairness out of fear of being ridiculed or shamed, while others choose to stand up for what they believe is right no matter the consequences because that is the right thing to do. 	<p>meaning of the drama.</p> <ul style="list-style-type: none"> ● Describe the different points of view of characters or narrators in a text ● Analyze how the author develops and contrasts these points of view ● Read grade-level literature, poetry and informational text ● Apply comprehension strategies ● Demonstrate understandings of texts read ● Identify unknown words and phrases in text ● Recognize and analyze the impact of word choice on meaning and tone ● Identify key points of two or more authors on the same topic ● Analyze how authors emphasize and present different evidence and interpretation of facts ● Utilize literary techniques to write narrative essays ● Construct a well-organized evidence-based response ● Use facts, definitions, details, quotations, etc. to develop topic ● Use appropriate transition words, phrases and clauses ● Use precise language and domain-specific vocabulary ● Employ a formal writing style ● Pose questions that elicit elaboration ● Acknowledge new viewpoints
Instructional Plan	
Suggested Activities	Resources
<ul style="list-style-type: none"> ● Climate Change Research Activity: Read the short story, “The Sand Castle” by Alma Luz Villanueva, and the news article, “The Forecast: A Warmer World” from 	<p>Core Texts</p> <ul style="list-style-type: none"> ● “Little Rock, Arkansas” by Jim Haskins and “Youth” by Langston Hughes (paired texts)

Time for Kids. Then, have students create a poster on Canva illustrating statistics of global warming. Students should focus their poster on a specific problem such as rising temperatures, rising sea levels, greenhouse gas emissions, etc. Consider introducing MLA format and citing sources as well.

- **Upstander Project:** Students will research an everyday upstander and complete a biography project.
- **I Stand For/Against:** Students will choose a cause to stand for/against and devise a plan to carry out an action.
- **Two Voice Poem:** Students will write a poem that shows both similarities and differences between them and a chosen child from The Holocaust. The poem should include factual information such as name, birthdate/birthplace, family, religion, etc. In addition, the poem should include a deeper feelings such as fears, hopes, and dreams.
- **If I Were In Charge of the World...:** Students will read the original poem by Judith Viorst. Then, students will write their own version of the poem illustrating the things they would do if they were in charge of the world.

- [“The Many and the Few” by J. Patrick Lewis](#)
- “The Brave Boys of Greensboro” by Spencer Kayden (*Scope*)
- “Why” by Anne Frank
- ““The Sand Castle” by Alma Luz Villanueva and “The Forecast: A Warmer World” from *Time for Kids* (paired texts)
- *Mirrors and Windows: Connecting with Literature*
- [6th Grade Units/Projects](#)

Supplemental Texts

- Excerpts from *Zlata’s Diary* by Zlata Filipovic
- *The Devil’s Arithmetic* by Jane Yolen
- *Hana’s Suitcase* by Karen Levine

Resources for on-grade level students

- District Approved and Selected novels
- Print Material
- White board
- Computer
- Smart Board
- Chromebooks/Media Center
- ELMO Document Reader
- Google Classroom/Suite

Resources for approaching grade level students

- District Approved and Selected novels
- Khan Academy mastery-focused review resources
- Lower lexile texts
- Newsela articles scaled down to appropriate reading level (www.newsela.org)
- Quizlet reviews

- CommonLit leveled passages (www.commonlit.org)
- Scholastic Scope Magazine lower lexile level texts and activities (<https://scope.scholastic.com>)
- Print Material
- White board
- Computer
- Smart Board
- Chromebooks/Media Center
- ELMO Document Reader
- Google Classroom/Suite

Resources for exceeding grade level students

- District Approved and Selected novels
- Higher lexile texts
- Newsela articles scaled up to appropriate reading level (www.newsela.org)
- CommonLit leveled passages (www.commonlit.org)
- Scholastic Scope Magazine higher lexile level texts and activities (<https://scope.scholastic.com>)
- Literary Video Lectures on Youtube
 - PALCSTeachers
 - Oxford University Press
- Print Material
- White board
- Computer
- Smart Board
- Chromebooks/Media Center
- ELMO Document Reader
- Google Classroom/Suite

Useful online resources

Useful links / online resources:

- <http://theoceancountylibrary.org/>
- <http://www.readwritethink.org/>
- <https://newsela.com/>
- <https://www.commonlit.org/>
- <https://www.activelylearn.com/>
- <https://www.readworks.org/>
- <https://owl.purdue.edu/>

Suggested Options for Differentiation

English Language Learners

- Visuals
- Gesturing
- Use of realia and manipulatives
- Simplified language / teacher talk / thinking aloud
- Graphic organizers
- Provide class notes
- Frequently check for understanding
- Personal word walls / word rings
- Introduce key vocabulary before lesson
- Total physical response (TPR) activities
- Cloze activities
- Teacher modeling
- Pattern sentences (speaking and/or writing)
- Small group instruction / cooperative learning
- Allow for additional wait time for student responses during conversations
- Scaffold questions and instructional language
- Allow students to show or use gestures if not yet able to produce oral language
- Modeled and shared writing activities
- Provide a student buddy
- Collaboration with data coach to provide meaningful interventions

- Scribe for students who can't write
- Technology resources (Google Read&Write)
- Collaboration with data coach to provide meaningful interventions

Gifted and Talented

- Encourage upper level intellectual behavior based on Bloom's Taxonomy
- Do not always be explicit, allow for discovery
- Use centers and group students according to ability or interest
- Propose interest-based extension activities/student-led research/independent studies
- Use texts with higher Lexile level (Newsela) and offer an advanced reader reading list
- Use varied modes of pre-assessment and assessment
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Have students become "experts" or "teachers"

Students at Risk of School Failure

- Provide peer tutoring
- Use a strong student as a "buddy"
- Use audiobook/YouTube
- Allow extra time to complete assignments or tests or modify length
- Work in a small group
- One on one instruction
- Provide immediate praise and feedback
- Develop reward system
- Provide high interest topics
- Create a nurturing environment
- Provide visuals
- Provide needed academic resources
- Allow student choice

Special Education

*Remember to follow all IEP and 504 plans - the following are just suggestions.

<p>504 Plans</p> <ul style="list-style-type: none"> ● Model assignments ● Graphic organizers ● Skeletal notes ● Provide Brain Breaks ● Chunk assignments ● Use visuals/supplemental videos ● Introduce key vocabulary before lesson ● Teacher reads aloud ● Provide peer tutoring ● Use a strong student as a “buddy” ● Small group instruction ● Work in a small group ● Flexible grouping/seating ● Allow answers to be given orally or dictated ● Have students repeat what was said 	<p>IEPs</p> <ul style="list-style-type: none"> ● Modify Lexile level ● Graphic organizers ● Skeletal notes ● Use audiobooks/YouTube/technology reading features (Newsela, CommonLit, Google Read&Write) ● Allow extra time to complete assignments or tests/modify assignment length ● Scribe to assist with writing ● Small group instruction - guided reading and guided writing
<p>Core Instructional and Supplemental Materials <i>Mirrors and Windows: Connecting with Literature</i> www.quizlet.com https://scope.scholastic.com https://www.commonlit.org/ https://newsela.com/</p>	
<p>Teacher Notes: Texts listed above are suggestions and may be supplemented/substituted with other district-approved choices. Grades 6-8 List of Approved Readings by Lexile Level</p>	

<p>Unit 4: Courage & Grit</p>	<p>Duration: 45 days</p>
<p>Standards/Learning Targets</p>	

Focus Standards (Major Standards)

Progress Indicators for Reading Literature

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

RL.6.7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.

RL.6.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

Progress Indicators for Reading Informational Text

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.6.8. 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 at grade level text-complexity or above, with scaffolding as needed.

Progress Indicators for Writing

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

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

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

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

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

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

W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- M. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.
- N. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- O. Use appropriate transitions to clarify the relationships among ideas and concepts.
- P. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Q. Establish and maintain a formal/academic style, approach, and form.
- R. Provide a concluding statement or section that follows from the information or explanation presented.

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.6.8. 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.

- C. 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”).
- D. 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”).

Progress Indicators for Speaking and Listening

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.

- E. 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.

- F. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- G. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- H. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

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.

Progress Indicators for Language

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

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

- I. 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.
- J. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience*, *auditory*, *audible*).
- K. 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.
- L. 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.6.6. 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.

Supporting and Additional Standards

The following Anchor Standards for English Language Arts and select New Jersey Student Learning Standards should be covered throughout the various units of the curriculum.

English Language Arts Anchor Standards

Reading

Key Ideas and Details

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well

Writing

as the relevance and sufficiency of the evidence.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Text Types and Purposes

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Production and Distribution of Writing

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. Research to Build and Present Knowledge

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject

Speaking and Listening

under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research. Range of Writing NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Comprehension and Collaboration

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal

Language

English when indicated or appropriate.

Conventions of Standard English

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.

NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Primary Interdisciplinary Connections: Infused within the unit are connections to the NJSLS for Social Studies.

6.1.8.A.3.g Evaluate the impact of the Constitution and Bill of Rights on current day issues.

Technology

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

F: Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

Career Readiness, Life Literacies, and Key Skills: Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy. For further clarification see NJ Career Readiness, Life Literacies, and Key Skills Standards at <https://www.nj.gov/education/cccs/2020/2020%20NJSL-CLKS.pdf>

Creativity and Innovation

CI.1: Assess data gathered on varying perspectives on causes of climate change (e.g., crosscultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions

Critical Thinking and Problem Solving

CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective

CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.

Digital Citizenship

DC.1: Analyze the resource citations in online materials for proper use.

DC.2: Provide appropriate citation and attribution elements when creating media products

DC.3: Describe tradeoffs between allowing information to be public (e.g., within online games) versus keeping information private and secure.

Global and Cultural Awareness

GCA.1: Model how to navigate cultural differences with sensitivity and respect

GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal

Information and Media Literacy

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

IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.

IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose

IML.9: Distinguish between ethical and unethical uses of information and media

IML.10: Examine the consequences of the uses of media

IML.11: Predict the personal and community impact of online and social media activities.

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

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

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

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

Climate Change

ESS3.D: Global Climate Change Human activities, such as the release of greenhouse gases from burning fossil fuels, are major factors in the current rise in Earth’s mean surface temperature (global warming). Reducing the level of climate change and reducing human vulnerability to whatever climate changes do occur depend on the understanding of climate science, engineering capabilities, and other kinds of knowledge, such as understanding of human behavior and on applying that knowledge wisely in decisions and activities. (MS-ESS3-5)

Evidence of Student Learning

Performance Tasks/Use of Technology:

Other Assessments

- Individual conferences
- Stations
- Cooperative partner pairing
- Quickwrites
- Graphic organizers
- Passage analysis
- Journal writing
- Interactive notebooks
- Four corners
- Tabletop Twitter
- Close reading of passages
- Text-to-film analysis
- Fishbowl discussions
- Socratic seminars
- Jigsaw share
- Silent discussions
- Post-it activity
- Gallery walks
- Quotation analysis
- Interviews
- Performances
- Scavenger hunts
- Presentations
- Technology integration:
 - SMARTBoard activities
 - Google Forms quizzes
 - Webquests
 - Google Classroom
 - Podcast creation
 - Kahoot games
 - Quizlet
 - Edulastic

Formative

- Do Nows/Quick Writes
- Exit Tickets
- Homework
- Quizzes/Text Questions
- Journals
- Graphic Organizers
- Prose Constructed Response
- Rough Drafts
- Peer/Self Assessments
- Think Pair Share
- Class Discussion (in-class & online)
- Google Forms/Docs/Slides
- www.quizlet.com
- Strategic Questioning

Summative

- Weekly Assessment
- Unit/Text Assessments
- Final Drafts
- Published Work

Benchmark

- District Benchmark
- SGO

Alternative

- Portfolio
- Projects/presentations
- <https://www.commonlit.org/>
- <https://kahoot.com/>
- <https://scope.scholastic.com/>
- <https://newsela.com/>
- <https://www.sadlierconnect.com/>

- EdPuzzle
- YouTube videos
- Google Docs/Slides/Sites creation

Knowledge and Skills

Content

Essential Questions

- How do courage and heroism differ?
- How does struggle help define who we are?
- How do we make responsible decisions?
- When, if ever, is it acceptable to allow your emotions dictate your actions and decisions?
- When faced with conflict, how do you respond emotionally?
- How can persevering through a challenge impact you?

Enduring Understanding

- Heroism is used to describe someone who has the qualities of a hero such as courage, while courage is the quality of facing fears despite having some doubts.
- Struggle helps to make us stronger as humans. Without struggle, we wouldn't appreciate the positive and easy things we have in our lives.
- We make responsible decisions by thinking through our decisions before we make them, using our morals and our

Skills

Students will be able to..

- Determine the theme or central idea of a text
- Identify the elements of a story or drama
- Describe the structure of a drama
- Analyze how the form or structure helps to convey the meaning of the drama.
- Describe the different points of view of characters or narrators in a text
- Analyze how the author develops and contrasts these points of view
- Read grade-level literature, poetry and informational text
- Apply comprehension strategies
- Demonstrate understandings of texts read
- Identify unknown words and phrases in text
- Recognize and analyze the impact of word choice on meaning and tone
- Identify key points of two or more authors on the same topic
- Analyze how authors emphasize and present different

intellect to make sure we make a responsible decision.

- It is important to recognize your emotions but also to recognize their influence when taking action or making decisions. Emotions can help steer you in the right direction but can also lead you down the wrong path.
- Persevering through a challenge can help to make you stronger and realize important things about what you are capable of enduring.

evidence and interpretation of facts

- Construct a well-organized evidence-based response
- Use facts, definitions, details, quotations, etc. to develop topic
- Use appropriate transition words, phrases and clauses
- Use precise language and domain-specific vocabulary
- Employ a formal writing style
- Pose questions that elicit elaboration
- Acknowledge new viewpoints

Instructional Plan

Suggested Activities

- **Literary Analysis Task on Pompeii:** After reading “The Dog of Pompeii” by Louis Untermeyer and “Pompeii” by Robert Silverberg, students should compare and contrast what each writer presents, analyzing text structure and how it contributes to the author’s purpose.
- **S.M.A.R.T. Goals for the Future:** Use the S.M.A.R.T. goal technique to develop a plan to overcome future obstacles. Students will anticipate a struggle they will face in their future and develop a plan to persevere through it.
- **Ode to Sixth Grade / Letter To A Future Sixth Grader:** As an end of year activity, students can write a letter to the incoming sixth graders with words of wisdom and advice to be successful in sixth grade. Another option is to have students write an ode poem in reflection on the year.

Resources

Core Texts

- “The Dog of Pompeii” by Louis Untermeyer and “Pompeii” by Robert Silverberg (paired texts)
- “Life Doesn’t Frighten Me” by Maya Angelou
- “The Lion and the Mouse” by Aesop
- “Sometimes A Dream Needs A Push” by Walter Dean Myers
- “The Wright Brothers: Air Pioneers” by David White
- *Mirrors and Windows: Connecting with Literature*
- [6th Grade Units/Projects](#)

Supplemental Texts

- “The Wounded Wolf” by Jean Craighead George
- “The Market Square Dog” by James Herriot
- Excerpts from “The Man in the Arena” by Theodore Roosevelt
- “The Rose That Grew from Concrete” by Tupac Shakur

- **The _____ [Student's Name] Courage Award:**
Research a person who has shown exemplary courage through a difficult situation. Write a nomination letter for that person explaining how they demonstrated courage.
- **Famous Failures:** Research a famous person who persevered through a challenge or failure to become successful. Outline the steps the person took to overcome adversity.

Resources for on-grade level students

- District Approved and Selected novels
- Print Material
- White board
- Computer
- Smart Board
- Chromebooks/Media Center
- ELMO Document Reader
- Google Classroom/Suite

Resources for approaching grade level students

- District Approved and Selected novels
- Khan Academy mastery-focused review resources
- Lower lexile texts
- Newsela articles scaled down to appropriate reading level (www.newsela.org)
- Quizlet reviews
- CommonLit leveled passages (www.commonlit.org)
- Scholastic Scope Magazine lower lexile level texts and activities (<https://scope.scholastic.com>)
- Print Material
- White board
- Computer
- Smart Board
- Chromebooks/Media Center
- ELMO Document Reader
- Google Classroom/Suite

Resources for exceeding grade level students

- District Approved and Selected novels
- Higher lexile texts

- Newsela articles scaled up to appropriate reading level (www.newsela.org)
- CommonLit leveled passages (www.commonlit.org)
- Scholastic Scope Magazine higher lexile level texts and activities (<https://scope.scholastic.com>)
- Literary Video Lectures on Youtube
 - PALCSTeachers
 - Oxford University Press
- Print Material
- White board
- Computer
- Smart Board
- Chromebooks/Media Center
- ELMO Document Reader
- Google Classroom/Suite

Useful online resources

Useful links / online resources:

- <http://theoceancountylibrary.org/>
- <http://www.readwritethink.org/>
- <https://newsela.com/>
- <https://www.commonlit.org/>
- <https://www.activelylearn.com/>
- <https://www.readworks.org/>
- <https://owl.purdue.edu/>

Suggested Options for Differentiation

English Language Learners

- Visuals
- Gesturing

- Use of realia and manipulatives
- Simplified language / teacher talk / thinking aloud
- Graphic organizers
- Provide class notes
- Frequently check for understanding
- Personal word walls / word rings
- Introduce key vocabulary before lesson
- Total physical response (TPR) activities
- Teacher modeling
- Pattern sentences (speaking and/or writing)
- Small group instruction / cooperative learning
- Allow for additional wait time for student responses during conversations
- Scaffold questions and instructional language
- Allow students to show or use gestures if not yet able to produce oral language
- Modeled and shared writing activities
- Provide a student buddy

Gifted and Talented

- Encourage upper level intellectual behavior based on Bloom's Taxonomy
- Do not always be explicit, allow for discovery
- Use centers and group students according to ability or interest
- Propose interest-based extension activities/student-led research/independent studies
- Use texts with higher Lexile level (Newsela) and offer an advanced reader reading list
- Use varied modes of pre-assessment and assessment
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Have students become "experts" or "teachers"

Students at Risk of School Failure

- Provide peer tutoring
- Use a strong student as a "buddy"
- Allow extra time to complete assignments or tests or modify length

- Work in a small group
- One on one instruction
- Provide immediate praise and feedback
- Develop reward system
- Provide high interest topics
- Create a nurturing environment
- Provide needed academic resources
- Allow student choice
- Consider referral to After School Assistance Programs
- Collaboration with data coach to provide meaningful interventions
- Communicate with parents and teaching team to develop an assignment submission plan / schedule

Special Education

*Remember to follow all IEP and 504 plans - the following are just suggestions.

504 Plans

- Model assignments
- Graphic organizers
- Skeletal notes
- Provide Brain Breaks
- Chunk assignments
- Use visuals/supplemental videos
- Introduce key vocabulary before lesson
- Teacher reads aloud
- Provide peer tutoring
- Use a strong student as a “buddy”
- Small group instruction
- Work in a small group
- Flexible grouping/seating
- Allow answers to be given orally or dictated
- Have students repeat what was said

IEPs

- Modify Lexile level
- Graphic organizers
- Skeletal notes
- Use audiobooks/YouTube/technology reading features (Newsela, CommonLit, Google Read&Write)
- Allow extra time to complete assignments or tests/modify assignment length
- Scribe to assist with writing
- Small group instruction - guided reading and guided writing

Core Instructional and Supplemental Materials

Mirrors and Windows: Connecting with Literature

www.quizlet.com

<https://scope.scholastic.com>

<https://www.commonlit.org/>

<https://newsela.com/>

Teacher Notes: Texts listed above are suggestions and may be supplemented/substituted with other district-approved choices.

[Grades 6-8 List of Approved Readings by Lexile Level](#)