

SOUTH HARRISON TOWNSHIP ELEMENTARY SCHOOL DISTRICT



Committed to Excellence

Course Name: English Language Arts (E/LA)	Grade Level(s): 6
BOE Adoption Date: October 2017	Revision Date(s):

ABSTRACT

In grade six, students will read a wide range of literature, including stories, plays, and poems. Additionally, they will read to learn information about history, the world, science, and other domain areas. The students will continue to develop the ability to cite relevant evidence when interpreting or analyzing a text or supporting their points in speaking and writing. The students will also build academic vocabulary as they read more complex texts, including stories, plays, historical novels, poems, and informational books and articles. To enhance and develop writing skills, the students will write for a variety of purposes and audiences. The students' writing will show the effective use of evidence from sources to inform or make an argument. Additionally, students will complete the following to develop their literacy and writing skills: (1) Students analyze how the form or structure of a play or poem contributes to its meaning. (2) Students analyze how particular elements of a story or play interact (like how the setting shapes the characters or plot). (3) Students determine how an author develops and contrasts the points of view of different characters or narrators in a text. (4) Students engage in a range of classroom discussions on topics and texts, expressing ideas clearly and building on the ideas of others. (5) Students use a variety of context clues to determine the meaning of a word. (6) Students interpret figurative language and other literary elements in different texts. (7) Students determine a theme or central idea of a text and analyze its development over the course of the text. Students also provide an objective summary of the text. (8) Students analyze how an author develops and contrasts the points of view of different characters or narrators in a text. (9) Students cite several pieces of evidence from the text to support analysis of what the text says explicitly as well as inferences drawn from the text. (10) Students compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (such as how the delivery of a speech affects the impact of the words). (11) Students will write a literary analysis on a given topic providing explanations, analysis, textual evidence, and elaboration. (12) Within literary analysis, students organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect. (13) Within literary analysis, students use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. (14) Within literary analysis, students use precise language and subject-specific vocabulary to inform or explain the topic.

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Mission Statement

The primary goal of the South Harrison Township Elementary School District is to prepare each student with the real life skills needed to compete in a highly competitive global economy. This will be achieved by providing a comprehensive curriculum, the integration of technology, and the professional services of a competent and dedicated faculty, administration, and support staff.

Guiding this mission will be Federal mandates, including the Every Student Succeeds Act (ESSA), the New Jersey Student Learning Standards, and local initiatives addressing the individual needs of our students as determined by the Board of Education. The diverse resources of the school district, which includes a caring Home and School Association (HSA) and active adult community, contribute to a quality school system. They serve an integral role in supporting positive learning experiences that motivate, challenge and inspire children to learn.

Curriculum and Instruction Goals

Goal(s):

1. To ensure students are college and career ready upon graduation
2. To vertically and horizontally align curriculum K-12 to ensure successful transition of students at each grade level
3. To identify individual student strengths and weaknesses utilizing various assessment measures (formative, summative, alternative, etc.) so as to differentiate instruction while meeting the rigor of the applicable content standards
4. To improve student achievement as assessed through multiple measures including, but not limited to, state testing, local assessments, and intermediate benchmarking

Philosophy of the Shared Curriculum Service with Kingsway Regional School District

Together in its partnership with the South Harrison Township Elementary School District, the Kingsway Curriculum & Instruction Department is committed to providing all students grades K-12 with an engaging and quality curricular experience that aligns with the New Jersey Student Learning Standards (NJ SLS) for mathematics and English-Language Arts as well as the NJ Core Curriculum Content Standards (NJCCCS) for all other core disciplines. It is the goal of this shared service to provide students with curricular and educational experiences that allows them to succeed as they move on to the middle and high school level. Through this shared service, both horizontal and vertical alignment is stressed at and within each grade level with the aim of developing life-long learners who are college and career ready upon graduation from high school. Additionally, classroom instruction will be designed to meet the unique learning desires of all children and will be differentiated according to the needs of each learner. Whether through added support or enrichment activities, it is the role of the educator in the classroom to ensure students are reaching their highest level of social, emotional, and academic growth each school year. A combination of summative, formative, and performance-based

assessments will be used to assess students' understanding and acquisition of necessary concepts and skills. Group work, projects, and a variety of co-curricular activities will make mathematics more meaningful and aid in the understanding of its application across all disciplines as well as in life.

How to Read this Document

This document contains a pacing guide and curriculum units. The pacing guides serve to deliver an estimated timeframe as to when noted skills and topics will be taught. The pacing of each course, however, will differ slightly depending upon the unique needs of each class. The curriculum units contain more detailed information as to the specific skills and concepts that are introduced as well as how students will be assessed. The terms and definitions below will assist the reader in better understanding the sections and components of this curriculum document.

Terms to Know

1. **Accommodation(s):** The term "accommodation" may be used to describe an *alteration* of environment, curriculum format, or equipment that allows an individual with a disability to gain access to content and/or complete assigned tasks. They allow students with disabilities to pursue a regular course of study. The term accommodation is often used interchangeably with the term modification. However, it is important to remember that modifications change or modify the intended learning goal while accommodations result in the same learning goal being expected but with added assistance in that achievement. Since accommodations do not alter what is being taught, instructors should be able to implement the same grading scale for students with disabilities as they do for students without disabilities.
2. **Differentiated Instruction:** Differentiation of instruction relies on the idea that instructional approaches should be tailored to each individual student's learning needs. It provides students an array of options during the learning process that allows them to make sense of ideas as it relates to them. The integration of differentiated instructional techniques is a curriculum design approach to increase flexibility in teaching and decrease the barriers that frequently limit student access to materials and learning in classrooms. <http://www.udlcenter.org/aboutudl>
3. **Enduring Understanding:** Enduring understandings (aka big ideas) are statements of understanding that articulate deep conceptual understandings at the heart of each content area. Enduring understandings are noted in the alongside essential questions within each unit in this document. <http://www.ascd.org>

4. **Essential Question:** These are questions whose purpose is to stimulate thought, to provoke inquiry, and to spark more questions. They extend beyond a single lesson or unit. Essential questions are noted in the beginning of each unit in this document. <http://www.ascd.org>
5. **Formative Assessment(s):** Formative assessments monitor student learning to provide ongoing feedback that can be used by (1) instructors to improve teaching and (2) by students to improve their learning. Formative assessments help identify students' strengths and weaknesses and address problems immediately.
6. **Learning Activity(s):** Learning activities are those activities that take place in the classroom for which the teacher facilitates and the students participate in to ensure active engagement in the learning process. (Robert J. Marzano, *The Art and Science of Teaching*)
7. **Learning Assignment(s):** Learning assignments are those activities that take place independently by the student inside the classroom or outside the classroom (i.e. homework) to extend concepts and skills within a lesson. <http://www.marzanocenter.com>
8. **Learning Goal(s):** Learning goals are broad statements that note what students “should know” and/or “be able to do” as they progress through a unit. Learning goals correlate specifically to the NJSL (New Jersey Student Learning Standards) are noted within each unit.
9. **Learning Objective(s):** Learning objectives are more specific skills and concepts that students must achieve as they progress towards the broader learning goal. These are included within each unit and are assessed frequently by the teacher to ensure students are progressing appropriately. <http://www.marzanoresearch.com>
10. **Model Assessment:** Within the model curriculum, model assessments are provided that included assessments that allow for measuring student proficiency of those target skills as the year of instruction progresses. <http://www.state.nj.us/education/modelcurriculum/>
11. **Model Curriculum:** The model curriculum has been provided by the state of New Jersey to provide a “model” for which districts can properly implement the NJSL (New Jersey Student Learning Standards) by providing an example from which to work and/or a product for implementation.

12. **Modification(s):** The term "modification" may be used to describe a *change* in the curriculum. Modifications are typically made for students with disabilities who are unable to comprehend all of the content an instructor is teaching. The term modification is often used interchangeable with the term accommodations. However, it is important to remember that modifications change or modify the intended learning goal while accommodations result in the same learning goal being expected but with assistance in that achievement.
13. **Performance Assessment(s):** (aka alternative or authentic assessments) Performance assessments are a form of assessment that requires students to perform tasks that generate a more authentic evaluation of a student's knowledge, skills, and abilities. Performance assessments stress the application of knowledge and extend beyond traditional assessments (i.e. multiple-choice question, matching, true & false, etc.).
14. **Standard(s):** Academic standards, from which the curriculum is built, are statements that of what students "should know" or "be able to do" upon completion of a grade-level or course of study. Educational standards help teachers ensure their students have the skills and knowledge they need to be successful by providing clear goals for student learning. <http://www.state.nj.us/njded/cccs/>
 - **State:** The New Jersey Student Learning Standards (NJSLS) include Preschool Teaching and Learning Standards as well as K-12 standards for: *Visual and Performing Arts; Comprehensive Health and Physical Education; Science; Social Studies; World Languages; Technology; and 21st-Century Life and Careers.*
15. **Summative Assessment(s):** Summative assessments evaluate student learning at the end of an instructional time period by comparing it against some standard or benchmark. Information from summative assessments can be used formatively when students or faculty use it to guide their efforts and activities in subsequent courses.
16. **21st Century Skill(s):** These skills emphasis the growing need to focus on those skills that prepare students successfully by focusing on core subjects and 21st century themes; learning and innovation skills; information, media and technology skills; and life and career skills. These concepts are embedded in each unit of the curriculum. <http://www.p21.org/our-work/p21-framework>

Proficiencies and Pacing: Trimester 1

Course Name: English Language Arts- Grade 5

Unit Title:	Duration/ Month(s)	Related Standards (NJ SLS)	Learning Goals	Topics and Skills
Unit 1:	8 weeks	<p>READING Primary Focus Standards: RL/RI.6.1 RL/RI.6.2 RL/RI.6.4 RL/RI.6.5 RL/RI.6.6</p> <p>WRITING Primary Focus Standards: NJ SLS W.6.3. a, b, c, d, e NJ SLS W.6.4 NJ SLS W.6.5 NJ SLS W.6.6 NJ SLS W.6.8 NJ SLS W.6.10</p> <p>SPEAKING & LISTENING SL.6.1 SL.6.3 SL.6.4 SL.6.5 SL.6.6</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text • Determine a 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. • 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 • 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. • Explain how an author develops the point of view of the narrator or speaker in a text. • Write narratives to develop real or imagined experiences or events using effective technique, 	<ul style="list-style-type: none"> • Closely read the text (questioning, determining importance, looking for patterns) to extract quality evidence to support a claim • Use evidence from the text to make and check predictions when reading • Make personal connections, make connections to other texts, and/or make global connections when relevant • Gather evidence from the text to support inferences or explicit meaning. • Read and analyze a variety of literary genres and informational texts • Closely examine the text’s explicit content • Probe a segment of text in order to study and evaluate its multiple, deeper, and varied meanings • Reconstruct and understand the text segment’s new meaning • Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences • Refer to the text for support when analyzing and drawing inferences • Correctly cite evidence from the text (this is the first time the term “cite” is used, before that it says quote accurately and refer to) • Determine the theme or central message • Explain the theme or central idea using key details from the text as evidence, including details from the beginning, middle, and end of the text

Unit Title:	Duration/ Month(s)	Related Standards (NJ SLS)	Learning Goals	Topics and Skills
			<p>relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> • Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience. • Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach (<i>with some guidance and support from peers and adults</i>). • 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. • 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. • Write routinely over extended 	<ul style="list-style-type: none"> • Identify and use knowledge of common graphic features (charts, maps, diagrams, captions, illustrations) to help determine the central idea of a text • Summarize texts by evaluating key details in which the central idea or theme is located • Distinguish key (thematic) details from all other details • Evaluate recurring ideas and changes in the characters and plot over the course of the text • Evaluate why the author made those changes, the impact the changes had on the reader, and the effectiveness of the author’s choices • Distinguish between essential and nonessential details of a text to support creating unbiased summaries withholding personal opinion and judgment • Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical) • Provide an analysis of the impact of specific word choice on meaning and/or tone (possibly break this down more, see bullets below) • Analyze why the author made a specific word choice • Analyze the impact of the word choice on the reader • Evaluate the effectiveness of the author’s word choice • Identify poetic devices used in text • Provide an analysis of the impact of poetic devices (rhyme scheme, alliteration, consonance, etc) on a particular section of a text • Identify various points of view • Determine how the author develops the point-of-view of the narrator or speaker in the text

Unit Title:	Duration/ Month(s)	Related Standards (NJ SLS)	Learning Goals	Topics and Skills
			<p>time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<ul style="list-style-type: none"> • Reflect upon certain scenes or portions within a text and imagine how their content/style would change if the narrator’s or speaker’s point-of-view shifted to an alternate point-of-view, including the effect of these changes on the reader • Determine how the author’s word choice helps develop the narrator or speaker’s point of view • Evaluate the effectiveness of the author’s choice in point of view • Practice writing in a myriad of situations (journals, dialogues, creative tasks, etc.) • Reflect on and be able to explain purposeful decisions made while writing • Respond to a wide-variety of topics for an array of purposes and audiences • Produce written reflections • Engage and orient the reader by establishing a context • Engage the reader with a story hook • Introduce a narrator and/or characters • Organize an event sequence that unfolds naturally and logically • Use narrative techniques effectively to develop experiences, events, and/or characters • Transition from one idea to the next by using appropriate words and phrases • Use figurative language to aid in description • Describe ideas by using sensory and specific language • Write a conclusion that brings the story events to a meaningful close • Clearly convey a conflict and a resolution to the conflict

Unit Title:	Duration/ Month(s)	Related Standards (NJ SLS)	Learning Goals	Topics and Skills
Unit 2:	10 weeks	<p>READING Primary Focus Standards: RL/RI.6.1 RL/RI.6.2 RL/RI.6.6 RI.6.4 RI.6.5 RI.6.6 RI.6.7 RI.6.8 RI.6.9</p> <p>WRITING Primary Focus Standards: NJ SLS W.6.1. a, b, c, d, e NJ SLS W.6.4 NJ SLS W.6.5 NJ SLS W.6.6 NJ SLS W.6.7 NJ SLS W.6.10</p> <p>SPEAKING & LISTENING SL.6.1 SL.6.3 SL.6.4 SL.6.6</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. • Determine a 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. • Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). • Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. • Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. • Explain how an author develops the point of view of the narrator or speaker in a text. 	<ul style="list-style-type: none"> • Closely read the text (questioning, determining importance, looking for patterns) to extract quality evidence to support a claim • Use evidence from the text to make and check predictions when reading • Make personal connections, make connections to other texts, and/or make global connections when relevant • Gather evidence from the text to support inferences or explicit meaning. • Read and analyze a variety of literary genres and informational texts • Closely examine the text’s explicit content • Probe a segment of text in order to study and evaluate its multiple, deeper, and varied meanings • Reconstruct and understand the text segment’s new meaning • Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences • Refer to the text for support when analyzing and drawing inferences • Correctly cite evidence from the text • Explain the theme or central idea using key details from the text as evidence, including details from the beginning, middle, and end of the text • Identify and use knowledge of common graphic features (charts, maps, diagrams, captions, illustrations) to help determine the central idea of a text • Summarize texts by evaluating key details in which the central idea or theme is located • Distinguish key (thematic) details from all other details

Unit Title:	Duration/ Month(s)	Related Standards (NJ SLS)	Learning Goals	Topics and Skills
			<ul style="list-style-type: none"> • Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. • Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). • Write arguments to support claims with clear reasons and relevant evidence. • Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience. • 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. • Conduct short research projects to answer a question, drawing 	<ul style="list-style-type: none"> • Evaluate recurring ideas and changes in the characters and plot over the course of the text (why did the author make those changes, impact on the reader, effectiveness of the author's choices) • distinguish between essential and nonessential details of a text to support in creating unbiased summaries withholding personal opinion and judgment • Use a note taking structure to track key individuals, events, and/or ideas in informational texts. • Identify the structure of a text • Distinguish between different text structures • Compare and contrast two author's presentations of similar events • Determine the similarities and differences of how information is presented depending on the "lens" through which it is being portrayed • Make connections across different authors' perspectives • Explore the implications of the differences • Analyze the impact of the differences in presentations on the reader • Evaluate the effectiveness of each author's presentation of events • Analyze how a key individual, event, or idea is introduced, illustrated, and elaborated in a text • Analyze an author's method of developing a topic over the course of a text (including how the method impacts the reader, and evaluating the effectiveness of the method) • Analyze how the text structure affects the relationships between individuals, ideas, or events. • Analyze a writer's style and presentation • Determine the relationship between individuals, ideas, or events

Unit Title:	Duration/ Month(s)	Related Standards (NJ SLS)	Learning Goals	Topics and Skills
			<p>on several sources and refocusing the inquiry when appropriate.</p> <ul style="list-style-type: none"> Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. 	<ul style="list-style-type: none"> Practice writing in a myriad of situations (journals, dialogues, creative tasks, etc.) Reflect on and be able to explain purposeful decisions made while writing Respond to a wide-variety of topics for an array of purposes and audiences Produce written reflections Explore inquiry topics through short research projects Research and synthesize information from several sources Conduct research and synthesize multiple sources of information Compile a list of sources to use for a project Refocus the intent of the research when appropriate Introduce claim(s) Write a clear thesis statement Write arguments to support claims Organize the reasons and evidence logically Support claim(s) with logical reasoning and evidence Use accurate, credible sources to support claims Demonstrate an understanding of the topic or text Use transitional words and phrases Use a consistent formal or academic style, approach, and form Write a conclusion to bring the writing to a close
Unit 3:	10 weeks	READING Primary Focus Standards: RL/RI.6.1 RL/RI.6.2 RL/RI.6.6 RL.6.3 RL.6.4 RL.6.5	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. Describe how a particular story's or drama's plot unfolds in a 	<ul style="list-style-type: none"> Closely read the text (questioning, determining importance, looking for patterns) to extract quality evidence to support a claim Use evidence from the text to make and check predictions as you read Make personal connections, make connections to other texts, and/or make global connections when relevant

Unit Title:	Duration/ Month(s)	Related Standards (NJ SLS)	Learning Goals	Topics and Skills
		<p>RL.6.6 RL.6.7 RL.6.9</p> <p>WRITING Primary Focus Standards: NJ SLS W.6.2. a, b, c, d, e NJ SLS W.6.4 NJ SLS W.6.5 NJ SLS W.6.6 NJ SLS W.6.10</p> <p>SPEAKING & LISTENING SL.6.1 SL.6.3 SL.6.4 SL.6.6</p>	<p>series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p> <ul style="list-style-type: none"> 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 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. Explain how an author develops the point of view of the narrator or speaker in a text. 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. Compare and contrast and reflect on (e.g. practical knowledge, historical/cultural 	<ul style="list-style-type: none"> Gather evidence from the text to support inferences or explicit meaning. Read and analyze a variety of literary genres and informational texts Closely examine the text's explicit content Probe a segment of text in order to study and evaluate its multiple, deeper, and varied meanings Reconstruct and understand the text segment's new meaning Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences Refer to the text for support when analyzing and drawing inferences Correctly cite evidence from the text Explain the parts of a plot; provide a summary of each part Observe and analyze how story characters and plot interact and develop throughout a given text Read and evaluate texts with the goal of understanding how the story's events and setting impact and shape the characters in different ways Determine how particular episodes may trigger various responses in characters, revealing one or more of the characters' traits Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative) Provide an analysis of the impact of specific word choice on meaning and/or tone Analyze why the author made a specific word choice Analyze the impact of the word choice on the reader Evaluate the effectiveness of the author's word choice Identify poetic devices used in text

Unit Title:	Duration/ Month(s)	Related Standards (NJ SLS)	Learning Goals	Topics and Skills
			<p>context, and background knowledge) texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p> <ul style="list-style-type: none"> • Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. • Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience. • Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. • 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. • Write routinely over extended time frames (time for research, 	<ul style="list-style-type: none"> • Provide an analysis of the impact of poetic devices (rhyme scheme, alliteration, consonance, etc) on a particular section of a text • Determine how individual elements of a work (section, chapter, scene, or stanza, etc.) contribute to a text’s overall scope • Recognize how form relates to function and how a part relates to a whole • Distinguish between different text structures • Observe how the individual components of the text add to the development of the theme, setting, and plot • Analyze why the author included a specific section (chapter, scene, or stanza, etc.) of the text • Analyze the impact the specific section (chapter, scene, or stanza, etc.) has on you, the reader • Evaluate the effectiveness of the author’s choice to include this section (chapter, scene, or stanza, etc.) • Identify various points of view • Determine how the author develops the point-of-view of the narrator or speaker in the text • Reflect upon certain scenes or portions within a text and imagine how their content/style would change if the narrator’s or speaker’s point-of-view shifted to an alternate point-of-view, including the effect of these changes on the reader • Determine how the author’s word choice helps develop the narrator or speaker’s point of view • Evaluate the effectiveness of the author’s choice in point of view • Compare and contrast texts across various genres on the same theme or topic • Evaluate multiple approaches to the same subject • Compare text to multimedia as it impacts the audience

Unit Title:	Duration/ Month(s)	Related Standards (NJ SLS)	Learning Goals	Topics and Skills
			<p>reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<ul style="list-style-type: none"> • Compare and contrast texts of different genres that share similar themes • Analyze how each author conveys the same message through different avenues • Investigate the authors’ dissimilar backgrounds that inspire such works (themes) • Compare/contrast how each author infuses their philosophy and persona into their work • Practice writing in a myriad of situations (journals, dialogues, creative tasks, etc.) • Reflect on and be able to explain purposeful decisions made while writing • Respond to a wide-variety of topics for an array of purposes and audiences • Produce written reflections • Use technological resources to enhance writing • Give and receive feedback using technology • Seek out authentic publishing opportunities • Use tools including blogs and wikis, to develop writing and communicate with students in their classes • Type a minimum of three pages in a single sitting • Use keyboarding skills to make typing more efficient • Type three pages in an appropriate amount of time • Introduce a topic • Compose a well-developed thesis statement • Select appropriate text structures and text features for clarity • Include formatting, graphics, and multimedia when useful to aid comprehension • Add relevant facts, definitions, concrete details, quotations, or other information and examples to develop the topic • Cite information correctly by following the proper format

Unit Title:	Duration/ Month(s)	Related Standards (NJ SLS)	Learning Goals	Topics and Skills
				<ul style="list-style-type: none"> • Transition between ideas and concepts using appropriate words and phrases • Select specific vocabulary to inform about or explain the topic • Consistently use a formal style • Write a conclusion to bring all ideas to a close • Identify defining characteristics of different genres of writing • Unpack a writing prompt • Write for a specific purpose and audience • Select an appropriate text structure or format for the task • Use language that is precise and powerful to create voice • Create a tone that is appropriate for one’s audience • Revise and edit intentionally to improve writing • Generate ideas to develop topic • Revise writing with a partner or self-editing checklists • Distinguish between editing and revising
Unit 4:	8 weeks	<p>READING Primary Focus Standards: RL/RI.6.1 RL/RI.6.3 RL/RI.6.4 RL.6.5 RL.6.6 RL.6.10</p> <p>WRITING Primary Focus Standards: NJ SLS W.6.3. a, b, c, d, e NJ SLS W.6.4 NJ SLS W.6.5 NJ SLS W.6.6 NJ SLS W.6.10</p>	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. • Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). • Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how 	<ul style="list-style-type: none"> • Closely read the text (questioning, determining importance, looking for patterns) to extract quality evidence to support a claim • Use evidence from the text to make and check predictions when reading • Make personal connections, make connections to other texts, and/or make global connections when relevant • Gather evidence from the text to support inferences or explicit meaning. • Read and analyze a variety of literary genres and informational texts • Closely examine the text’s explicit content • Probe a segment of text in order to study and evaluate its multiple, deeper, and varied meanings

Unit Title:	Duration/ Month(s)	Related Standards (NJ SLS)	Learning Goals	Topics and Skills
		<p>SPEAKING & LISTENING</p> <p>SL.6.1</p> <p>SL.6.3</p> <p>SL.6.4</p> <p>SL.6.5</p> <p>SL.6.6</p>	<p>the characters respond or change as the plot moves toward a resolution.</p> <ul style="list-style-type: none"> • Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. • 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 • 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. • By the end of the year read and comprehend literary nonfiction • By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity • Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event 	<ul style="list-style-type: none"> • Reconstruct and understand the text segment’s new meaning • Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences • Refer to the text for support when analyzing and drawing inferences • Correctly cite evidence from the text • Explain the parts of a plot; provide a summary of each part • Observe and analyze how story characters and plot interact and develop throughout a given text • Read and evaluate texts with the goal of understanding how the story’s events and setting impact and shape the characters in different ways • Determine how particular episodes may trigger various responses in characters, revealing one or more of the characters’ traits • Use a note taking structure to track key individuals, events, and/or ideas in informational texts. • Identify the structure of a text • Distinguish between different text structures • Analyze how a key individual, event, or idea is introduced, illustrated, and elaborated in a text • Analyze an author’s method of developing a topic over the course of a text (including how the method impacts the reader, and evaluating the effectiveness of the method) • Analyze how the text structure affects the relationships between individuals, ideas, or events. • Analyze a writer’s style and presentation • Determine the relationship between individuals, ideas, or events

Unit Title:	Duration/ Month(s)	Related Standards (NJ SLS)	Learning Goals	Topics and Skills
			<p>sequences.</p> <ul style="list-style-type: none"> • Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience. • Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. • 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. • Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. 	<ul style="list-style-type: none"> • Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical) • Provide an analysis of the impact of specific word choice on meaning and/or tone • Analyze why the author made a specific word choice • Analyze the impact of the word choice on the reader • Evaluate the effectiveness of the author’s word choice • Identify poetic devices used in text • Provide an analysis of the impact of poetic devices (rhyme scheme, alliteration, consonance, etc) on a particular section of a text • Determine how individual elements of a work (section, chapter, scene, or stanza, etc.) contribute to a text’s overall scope • Recognize how form relates to function and how a part relates to a whole • Distinguish between different text structures • Identify part to whole and whole to part relationships • Observe how the individual components of the text add to the development of the theme, setting, and plot • Analyze why the author included a specific section (chapter, scene, or stanza, etc.) of the text • Analyze the impact the specific section (chapter, scene, or stanza, etc.) has on you, the reader • Evaluate the effectiveness of the author’s choice to include this section (chapter, scene, or stanza, etc.) • Determine difficulties in comprehending and making meaning • Apply appropriate strategies in order to increase comprehension when encountering text

Unit Title:	Duration/ Month(s)	Related Standards (<i>NJ SLS</i>)	Learning Goals	Topics and Skills
				<ul style="list-style-type: none"> • Encounter appropriate texts at each grade level in order to develop the mature language skills and the conceptual knowledge needed for success in school and life • Make an increasing number of connections among ideas and between texts • Use scaffolding when necessary • Practice writing in a myriad of situations (journals, dialogues, creative tasks, etc.) • Reflect on and be able to explain purposeful decisions made while writing • Respond to a wide-variety of topics for an array of purposes and audiences • Produce written reflections • Engage and orient the reader by establishing a context • Engage the reader with a story hook • Introduce a narrator and/or characters • Organize an event sequence that unfolds naturally and logically • Use narrative techniques effectively to develop experiences, events, and/or characters • Transition from one idea to the next by using appropriate words and phrases • Use figurative language to aid in description • Describe ideas by using sensory and specific language • Write a conclusion that brings the story events to a meaningful close • Clearly convey a conflict and a resolution to the conflict

Unit 1	Recommended Duration: 8 weeks
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Unit Description:
 In this unit, students will be able to independently use their learning to read critically and respond to a variety of complex **literary and informational texts** by providing insights, details and elaborations. Furthermore, students will use conventions of Standard English when writing and speaking and write **narrative essays** in response to a given text.

Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> • How do readers self-select books? • How can readers support opinions, inferences, and insights gathered from a text? • How can understanding of both character and author point of view help to better understand text? • How can an understanding of words and word parts help readers comprehend text? • How does point of view affect the theme of a piece of writing? • How can I use my writer’s notebook to research my life, writing both “big” and “small?” • How can I use writing to explore, to reflect, to ask and entertain questions? • How can I explore possible structures I could use for a memoir, thinking about the relationship between structure and theme, using all that I know to engage in major revision work? 	<ul style="list-style-type: none"> • Good readers can self-select a “just right” book. • Good readers set goals for themselves and apply self-monitoring skills. • Good readers participate in a range of collaborative conversations about texts. • Good readers learn how to determine the meaning of challenging vocabulary words and phrases in a text. • Good readers support their opinions with text and quote accurately from a text when explaining what the text says. • Writers use point of view to help their audience interpret of a piece of text. • Writers use narrative techniques such as dialogue, description, and pacing to develop experiences and enhance the audience’s experience. • Writers can use different structures to match the theme of their narrative.

Relevant Standards: New Jersey Student Learning Standards	Learning Goals	Learning Objectives
READING Primary Focus Standards: RL/RI.6.1	<i>Students will be able to:</i> <ul style="list-style-type: none"> • Cite textual evidence and make relevant connections to support analysis of what the 	<i>Students will be able to:</i>

Relevant Standards: New Jersey Student Learning Standards	Learning Goals	Learning Objectives
<p>RL/RI.6.2 RL/RI.6.4 RL/RI.6.5 RL/RI.6.6</p> <p>WRITING Primary Focus Standards: NJ SLS W.6.3. a, b, c, d, e NJ SLS W.6.4 NJ SLS W.6.5 NJ SLS W.6.6 NJ SLS W.6.8 NJ SLS W.6.10</p> <p>SPEAKING & LISTENING SL.6.1 SL.6.3 SL.6.4 SL.6.5 SL.6.6</p>	<p>text says explicitly as well as inferences drawn from the text</p> <ul style="list-style-type: none"> • 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. • 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 • 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. • Explain how an author develops the point of view of the narrator or speaker in a text. • Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. • Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience. • Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach (<i>with some guidance and support from peers and adults</i>). • Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of 	<ul style="list-style-type: none"> • Closely read the text (questioning, determining importance, looking for patterns) to extract quality evidence to support a claim • Use evidence from the text to make and check predictions when reading • Make personal connections, make connections to other texts, and/or make global connections when relevant • Gather evidence from the text to support inferences or explicit meaning. • Read and analyze a variety of literary genres and informational texts • Closely examine the text’s explicit content • Probe a segment of text in order to study and evaluate its multiple, deeper, and varied meanings • Reconstruct and understand the text segment’s new meaning • Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences • Refer to the text for support when analyzing and drawing inferences • Correctly cite evidence from the text (this is the first time the term “cite” is used, before that it says quote accurately and refer to) • Determine the theme or central message • Explain the theme or central idea using key details from the text as evidence, including details from the beginning, middle, and end of the text

Relevant Standards: New Jersey Student Learning Standards	Learning Goals	Learning Objectives
	<p>keyboarding skills to type a minimum of three pages in a single sitting.</p> <ul style="list-style-type: none"> • 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. • Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. 	<ul style="list-style-type: none"> • Identify and use knowledge of common graphic features (charts, maps, diagrams, captions, illustrations) to help determine the central idea of a text • Summarize texts by evaluating key details in which the central idea or theme is located • Distinguish key (thematic) details from all other details • Evaluate recurring ideas and changes in the characters and plot over the course of the text • Evaluate why the author made those changes, the impact the changes had on the reader, and the effectiveness of the author’s choices • Distinguish between essential and nonessential details of a text to support creating unbiased summaries withholding personal opinion and judgment • Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical) • Provide an analysis of the impact of specific word choice on meaning and/or tone (possibly break this down more, see bullets below) • Analyze why the author made a specific word choice • Analyze the impact of the word choice on the reader • Evaluate the effectiveness of the author’s word choice • Identify poetic devices used in text • Provide an analysis of the impact of poetic

Relevant Standards: New Jersey Student Learning Standards	Learning Goals	Learning Objectives
		<p>devices (rhyme scheme, alliteration, consonance, etc) on a particular section of a text</p> <ul style="list-style-type: none"> • Identify various points of view • Determine how the author develops the point-of-view of the narrator or speaker in the text • Reflect upon certain scenes or portions within a text and imagine how their content/style would change if the narrator’s or speaker’s point-of-view shifted to an alternate point-of-view, including the effect of these changes on the reader • Determine how the author’s word choice helps develop the narrator or speaker’s point of view • Evaluate the effectiveness of the author’s choice in point of view • Practice writing in a myriad of situations (journals, dialogues, creative tasks, etc.) • Reflect on and be able to explain purposeful decisions made while writing • Respond to a wide-variety of topics for an array of purposes and audiences • Produce written reflections • Engage and orient the reader by establishing a context • Engage the reader with a story hook • Introduce a narrator and/or characters • Organize an event sequence that unfolds naturally and logically

Relevant Standards: New Jersey Student Learning Standards	Learning Goals	Learning Objectives
		<ul style="list-style-type: none"> • Use narrative techniques effectively to develop experiences, events, and/or characters • Transition from one idea to the next by using appropriate words and phrases • Use figurative language to aid in description • Describe ideas by using sensory and specific language • Write a conclusion that brings the story events to a meaningful close • Clearly convey a conflict and a resolution to the conflict

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/ Assignments (required)
<p>Reading PARCC Evidence Tables Point of View Video Main Idea Practice Inference Practice Read Aloud Strategy Circle Plot Diagram Fluency packet Reading conferences</p> <p>Writing/Language Brainstorm Before Writing Conferencing Video Compare/Contrast Map Essay Map</p>	<ul style="list-style-type: none"> • Common Summative Assessment Unit 1 • Word Wise assessment biweekly • Calkins’ Narrative Essay • Monthly Fluency assessments • Schoolwide Launching Unit assessment • Fountas and Pinnell’s Running Records 	<ul style="list-style-type: none"> • Students will self-select a “just right” book during independent reading time. • Reading and Writing Conferences • Collaboration and discussions – see rubric • Book Talk – At the end of the unit, students will be asked to formally talk about a book they have recently finished. 	<ul style="list-style-type: none"> • Text based questions weekly • Annotating texts weekly • Word Wisdom menus biweekly • POV Narrative Essay (Calkins Narrative)

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/ Assignments (required)
<p>Implementing the Writing Process Mini Lessons Writing Samples Spelling practice Various ELA Practices Word Relationships Grammar Practice More Grammar Practice Flocabulary Context Clues</p> <p>Speaking & Listening Notes for Discussions Video Text Talk Time Literature Circles Speaking and Listening Rubric In Character Presentation Crafting a Persuasive Speech New Report</p> <p>Critical Thinking Current Event Articles Smithsonian TweenTribune Newsela Whole Brain Teaching Video Critical Thinking Lesson Plans</p>			

Possible Assessment Modifications /Accommodations			
<p>Special Education Students</p> <ul style="list-style-type: none"> • Modify assignments as needed (e.g., vary length, limit items) • Shorten assignments 	<p>English Language Learners</p> <ul style="list-style-type: none"> • Extended time • Allow students to answer orally • Read test to aloud 	<p>At-Risk learners</p> <ul style="list-style-type: none"> • Extended time • Different format of assessment • Project based assessments 	<p>Advanced Learners</p> <ul style="list-style-type: none"> • Literacy Menus • Independent Study • Project Based Study • Novel Studies

Possible Assessment Modifications /Accommodations

<ul style="list-style-type: none">• Increase the amount of item allowed to complete assignments and tests• Limit amount of work required or length of tests• Hands-on-projects Individualized as per students' IEP.	<ul style="list-style-type: none">• Use visual format	<ul style="list-style-type: none">• Allow oral follow up	
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Instructional Strategies

- Reciprocal Teaching
- Anticipation Guide, Directed Thinking-Reading, Question My Textbook Think Sheet, Predict-o-Gram, KWL Charts
- Interactive Read-Alouds
- Sustained Silent Reading
- Literature Circles
- Group and/or Individual Discussions; Conferencing
- Modeling
- Reader's Theater; Puppet Theater
- Journal Writing: Reading Response, Dialogue Journals, etc.
- Note-Taking; Interviewing
- The Writing Process
- Oral Presentations and/or Demonstrations
- Web Based Media, and short Film Clips Related To Learning
- Think-Pair-Share/Turn and Talk
- Stations; RAFT; Jigsaw; Graphic Organizers
- Biography Reports and/or Walks; Role Playing
- Sharing Showcase; Book Project Presentations; iMovie and Podcasts
- Debate; Timelines
- Commercials/Talk Show Response
- Tiered Instruction of Open-Ended Responses
- Mini Lessons and Guided practice on asking questions, researching answers, evaluating the validity of resources, paraphrasing and highlighting relevant information and on key writing elements and skills.
- Academic games,

Instructional Strategies

- Literacy Workstations,
- Interactive Writing, Shared Writing, Independent Writing
- Dramatize stories
- Word pattern spelling sorts
- Read Aloud
- Model think aloud comprehension strategies
- Modeling
- Choice Menus
- Reading logs/journals

Possible Instructional Modifications /Accommodations/Differentiation

<p>Special Education Students</p> <ul style="list-style-type: none"> • Read class materials orally • Provide small group instruction • Provide study outlines/guides • Prior notice of tests • Test study guide • Individualized as per students' IEP. 	<p>English Language Learners</p> <ul style="list-style-type: none"> • Provide audiobooks of texts. • Read directions allowed as well written. • Use supplementary materials • Small group instruction • Use of bilingual dictionaries. 	<p>At-Risk learners</p> <ul style="list-style-type: none"> • Small group instruction • Give directions in small units • Use of interventions • Guided Reading 	<p>Advanced Learners</p> <ul style="list-style-type: none"> • Novel Studies • WebQuests • Inquiry based learning • Tiered instruction • High-level questioning
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Unit Vocabulary

Unit Vocabulary:
 Essential: Theme, main idea, drama, quote, drawing inferences, visualize, questioning, analysis, author’s purpose, character, determining, examine, identify, monitor, pace, recommendation, stamina, “just right,” strategy, structure, text feature, textual evidence, synthesizing, monitoring, summarize, metaphor, simile, narrator, point of view, perspective, RACE (restate, answer, cite, explain), collaboration, genre, personal narrative, writing process/cycle, audience, draft, elaboration
 Nonessential: structure, craft, development, language conventions, schema

Interdisciplinary Connections (Applicable Standards)	Integration of Technology	21 st Century Themes	21 st Century Skills
<p>Career Ready Practices</p> <p>CRP1 Act a responsible and contributing citizen and employee.</p> <p>CRP2 Apply academic and technical skills.</p> <p>CRP4 Communicate and clearly and effectively and with reason.</p> <p>CRP6 Demonstrate creativity and innovation.</p> <p>21st Century Life and Careers:</p>	<p>Technology:</p> <p>Google Docs-A-Teacher to student feedback</p> <p>Laptops-A-Teacher to student feedback</p> <p>Promethean Board-S-Notetaking</p> <p>iPads-A-Student vocabulary games and applications</p>	<p>Global Awareness:</p> <ul style="list-style-type: none"> • Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts. 	<p>Critical Thinking</p> <ul style="list-style-type: none"> • Use deductive reasoning appropriately to analyze literature • Effectively analyze literature and evaluate textual evidence to support analysis • Synthesize and make connections (text to self, text to text, text to world) • Interpret information and draw conclusions <p>Communication and Collaboration</p> <ul style="list-style-type: none"> • Use communications skills to analyze texts and present information • Demonstrate ability to work effectively and respectfully with diverse teams • Collaborate with others on a wide range of topics and areas <p>Life and Career Skills</p> <ul style="list-style-type: none"> • Utilize time and manage workload efficiently • Go beyond basic mastery of skills and/or curriculum to explore and expand one’s own learning and opportunities to gain expertise <p>Social and Cross-Cultural Skills</p> <ul style="list-style-type: none"> • Respond open-mindedly to different values and skills. • Know when it is appropriate when to listen and when to speak (Socratic Seminar)

Interdisciplinary Connections (Applicable Standards)	Integration of Technology	21 st Century Themes	21 st Century Skills

Resources
<ul style="list-style-type: none"> • Texts/Materials: <i>Textbook:</i> Lucy Calkins' Writing Unit #1 and Mentor Texts Schoolwide Reading Fundamentals Launching Unit and Mentor Texts

Unit 2	Recommended Duration: 10 weeks
<p>Unit Description: In this unit, students will be able to independently use their learning to read critically and respond to a variety of complex literary and informational texts by providing insights, details and elaborations. Furthermore, students will use conventions of Standard English when writing and speaking and write argumentative essays in response to a given text.</p>	

Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> • How does word choice impact the overall meaning of the text? • How does the author’s use of structure affect the meaning of the text? • How does the author’s point of view and purpose shape and direct the text? • How does the use of evidence impact the author’s claim? • How does analyzing more than one text help us to interpret the author’s intent and build our knowledge? • How do readers adapt when text becomes more complex? • What strategies do good writers use to introduce a topic and convey ideas and information clearly? • How can I raise the level of my information writing, in particular my research report writing, by establishing structure, development, and language? • How can I flash draft a report and then reread, re-order, analyze and especially add onto my flash-draft writing in ways that bring the lens of history to that writing? • How can I work on writing a research report that is well-written – that draws readers in, that is packed with specific information, that is structured in a cohesive way. 	<ul style="list-style-type: none"> • Not all information is explicitly or clearly stated in a text. • A text can have more than one main idea. Each main idea has supporting details. • Structures of nonfiction texts vary and can be compared and contrasted. • Not everyone shares the same point of view. There are different points of view about the same topic or event. • A vast amount of print and digital information exists – reliable and unreliable. • Authors use reasons and evidence to support the points they are making within a text. • Information from multiple credible sources and multiple levels of complexity can enhance understanding. • Good writers develop a topic by researching multiple credible sources and organize the information in a logical way.

Relevant Standards	Learning Goals	Learning Objectives
<p>READING Primary Focus Standards: RL/RI.6.1</p>	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • Cite textual evidence and make relevant connections to support analysis of what the 	<p><i>Students will be able to:</i></p>

Relevant Standards	Learning Goals	Learning Objectives
<p> RL/RI.6.2 RL/RI.6.6 RI.6.4 RI.6.5 RI.6.6 RI.6.7 RI.6.8 RI.6.9 </p> <p> WRITING Primary Focus Standards: NJ SLS W.6.1. a, b, c, d, e NJ SLS W.6.4 NJ SLS W.6.5 NJ SLS W.6.6 NJ SLS W.6.7 NJ SLS W.6.10 </p> <p> SPEAKING & LISTENING SL.6.1 SL.6.3 SL.6.4 SL.6.6 </p>	<p>text says explicitly as well as inferences drawn from the text.</p> <ul style="list-style-type: none"> • 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. • Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). • Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. • Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. • Explain how an author develops the point of view of the narrator or speaker in a text. • Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. • Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). • Write arguments to support claims with clear reasons and relevant evidence. • Produce clear and coherent writing in which the development, organization, voice, and 	<ul style="list-style-type: none"> • Closely read the text (questioning, determining importance, looking for patterns) to extract quality evidence to support a claim • Use evidence from the text to make and check predictions when reading • Make personal connections, make connections to other texts, and/or make global connections when relevant • Gather evidence from the text to support inferences or explicit meaning. • Read and analyze a variety of literary genres and informational texts • Closely examine the text's explicit content • Probe a segment of text in order to study and evaluate its multiple, deeper, and varied meanings • Reconstruct and understand the text segment's new meaning • Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences • Refer to the text for support when analyzing and drawing inferences • Correctly cite evidence from the text • Explain the theme or central idea using key details from the text as evidence, including details from the beginning, middle, and end of the text • Identify and use knowledge of common graphic features (charts, maps, diagrams, captions, illustrations) to help determine the central idea of a text • Summarize texts by evaluating key details in which the central idea or theme is located

Relevant Standards	Learning Goals	Learning Objectives
	<p>style are appropriate to task, purpose, and audience.</p> <ul style="list-style-type: none"> • 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. • Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. • Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. 	<ul style="list-style-type: none"> • Distinguish key (thematic) details from all other details • Evaluate recurring ideas and changes in the characters and plot over the course of the text (why did the author make those changes, impact on the reader, effectiveness of the author’s choices) • distinguish between essential and nonessential details of a text to support in creating unbiased summaries withholding personal opinion and judgment • Use a note taking structure to track key individuals, events, and/or ideas in informational texts. • Identify the structure of a text • Distinguish between different text structures • Compare and contrast two author’s presentations of similar events • Determine the similarities and differences of how information is presented depending on the “lens” through which it is being portrayed • Make connections across different authors’ perspectives • Explore the implications of the differences • Analyze the impact of the differences in presentations on the reader • Evaluate the effectiveness of each author’s presentation of events • Analyze how a key individual, event, or idea is introduced, illustrated, and elaborated in a text • Analyze an author’s method of developing a topic over the course of a text (including how the method impacts the reader, and evaluating the effectiveness of the method)

Relevant Standards	Learning Goals	Learning Objectives
		<ul style="list-style-type: none"> • Analyze how the text structure affects the relationships between individuals, ideas, or events. • Analyze a writer’s style and presentation • Determine the relationship between individuals, ideas, or events • Practice writing in a myriad of situations (journals, dialogues, creative tasks, etc.) • Reflect on and be able to explain purposeful decisions made while writing • Respond to a wide-variety of topics for an array of purposes and audiences • Produce written reflections • Explore inquiry topics through short research projects • Research and synthesize information from several sources • Conduct research and synthesize multiple sources of information • Compile a list of sources to use for a project • Refocus the intent of the research when appropriate • Introduce claim(s) • Write a clear thesis statement • Write arguments to support claims • Organize the reasons and evidence logically • Support claim(s) with logical reasoning and evidence • Use accurate, credible sources to support claims • Demonstrate an understanding of the topic or text • Use transitional words and phrases • Use a consistent formal or academic style, approach, and form • Write a conclusion to bring the writing to a close

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/ Assignments (required)
<p>Reading PARCC Evidence Tables Point of View Video Main Idea Practice Inference Practice Read Aloud Strategy Circle Plot Diagram Fluency packet Reading conferences</p> <p>Writing/Language Brainstorm Before Writing Conferencing Video Compare/Contrast Map Essay Map Implementing the Writing Process Mini Lessons Writing Samples Spelling practice Various ELA Practices Word Relationships Grammar Practice More Grammar Practice Flocabulary Context Clues</p> <p>Speaking & Listening Notes for Discussions Video Text Talk Time Literature Circles Speaking and Listening Rubric In Character Presentation Crafting a Persuasive Speech New Report</p>	<ul style="list-style-type: none"> • Common Summative Assessment Unit 2 • Word Wisdom assessments • Schoolwide –assessment • Fountas and Pinnell Running Records 	<ul style="list-style-type: none"> • Book Recommendation – At the end of the unit, students will be asked to formally recommend a book they have recently finished. • Students will self-select a “just right” book during independent reading time. • Reading and Writing Conferences • Collaboration and discussions – see rubric 	<ul style="list-style-type: none"> • Argumentative Essay • Literary Analysis • Text based questions weekly • Annotating texts weekly • Word Wisdom menus biweekly

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/ Assignments (required)
Critical Thinking Current Event Articles Smithsonian TweenTribune Newsela Whole Brain Teaching Video Critical Thinking Lesson Plans			

Possible Assessment Modifications /Accommodations			
Special Education Students <ul style="list-style-type: none"> • Modify assignments as needed (e.g., vary length, limit items) • Shorten assignments • Increase the amount of item allowed to complete assignments and tests • Limit amount of work required or length of tests • Hands-on-projects Individualized as per students' IEP.	English Language Learners <ul style="list-style-type: none"> • Extended time • Allow students to answer orally • Read test to aloud • Use visual format 	At-Risk learners <ul style="list-style-type: none"> • Extended time • Different format of assessment • Project based assessments • Allow oral follow up 	Advanced Learners <ul style="list-style-type: none"> • Literacy Menus • Independent Study • Project Based Study • Novel Studies

Instructional Strategies
<ul style="list-style-type: none"> • Reciprocal Teaching • Anticipation Guide, Directed Thinking-Reading, Question My Textbook Think Sheet, Predict-o-Gram, KWL Charts • Interactive Read-Alouds • Sustained Silent Reading • Literature Circles • Group and/or Individual Discussions; Conferencing • Modeling • Reader's Theater; Puppet Theater

Instructional Strategies

- Journal Writing: Reading Response, Dialogue Journals, etc.
- Note-Taking; Interviewing
- The Writing Process
- Oral Presentations and/or Demonstrations
- Web Based Media, and short Film Clips Related To Learning
- Think-Pair-Share/Turn and Talk
- Stations; RAFT; Jigsaw; Graphic Organizers
- Biography Reports and/or Walks; Role Playing
- Sharing Showcase; Book Project Presentations; iMovie and Podcasts
- Debate; Timelines
- Commercials/Talk Show Response
- Tiered Instruction of Open-Ended Responses
- Mini Lessons and Guided practice on asking questions, researching answers, evaluating the validity of resources, paraphrasing and highlighting relevant information and on key writing elements and skills.
- Academic games,
- Literacy Workstations,
- Interactive Writing, Shared Writing, Independent Writing
- Dramatize stories
- Word pattern spelling sorts
- Read Aloud
- Model think aloud comprehension strategies
- Modeling
- Choice Menus
- Reading logs/journals

Possible Instructional Modifications /Accommodations/Differentiation

Special Education Students	English Language Learners	At-Risk learners	Advanced Learners
<ul style="list-style-type: none"> • Read class materials orally • Provide small group instruction • Provide study outlines/guides • Prior notice of tests 	<ul style="list-style-type: none"> • Provide audiobooks of texts. • Read directions allowed as well written. • Use supplementary materials • Small group instruction 	<ul style="list-style-type: none"> • Small group instruction • Give directions in small units • Use of interventions • Guided Reading 	<ul style="list-style-type: none"> • Novel Studies • WebQuests • Inquiry based learning • Tiered instruction • High-level questioning

Possible Instructional Modifications /Accommodations/Differentiation			
<ul style="list-style-type: none"> • Test study guide • Individualized as per students' IEP. 	<ul style="list-style-type: none"> • Use of bilingual dictionaries. 		

Unit Vocabulary

Unit Vocabulary:
 Essential: Literary Analysis, Argument
 Nonessential: structure, craft, development, language conventions, schema

Interdisciplinary Connections (Applicable Standards)	Integration of Technology	21 st Century Themes	21 st Century Skills
Career Ready Practices CRP1 Act a responsible and contributing citizen and employee. CRP2 Apply academic and technical skills. CRP4 Communicate and clearly and effectively and with reason. CRP6 Demonstrate creativity and innovation. 21 st Century Life and Careers:	Technology: Google Docs-A-Teacher to student feedback Laptops-A-Teacher to student feedback Promethean Board-S-Notetaking iPads-A-Student vocabulary games and applications	Global Awareness: <ul style="list-style-type: none"> • Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts. 	Critical Thinking <ul style="list-style-type: none"> • Use deductive reasoning appropriately to analyze literature • Effectively analyze literature and evaluate textual evidence to support analysis • Synthesize and make connections (text to self, text to text, text to world) • Interpret information and draw conclusions Communication and Collaboration <ul style="list-style-type: none"> • Use communications skills to analyze texts and present information • Demonstrate ability to work effectively and respectfully with diverse teams • Collaborate with others on a wide range of topics and areas Life and Career Skills

Interdisciplinary Connections (Applicable Standards)	Integration of Technology	21 st Century Themes	21 st Century Skills
			<ul style="list-style-type: none"> • Utilize time and manage workload efficiently • Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise Social and Cross-Cultural Skills <ul style="list-style-type: none"> • Respond open-mindedly to different values and skills. • Know when it is appropriate when to listen and when to speak (Socratic Seminar)

Resources
<ul style="list-style-type: none"> • Texts/Materials: <i>Textbook:</i> Lucy Calkins' Writing Unit #2 and Mentor Texts Schoolwide Reading Fundamentals Units of Study and corresponding Mentor Texts Various Literature Circle/Book Club (literary and informational) texts

Unit 3	Recommended Duration: 10 weeks
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Unit Description:
 In this unit, students will be able to independently use their learning to read critically and respond to a variety of complex **literary and informational texts** by providing insights, details and elaborations. Furthermore, students will use conventions of Standard English when writing and speaking and write **informational essays** in response to conducting independent/collaborative research on a given topic.

Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> • How do readers construct meaning from text? • How do the rules of language affect communication? • What elements do good writers use in explanatory writing? 	<ul style="list-style-type: none"> • The ability to critically read a variety of text requires independence, comprehension, and fluency. • Writing is a process that uses skills, strategies, and practices for creating a variety of text for various audiences. • A writer must use Standard English conventions to effectively convey a message. • Genre influences organization, technique, and style.

Relevant Standards	Learning Goals	Learning Objectives
<p>READING Primary Focus Standards: RL/RI.6.1 RL/RI.6.2 RL/RI.6.6 RL.6.3 RL.6.4 RL.6.5 RL.6.6 RL.6.7 RL.6.9</p> <p>WRITING Primary Focus Standards:</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. • 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. • 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 • Analyze how a particular sentence, chapter, 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Closely read the text (questioning, determining importance, looking for patterns) to extract quality evidence to support a claim • Use evidence from the text to make and check predictions as you read • Make personal connections, make connections to other texts, and/or make global connections when relevant • Gather evidence from the text to support inferences or explicit meaning. • Read and analyze a variety of literary genres and informational texts • Closely examine the text's explicit content

Relevant Standards	Learning Goals	Learning Objectives
<p>NJ SLS W.6.2. a, b, c, d, e NJ SLS W.6.4 NJ SLS W.6.5 NJ SLS W.6.6 NJ SLS W.6.10</p> <p>SPEAKING & LISTENING SL.6.1 SL.6.3 SL.6.4 SL.6.6</p>	<p>scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p> <ul style="list-style-type: none"> • Explain how an author develops the point of view of the narrator or speaker in a text. • 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. • Compare and 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. • Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. • Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience. • Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. • Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of 	<ul style="list-style-type: none"> • Probe a segment of text in order to study and evaluate its multiple, deeper, and varied meanings • Reconstruct and understand the text segment's new meaning • Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences • Refer to the text for support when analyzing and drawing inferences • Correctly cite evidence from the text • Explain the parts of a plot; provide a summary of each part • Observe and analyze how story characters and plot interact and develop throughout a given text • Read and evaluate texts with the goal of understanding how the story's events and setting impact and shape the characters in different ways • Determine how particular episodes may trigger various responses in characters, revealing one or more of the characters' traits • Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative) • Provide an analysis of the impact of specific word choice on meaning and/or tone • Analyze why the author made a specific word choice • Analyze the impact of the word choice on the reader • Evaluate the effectiveness of the author's word choice

Relevant Standards	Learning Goals	Learning Objectives
	<p>keyboarding skills to type a minimum of three pages in a single sitting.</p> <ul style="list-style-type: none"> • Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. 	<ul style="list-style-type: none"> • Identify poetic devices used in text • Provide an analysis of the impact of poetic devices (rhyme scheme, alliteration, consonance, etc) on a particular section of a text • Determine how individual elements of a work (section, chapter, scene, or stanza, etc.) contribute to a text’s overall scope • Recognize how form relates to function and how a part relates to a whole • Distinguish between different text structures • Observe how the individual components of the text add to the development of the theme, setting, and plot • Analyze why the author included a specific section (chapter, scene, or stanza, etc.) of the text • Analyze the impact the specific section (chapter, scene, or stanza, etc.) has on you, the reader • Evaluate the effectiveness of the author’s choice to include this section (chapter, scene, or stanza, etc.) • Identify various points of view • Determine how the author develops the point-of-view of the narrator or speaker in the text • Reflect upon certain scenes or portions within a text and imagine how their content/style would change if the narrator’s or speaker’s point-of-view shifted to an alternate point-of-view, including the effect of these changes on the reader • Determine how the author’s word choice helps develop the narrator or speaker’s point of view

Relevant Standards	Learning Goals	Learning Objectives
		<ul style="list-style-type: none"> • Evaluate the effectiveness of the author’s choice in point of view • Compare and contrast texts across various genres on the same theme or topic • Evaluate multiple approaches to the same subject • Compare text to multimedia as it impacts the audience • Compare and contrast texts of different genres that share similar themes • Analyze how each author conveys the same message through different avenues • Investigate the authors’ dissimilar backgrounds that inspire such works (themes) • Compare/contrast how each author infuses their philosophy and persona into their work • Practice writing in a myriad of situations (journals, dialogues, creative tasks, etc.) • Reflect on and be able to explain purposeful decisions made while writing • Respond to a wide-variety of topics for an array of purposes and audiences • Produce written reflections • Use technological resources to enhance writing • Give and receive feedback using technology • Seek out authentic publishing opportunities • Use tools including blogs and wikis, to develop writing and communicate with students in their classes • Type a minimum of three pages in a single sitting • Use keyboarding skills to make typing more efficient

Relevant Standards	Learning Goals	Learning Objectives
		<ul style="list-style-type: none"> • Type three pages in an appropriate amount of time • Introduce a topic • Compose a well-developed thesis statement • Select appropriate text structures and text features for clarity • Include formatting, graphics, and multimedia when useful to aid comprehension • Add relevant facts, definitions, concrete details, quotations, or other information and examples to develop the topic • Cite information correctly by following the proper format • Transition between ideas and concepts using appropriate words and phrases • Select specific vocabulary to inform about or explain the topic • Consistently use a formal style • Write a conclusion to bring all ideas to a close • Identify defining characteristics of different genres of writing • Unpack a writing prompt • Write for a specific purpose and audience • Select an appropriate text structure or format for the task • Use language that is precise and powerful to create voice • Create a tone that is appropriate for one’s audience • Revise and edit intentionally to improve writing • Generate ideas to develop topic • Revise writing with a partner or self-editing checklists

Relevant Standards	Learning Goals	Learning Objectives
		<ul style="list-style-type: none"> Distinguish between editing and revising

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/ Assignments (required)
<p>Reading PARCC Evidence Tables Point of View Video Main Idea Practice Inference Practice Read Aloud Strategy Circle Plot Diagram Fluency packet Reading conferences</p> <p>Writing/Language Brainstorm Before Writing Conferencing Video Compare/Contrast Map Essay Map Implementing the Writing Process Mini Lessons Writing Samples Spelling practice Various ELA Practices Word Relationships Grammar Practice More Grammar Practice Flocabulary Context Clues</p> <p>Speaking & Listening Notes for Discussions Video Text Talk Time</p>	<ul style="list-style-type: none"> Common Summative Assessment Unit 3 Word Wisdom assessments Schoolwide Fiction Unit Assessment Fountas and Pinnell Running Records 	<ul style="list-style-type: none"> Book Talk – At the end of the unit, students will be asked to formally talk about a book they have recently finished. Reading and Writing Conferences Collaboration and discussions – see rubric 	<ul style="list-style-type: none"> Informational Research-Based Essay (Calkins’ Research-Based Report Writing) Text based questions weekly Annotating texts weekly Word Wisdom menus biweekly

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/ Assignments (required)
Literature Circles Speaking and Listening Rubric In Character Presentation Crafting a Persuasive Speech New Report Critical Thinking Current Event Articles Smithsonian TweenTribune Newsela Whole Brain Teaching Video Critical Thinking Lesson Plans			

Possible Assessment Modifications /Accommodations			
<p>Special Education Students</p> <ul style="list-style-type: none"> • Modify assignments as needed (e.g., vary length, limit items) • Shorten assignments • Increase the amount of item allowed to complete assignments and tests • Limit amount of work required or length of tests • Hands-on-projects • Individualized as per students' IEP. 	<p>English Language Learners</p> <ul style="list-style-type: none"> • Extended time • Allow students to answer orally • Read test to aloud • Use visual format 	<p>At-Risk learners</p> <ul style="list-style-type: none"> • Extended time • Different format of assessment • Project based assessments • Allow oral follow up 	<p>Advanced Learners</p> <ul style="list-style-type: none"> • Literacy Menus • Independent Study • Project Based Study • Novel Studies

Instructional Strategies

- Reciprocal Teaching
- Anticipation Guide, Directed Thinking-Reading, Question My Textbook Think Sheet, Predict-o-Gram, KWL Charts
- Interactive Read-Alouds
- Sustained Silent Reading
- Literature Circles
- Group and/or Individual Discussions; Conferencing
- Modeling
- Reader's Theater; Puppet Theater
- Journal Writing: Reading Response, Dialogue Journals, etc.
- Note-Taking; Interviewing
- The Writing Process
- Oral Presentations and/or Demonstrations
- Web Based Media, and short Film Clips Related To Learning
- Think-Pair-Share/Turn and Talk
- Stations; RAFT; Jigsaw; Graphic Organizers
- Biography Reports and/or Walks; Role Playing
- Sharing Showcase; Book Project Presentations; iMovie and Podcasts
- Debate; Timelines
- Commercials/Talk Show Response
- Tiered Instruction of Open-Ended Responses
- Mini Lessons and Guided practice on asking questions, researching answers, evaluating the validity of resources, paraphrasing and highlighting relevant information and on key writing elements and skills.
- Academic games,
- Literacy Workstations,
- Interactive Writing, Shared Writing, Independent Writing
- Dramatize stories
- Word pattern spelling sorts
- Read Aloud
- Model think aloud comprehension strategies
- Modeling
- Choice Menus
- Reading logs/journals

Possible Instructional Modifications /Accommodations/Differentiation			
Special Education Students <ul style="list-style-type: none"> • Read class materials orally • Provide small group instruction • Provide study outlines/guides • Prior notice of tests • Test study guide • Individualized as per students' IEP. 	English Language Learners <ul style="list-style-type: none"> • Provide audiobooks of texts. • Read directions allowed as well written. • Use supplementary materials • Small group instruction • Use of bilingual dictionaries. 	At-Risk learners <ul style="list-style-type: none"> • Small group instruction • Give directions in small units • Use of interventions • Guided Reading 	Advanced Learners <ul style="list-style-type: none"> • Novel Studies • WebQuests • Inquiry based learning • Tiered instruction • High-level questioning

Unit Vocabulary
Unit Vocabulary: Essential: Research, Argument, Fact, Opinion, Credible Source Nonessential: structure, craft, development, language conventions, schema

Interdisciplinary Connections (Applicable Standards)	Integration of Technology	21 st Century Themes	21 st Century Skills
Career Ready Practices CRP1 Act a responsible and contributing citizen and employee. CRP2 Apply academic and technical skills. CRP4 Communicate and clearly and effectively and with reason. CRP6 Demonstrate creativity and innovation. 21 st Century Life and Careers:	Technology: Google Docs-A-Teacher to student feedback Laptops-A-Teacher to student feedback Promethean Board-S-Notetaking iPads-A-Student vocabulary games and applications	Global Awareness: <ul style="list-style-type: none"> • Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts. 	Critical Thinking <ul style="list-style-type: none"> • Use deductive reasoning appropriately to analyze literature • Effectively analyze literature and evaluate textual evidence to support analysis • Synthesize and make connections (text to self, text to text, text to world) • Interpret information and draw conclusions Communication and Collaboration

Interdisciplinary Connections (Applicable Standards)	Integration of Technology	21 st Century Themes	21 st Century Skills
			<ul style="list-style-type: none"> • Use communications skills to analyze texts and present information • Demonstrate ability to work effectively and respectfully with diverse teams • Collaborate with others on a wide range of topics and areas <p>Life and Career Skills</p> <ul style="list-style-type: none"> • Utilize time and manage workload efficiently • Go beyond basic mastery of skills and/or curriculum to explore and expand one’s own learning and opportunities to gain expertise <p>Social and Cross-Cultural Skills</p> <ul style="list-style-type: none"> • Respond open-mindedly to different values and skills. • Know when it is appropriate when to listen and when to speak (Socratic Seminar)

Resources
<ul style="list-style-type: none"> • Texts/Materials: <i>Textbook:</i> Lucy Calkins’ Writing Unit #3 and Mentor Texts Schoolwide Reading Fundamentals Units of Study and corresponding Mentor Texts Various Literature Circle/Book Club (literary and informational) texts

Unit 4	Recommended Duration: 8 weeks
<p>Unit Description: In this unit, students will be able to independently use their learning to read critically and respond to a variety of complex literary and informational texts by providing insights, details and elaborations. Furthermore, students will use conventions of Standard English when writing and speaking and write narrative essays in response to a given text.</p>	

Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> • How do readers monitor and deepen their comprehension? • How do readers support their opinion on a text? • How do readers construct meaning from text? • How do the rules of language affect communication? • What elements do good writers use in narrative writing? 	<ul style="list-style-type: none"> • Good readers use comprehension strategies before, during, and after reading to monitor and deepen comprehension. • Good readers use textual evidence to support thinking about reading. • Good readers synthesize information across texts and in various formats. • The ability to critically read a variety of text requires independence, comprehension, and fluency. • Writing is a process that uses skills, strategies, and practices for creating a variety of text for various audiences. • A writer must use Standard English conventions to effectively convey a message. • Genre influences organization, technique, and style.

Relevant Standards	Learning Goals	Learning Objectives
<p>READING Primary Focus Standards: RL/RI.6.1 RL/RI.6.3 RL/RI.6.4</p>	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • 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><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • Closely read the text (questioning, determining importance, looking for patterns) to extract quality evidence to support a claim

Relevant Standards	Learning Goals	Learning Objectives
<p>RL.6.5 RL.6.6 RL.6.10</p> <p>WRITING Primary Focus Standards: NJ SLS W.6.3. a, b, c, d, e NJ SLS W.6.4 NJ SLS W.6.5 NJ SLS W.6.6 NJ SLS W.6.10</p> <p>SPEAKING & LISTENING SL.6.1 SL.6.3 SL.6.4 SL.6.5 SL.6.6</p>	<ul style="list-style-type: none"> • Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). • 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. • Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. • 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 • 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. • By the end of the year read and comprehend literary nonfiction • By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity • Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. • Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience. • Develop and strengthen writing as needed by 	<ul style="list-style-type: none"> • Use evidence from the text to make and check predictions when reading • Make personal connections, make connections to other texts, and/or make global connections when relevant • Gather evidence from the text to support inferences or explicit meaning. • Read and analyze a variety of literary genres and informational texts • Closely examine the text's explicit content • Probe a segment of text in order to study and evaluate its multiple, deeper, and varied meanings • Reconstruct and understand the text segment's new meaning • Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences • Refer to the text for support when analyzing and drawing inferences • Correctly cite evidence from the text • Explain the parts of a plot; provide a summary of each part • Observe and analyze how story characters and plot interact and develop throughout a given text • Read and evaluate texts with the goal of understanding how the story's events and setting impact and shape the characters in different ways

Relevant Standards	Learning Goals	Learning Objectives
	<p>planning, revising, editing, rewriting, or trying a new approach.</p> <ul style="list-style-type: none"> • 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. • Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. 	<ul style="list-style-type: none"> • Determine how particular episodes may trigger various responses in characters, revealing one or more of the characters' traits • Use a note taking structure to track key individuals, events, and/or ideas in informational texts. • Identify the structure of a text • Distinguish between different text structures • Analyze how a key individual, event, or idea is introduced, illustrated, and elaborated in a text • Analyze an author's method of developing a topic over the course of a text (including how the method impacts the reader, and evaluating the effectiveness of the method) • Analyze how the text structure affects the relationships between individuals, ideas, or events. • Analyze a writer's style and presentation • Determine the relationship between individuals, ideas, or events • Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical) • Provide an analysis of the impact of specific word choice on meaning and/or tone • Analyze why the author made a specific word choice • Analyze the impact of the word choice on the reader • Evaluate the effectiveness of the author's word choice

Relevant Standards	Learning Goals	Learning Objectives
		<ul style="list-style-type: none"> • Identify poetic devices used in text • Provide an analysis of the impact of poetic devices (rhyme scheme, alliteration, consonance, etc) on a particular section of a text • Determine how individual elements of a work (section, chapter, scene, or stanza, etc.) contribute to a text’s overall scope • Recognize how form relates to function and how a part relates to a whole • Distinguish between different text structures • Identify part to whole and whole to part relationships • Observe how the individual components of the text add to the development of the theme, setting, and plot • Analyze why the author included a specific section (chapter, scene, or stanza, etc.) of the text • Analyze the impact the specific section (chapter, scene, or stanza, etc.) has on you, the reader • Evaluate the effectiveness of the author’s choice to include this section (chapter, scene, or stanza, etc.) • Determine difficulties in comprehending and making meaning • Apply appropriate strategies in order to increase comprehension when encountering text • Encounter appropriate texts at each grade level in order to develop the mature language

Relevant Standards	Learning Goals	Learning Objectives
		<p>skills and the conceptual knowledge needed for success in school and life</p> <ul style="list-style-type: none"> • Make an increasing number of connections among ideas and between texts • Use scaffolding when necessary • Practice writing in a myriad of situations (journals, dialogues, creative tasks, etc.) • Reflect on and be able to explain purposeful decisions made while writing • Respond to a wide-variety of topics for an array of purposes and audiences • Produce written reflections • Engage and orient the reader by establishing a context • Engage the reader with a story hook • Introduce a narrator and/or characters • Organize an event sequence that unfolds naturally and logically • Use narrative techniques effectively to develop experiences, events, and/or characters • Transition from one idea to the next by using appropriate words and phrases • Use figurative language to aid in description • Describe ideas by using sensory and specific language • Write a conclusion that brings the story events to a meaningful close • Clearly convey a conflict and a resolution to the conflict

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/ Assignments (required)
<p>Reading PARCC Evidence Tables Point of View Video Main Idea Practice Inference Practice Read Aloud Strategy Circle Plot Diagram Fluency packet Reading conferences</p> <p>Writing/Language Brainstorm Before Writing Conferencing Video Compare/Contrast Map Essay Map Implementing the Writing Process Mini Lessons Writing Samples Spelling practice Various ELA Practices Word Relationships Grammar Practice More Grammar Practice Flocabulary Context Clues</p> <p>Speaking & Listening Notes for Discussions Video Text Talk Time Literature Circles Speaking and Listening Rubric In Character Presentation Crafting a Persuasive Speech New Report</p>	<ul style="list-style-type: none"> • Common Summative Assessment Unit 4 • Word Wisdom assessments • Monthly Fluency assessments • Schoolwide Social Studies Content Literacy Unit assessment • Fountas and Pinnell’s Running Records 	<ul style="list-style-type: none"> • Students will self-select a “just right” book during independent reading time. • Reading and Writing Conferences • Collaboration and discussions – see rubric • Book Talk – At the end of the unit, students will be asked to formally talk about a book they have recently finished. 	<ul style="list-style-type: none"> • Text based questions weekly • Annotating texts weekly • Word Wisdom menus biweekly • Calkins Narrative Essay • Poetry • Calkins Opinion Piece – Modern Issue

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/ Assignments (required)
Critical Thinking Current Event Articles Smithsonian TweenTribune Newsela Whole Brain Teaching Video Critical Thinking Lesson Plans			

Possible Assessment Modifications /Accommodations			
Special Education Students <ul style="list-style-type: none"> • Modify assignments as needed (e.g., vary length, limit items) • Shorten assignments • Increase the amount of item allowed to complete assignments and tests • Limit amount of work required or length of tests • Hands-on-projects • Individualized as per students' IEP. 	English Language Learners <ul style="list-style-type: none"> • Extended time • Allow students to answer orally • Read test to aloud • Use visual format 	At-Risk learners <ul style="list-style-type: none"> • Extended time • Different format of assessment • Project based assessments • Allow oral follow up 	Advanced Learners <ul style="list-style-type: none"> • Literacy Menus • Independent Study • Project Based Study • Novel Studies

Instructional Strategies
<ul style="list-style-type: none"> • Reciprocal Teaching • Anticipation Guide, Directed Thinking-Reading, Question My Textbook Think Sheet, Predict-o-Gram, KWL Charts • Interactive Read-Alouds • Sustained Silent Reading

Instructional Strategies

- Literature Circles
- Group and/or Individual Discussions; Conferencing
- Modeling
- Reader’s Theater; Puppet Theater
- Journal Writing: Reading Response, Dialogue Journals, etc.
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- Reading logs/journals

Possible Instructional Modifications /Accommodations/Differentiation

<p>Special Education Students</p> <ul style="list-style-type: none"> • Read class materials orally 	<p>English Language Learners</p> <ul style="list-style-type: none"> • Provide audiobooks of texts. 	<p>At-Risk learners</p> <ul style="list-style-type: none"> • Small group instruction • Give directions in small units 	<p>Advanced Learners</p> <ul style="list-style-type: none"> • Novel Studies • WebQuests
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Possible Instructional Modifications /Accommodations/Differentiation			
<ul style="list-style-type: none"> • Provide small group instruction • Provide study outlines/guides • Prior notice of tests • Test study guide • Individualized as per students' IEP. 	<ul style="list-style-type: none"> • Read directions allowed as well written. • Use supplementary materials • Small group instruction • Use of bilingual dictionaries. 	<ul style="list-style-type: none"> • Use of interventions • Guided Reading 	<ul style="list-style-type: none"> • Inquiry based learning • Tiered instruction • High-level questioning

Unit Vocabulary
<p>Unit Vocabulary: Essential: stanza, rhyming pattern, prose, iambic pentameter Nonessential: structure, craft, development, language conventions, schema</p>

Interdisciplinary Connections (Applicable Standards)	Integration of Technology	21 st Century Themes	21 st Century Skills
Career Ready Practices CRP1 Act a responsible and contributing citizen and employee. CRP2 Apply academic and technical skills. CRP4 Communicate and clearly and effectively and with reason. CRP6 Demonstrate creativity and innovation. 21 st Century Life and Careers:	Technology: Google Docs-A-Teacher to student feedback Laptops-A-Teacher to student feedback Promethean Board-S-Notetaking iPads-A-Student vocabulary games and applications	Global Awareness: <ul style="list-style-type: none"> • Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts. 	Critical Thinking <ul style="list-style-type: none"> • Use deductive reasoning appropriately to analyze literature • Effectively analyze literature and evaluate textual evidence to support analysis • Synthesize and make connections (text to self, text to text, text to world) • Interpret information and draw conclusions Communication and Collaboration <ul style="list-style-type: none"> • Use communications skills to analyze texts and present information

Interdisciplinary Connections (Applicable Standards)	Integration of Technology	21 st Century Themes	21 st Century Skills
			<ul style="list-style-type: none"> • Demonstrate ability to work effectively and respectfully with diverse teams • Collaborate with others on a wide range of topics and areas <p>Life and Career Skills</p> <ul style="list-style-type: none"> • Utilize time and manage workload efficiently • Go beyond basic mastery of skills and/or curriculum to explore and expand one’s own learning and opportunities to gain expertise <p>Social and Cross-Cultural Skills</p> <ul style="list-style-type: none"> • Respond open-mindedly to different values and skills. • Know when it is appropriate when to listen and when to speak (Socratic Seminar)

Resources
<ul style="list-style-type: none"> • Texts/Materials: <i>Textbook:</i> Lucy Calkins’ Writing Unit #4 and Mentor Texts Schoolwide Reading Fundamentals Units of Study and corresponding Mentor Texts Various Literature Circle/Book Club (literary and informational) texts