

East Newark Public School
English Language Arts Curriculum
Grade 6



Equity Statement:

East Newark Public School District does not discriminate on the basis of race, color, creed, religion, sex, ancestry, or national origin. The East Newark Board of Education ensures that all students enrolled in the schools of this district shall be afforded equal educational opportunities in strict accordance with the law. No student shall be denied access to or benefit from any educational program or activity on the basis of the student's race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability. The Board directs the Superintendent to allocate faculty, administrators, support staff members, curriculum materials, and instructional equipment supplies among classes of this district in a manner that ensures equivalency of educational opportunity throughout this district. The school district's curricula will eliminate discrimination, promote mutual acceptance and respect among students, and enable students to interact effectively with others, regardless of race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability.

Introduction/Philosophy:

The balance of the curriculum is to incorporate short stories and nonfiction texts related to the subject matter, be it in the form of news articles, primary source readings, or biographical information. The summative task of each novel is a writing task to demonstrate mastery of the skills taught through each unit. Each week students will complete writing geared toward the writing task for ELA. The objective is to build stamina to write routinely over an extended period of time addressing a variety of themes; preparing students for monthly writing tasks. Each writing should be a passage from the novel and a prompt for open-ended constructed response. As they explore and create written, oral, and visual texts, students expand and deepen their understanding of both real and imaginary worlds, and gain insight into their own lives and the lives of others. Students deeply understand and employ strategies to evaluate texts on various levels; factual, critical, interpretive and analytical. Through close reads & text mining of novels, short stories and nonfiction texts; as well as class discussions, students will achieve independence, confidence and demonstrate growth as critical thinkers.

Best Practices:

Best practices come from research-based, effective methodologies in presenting material in a manner to engage all students in the learning process. Thorough planning and collaborative discussions about instructional practices are part of the ongoing practice of teachers. Student activities and practices that reflect effective methodology include, but are not limited to providing students with:

- Regular opportunities to investigate topics in depth
- The ability to exercise choice and responsibility by choosing their own topics
- Opportunities for active participation in the classroom and the community
- Exploration of open-ended questions that challenge their thinking
- Opportunities for reading, writing, observing, discussing, and debating ideas
- Activities that include independent inquiry and cooperative learning
- Assessment of student learning that promotes lifelong responsible citizenship rather than the sole memorization of facts
- Strategies and tools to read and comprehend informational text

Amistad Commission and Holocaust Education:

In order to meet the newly instated Amistad Commission Mandates, teachers and students will utilize <http://www.njamistadcurriculum.net/> as an online curriculum resource throughout the course. Instructors will also utilize online curricular materials from the New Jersey Commission on Holocaust Education from <https://www.nj.gov/education/holocaust/curriculum/> throughout this sixth grade course.

Grade 6 Scope and Sequence:

Unit	Estimated Pacing
Discovering Your Voice	7 weeks
Never Give Up	7 weeks
Finding Courage	7 weeks
Through an Animal's Eyes	7 weeks
Surviving the Unthinkable	7 weeks
Hidden Truths	7 weeks

Marking Period	Unit Title	Recommended Instructional Days
1	Discovering Your Voice	7 weeks
Reading Literature Text Strand:	Reading Informational Text Strand:	Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLs-ELA within Unit
<p>Progress Indicator:</p> <ul style="list-style-type: none"> ● RL.6.1: Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. ● RL.6.2: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. ● RL.6.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. ● RL.6.5: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. ● RL.6.6: Explain how an author develops the point of view of the narrator or speaker in a text. ● RL.6.7: Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text 	<p>Progress Indicator:</p> <ul style="list-style-type: none"> ● RI.6.1: Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. ● RI.6.2: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. ● RI.6.3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). ● RI.6.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. ● RI.6.5: Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. ● RI.6.6: Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text. ● RI.6.8: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. 	<p>Essential Question/s:</p> <ol style="list-style-type: none"> 1. What are the ways you can make yourself heard? <p>Activity Description:</p> <ul style="list-style-type: none"> ● Readings from <i>Brown Girl Dreaming</i> ● <i>What’s So Funny, Mr. Scieszka?</i> ● Poem Analysis: <i>A Voice</i> ● Poem Analysis: <i>Words Like Freedom</i> ● Argument Analysis: <i>Better Than Words: Say It With a Selfie</i> ● Argument Analysis: <i>OMG, Not Another Selfie</i> ● Novel study: <i>The Giver</i>, <i>Brown Girl Dreaming</i>, or <i>Becoming Naomi Leon</i> ● Argumentative Essay <ul style="list-style-type: none"> ● Reading: Analyze Text Structure and Purpose ● Reading: Analyze Memoir ● Reading: Analyze Author’s Use of Language ● Reading: Determine Author’s Purpose and Point of View ● Reading: Analyze Figurative Language ● Reading: Make Inferences About Tone and Speaker ● Reading: Compare Poems ● Reading: Trace and Evaluate an Argument ● Reading: Compare and Evaluate Arguments ● Social & Emotional Learning: Describe a Connection ● Social & Emotional Learning: Watch That Mouth, Friend! ● Speaking & Listening: Compose and Present a Biographical Poem ● Speaking & Listening: Explain the Steps for Telling a Joke ● Speaking & Listening: Discuss and Analyze Figurative Language

<p>to what they perceive when they listen or watch.</p>	<ul style="list-style-type: none"> ● RI.6.9: Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). 	<ul style="list-style-type: none"> ● Speaking & Listening: Create and Present “The Perfect Selfie” ● Research: Who's Jacqueline Woodson? ● Research: Investigate the Harlem Renaissance ● Writing: Analyze Author’s Purpose and Point of View ● Writing: Characterize the Speaker ● Writing: Compose an Argument ● Writing: Address Task, Purpose, and Audience ● Writing: Gather Relevant Evidence ● Writing: Write and Support a Claim ● Writing: Use Formal Style ● Writing: Improve Writing by Planning, Revising, Editing, and Rewriting ● Writing: Use Digital Tools to Produce and Share Writing Vocabulary: Word Origins ● Vocabulary: Context Clues ● Grammar: Spell Commonly Confused Words Correctly ● Grammar: Pronouns <p>Interdisciplinary Connections: Content: ;NJSLS#:</p> <p>Technology -</p> <ul style="list-style-type: none"> ● 8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another. ● 8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies. <p>Social Studies -</p> <ul style="list-style-type: none"> ● 6.1.12.HistoryCC.8.c: Identify the conditions that gave rise to the Harlem Renaissance and assess the impact of artists, writers, and musicians on American culture.
<p>Companion Standards Subject:</p>	<p>Writing Strand:</p>	
<p>Progress Indicator:</p> <ul style="list-style-type: none"> ● NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. ● NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. ● NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text. ● NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. ● NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed. ● RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text. ● RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic. ● NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 	<p>Progress Indicator:</p> <ul style="list-style-type: none"> ● W.6.1: Write arguments to support claims with clear reasons and relevant evidence. ● W.6.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. ● W.6.2.E: Establish and maintain a formal/academic style, approach, and form. ● W.6.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. ● W.6.3.B: Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. ● W.6.6: Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. ● W.6.7: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. ● W.6.8: Gather relevant information from multiple print and digital sources; assess the credibility of each source; and 	

<ul style="list-style-type: none"> ● NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation. ● NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research. 	<p>quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p> <ul style="list-style-type: none"> ● W.6.9.A: Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”). ● W.6.9.B: Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”). 	
Speaking and Listening Strand:	Language Strand:	
<p>Progress Indicator:</p> <ul style="list-style-type: none"> ● SL.6.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly. ● SL.6.1.A: Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. ● SL.6.4: Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation). ● SL.6.6: Adapt speech to a variety of contexts and tasks, demonstrating 	<p>Progress Indicator:</p> <ul style="list-style-type: none"> ● L.6.1.A: Ensure that pronouns are in the proper case (subjective, objective, possessive). ● L.6.1.B: Use intensive pronouns (e.g., myself, ourselves). ● L.6.1.C: Recognize and correct inappropriate shifts in pronoun number and person. ● L.6.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. ● L.6.4.a: Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. ● L.6.4.B: Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). ● L.6.4.C: Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or 	

<p>command of formal English when indicated or appropriate.</p>	<p>determine or clarify its precise meaning or its part of speech.</p> <ul style="list-style-type: none"> ● L.6.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. ● L.6.5.A: Interpret figures of speech (e.g., personification) in context. ● L.6.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. 	
<p>Social and Emotional Learning: <i>Competencies</i></p>	<p>Social and Emotional Learning: <i>Sub-Competencies</i></p>	
<ul style="list-style-type: none"> ● Self-Awareness ● Self-Management ● Responsible Decision Making ● Social Awareness ● Relationship Skills ● Motivation 	<ul style="list-style-type: none"> ● Emotional Awareness ● Internal Regulation ● Behavior Control ● Goal Persuance ● Appreciating Social and Environment Diversity ● Adaptive Behavior ● Communication ● Social Engagement ● Constructive Thinking ● Consequence Evaluation ● Respect for Self and Others ● Enthusiasm ● Initiative ● Resilience 	
<p>Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p>Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>
<p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Teacher Observation ● Comprehension Quizzes ● Participation in class discussions/debates ● Exit tickets ● Daily Lesson Checks and Correct & Redirect Opportunities in the Teacher's Guide 	<p>Benchmarks:</p> <ul style="list-style-type: none"> ● i-Ready results ● Student writing samples <p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Unit Test 	

<ul style="list-style-type: none"> IXL results 			
Differentiated Student Access to Content: Teaching and Learning <i>Resources/Materials</i>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core Resources
<ul style="list-style-type: none"> HMH Into Literature National G6 - Unit 1 Teacher created reading guides and presentations 	<ul style="list-style-type: none"> Modified/leveled readings from HMH Into Literature National G6 - Unit 1 Teacher created reading guides and presentations 	<ul style="list-style-type: none"> Translated readings from HMH Into Literature National G6 - Unit 1 Translated teacher created reading guides and presentations 	<ul style="list-style-type: none"> HMH Into Literature National G6 - Unit 1 Teacher created reading guides and presentations Higher Lexile Level texts/articles
Supplemental Resources			
Technology: <ul style="list-style-type: none"> Chromebooks SmartBoard IXL NewsELA Readworks Reading A-Z BrainPop Kahoot Applicable educational videos 			
Differentiated Student Access to Content: Recommended <i>Strategies & Techniques</i>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
<ul style="list-style-type: none"> Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment. 	<ul style="list-style-type: none"> Provide graphic organizers for additional support or encourage students to create digital multimedia to showcase knowledge. Use prompts and model directions Provide opportunities to model talk during read alouds, and scaffold talk during whole class 	<ul style="list-style-type: none"> Utilize visual supports and graphic organizers Use prompts and model directions Provide opportunities to model talk during read alouds, and scaffold talk during whole class and small group discussions Device used for translation purposes 	<ul style="list-style-type: none"> Encourage students to explore concepts in depth and encourage independent studies or investigations. Modeling or independent student-led research Use of higher leveled text and/or writing assignments

	<ul style="list-style-type: none"> and small group discussions Extended time for revisions or opportunity to identify and develop areas of personal interest 		
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NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	Disciplinary Concept:		
	<i>Core Ideas:</i>	Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one's own work.	
	<i>Performance Expectation/s:</i>	<ul style="list-style-type: none"> 9.4.8.DC.1: Analyze the resource citations in online materials for proper use. 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products 	
	Career Readiness, Life Literacies, & Key Skills Practices		
	<ul style="list-style-type: none"> Act as a responsible and contributing community members and employee. Attend to financial well-being. Consider the environmental, social and economic impacts of decisions. Demonstrate creativity and innovation. Utilize critical thinking to make sense of problems and persevere in solving them. Model integrity, ethical leadership and effective management Plan education and career paths aligned to personal goals. Use technology to enhance productivity increase collaboration and communicate effectively. Work productively in teams while using cultural/global competence. 		

Marking Period	Unit Title	Recommended Instructional Days
1-2	Never Give Up	7 weeks
Reading Literature Text Strand:	Reading Informational Text Strand:	Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSL-ELA within Unit
<p>Progress Indicator:</p> <ul style="list-style-type: none"> ● RL.6.1: Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. ● RL.6.2: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. ● RL.6.3: Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution ● RL.6.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. ● RL.6.5: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. ● RL.6.9: Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. 	<p>Progress Indicator:</p> <ul style="list-style-type: none"> ● RI.6.1: Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. ● RI.6.2: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. ● RI.6.3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). ● RI.6.5: Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. ● RI.6.6: Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. 	<p>Essential Question/s:</p> <ol style="list-style-type: none"> 1. What keeps people from giving up? <p>Activity Description:</p> <ul style="list-style-type: none"> ● A Schoolgirl's Diary ● The First Day of School ● The New Kid ● Novel Study: <i>Esperanza Rising</i>, or <i>Out of the Dust</i> ● Write a Non-Fiction Narrative <ul style="list-style-type: none"> ● Reading: Analyze Features of Informational Texts ● Reading: Generate Questions ● Reading: Analyze Plot and Character ● Reading: Analyze Setting and Theme ● Reading: Compare Time Periods ● Writing: Let Them Know What You Think ● Writing: There's Something About John ● Writing: Analyze the Characters ● Writing: Write a Nonfiction Narrative ● Writing: Address Purpose and Audience ● Writing: Plan Characters, Setting, and Point of View ● Writing: Use Precise Words and Phrases ● Writing: Use Sensory Details ● Writing: Improve Writing by Planning, Revising, Editing, and Rewriting ● Writing: Use Digital Tools to Produce and Share Writing ● Social & Emotional Learning: School's Out! ● Social & Emotional Learning: Compare and Contrast Experiences ● Research: What Happens Next? ● Research: How Have Schools Changed? ● Vocabulary: Greek and Latin Roots ● Vocabulary: Thesaurus

Companion Standards Subject:	Writing Strand:	
<p>Progress Indicator:</p> <ul style="list-style-type: none"> • NJLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. • NJLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. • NJLSA.R6. Assess how point of view or purpose shapes the content and style of a text. • NJLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. • NJLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed. • RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text. • RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic. • NJLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. • NJLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation. 	<p>Progress Indicator:</p> <ul style="list-style-type: none"> • W.6.1: Write arguments to support claims with clear reasons and relevant evidence. • W.6.1.A: Introduce claim(s) and organize the reasons and evidence clearly. • W.6.1.D: Establish and maintain a formal/academic style, approach, and form. • W.6.1.E: Provide a concluding statement or section that follows from the argument presented. • W.6.2.A: Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension. • W.6.2.B: Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. • W.6.2.F: Provide a concluding statement or section that follows from the information or explanation presented. • W.6.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. • W.6.3.A: Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. • W.6.3.B: Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. 	<ul style="list-style-type: none"> • Grammar: Sentence Patterns • Grammar: Capitalization • Grammar: Use Transitions <p>Interdisciplinary Connections: Content: ;NJSLS#:</p> <p>Technology -</p> <ul style="list-style-type: none"> • 8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another. • 8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies. <p>Other -</p> <ul style="list-style-type: none"> • Amistad: <ul style="list-style-type: none"> ○ Speech to the Young: Speech to the Progress-Toward by Gwendolyn Brooks. This author writes about the daily struggles of African Americans. ○ The First Day of School by R. V. Cassill. This story depicts the first day of integrated school in the South. This could also be used for social studies. ○ from New Kid by Jerry Craft. This story depicts an African-American boy attending a school of students who are in a higher socio-economic status. • Holocaust/Genocide: <ul style="list-style-type: none"> ○ A Schoolgirl's Diary from I Am Malala by Malala Yousafzai with Patricia McCormick. This story depicts the oppression of women in Pakistan. This could also be used for social studies.

<ul style="list-style-type: none">● NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	<ul style="list-style-type: none">● W.6.3.C: Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.● W.6.3.D: Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.● W.6.3.E: Provide a conclusion that follows from the narrated experiences or events.● W.6.4: Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.● W.6.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.● W.6.6: Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.● W.6.7: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.● W.6.8: Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.● W.6.9.A: Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).	
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Speaking and Listening Strand:	Language Strand:	
<p>Progress Indicator:</p> <ul style="list-style-type: none"> ● SL.6.1.A: Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. ● SL.6.1.B: Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. ● SL.6.1.C: Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. ● SL.6.1.D: Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. ● SL.6.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. 	<p>Progress Indicator:</p> <ul style="list-style-type: none"> ● L.6.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. ● L.6.1.E: Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. ● L.6.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. ● L.6.2.A: Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. ● L.6.3.A: Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice. ● L.6.4.A: Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. ● L.6.4.B: Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). ● L.6.4.C: Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. ● L.6.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. 	

<p>Social and Emotional Learning: <i>Competencies</i></p>	<p>Social and Emotional Learning: <i>Sub-Competencies</i></p>		
<ul style="list-style-type: none"> ● Self-Awareness ● Self-Management ● Responsible Decision Making ● Social Awareness ● Relationship Skills ● Motivation 	<ul style="list-style-type: none"> ● Emotional Awareness ● Internal Regulation ● Behavior Control ● Goal Persuance ● Appreciating Social and Environment Diversity ● Adaptive Behavior ● Communication ● Social Engagement ● Constructive Thinking ● Consequence Evaluation ● Respect for Self and Others ● Enthusiasm ● Initiative ● Resilience 		
<p align="center">Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p align="center">Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>	
<p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> ● Teacher Observation ● Comprehension Quizzes ● Participation in class discussions/debates ● Exit tickets ● Daily Lesson Checks and Correct & Redirect Opportunities in the Teacher's Guide ● IXL results 		<p><u>Benchmarks:</u></p> <ul style="list-style-type: none"> ● i-Ready results ● Student writing samples <p><u>Summative Assessments:</u></p> <ul style="list-style-type: none"> ● Unit Test 	
<p align="center">Differentiated Student Access to Content: Teaching and Learning Resources/Materials</p>			
<p align="center">Core Resources</p>	<p align="center">Alternate Core Resources <i>IEP/504/At-Risk/ESL</i></p>	<p align="center">ELL Core Resources</p>	<p align="center">Gifted & Talented Core Resources</p>
<ul style="list-style-type: none"> ● HMH Into Literature National G6 - Unit 2 ● Teacher created reading guides and presentations 	<ul style="list-style-type: none"> ● Modified/leveled readings from HMH Into Literature National G6 - Unit 2 	<ul style="list-style-type: none"> ● Translated readings from HMH Into Literature National G6 - Unit 2 ● Translated teacher created reading guides and presentations 	<ul style="list-style-type: none"> ● HMH Into Literature National G6 - Unit 2 ● Teacher created reading guides and presentations

	<ul style="list-style-type: none"> Teacher created reading guides and presentations 		<ul style="list-style-type: none"> Higher Lexile Level texts/articles
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Supplemental Resources

Technology:

- Chromebooks
- SmartBoard
- IXL
- NewsELA
- Readworks
- Reading A-Z
- BrainPop
- Kahoot
- Applicable educational videos

**Differentiated Student Access to Content:
Recommended *Strategies & Techniques***

Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
<ul style="list-style-type: none"> Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment. 	<ul style="list-style-type: none"> Provide graphic organizers for additional support or encourage students to create digital multimedia to showcase knowledge. Use prompts and model directions Provide opportunities to model talk during read alouds, and scaffold talk during whole class and small group discussions Extended time for revisions or opportunity to identify and develop areas of personal interest 	<ul style="list-style-type: none"> Utilize visual supports and graphic organizers Use prompts and model directions Provide opportunities to model talk during read alouds, and scaffold talk during whole class and small group discussions Device used for translation purposes 	<ul style="list-style-type: none"> Encourage students to explore concepts in depth and encourage independent studies or investigations. Modeling or independent student-led research Use of higher leveled text and/or writing assignments

NJSLS CAREER READINESS,	Disciplinary Concept:	
	Core Ideas:	Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one's own work.

LIFE LITERACIES & KEY SKILLS	Performance Expectation/s:	<ul style="list-style-type: none"> ● 9.4.8.DC.1: Analyze the resource citations in online materials for proper use. ● 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products
	Career Readiness, Life Literacies, & Key Skills Practices	
	<ul style="list-style-type: none"> ● Act as a responsible and contributing community members and employee. ● Attend to financial well-being. ● Consider the environmental, social and economic impacts of decisions. ● Demonstrate creativity and innovation. ● Utilize critical thinking to make sense of problems and persevere in solving them. ● Model integrity, ethical leadership and effective management ● Plan education and career paths aligned to personal goals. ● Use technology to enhance productivity increase collaboration and communicate effectively. ● Work productively in teams while using cultural/global competence. 	

Marking Period	Unit Title	Recommended Instructional Days
2	Finding Courage	7 weeks
Reading Literature Text Strand:	Reading Informational Text Strand:	Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSL-ELA within Unit
Progress Indicator: <ul style="list-style-type: none"> ● RL.6.1 ● Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. ● RL.6.2 ● Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. 	Progress Indicator: <ul style="list-style-type: none"> ● RI.6.1 ● Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. ● RI.6.2 ● Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. ● RI.6.3 	<u>Essential Question/s:</u> <ol style="list-style-type: none"> 1. How do you find courage in the face of fear? <u>Activity Description:</u> <ul style="list-style-type: none"> ● The Breadwinner ● Life Doesn't Frighten Me ● Fears Phobias ● Wired for Fear ● Embarrassed? Blame Your Brain ● The Ravine ● Into the Air

<ul style="list-style-type: none"> • RL.6.3 • Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. • RL.6.4 • Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. • RL.6.5 • Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. • RL.6.6 • Explain how an author develops the point of view of the narrator or speaker in a text. • RL.6.7 • Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch. • 	<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). • RI.6.4 • Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. • RI.6.5 • Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. • RI.6.6 • Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text. • RI.6.7 • Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. • RI.6.8 • Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. • RI.6.9 • Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person). • 	<ul style="list-style-type: none"> • from <i>The Wright Brothers: How They Invented the Airplane</i> • Novel Study: <i>The Breadwinner</i>, or <i>The Parker Inheritance</i> • Write an Informative Essay • Reading: Analyze Character, Plot, and Setting • Reading: Explain Speaker • Reading: Analyze Structure: Repetition and Refrain • Reading: Analyze Structure of Informational Texts • Reading: Determine Central Idea • Reading: Cite Evidence • Reading: Determine Meanings • Reading: Make Inferences • Reading: Compare Across Genres • Reading: Compare Presentation of Events • Writing: Explain Parvana to a Friend • Writing: Compose a Lyric Poem • Writing: Fears vs. Phobias • Writing: Analyze Media • Writing: Integrate Information • Writing: Report on Research • Writing: Compare and Contrast • Writing: Write a Summary • Writing: Write an Informative Text • Writing: Gather Relevant Evidence • Writing: Address Task, Purpose, and Audience • Writing: State a Controlling Idea • Writing: Support Main Ideas with Evidence • Writing: Use Formal Tone • Writing: Improve Writing by Planning, Revising, Editing, and Rewriting • Writing: Use Digital Tools to Produce and Share Writing • Speaking & Listening: Compare Media • Speaking & Listening: Present a Poem • Speaking & Listening: Driven by Fear • Speaking & Listening: Discuss with a Small Group • Media: Give a Multimedia Presentation • Vocabulary: Parts of Speech • Vocabulary: Prefixes That Mean “Not” • Vocabulary: Synonyms and Antonyms • Vocabulary: Context Clues • Vocabulary: Multiple-Meaning Words • Grammar: Adverbs and Adverb Clauses
Companion Standards Subject:	Writing Strand:	
Progress Indicator:	Progress Indicator:	

<ul style="list-style-type: none"> ● NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. ● NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. ● NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text. ● NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. ● NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed. ● RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text. ● RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic. ● NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. ● NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation. ● NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research. 	<ul style="list-style-type: none"> ● W.6.1 ● Write arguments to support claims with clear reasons and relevant evidence. ● W.6.1.A ● Introduce claim(s) and organize the reasons and evidence clearly. ● W.6.1.B ● Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. ● W.6.1.E ● Provide a concluding statement or section that follows from the argument presented. ● W.6.2 ● Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. ● W.6.2.B ● Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. ● W.6.2.C ● Use appropriate transitions to clarify the relationships among ideas and concepts ● . ● W.6.2.E ● Establish and maintain a formal/academic style, approach, and form. ● W.6.3 ● Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. ● W.6.3.D ● Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. ● W.6.5 ● With some guidance and support from peers and adults, develop and strengthen 	<ul style="list-style-type: none"> ● Grammar: Varying Sentence Pattern ● Grammar: Commas ● Grammar: Dashes ● Grammar: Capitalization of Proper Nouns ● Research: Compare and Contrast Two Versions of a Poem ● Research: Learn About People Who Have Overcome Phobias ● Research: Discover the Power of Fear ● Research: Investigate Hawaiian Sports ● Research: Investigate Advances in Flight ● Social & Emotional Learning: Overcoming Fear ● Social & Emotional Learning: Advertise a Service ● Social & Emotional Learning: Coward or Hero? <p>Interdisciplinary Connections: Content: ;NJSLS#:</p> <p>Technology -</p> <ul style="list-style-type: none"> ● 8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another. ● 8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies. <p>Other -</p> <ul style="list-style-type: none"> ● Holocaust/Genocide: The Breadwinner discusses a families struggles during Afghanistan under harsh government rule. Parvana discusses her struggles as a woman during this time ● AMISTAD: Life Doesn't Frighten Me, a poem from Maya Angelou a famous African-American poet, discusses how her childhood trauma helps her find courage in her adult life. ● Social Studies Connections: Understanding Geography; Research Landforms; Create a Timeline. The Breadwinner (the troubles of a family in Afghanistan in 1990s) Into the Air and The Wright Brothers (discusses how the Wright Brothers came to help further the invention of airplanes) Life Doesn't Frighten Me (discuss Maya Angelou's trauma and why her life growing up was difficult) ● Science Connections: Fears and Phobias, Wired for Fear, Embarrassed: Blame your Brain all research different parts of the brain and what they cause in our bodies. These stories specifically focus on the fear. peer pressure, logic and embarrassment aspects. ● Math: Into the Air and The Wright Brothers discuss some of their math required to figure out what is needed for the plane to take off. Math terms are involved and measurements.
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	<p>writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <ul style="list-style-type: none"> • • W.6.7 • Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. • W.6.9.A • Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”). • W.6.9.B • Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”). 	
<p>Speaking and Listening Strand:</p>	<p>Language Strand:</p>	
<p>Progress Indicator:</p> <ul style="list-style-type: none"> • SL.6.1 • Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly. • SL.6.1.A • Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. • SL.6.1.B 	<p>Progress Indicator:</p> <ul style="list-style-type: none"> • L.6.1.E • Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. • L.6.2 • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. • L.6.2.A • Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. • L.6.3.A 	

<ul style="list-style-type: none"> ● Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. ● SL.6.1.C ● Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. ● SL.6.1.D ● Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. ● ● SL.6.2 ● Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. ● ● SL.6.4 ● Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation). ● ● SL.6.5 ● Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. ● SL.6.6 ● Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. ● 	<ul style="list-style-type: none"> ● Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice. ● ● L.6.3.B ● Maintain consistency in style and tone. ● L.6.4.A ● Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. ● L.6.4.B ● Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). ● L.6.4.C ● Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. ● L.6.4.D ● Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). ● L.6.5 ● Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. ● L.6.5.B ● Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. ● ● L.6.5.C ● Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty). ● L.6.6 ● Acquire and use accurately grade-appropriate general academic and 	
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	<p>domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <ul style="list-style-type: none"> • 	
Social and Emotional Learning: <i>Competencies</i>	Social and Emotional Learning: <i>Sub-Competencies</i>	
<ul style="list-style-type: none"> • Self-Awareness • Self-Management • Responsible Decision Making • Social Awareness • Relationship Skills • Motivation 	<ul style="list-style-type: none"> • Emotional Awareness • Internal Regulation • Behavior Control • Goal Persuance • Appreciating Social and Environment Diversity • Adaptive Behavior • Communication • Social Engagement • Constructive Thinking • Consequence Evaluation • Respect for Self and Others • Enthusiasm • Initiative • Resilience 	
Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>		Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i>
Formative Assessments: <ul style="list-style-type: none"> • Teacher Observation • Comprehension Quizzes • Participation in class discussions/debates • Exit tickets • Daily Lesson Checks and Correct & Redirect Opportunities in the Teacher's Guide • IXL results 		Benchmarks: <ul style="list-style-type: none"> • i-Ready results • Student writing samples Summative Assessments: <ul style="list-style-type: none"> • Unit Test
Differentiated Student Access to Content: Teaching and Learning Resources/Materials		

Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core Resources
<ul style="list-style-type: none"> • HMH Into Literature National G6 - Unit 3 • Teacher created reading guides and presentations 	<ul style="list-style-type: none"> • Modified/leveled readings from HMH Into Literature National G6 - Unit 3 • Teacher created reading guides and presentations 	<ul style="list-style-type: none"> • Translated readings from HMH Into Literature National G6 - Unit 3 • Translated teacher created reading guides and presentations 	<ul style="list-style-type: none"> • HMH Into Literature National G6 - Unit 3 • Teacher created reading guides and presentations • Higher Lexile Level texts/articles

Supplemental Resources

- Technology:**
- Chromebooks
 - SmartBoard
 - IXL
 - NewsELA
 - Readworks
 - Reading A-Z
 - BrainPop
 - Kahoot
 - Applicable educational videos

**Differentiated Student Access to Content:
Recommended *Strategies & Techniques***

Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
<ul style="list-style-type: none"> • Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment. 	<ul style="list-style-type: none"> • Provide graphic organizers for additional support or encourage students to create digital multimedia to showcase knowledge. • Use prompts and model directions • Provide opportunities to model talk during read alouds, and scaffold talk during whole class and small group discussions • Extended time for revisions or opportunity to identify and develop areas of personal interest 	<ul style="list-style-type: none"> • Utilize visual supports and graphic organizers • Use prompts and model directions • Provide opportunities to model talk during read alouds, and scaffold talk during whole class and small group discussions • Device used for translation purposes 	<ul style="list-style-type: none"> • Encourage students to explore concepts in depth and encourage independent studies or investigations. • Modeling or independent student-led research • Use of higher leveled text and/or writing assignments

NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	Disciplinary Concept:	
	Core Ideas:	Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one's own work.
	Performance Expectation/s:	<ul style="list-style-type: none"> 9.4.8.DC.1: Analyze the resource citations in online materials for proper use. 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products
	Career Readiness, Life Literacies, & Key Skills Practices	
	<ul style="list-style-type: none"> Act as a responsible and contributing community members and employee. Attend to financial well-being. Consider the environmental, social and economic impacts of decisions. Demonstrate creativity and innovation. Utilize critical thinking to make sense of problems and persevere in solving them. Model integrity, ethical leadership and effective management Plan education and career paths aligned to personal goals. Use technology to enhance productivity increase collaboration and communicate effectively. Work productively in teams while using cultural/global competence. 	

Marking Period	Unit Title	Recommended Instructional Days
3	Through an Animal's Eyes	7 weeks
Reading Literature Text Strand:	Reading Informational Text Strand:	Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-ELA within Unit
Progress Indicator: <ul style="list-style-type: none"> RL.6.1: Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. 	Progress Indicator: <ul style="list-style-type: none"> RI.6.1: Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.6.2: Determine a central idea of a text and how it is conveyed through 	Essential Question/s: <ol style="list-style-type: none"> What can you learn from seeing through an animal's eyes? Activity Description: <ul style="list-style-type: none"> Analyze excerpt from <i>Pax</i>

<ul style="list-style-type: none"> ● RL.6.2: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. ● RL.6.3: Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. ● RL.6.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. ● RL.6.5: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. ● RL.6.6: Explain how an author develops the point of view of the narrator or speaker in a text. ● RL.6.9: Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. 	<p>particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <ul style="list-style-type: none"> ● RI.6.3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). ● RI.6.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. ● RI.6.5: Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. ● RI.6.6: Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text. ● RI.6.7: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. ● RI.6.8: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. ● RI.6.9: Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person). 	<ul style="list-style-type: none"> ● Zoo ● Animal Wisdom ● The Last Wolf ● Wild Animals Aren’t Pets ● Let People Own Exotic Animals ● Novel Study: <i>New Kid</i> or <i>A Dog’s Purpose</i> ● Write an Argumentative Essay <ul style="list-style-type: none"> ● Reading: Analyze Point of View ● Reading: Analyze Word Choice ● Reading: Infer Theme ● Reading: Analyze Point of View ● Reading: Analyze Personification and Imagery ● Reading: Paraphrase ● Reading: Compare Themes ● Reading: Analyze Arguments ● Reading: Evaluate Arguments ● Reading: Evaluate and Compare Arguments ● Speaking & Listening: Views of Wildlife ● Writing: Write a Story ● Writing: What’s the Point? ● Writing: Take a Stand ● Writing: Write an Effective Argument ● Writing: Develop a Claim ● Writing: Support a Claim with Reasons and Evidence ● Writing: Cite Evidence to Explain Reasoning ● Writing: Address Opposing Claims ● Writing: Improve Writing by Planning, Revising, Editing, and Rewriting ● Writing: Conduct Research ● Social & Emotional Learning: Caring and Responsibility ● Social & Emotional Learning: Such Different Points of View ● Social & Emotional Learning: Create a PSA ● Research: People and Pets ● Research: Discover the Truth About Wolves ● Research: Do You Really Want One? ● Vocabulary: Greek and Latin Roots ● Vocabulary: Word Origins ● Grammar: The Correct Word ● Grammar: Complex Sentences ● Grammar: Verb Tenses ● Grammar: Use Transitions
<p>Companion Standards Subject:</p>	<p>Writing Strand:</p>	
<p>Progress Indicator:</p> <ul style="list-style-type: none"> ● NJSLSA.RI. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite 	<p>Progress Indicator:</p> <ul style="list-style-type: none"> ● W.6.1: Write arguments to support claims with clear reasons and relevant evidence. 	

<p>specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <ul style="list-style-type: none"> • NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. • NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text. • NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. • NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed. • RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text. • RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic. • NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. • NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation. • NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research. 	<ul style="list-style-type: none"> • W.6.1.A: Introduce claim(s) and organize the reasons and evidence clearly. • W.6.1.B: Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. • W.6.1.D: Establish and maintain a formal/academic style, approach, and form. • W.6.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. • W.6.3.B: Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. • W.6.3.D: Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. • W.6.6: Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. • W.6.7: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. • W.6.8: Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. • W.6.9: Draw evidence from literary or informational texts to support analysis, reflection, and research. • W.6.9.A: Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or 	<p>Interdisciplinary Connections: Content: ;NJSLS#:</p> <p>Technology -</p> <ul style="list-style-type: none"> • 8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another. • 8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies. <p>Other -</p> <ul style="list-style-type: none"> • Social Studies <ul style="list-style-type: none"> ○ from Pax by Sara Pennypacker. A boy is displaced because his father is going off to war. • Science <ul style="list-style-type: none"> ○ Zoo by Edward Hoch. An Interplanetary Zoo has both inhabitants and visitors confused as to who is actually on display. • Climate Change <ul style="list-style-type: none"> ○ from Animal Snoops: The Wonderous World of Wildlife Spies. These animals would not be able to predict the behaviors of other animals if their habitats were destroyed. This informational text describes different animals and their unique behaviors and could be used to science. ○ The Last Wolf by Mary Tallmountain. This poem is about the very last wolf. ○ Wild Animals Aren't Pets by USA Today & Let People Own Exotic Animals by Zuzana Kukol. Destruction of habitat can lead to displaced exotic animals.
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	<p>genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).</p>	
<p>Speaking and Listening Strand:</p>	<p>Language Strand:</p>	
<p>Progress Indicator:</p> <ul style="list-style-type: none"> ● SL.6.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly. ● SL.6.1.A: Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. ● SL.6.1.B: Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. ● SL.6.1.C: Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. ● SL.6.1.D: Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. ● SL.6.3: Deconstruct a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. ● SL.6.4: Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking 	<p>Progress Indicator:</p> <ul style="list-style-type: none"> ● L.6.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. ● L.6.1.E: Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. ● L.6.2.A: Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. ● L.6.3.A: Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice. ● L.6.4.A: Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. ● L.6.4.B: Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). ● L.6.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. ● L.6.5.A: Interpret figures of speech (e.g., personification) in context. 	

<p>behaviors (e.g., eye contact, adequate volume, and clear pronunciation).</p> <ul style="list-style-type: none"> ● SL.6.5: Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. 			
<p>Social and Emotional Learning: <i>Competencies</i></p>	<p>Social and Emotional Learning: <i>Sub-Competencies</i></p>		
<ul style="list-style-type: none"> ● Self-Awareness ● Self-Management ● Responsible Decision Making ● Social Awareness ● Relationship Skills ● Motivation 	<ul style="list-style-type: none"> ● Emotional Awareness ● Internal Regulation ● Behavior Control ● Goal Persuance ● Appreciating Social and Environment Diversity ● Adaptive Behavior ● Communication ● Social Engagement ● Constructive Thinking ● Consequence Evaluation ● Respect for Self and Others ● Enthusiasm ● Initiative ● Resilience 		
<p>Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p>Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>	
<p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Teacher Observation ● Comprehension Quizzes ● Participation in class discussions/debates ● Exit tickets ● Daily Lesson Checks and Correct & Redirect Opportunities in the Teacher's Guide ● IXL results 		<p>Benchmarks:</p> <ul style="list-style-type: none"> ● i-Ready results ● Student writing samples <p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Unit Test 	
<p>Differentiated Student Access to Content: Teaching and Learning Resources/Materials</p>			
<p>Core</p>	<p>Alternate</p>	<p>ELL</p>	<p>Gifted & Talented</p>

Resources	Core Resources <i>IEP/504/At-Risk/ESL</i>	Core Resources	Core Resources
<ul style="list-style-type: none"> • HMH Into Literature National G6 - Unit 4 • Teacher created reading guides and presentations 	<ul style="list-style-type: none"> • Modified/leveled readings from HMH Into Literature National G6 - Unit 4 • Teacher created reading guides and presentations 	<ul style="list-style-type: none"> • Translated readings from HMH Into Literature National G6 - Unit 4 • Translated teacher created reading guides and presentations 	<ul style="list-style-type: none"> • HMH Into Literature National G6 - Unit 4 • Teacher created reading guides and presentations • Higher Lexile Level texts/articles
Supplemental Resources			
Technology: <ul style="list-style-type: none"> • Chromebooks • SmartBoard • IXL • NewsELA • Readworks • Reading A-Z • BrainPop • Kahoot • Applicable educational videos 			
Differentiated Student Access to Content: Recommended <i>Strategies & Techniques</i>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
<ul style="list-style-type: none"> • Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment. 	<ul style="list-style-type: none"> • Provide graphic organizers for additional support or encourage students to create digital multimedia to showcase knowledge. • Use prompts and model directions • Provide opportunities to model talk during read alouds, and scaffold talk during whole class and small group discussions • Extended time for revisions or opportunity to identify and develop areas of personal interest 	<ul style="list-style-type: none"> • Utilize visual supports and graphic organizers • Use prompts and model directions • Provide opportunities to model talk during read alouds, and scaffold talk during whole class and small group discussions • Device used for translation purposes 	<ul style="list-style-type: none"> • Encourage students to explore concepts in depth and encourage independent studies or investigations. • Modeling or independent student-led research • Use of higher leveled text and/or writing assignments

NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	Disciplinary Concept:	
	Core Ideas:	Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one's own work.
	Performance Expectation/s:	<ul style="list-style-type: none"> 9.4.8.DC.1: Analyze the resource citations in online materials for proper use. 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products
	Career Readiness, Life Literacies, & Key Skills Practices	
	<ul style="list-style-type: none"> Act as a responsible and contributing community members and employee. Attend to financial well-being. Consider the environmental, social and economic impacts of decisions. Demonstrate creativity and innovation. Utilize critical thinking to make sense of problems and persevere in solving them. Model integrity, ethical leadership and effective management Plan education and career paths aligned to personal goals. Use technology to enhance productivity increase collaboration and communicate effectively. Work productively in teams while using cultural/global competence. 	

Marking Period	Unit Title	Recommended Instructional Days
3-4	Surviving the Unthinkable	7 weeks
Reading Literature Text Strand:	Reading Informational Text Strand:	Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-ELA within Unit
Progress Indicator: <ul style="list-style-type: none"> RL.6.1: Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. 	Progress Indicator: <ul style="list-style-type: none"> RI.6.1: Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. 	Essential Question/s: <ol style="list-style-type: none"> What keeps people from giving up? Activity Description:

<ul style="list-style-type: none"> ● RL.6.2: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. ● RL.6.3: Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. ● RL.6.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. ● RL.6.5: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. ● RL.6.6: Explain how an author develops the point of view of the narrator or speaker in a text. ● RL.6.9: Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. 	<ul style="list-style-type: none"> ● RI.6.2: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. ● RI.6.3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). ● RI.6.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. ● RI.6.5: Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. ● RI.6.6: Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. ● RI.6.7: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. ● RI.6.9: Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). 	<ul style="list-style-type: none"> ● Excerpt from <i>A Long Walk to Water</i> ● Salva's Story ● Into The Lifeboat From Titanic Survivor ● After the Hurricane ● Ninth Ward ● Novel Study: <i>Hatchet</i> ● Write An Explanatory Essay <ul style="list-style-type: none"> ● Reading: Analyze Setting and Character ● Reading: Analyze Structure ● Reading: Analyze Language ● Reading: Determine Author's Purpose and Point of View ● Reading: Determine Meaning of Words and Phrases ● Reading: Compare Across Genres ● Writing: Salva and the Setting ● Writing: Integrate Information from Media ● Writing: Summary Timeline ● Writing: Posts from the Deck ● Writing: Texts from a Rooftop ● Writing: Write an Explanatory Essay ● Writing: Address Task, Purpose, and Audience ● Writing: Develop a Controlling Idea ● Writing: Use Varied Transitions ● Writing: Describe and Elaborate on Examples ● Writing: Use Precise Language ● Writing: Improve Writing by Planning, Revising, Editing, and Rewriting ● Writing: Use Digital Tools to Produce and Share Writing ● Social & Emotional Learning: Rising to the Challenge ● Social & Emotional Learning: Create a Poster ● Research: Water for South Sudan ● Research: The Lost Boys ● Research: Other Survivors ● Research: Discover the Ninth Ward ● Speaking & Listening: Compare and Contrast Presentation of Events ● Media: Present Your Ideas ● Vocabulary: Vocabulary Resources ● Vocabulary: Context Clues ● Grammar: Commas ● Grammar: Prepositions and Prepositional Phrases ● Grammar: Pronouns
<p>Companion Standards Subject:</p>	<p>Writing Strand:</p>	
<p>Progress Indicator:</p> <ul style="list-style-type: none"> ● NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. 	<p>Progress Indicator:</p> <ul style="list-style-type: none"> ● W.6.10: Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. 	

<ul style="list-style-type: none"> ● NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. ● NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text. ● NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. ● NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed. ● RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text. ● RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic. ● NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. ● NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation. ● NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research. 	<ul style="list-style-type: none"> ● W.6.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. ● W.6.2.A: Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension. ● W.6.2.C: Use appropriate transitions to clarify the relationships among ideas and concepts. ● W.6.2.E: Establish and maintain a formal/academic style, approach, and form. ● W.6.2.F: Provide a concluding statement or section that follows from the information or explanation presented. ● W.6.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. ● W.6.3.B: Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. ● W.6.4: Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. ● W.6.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. ● W.6.6: Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a 	<ul style="list-style-type: none"> ● Grammar: Use Consistency in Style and Tone <p>Interdisciplinary Connections: Content: ;NJSLS#:</p> <p>Technology -</p> <ul style="list-style-type: none"> ● 8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another. ● 8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies. <p>Other-</p> <ul style="list-style-type: none"> ● Holocaust: A Long Walk to Water and Salva's Story discusses Salva's journey when Sudan is bombed. Refugee Novel discusses different refugee situations from Germany, Cuba and Syria ● Social Studies Connections: Make a Timeline, A Long Walk to Water discusses what happened in the Sudan during their Civil War. Into the Lifeboat discusses the events of the Titanic. Refugee can discuss the events that caused the refugees to flee. ● Science Connections: Research Hurricanes (After the Hurricane and Ninth Ward) discusses the impacts of hurricanes. ● Visual and Performing Arts: Respond to Visual Art
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	<p>minimum of three pages in a single sitting.</p> <ul style="list-style-type: none"> ● W.6.7: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. ● W.6.8: Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. ● W.6.9.A: Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”). 	
Speaking and Listening Strand:	Language Strand:	
<p>Progress Indicator:</p> <ul style="list-style-type: none"> ● SL.6.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly. ● SL.6.1.A: Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. ● SL.6.2: Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. ● SL.6.6: Adapt speech to a variety of contexts and tasks, demonstrating 	<p>Progress Indicator:</p> <ul style="list-style-type: none"> ● L.6.1.A: Ensure that pronouns are in the proper case (subjective, objective, possessive). ● L.6.1.B: Use intensive pronouns (e.g., myself, ourselves). ● L.6.1.D: Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). ● L.6.2.A: Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. ● L.6.3.A: Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice. ● L.6.4.A: Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. ● L.6.4.B: Use common, grade-appropriate Greek or Latin affixes 	

<p>command of formal English when indicated or appropriate.</p>	<p>and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</p> <ul style="list-style-type: none"> ● L.6.4.C: Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. ● L.6.4.D: Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary) ● L.6.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. ● L.6.5.A: Interpret figures of speech (e.g., personification) in context. ● L.6.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. 	
<p>Social and Emotional Learning: <i>Competencies</i></p>	<p>Social and Emotional Learning: <i>Sub-Competencies</i></p>	
<ul style="list-style-type: none"> ● Self-Awareness ● Self-Management ● Responsible Decision Making ● Social Awareness ● Relationship Skills ● Motivation 	<ul style="list-style-type: none"> ● Emotional Awareness ● Internal Regulation ● Behavior Control ● Goal Persuance ● Appreciating Social and Environment Diversity ● Adaptive Behavior ● Communication ● Social Engagement ● Constructive Thinking ● Consequence Evaluation ● Respect for Self and Others ● Enthusiasm ● Initiative ● Resilience 	

Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>		Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i>	
Formative Assessments: <ul style="list-style-type: none"> Teacher Observation Comprehension Quizzes Participation in class discussions/debates Exit tickets Daily Lesson Checks and Correct & Redirect Opportunities in the Teacher's Guide IXL results 		Benchmarks: <ul style="list-style-type: none"> i-Ready results Student writing samples Summative Assessments: <ul style="list-style-type: none"> Unit Test 	
Differentiated Student Access to Content: Teaching and Learning Resources/Materials			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core Resources
<ul style="list-style-type: none"> HMH Into Literature National G6 - Unit 1 Teacher created reading guides and presentations 	<ul style="list-style-type: none"> Modified/leveled readings from HMH Into Literature National G6 - Unit 1 Teacher created reading guides and presentations 	<ul style="list-style-type: none"> Translated readings from HMH Into Literature National G6 - Unit 1 Translated teacher created reading guides and presentations 	<ul style="list-style-type: none"> HMH Into Literature National G6 - Unit 1 Teacher created reading guides and presentations Higher Lexile Level texts/articles
Supplemental Resources			
Technology: <ul style="list-style-type: none"> Chromebooks SmartBoard IXL NewsELA Readworks Reading A-Z BrainPop Kahoot Applicable educational videos 			
Differentiated Student Access to Content: Recommended Strategies & Techniques			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core

<ul style="list-style-type: none"> Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment. 	<ul style="list-style-type: none"> Provide graphic organizers for additional support or encourage students to create digital multimedia to showcase knowledge. Use prompts and model directions Provide opportunities to model talk during read alouds, and scaffold talk during whole class and small group discussions Extended time for revisions or opportunity to identify and develop areas of personal interest 	<ul style="list-style-type: none"> Utilize visual supports and graphic organizers Use prompts and model directions Provide opportunities to model talk during read alouds, and scaffold talk during whole class and small group discussions Device used for translation purposes 	<ul style="list-style-type: none"> Encourage students to explore concepts in depth and encourage independent studies or investigations. Modeling or independent student-led research Use of higher leveled text and/or writing assignments
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NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	Disciplinary Concept:	
	Core Ideas:	Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one's own work.
	Performance Expectation/s:	<ul style="list-style-type: none"> 9.4.8.DC.1: Analyze the resource citations in online materials for proper use. 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products
	Career Readiness, Life Literacies, & Key Skills Practices	
	<ul style="list-style-type: none"> Act as a responsible and contributing community members and employee. Attend to financial well-being. Consider the environmental, social and economic impacts of decisions. Demonstrate creativity and innovation. Utilize critical thinking to make sense of problems and persevere in solving them. Model integrity, ethical leadership and effective management Plan education and career paths aligned to personal goals. Use technology to enhance productivity increase collaboration and communicate effectively. Work productively in teams while using cultural/global competence. 	

Marking Period	Unit Title	Recommended Instructional Days
4	Hidden Truths	7 weeks
Reading Literature Text Strand:	Reading Informational Text Strand:	Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSL-ELA within Unit
<p>Progress Indicator:</p> <ul style="list-style-type: none"> ● RL.6.1: Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. ● RL.6.2: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. ● RL.6.3: Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. ● RL.6.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. ● RL.6.5: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. ● RL.6.6: Explain how an author develops the point of view of the narrator or speaker in a text. ● RL.6.7: Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text 	<p>Progress Indicator:</p> <ul style="list-style-type: none"> ● RI.6.1: Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. ● RI.6.2: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. ● RI.6.3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). ● RI.6.5: Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. ● RI.6.6: Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. ● RI.6.8: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. 	<p>Essential Question/s:</p> <ol style="list-style-type: none"> 1. What hidden truths about people and the world are revealed in stories? <p>Activity Description:</p> <ul style="list-style-type: none"> ● Excerpt from Storytelling ● The Prince and the Pauper ● Archetype ● Fairy-tale Logic ● The Boatman's Flute ● The Mouse Bride ● Novel Study: <i>The Lightning Thief</i> or <i>Holes</i> ● Write a Short Story <ul style="list-style-type: none"> ● Reading: Analyze Informational Texts ● Reading: Analyze Central Ideas ● Reading: Analyze Elements of Drama ● Reading: Analyze Theme ● Reading: Analyze Poetic Forms ● Reading: Analyze Allusions ● Reading: Compare Poems ● Reading: Analyze Plot ● Reading: Explain Narrator and Point of View ● Reading: Analyze Purpose and Text Structure ● Writing: A Guide for Storytellers ● Writing: Character Study ● Writing: Paraphrase Those Difficult Lines ● Writing: Take a Different Point of View ● Writing: Compare Themes ● Writing: Write a Short Story ● Writing: Address Task, Purpose, and Audience ● Writing: Develop Plot with Conflict and Theme

<p>to what they perceive when they listen or watch.</p> <ul style="list-style-type: none"> ● RL.6.9: Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. 		<ul style="list-style-type: none"> ● Writing: Use Narrative Techniques and Vivid Language ● Writing: Improve Writing by Planning, Revising, Editing, and Rewriting ● Speaking & Listening: Hey, What Did it Say? ● Speaking & Listening: Stage vs. Script ● Speaking & Listening: Was the Story Really that Bad? ● Social & Emotional Learning: Write a Speech ● Social & Emotional Learning: Mix and Match ● Social & Emotional Learning: Analyze a Theme ● Research: Will the Real Prince Edward Please Stand Up? ● Research: Share What You Discover ● Vocabulary: Context Clues ● Vocabulary: Resources ● Vocabulary: Word Structure ● Grammar: Quotation Marks ● Grammar: Complex Sentences ● Grammar: Prepositions and Prepositional Phrases ● Grammar: Adjectives and Adverbs ● Grammar: Pay Attention to Style
<p>Companion Standards Subject:</p>	<p>Writing Strand:</p>	
<p>Progress Indicator:</p> <ul style="list-style-type: none"> ● NJLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. ● NJLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. ● NJLSA.R6. Assess how point of view or purpose shapes the content and style of a text. ● NJLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. ● NJLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed. ● RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text. ● RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic. 	<p>Progress Indicator:</p> <ul style="list-style-type: none"> ● W.6.1: Write arguments to support claims with clear reasons and relevant evidence. ● W.6.10: Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. ● W.6.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. ● W.6.2.B: Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. ● W.6.2.D: Use precise language and domain-specific vocabulary to inform about or explain the topic. ● W.6.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. ● W.6.3.A: Engage and orient the reader by establishing a context and 	<p>Interdisciplinary Connections: Content: ;NJLS#:</p> <p>Technology -</p> <ul style="list-style-type: none"> ● 8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another. ● 8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies. <p>Other -</p> <ul style="list-style-type: none"> ● Social Studies Connections: Research Fairly Tales ● Visual and Performing Arts Connections: Stories Set to Music; Think Critically About Music

<ul style="list-style-type: none"> ● NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. ● NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation. ● NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research. 	<p>introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <ul style="list-style-type: none"> ● W.6.3.B: Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. ● W.6.3.C: Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. ● W.6.3.D: Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. ● W.6.3.E: Provide a conclusion that follows from the narrated experiences or events. ● W.6.4: Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. ● W.6.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. ● W.6.6: Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. ● W.6.7: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. ● W.6.8: Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. 	
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	<ul style="list-style-type: none"> ● W.6.9: Draw evidence from literary or informational texts to support analysis, reflection, and research. ● W.6.9.A: Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”). ● W.6.9.B: Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”). 	
Speaking and Listening Strand:	Language Strand:	
<p>Progress Indicator:</p> <ul style="list-style-type: none"> ● SL.6.1.A: Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. ● SL.6.1.B: Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. ● SL.6.1.C: Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. ● SL.6.1.D: Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. ● SL.6.4: Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking 	<p>Progress Indicator:</p> <ul style="list-style-type: none"> ● L.6.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. ● L.6.1.E: Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. ● L.6.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. ● L.6.2.A: Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. ● L.6.3.A: Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice. ● L.6.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. 	

<p>behaviors (e.g., eye contact, adequate volume, and clear pronunciation).</p> <ul style="list-style-type: none"> ● SL.6.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. 	<ul style="list-style-type: none"> ● L.6.4.A: Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. ● L.6.4.B: Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). ● L.6.4.C: Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. 	
<p>Social and Emotional Learning: <i>Competencies</i></p>	<p>Social and Emotional Learning: <i>Sub-Competencies</i></p>	
<ul style="list-style-type: none"> ● Self-Awareness ● Self-Management ● Responsible Decision Making ● Social Awareness ● Relationship Skills ● Motivation 	<ul style="list-style-type: none"> ● Emotional Awareness ● Internal Regulation ● Behavior Control ● Goal Persuance ● Appreciating Social and Environment Diversity ● Adaptive Behavior ● Communication ● Social Engagement ● Constructive Thinking ● Consequence Evaluation ● Respect for Self and Others ● Enthusiasm ● Initiative ● Resilience 	
<p>Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p>Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>
<p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Teacher Observation ● Comprehension Quizzes ● Participation in class discussions/debates ● Exit tickets 		<p>Benchmarks:</p> <ul style="list-style-type: none"> ● i-Ready results ● Student writing samples <p>Summative Assessments:</p>

<ul style="list-style-type: none"> • Daily Lesson Checks and Correct & Redirect Opportunities in the Teacher's Guide • IXL results 	<ul style="list-style-type: none"> • Unit Test
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**Differentiated Student Access to Content:
Teaching and Learning *Resources/Materials***

Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core Resources
<ul style="list-style-type: none"> • HMH Into Literature National G6 - Unit 1 • Teacher created reading guides and presentations 	<ul style="list-style-type: none"> • Modified/leveled readings from HMH Into Literature National G6 - Unit 1 • Teacher created reading guides and presentations 	<ul style="list-style-type: none"> • Translated readings from HMH Into Literature National G6 - Unit 1 • Translated teacher created reading guides and presentations 	<ul style="list-style-type: none"> • HMH Into Literature National G6 - Unit 1 • Teacher created reading guides and presentations • Higher Lexile Level texts/articles

Supplemental Resources

Technology:

- Chromebooks
- SmartBoard
- IXL
- NewsELA
- Readworks
- Reading A-Z
- BrainPop
- Kahoot
- Applicable educational videos

**Differentiated Student Access to Content:
Recommended *Strategies & Techniques***

Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
<ul style="list-style-type: none"> • Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment. 	<ul style="list-style-type: none"> • Provide graphic organizers for additional support or encourage students to create digital multimedia to showcase knowledge. • Use prompts and model directions • Provide opportunities to model 	<ul style="list-style-type: none"> • Utilize visual supports and graphic organizers • Use prompts and model directions • Provide opportunities to model talk during read alouds, and scaffold talk during whole class and small group discussions 	<ul style="list-style-type: none"> • Encourage students to explore concepts in depth and encourage independent studies or investigations. • Modeling or independent student-led research • Use of higher leveled text and/or writing assignments

	<p>talk during read alouds, and scaffold talk during whole class and small group discussions</p> <ul style="list-style-type: none"> Extended time for revisions or opportunity to identify and develop areas of personal interest 	<ul style="list-style-type: none"> Device used for translation purposes 	
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NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	Disciplinary Concept:		
	Core Ideas:	Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one’s own work.	
	Performance Expectation/s:	<ul style="list-style-type: none"> 9.4.8.DC.1: Analyze the resource citations in online materials for proper use. 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products 	
	Career Readiness, Life Literacies, & Key Skills Practices		
	<ul style="list-style-type: none"> Act as a responsible and contributing community members and employee. Attend to financial well-being. Consider the environmental, social and economic impacts of decisions. Demonstrate creativity and innovation. Utilize critical thinking to make sense of problems and persevere in solving them. Model integrity, ethical leadership and effective management Plan education and career paths aligned to personal goals. Use technology to enhance productivity increase collaboration and communicate effectively. Work productively in teams while using cultural/global competence. 		

New Jersey Legislative Statutes and Administrative Code (place an “X” before each law/statute if/when present within the curriculum map)									
x	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>	x	Holocaust Law: <i>N.J.S.A. 18A:35-28</i>		LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>	x	Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>	x	Standards in Action: <i>Climate Change</i>