Washington Township School District

Course Title:	**English Language Arts**
Grade Level(s):	**6**

Duration:	Full Year:	X	Semester:		Marking Period:	

Course Description:	This course is designed for the sixth grade middle school student. It offers an integrated and active approach to reading, writing, vocabulary, and grammar. Students will learn 21st Century skills essential for success in college, career, and life. These include critical and creative thinking, clear reasoning, research skills, collaboration, communication, and information, media, and technology literacy. This course offers a range of fiction and nonfiction texts that differ in complexity perfect for the advancement of all learners. Activities include connecting reading, writing, speaking, and listening in order to produce successful learning of skills and content.
Grading Procedures:	➢ Homework -- 15% ➢ Participation/Collaboration -- 20% (Oral Presentations, Socratic Seminars, Cooperative Activities, Literature Circles) ➢ Major Assessments & Activities -- 35% (Tests, Benchmark Assessments, Published Writings, Projects) ➢ Minor Assessments & Activities -- 30% (CW, Quizzes, Journals/WNB, Short Writing Responses)
Primary Resources:	*Glencoe Literature* *Glencoe Writer's Choice* *Vocabulary for Achievement*

Washington Township Principles for Effective Teaching and Learning

- Implementing a standards-based curriculum
- Facilitating a learner-centered environment
- Using academic target language and providing comprehensible instruction
- Adapting and using age-appropriate authentic materials
- Providing performance-based assessment experiences
- Infusing 21st century skills for College and Career Readiness in a global society

Designed by:	**Christina Iavarone, Madeline La Voe, and Geralee Wood, Ed.D.**

Under the Direction of:	**Theresa Pietrowski**

Written: _____**Summer, 2016**_____

Revised: _____

BOE Approval: _____**August, 2016**_____

Duration:	*Full Year:*		*Semester:*		*Marking Period:*	1

Unit Title: NARRATIVE
Suggested Essential Questions: "What Makes Us Who We Are?" and "What Makes a Hero?"

Unit Description:

In this introductory unit of study, students will further develop and elaborate upon their understanding of both fiction and non-fiction narrative texts presented in multiple genres. Text emphasis will be placed on examining unique personal characteristics that pertain to the identification of heroic qualities, positive traits and/or unique tendencies, which ultimately work to answer the essential questions of "What Makes Us Who We Are?" and "What Makes a Hero?"

Throughout this unit learners cite textual evidence and employ standards-based reading and writing strategies including but not limited to:

- Explaining how an author establishes develops the point of view of the narrator or speaker in a text.
- Analyzing plot structure and story elements.
- Determining a theme or central idea of a text.
- Analyzing character.
- Writing narrative to develop real or imagined experiences or events.
- Establishing meaningful connections to a variety of texts.

Learners will also employ active reading strategies to determine the meaning of unknown words through the practiced use of context clues, structural analysis, and root word knowledge. Throughout their exploration of the narrative mentor/anchor texts, students will collect ideas for their own narrative writing piece(s) and will be actively engaged in all steps of the writing process, which includes pre-writing, drafting, revising, and editing/proofreading, and publishing. The culmination of this unit will result in students utilizing their series of examined mentor/anchor texts, in combination with their learned narrative techniques, to create a finalized narrative piece(s) in reference to real or imagined circumstances.

Unit Duration: 4 Cycles

Suggested Sequencing: When selecting narrative texts, teachers should consider all texts as mentors for subsequent writing assignments.

Vocabulary and *grammar* instruction should occur regularly to practice and reinforce skills and strategies.

Unit 1- Narrative

Reading Workshop	Writing Workshop
Cycle 1	**Cycle 1**
- Class Overview *Rules* Review - Set up Reader's Notebook *Rules* Test - Select Independent Reading/SSR Novels - Review independent reading/SSR expectations	- Collect Narrative writing samples - Set up Writer's Notebook - Review various fifth-grade grammar concepts - Establish daily warm-up procedure
Cycle 2	**Cycle 2**
- Introduce plot structure, story elements, and point of view - Read short stories and other narrative texts - Model close reading strategies/analyze narrative text - Conduct reading conferences, discuss student understanding and application of strategies and Independent Reading/SSR novels	- Introduce the writing process (brainstorming/pre-writing, drafting, revising, editing, and publishing) - Analyze and review narrative writing techniques through examination of mentor texts and modeling (imagery/sensory details, dialogue, figurative language) - Brainstorm and collect ideas for narrative writing pieces through completion of quick-writes - Begin drafting narratives - Conduct writing conferences
Cycle 3	**Cycle 3**
- Introduce theme and characterization - Read short stories and narrative texts - Select and analyze narrative text/short story for character and theme. - Continue modeling close reading strategies to analyze narrative text - Conduct reading conferences/book talks to discuss independent reading/SSR novels	- Continue drafting and begin revising narratives - Model revision strategies - Continue review of techniques for narrative writing (imagery/sensory details, dialogue, similes, metaphors etc.) - Conduct writing conferences peer and teacher writing conferences
Cycle 4	**Cycle 4**
- Review literary elements found in narrative writing - Utilize close reading strategies to prepare for story extension activity - Assess independent reading novel/SSR novel (AR test, project, book report etc.) - Complete Narrative Benchmark Assessment	- Edit and publish narrative writing piece - Participate in writing celebration - Review story extensions (continuing author's POV, tone, mood, etc.) - Draft an extension to a short story - Complete Narrative Benchmark Assessment

Desired Results MP1

Standard(s): This ELA curriculum follows the current Common Core State Standards (CCSS).

Reading Literary Text	Reading Informational Text	Writing	Speaking and Listening	Language
Essential **CCSS.ELA-LITERACY.RL.6.1** **CCSS.ELA-LITERACY.RL.6.2** **CCSS.ELA-LITERACY.RL.6.3** **CCSS.ELA-LITERACY.RL.6.4** **CCSS.ELA-LITERACY.RL.6.5** **CCSS.ELA-LITERACY.RL.6.6** **CCSS.ELA-LITERACY.RL.6.9**	**Supplemental** CCCS ELA Literacy RI 6.1 CCCS. ELA Literacy RI 6.3 CCSS.ELA-LITERACY.RI.6.10	**Essential** CCSS.ELA-LITERACY.W.6.3 CCSS.ELA-LITERACY.W.6.3.A CCSS.ELA-LITERACY.W.6.3.B CCSS.ELA-LITERACY.W.6.3.C CCSS.ELA-LITERACY.W.6.3.D CCSS.ELA-LITERACY.W.6.3.E **Supplemental** CCSS.ELA-LITERACY.W.6.4 CCSS.ELA-LITERACY.W.6.5 CCSS.ELA-LITERACY.W.6.7 CCSS.ELA-LITERACY.W.6.8 CCSS.ELA-LITERACY.W.6.10	**Supplemental** CCSS.ELA-LITERACY.SL.6.1.A CCSS.ELA-LITERACY.SL.6.1.B CCSS.ELA-LITERACY.SL.6.1.C CCSS.ELA-LITERACY.SL.6.1.D CCSS.ELA-LITERACY.SL.6.4 CCSS.ELA-LITERACY.SL.6.2 CCSS.ELA-LITERACY.SL.6.5 CCSS.ELA-LITERACY.SL.6.3 CCSS.ELA-LITERACY.SL.6.6	**Supplemental** CCSS.ELA-LITERACY.L.6.1 CCSS.ELA-LITERACY.L.6.1.A CCSS.ELA-LITERACY.L.6.1.B CCSS.ELA-LITERACY.L.6.1.C CCSS.ELA-LITERACY.L.6.1.D CCSS.ELA-LITERACY.L.6.1.E CCSS.ELA-LITERACY.L.6.2 CCSS.ELA-LITERACY.L.6.3 CCSS.ELA-LITERACY.L.6.3.A CCSS.ELA-LITERACY.L.6.3.B CCSS.ELA-LITERACY.L.6.4 CCSS.ELA-LITERACY.L.6.4.A CCSS.ELA-LITERACY.L.6.4.B CCSS.ELA-LITERACY.L.6.4.C CCSS.ELA-LITERACY.L.6.4.D CCSS.ELA-LITERACY.L.6.5 CCSS.ELA-LITERACY.L.6.5.A CCSS.ELA-LITERACY.L.6.5.B CCSS.ELA-LITERACY.L.6.5.C CCSS.ELA-LITERACY.L.6.**6**

Indicators:

- **Students will** identify, define and classify unique character traits in a narrative text.
- **Students will** make text-to-text, text-to-self, or text-to-world connections.
- **Students will** demonstrate an understanding of plot structure: exposition, rising action, climax, falling action, and resolution.
- **Students will** critically examine texts identifying cause and effect relationships within the narrative works.
- **Students will** write narratives to develop real or imagined experiences or events using vivid details and well-structured event sequences.
- **Students will** cite textual evidence to support an analysis of what the text says explicitly as well as inferences drawn from the text.
- **Students will** analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the theme, setting, or plot.
- **Students will** use narrative techniques, such as pacing, description, and plot establishment to develop experiences, events, and characters.
- **Students will** use precise words and phrases, descriptive details, and sensory language, to convey vivid pictures and representations of experiences, events, settings, and characters.
- **Students will** provide a conclusion that follows from the narrated experiences or events.
- **Students will** use a variety of strategies to evaluate whether the writing is presented in a creative and reflective manner (e.g., reading the draft aloud, seeking feedback from a reviewer, and using scoring guides).
- **Students will** revise narrative writing pieces and utilize feedback to enhance the effect on the reader and clarify the presentation of implicit or explicit themes.

Understandings:

- Students can make connections (text-to-text, text-to-self, text-to-world) among themes within a variety of narrative texts.
- Students can recall information and to activate prior knowledge in order to make new connections and enhance the acquisition of new content.
- Students can explain how the plot of a story or play progresses and note how the characters and themes evolve as the plot develops and approaches a resolution.
- Students can identify and utilize precise vocabulary when examining and writing narrative texts.
- Students can construct retellings by recalling the sequence of events and employing the use of transition words.
- Students can identify the essential characteristics of narratives (e.g., characters, plot, narrator, and setting).
- Students can recognize significant events and ideas in narrative texts. Students can also provide a summary of the text.
- Students can identify and employ the essential elements of narrative story structure (i.e. exposition, rising action, climax, falling action, and resolution).
- Students can identify common points of view and discuss the effect each viewpoint has within a text.
- Students can determine the meaning of unknown vocabulary through the use of reference aids, context clues, and word origins.
- Students can generate and gather ideas about a topic with help from classmates and teachers. Students can use these ideas and the writing process to improve their writing.
- Students can utilize graphic organizers to organize their ideas into a narrative structure.
- Students can identify the ways text structure influences the overall message of a narrative text.
- Students can identify and utilize effective introductory hooks within texts, analyze what makes them effective, and employ a hook in their own narrative writing.
- Students can show their knowledge and ability to follow the conventions of standard English capitalization, punctuation, and spelling

Essential Questions:

- How do skillful readers and writers relate personally relevant experiences to the experiences of characters showcased within literature?
- How do skillful readers and writers use previous knowledge to expand or elaborate upon discussions regarding a featured topic or theme?
- How do skillful readers and writers utilize cause/effect relationships, in addition to themes, to further overall story comprehension and the advancement of ideas?
- How do skillful readers and writers use language that is precise and powerful to showcase a point of view?
- How do skillful readers and writers transition between ideas and concepts using appropriate words and phrases?
- How do skillful readers and writers identify and utilize a text's genre and structure to further assist them in constructing meaning?
- How do skillful readers and writers distinguish between major and minor characters and major and minor events to enhance text comprehension?
- How do skillful readers and writers use characterization, setting, plot, conflict, theme and point of view to support their story comprehension?
- How do skillful readers and writers establish and maintain a consistent narrator's point of view?
- How do skillful readers and writers utilize reference aids, context clues and word origins to further aid themselves in determining the meaning of unknown words?
- How do skillful writers utilize the writing process within the narrative genre to improve upon their ability to communicate ideas?
- How do skillful readers and writers analyze a text, unpack a writing prompt and generate ideas for writing?
- How do skillful readers and writers establish paragraph structure and formatting to increase the clarity of a narrative text's message?
- How can skillful readers and writers use effective techniques to gain and maintain audience engagement?
- How can skillful writers demonstrate a command of the conventions of standard English grammar and usage?

Assessment Evidence MP1

Performance Tasks:

- Students will demonstrate comprehension of multiple texts (1-2 extended texts and 4-8 shorter texts) via teacher created assessments.
- Students will produce a series of narrative pieces that showcase evidence of the thoughtful use of the writing process including invention, drafting, revision, and proof-reading with editing.
- Students will read independent reading books assessed through book club or literature circle participation, AR quizzes, or student projects.
- Students will produce a final written narrative piece, which demonstrates a clear narrative purpose and is appropriate for a diverse audience of peers.

Other Evidence:

- **Informal Checks/ for Understanding**: Accuracy and thoroughness of student notes, study guides, and graphic organizers will demonstrate informal evidence of concept(s) processing.
- **Formative Assessment**: Lesson closure monitoring levels of understanding via on-going student-teacher conferences.
- **Teacher Observation/ Student Discussion**: Informal evidence of concept processing and skill development will be made through teacher observation of the frequency and sophistication of students' contributions to critical questioning.
- **Teacher Created Quiz/Test**: Formally measured evidence of outcomes and overall progress towards the New Jersey Student Learning Standards will be established via teacher-created quizzes and unit assessments.
- **Writing Prompts**: Timed, in-class writing tasks on specific themes or passage-related prompts will be evaluated with rubrics for a formal assessment of each student's progress as a writer. Students' writing samples and associated rubrics will be maintained in a portfolio.
- **Teacher Created Project**: Culminating project.
- **Homework**
- **Classwork**

Benchmarks:

Narrative Benchmark Assessment

**The Narrative Benchmark Assessment is scheduled to be created in the 2016-2017 school year. The assessment will measure the Essential and Supporting Standards of this unit and will include the following: narrative text(s), evidence-based questions, and a prose constructed response (PCR).

Learning Plan MP1

Learning Activities:

- <u>Skill/ Topic Introduction:</u> Introduce, define and use reading strategies: questioning, previewing, connecting, identifying cause/effect, identifying theme, using context clues, analyzing plot structure, and steps of the writing process
- <u>Application:</u> Apply a variety of reading strategies in guided and independent reading of narrative texts such as questioning, previewing, connecting, identifying cause/effect, using context clues, analysis, and making judgements.
- <u>Access of Prior Knowledge:</u> Develop K-W-L Chart or other anticipatory guides to activate prior knowledge.
- <u>Discussion:</u> Whole-class, small group, and paired conversations pertaining to selected texts and the use of reading strategies.
- <u>Brainstorming/Prewriting:</u> Read and discuss mentor/anchor texts to identify features of a narrative (e.g., sensory details, early memories, voice, and life-altering events)
- <u>Examination:</u> Employ close reading of narrative mentor/anchor texts and critically re-read one's own narrative writing.
- <u>Vocabulary Development/ Word Precision:</u> Use reference tools to further define and clarify vocabulary.
- <u>Reflection:</u> Encourage the on-going use of reading response journals and writers' notebooks to record reflections.
- <u>Collaboration</u> Work collaboratively with a writing partner within a writing community and practice procedures for offering support and suggestions while revising.
- <u>Innovation:</u> Generate ideas and topics for independent reading novels and narrative writing; write freely concerning narrative topics of interest.
- <u>Selection:</u> Review narrative drafts and select one to further develop and publish.
- <u>Draft</u>: Write drafts that incorporate the format and features of a narrative text.
- <u>Revision:</u> Re-read narrative drafts looking for such traits as the development of a central conflict and a plot that unfolds around that conflict, characterization consistent with characters' motives and traits, the use of descriptive language.
- <u>Proofreading/Editing:</u> Proofread by checking for the following common errors: missing transition words, offensive ideas/words, capitalization, punctuation, commas, and word usage errors.
- <u>Publishing</u>: Create a final copy of the narrative piece and celebrate writing successes.

<u>Resources</u>:
*Glencoe Literatu*re: *Course 1,* 2009
Glencoe Writer's Choice: *Grammar and Composition*, Grade 6, 2009
Great Source Vocabulary for Achievement: *Introductory Course*, 2005 (Suggested lessons: 1, 2, 4, 7, 10, 12,16, & 18)
Scholastic Scope magazine (print and digital)
Grade 6 Collateral Reading List of approved novels:

Title	Author's Last Name
Adventures of Sherlock Holmes	Doyle
Al Capone Does My Shirts	Choldenko
Catherine Called Birdy	Cushman
Christmas Carol, A.	Dickens
Crazy Lady, The	Conly
Devil's Arithmetic, The	Yolen
Dragon Wings	Yep
Flipped	Van Draanen
Hatchet	Paulsen
House of Dies Drear	Hamilton
Incident at Hawk's Hill,	Eckert
Island of the Blue Dolphin	O'Dell
Joey Pigza Loses Control	Gantos
Joey Pigza Swallowed the Key	Gantos

Midwife's Apprentice	Cushman
Rules	Lord
Shakespeare's Secret	Broach
Stone Fox	Gardiner
Taking Sides	Soto
The Pinballs	Beyers
The Upstairs Room (BSI)	Reiss
The War with Grandpa	Smith
Treasure Island	Stevenson
Tuck Everlasting	Babbitt
Where the Red Fern Grows	Rawls
White Mountains	Christopher
Witch of Blackbird Pond	Speare
Woodsong	Paulsen

Suggested Selections (from *Glencoe Literature*)
- "The Scribe" by Kristen Hunter
- "Dragon, Dragon" by John Gardner
- "Stray" by Cynthia Rylant
- "Eleven" by Sandra Cisneros
- "The All American Slurp" by Lensey Namioka
- "Geraldine Moore the Poet" by Toni Cade Bambara
- "Flowers and Freckle Cream" by Elizabeth Ellis

Additional Suggested Materials and Websites:
- **Flocabulary Five Things**
- **Interactive Story Organizer**
- **ReadWriteThink**
- **Readworks.org**
- **Scholastic Scope**
- **StoryJumper.com**

	Unit Learning Goal and Scale MP1
	(Level 2.0 reflects a minimal level of proficiency)

Standards: CCSS.ELA-LITERACY.RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. CCSS.ELA-LITERACY.RL.6.2 Determine the 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 judgements. **CCSS.ELA-LITERACY.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.	
4.0	**Students will be able to:** - In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught to support their claim. **Students will be able to:** - Apply critical thinking skills to compare and contrast narrative texts' themes, settings and plots from varying literary genres.
3.0	**Students will be able to:** - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text (CCSS.ELA-LITERACY.RL.6.1). - Determine the theme or central idea of a text and how it is conveyed through particular details and provide a summary of the text distinct from personal opinions or judgements (CCSS.ELA-LITERACY.RL.6.2). - Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a grade-appropriate text and contributes to the development of the theme, setting or plot(**CCSS.ELA-LITERACY.RL.6.5**).
2.0	**Students will be able to:** - Recognize or recall specific vocabulary: *Analyze, climax, chapter, development, exposition, falling action, organizational pattern, paragraph, plot, resolution, rising action, scene, sentence, setting, stanza, story structure, text,* and *theme.* - Perform basic processes: - Map out the plot structure (exposition, rising action, climax, falling action and resolution) of a grade-appropriate narrative. - Describe the overall form, structure, or organizational pattern used in a grade-appropriate text. - Cite textual evidence. - Identify a theme. - Provide a summary without personal opinions or judgement.
1.0	**With help, partial success at level 2.0 content and level 3.0 content:**
0.0	**Even with help, no success**

Standards:
[CCSS.ELA-LITERACY.W.6.3](#) Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

4.0	**Students will be able to:** • In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the elements taught. **Students will be able to**: • Evaluate the effectiveness of a narrative writing piece. • Reflect on experiences that impacted their decisions as a writer. • Recommend alternatives to descriptive details, figurative language, and events used in a text. • Create a digital presentation (e.g., iMovie trailer, PowToon, StoryJumper, etc.) to represent the narrative work.
3.0	**Students will be able to:** • Write grade-appropriate narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. ▪ 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. ▪ Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. ▪ Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one timeframe or setting to another. ▪ Use precise words or phrases, relevant descriptive details, and sensory language to convey experiences and events. ▪ Provide a conclusion that follows from the narrated experiences or events.
2.0	**Students will be able to:** • Recognize and recall specific vocabulary: ▪ *character, clause, conclusion, context, convey, description, detail, dialogue, engage, event, experience, logical, narrative, narrator, organize, orient, pacing, phrase, plan, precise, relevant, sensory, sequence, setting, technique, time frame,* and *transition*. • Perform basic processes: ▪ Use teacher-provided template for planning and organizing a narrative. ▪ Describe the use of narrative techniques such as dialogue, pacing, and description, and the use of transition words, phrases, and clauses. ▪ Write narratives using a teacher-provided template or graphic organizer.
1.0	**With help, partial success at level 2.0 content and level 3.0 content:**
0.0	**Even with help, no success**

Unit Modifications for Special Population Students MP1

Advanced Learners

Scheduling/ Pacing:
- The teacher-student establishment of learning goals followed by the in-class provision of time and related opportunities to work towards those goals.
- The provision of a teacher/adult mentor to oversee student work and pace student learning experience; in-depth exploration of concepts through independent studies and investigations that are student-teacher selected.
- Student-selected and content-related reading and writing in order to increase student background knowledge and expand learning schemas.

Narrative Anchor Texts:
- The use of higher level questioning that spark students' investigation into related causes, experiences, and additional facts that enhance students' understanding.
- The use of additional higher-leveled texts and related supplemental materials with more abstract concepts.
- Exploration of varying points of view on a narrative topic.
- Increased use of open-ended questioning intended to stimulate learner inquiry and the active exploration of concepts.

The Narrative Writing Process:
- Increased study of complex, narrative texts and the utilization of narrative writing components (e.g., plot, conflict, and themes) in their own written work.
- Extensive use of figurative language techniques including imagery, similes, metaphors, symbols, and so forth.

Alternative Assignments:
- Pre-assessment in order to distinguish skills and knowledge that is already familiar from that which must be taught.
- Completion of student-choice assignments and assessments that will encourage learners to generate ideas and/or ways to showcase their knowledge and skills where risk-taking is encouraged in the creation of such things as websites, wikis, podcasts, Movie-makers, and game creation.

Struggling Learners

Narrative Anchor Texts:
- The teacher provision of anchor text summaries and/or synopses for on-going concept reference and review.
- Teacher directed identification of key words, and/or phrases and sentences to further showcase meaning, relationships, text structure, and so forth.
- Differentiation of texts by readability (when available).

The Narrative Writing Process:
- Teacher modeling of each step of the writing process (i.e., pre-writing, drafting, revising, editing, and publishing).
- Authentic writing samples to provide students with a better sense of assignment requirements and planning within a specified timeframe.
- The provision of regular, teacher guidance (writing conferences) and appropriate supervision to plan writing assignments, especially unit writing pieces, which can take several days or weeks to complete.
- The provision of exemplars to understand rubric scoring.

Alternative Assignments:
- The provision of other opportunities, methods, and/or test formats to demonstrate what is known.

English Language Learners	**Scheduling/ Pacing:** • As needed, the provision of extended time to complete assignments, assessments, and projects. • Omission of assignments, assessments, projects, as needed. **Narrative Anchor Texts:** • The building of background on topics and themes that may be unknown to students of different cultures (e.g., sports, American history, customs, holidays, etc.). • Incorporating cultural lessons that allow students to share their culture, language, and traditions with the class. • The use of alternative texts and leveled narrative reading materials with similar concepts. • The provision of narrative content showcased in another medium (e.g., movie, audiotapes, visual aids, etc.). • Simplified language; use of supplementary materials to contain precise and specified vocabulary. • Use of bilingual dictionaries, language learner dictionaries, and/or electronic translating programing; pre-teaching of concept vocabulary. • Use of mapping devices and graphic organizers (e. g. outlines, study guides, question preview, etc.) to further showcase how concepts/ideas/narrative themes are related and further establish concept schemas. • Use of role-playing, simulations and/or concrete examples to exemplify real life situations. • Teacher-created checks for text and concept understanding/review. **The Narrative Writing Process:** • The provision of concise directions worded in small, distinct steps • The provision of oral clues and/or prompts throughout the writing process • Writing tasks broken into shorter, segmented sections • The provision of teacher selected and/or created argument samplings as exemplars • Required use teacher-provided graphic organizers, outlines, concept maps to further assist learners to visualize and attend to all necessary parts of narrative writing construction. • Regular use of computer or word processor throughout the writing process (drafting, revising, editing, publishing) to further organize and communicate student thinking, in addition to addressing minor writing errors (i.e. grammatical, spelling) **Alternative Assignments:** • Permission to answer comprehension questions orally. • The use multiple choice responses when appropriate. • Directions read to students. • Provision of assignments, assessments, and projects that are shorter in length and that contain step by step instructions. • The use of abbreviated story versions as provided in the supplemental workbooks, when appropriate. • The provision of technology software programs that can provide students extra help and practice (e.g. Study Island). • Permission for alternative assignments: ○ artistic creations ○ exhibits ○ charts ○ graphs ○ tables ○ photo essays ○ maps ○ review games

Special Needs Learners	<u>Scheduling/ Pacing:</u>
	- The provision of additional time to process instruction, complete assignments and/or re-enforce concept mastery.
	- Chunking or breaking up instruction, practice activities and/or assessments, over several sessions based on essential concept skill mastery.
	
	<u>**Differentiated Instruction:**</u>
	- The establishment and implementation of the following learning strategies and/or teaching techniques, when applicable:
	  o **Flexible Grouping:** The grouping of students for the delivering and/or continuing instruction (i.e. whole class, small group, partner and/or direct instruction).
	  o **Learning Centers**: Designated classroom areas and/or spaces where a collection of materials and/or tasks may be found that have been designed to teach, reinforce, and/or extend student learning. Tasks may include one, some, or all components related to skill acquisition and/or mastery.
	  o **Tiered Assignments and Activities**: Teacher-created learning experiences that have been designed to address content, process, and/ or end product options intended to address the over-arching learning goal, but which are also student specific with developmentally appropriate challenge and/or difficulty.
	
	- The establishment and implementation of the following co-teaching instructional delivery models, when applicable:
	  o **Lead Teacher/Support Teacher:** One teacher presents the lesson, while the other circulates and provides individual and/or small group assistance, in addition to closely monitoring student mastery.
	  o **Parallel Teaching:** Both teachers divide the student population and simultaneously deliver instruction of the same content matter and/or skill in order to provide learners with a learning experience in a small group setting.
	  o **Alternative Teaching:** One teacher presents the lesson to most of the class, while the other teacher works with a small group and/or an individual student inside or outside of the classroom for remedial and/or extended skill work.
	  o **Station Teaching:** Both teachers establish, instruct, and supervise various learning centers. Teachers divide the classroom into instructional stations, with students being given the opportunity to complete tasks in a variety of ways (i.e. independently, paired, small group).
	  o **Team Teaching:** Both teachers are actively and equally involved in the presentation, organization, and management of the lesson.
	
	- The establishment and implementation of the following literary strategies, when applicable:
	  o **Guided Reading:** Learners read from text(s) at their instructional reading levels, while the teacher(s) monitor student reading processes, check for skill acquisition and further promote reading proficiency.
	  o **Shared Reading:** Learners join in or share in the reading of text(s), while guided and supported by the teacher(s); The teacher(s) explicitly model the skills of proficient readers (i.e. reading with fluency, expression and so forth).
	  o **Partner Reading:** Two or more learners work together to read assigned text(s); Students provide each other with immediate feedback and actively monitor their own comprehension.
	  o **Independent/Voluntary Reading:** Learners read and/or select text(s) written at or slightly above their independent reading level with minimal assistance from teacher(s).
	  o **Conference Reading:** Teachers provide individualized reading instruction personalized for varying reading abilities.

Narrative Mentor/Anchor Texts:
- The use of alternative texts and leveled narrative reading materials with similar concepts.
- The provision of argument content showcased in another medium (movie, audiotapes, etc.).
- Shortened amount of required reading.
- Pre-teaching of difficult vocabulary terminology and multi-process concepts.
- Regular stating of lesson objective; establishing a purpose for reading, exploration, continued practice and so forth.
- Thoughtful close-reading strategies through teacher-directed use of colored markers and/or highlighters.
- The use of mapping devices and graphic organizers (outlines, study guides, question preview, etc.) to showcase how concepts/ideas/argument topics are related and establish concept schemas.
- Direct practice identifying relationships.
- Use of role-playing, simulations and/or concrete examples to exemplify real life situations.

The Narrative Writing Process:
- The provision of teacher selected and/or created narrative exemplars to showcase, discuss and dissect narrative writing construction and related requirements.
- Heavy concentration of student choice regarding idea generation, selection, and development.
- Required use of teacher-provided graphic organizers, outlines, and concept maps to assist learners in visualizing and attending to narrative writing construction.
- Compulsory use of transition and sequencing words to be meaningfully utilized in the unfolding of narrative event sequences.
- Re-teaching of proofreading skills and teacher provided proofreading checklist for on-going student use and reference.
- In-class opportunities for learners to read self-created writing pieces aloud in order to assist learners in the identification of inaccurate construction of sentences, grammatical errors, and so forth.
- Regular use of computer or word processor throughout the writing process (drafting, revising, editing, publishing) to organize and communicate student thinking.

Alternative Assignments:
- Shortened and/or reduced assignments based on individual student mastery of key concepts and/or need
- Use of altered grading rubric to more closely address individual student weakness and/or need
- Acceptance of an alternative form of information sharing and student creation such as:
    - Artistic creation
    - Exhibit or showcase
    - Chart, graph, or table
    - Photo essay
    - Map
    - Review game
    - Demonstration
    - Taped report

Interdisciplinary Connections MP1

Indicators:
- Learn from and work collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts.
- Understand other nations and cultures, including the use of non-English languages.
- When possible, collaborate with teachers in other content areas to select narrative texts related to the themes and concepts taught in other disciplines.

Suggested interdisciplinary units and activities:
- **Olweus/Township Tuesday, Art, and Technology**

After reading narrative selections that highlight character traits (e.g., "Dragon, Dragon" or "Street Magic"), students can reflect upon their own character traits in an effort to respond to the questions "What Makes Us Who We Are?" and "What Makes a Hero?". Students can make connections between their own unique character traits and the character traits promoted by the district's anti-bullying initiative: Olweus. Students can utilize skills learned in art, music, and technology classes to create a poster (print or digital) or other creative endeavor that identifies the character traits that make them who they are.

- **Social Studies**

After reading narrative selections that focus on the traits of heroes, students can connect these ideas to their social studies classes by identifying individuals from history who were heroes in their time. Students can research these heroes, identify the deeds and characteristics that made this individual a hero. Students can produce a creative project that identifies why this individual is considered a hero.

- **Olweus/Township Tuesday**

Students will identify themes from the sixth-grade summer reading novel, *Rules* by Cynthia Lord, (e.g., respecting the differences of others, celebrating individuality, understanding disabilities, etc.), and connect these ideas to the Township Tuesday anti-bullying initiative: Olweus.

Integration of 21st Century Skills MP1

Indicators:

Framework for 21st Century Learning

http://www.p21.org/storage/documents/docs/P21_framework_0116.pdf

P21 Framework Definitions

http://www.p21.org/storage/documents/docs/P21_Framework_Definitions_New_Logo_2015.pdf

CREATIVITY AND INNOVATION

Use a wide range of idea creation techniques such as brainstorming.

Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work.

CRITICAL THINKING AND PROBLEM SOLVING

Analyze and evaluate major alternative points of view.

Reflect critically on learning experiences and processes.

Identify and ask significant questions that clarify various points of view and lead to better solutions.

COMMUNICATION AND COLLABORATION

Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts.

Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions.

INFORMATION LITERACY

Use information accurately and creatively for the issue or problem at hand.

MEDIA LITERACY

Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media.

ICT (Information, Communications and Technology) LITERACY

Use technology as a tool to research, organize, evaluate and communicate information

FLEXIBILITY AND ADAPTABILITY

Adapt to varied roles, jobs responsibilities, schedules and contexts.

Work effectively in a climate of ambiguity and changing priorities.

Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments.

INITIATIVE AND SELF-DIRECTION

Set goals with tangible and intangible success criteria.

Balance tactical (short-term) and strategic (long-term) goals.

Utilize time and manage workload efficiently.

Monitor, define, prioritize, and complete tasks without direct oversight.

Demonstrate commitment to learning as a lifelong process.

Reflect critically on past experiences in order to inform future progress.

SOCIAL AND CROSS-CULTURAL SKILLS

Know when it is appropriate to listen and when to speak.

Conduct themselves in a respectable, professional manner.

Respect cultural differences and work effectively with people from a range of social and cultural backgrounds.

Respond open-mindedly to different ideas and values.

Leverage social and cultural differences to create new ideas and increase both innovation and quality of work.

PRODUCTIVITY AND ACCOUNTABILITY

Set and meet goals, even in the face of obstacles and competing pressures.

LEADERSHIP AND RESPONSIBILITY
Use interpersonal and problem-solving skills to influence and guide others toward a goal.
Inspire others to reach their very best via example and selflessness.
Demonstrate integrity and ethical behavior in using influence and power.
Act responsibly with the interests of the larger community in mind.

Suggested Activities:
Students will select an individual whom they believe exemplifies the characteristics of a hero. This "hero" could be either a well-known individual from history, a character from literature, or someone they know personally. Students will utilize an online poster creator such as Glogster or Postermywall to include both text and images that represent the heroic character traits of the individual.

| Duration: | *Full Year:* | | *Semester:* | | *Marking Period:* | **2** |

Unit Title: INFORMATIONAL TEXT/ LITERARY ANALYSIS
Suggested Essential Question: "How Do Different Authors Approach a Similar Topic or Theme?"

Unit Description:
In this unit of study, students will analyze and compare and contrast a variety of literary and informational texts. By carefully analyzing paired texts in a variety of genres, students will develop an understanding of related themes and text structures to answer unit questions (e.g. "Why Read?" or "What Brings Out the Best in You?"). Students will also pay careful attention to the decisions and literary techniques used by authors so as to develop a deeper understanding of these texts and their overall purpose(s).

Throughout this unit, learners will employ standards-based reading and writing strategies including but not limited to the following:
- Citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Determining a theme or central idea of a text and how it is conveyed through particular details.
- Providing an objective summary distinct from personal opinions and judgments.
- Describing 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.
- Explaining how the author develops the point of view of the narrator or speaker in the text.
- Describing the meaning of the author's specific words and phrases and analyzing their impact on the author's tone while also considering how the author's choices reveal the author's point of view and purpose.
- Determining a text's central idea and analyzing how a text's structure contributes to the development of ideas.
- Tracing and evaluating arguments and claims and distinguishing claims supported by evidence from those that aren't.
- Examining a topic and conveying ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- Introducing a topic, organizing ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension.
- Developing a topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- Using appropriate transitions to clarify the relationships among ideas and concepts.
- Using precise language and domain-specific vocabulary to inform or explain.
- Establishing and maintaining a formal style.
- Providing a concluding statement or section that follows from and supports the information or explanation presented.

Unit Duration: 5 Cycles

Suggested Sequencing: When selecting narrative texts, teachers should consider all texts as mentors for subsequent writing assignments.

Vocabulary and ***grammar*** instruction should occur regularly to practice and reinforce skills and strategies.

Reading Workshop	Writing Workshop
Cycle 1	**Cycle 1**
- Introduce literary analysis genre and provide exemplars - Read paired-texts - Model the use of close reading strategies for analyzing literature (identifying mood, setting, POV, figurative language etc.) - Select independent reading novel/SSR books - Conduct reading conferences/book talks to discuss Independent reading/SSR novels	- Introduce components of literary analysis, (compare/contrast, and writing a thesis statement/claim, citing textual evidence, utilizing transition words, etc.) - Model literary analysis composition - Compare and contrast authors' use of literary techniques in multiple texts
Cycle 2	**Cycle 2**
- Model and review text analysis - Read and model application of analysis strategies working as a whole class, in small groups, and/or independently - Participate in student and teacher led discussions to deepen understanding of literary texts - Conduct reading conferences/book talks to discuss independent reading/SSR novels	- Brainstorm and draft literary analysis essays - Participate in teacher / peer writing conferences and utilize feedback to improve writing pieces - Edit and publish literary analysis
Cycle 3	**Cycle 3**
- Introduce genres of informational texts (e.g. journal articles, news articles, biographies, essays, speeches, infographics, video clips, etc.) - Conduct mini-lessons to review non-fiction reading skills and text features such as text structure, summarizing, and citing textual evidence, source credibility, and so forth. - Model selection of meaningful/relevant evidence - Practice citing evidence to support analysis of non-fiction/informational text - Conduct reading conferences to discuss independent reading/SSR novels	- Conduct mini-lessons on informational writing strategies (format, formal writing techniques, hooks, formulating a claim, etc.) - Share examples of informational texts to be used as models for student writing - Prewrite/brainstorm for informational essays
Cycle 4	**Cycle 4**
- Continue modeling close-reading strategies for informational text - Conduct research to select informational text related to a topic - Read and analyze informational text as a whole class, in small group, and/or independently - Identify and cite textual evidence - Conduct reading conferences to discuss independent reading/SSR novels	- Draft, revise, and edit informational essays - Utilize multiple, credible sources to support their claim - Participate in teacher/peer writing conferences and utilize feedback to improve writing pieces
Cycle 5 - Conduct possible extension project or activity - Assess independent reading novel/SSR novel (AR test, project, book report etc.) - Review key elements in literary analysis/informational writing genre - Complete Literary Analysis/Informational Benchmark	**Cycle 5** - Publish informational essay and participate in writing celebration - Conduct possible extension project or activity - Complete Literary Analysis/informational Writing Benchmark

Desired Results MP2

Standard(s): This ELA curriculum follows the current Common Core State Standards (CCSS).

*New standards have been adopted by New Jersey for use during the 2017-2018 school year and beyond. They are known as the New Jersey Student Learning Standards, and are closely related to the existing CCSS. Links for both sets of standards are listed below.

Common Core State Standards (CCSS - 2016)
New Jersey Student Learning Standards (NJSLS - 2017-2018)

Reading Literary Text	Reading Informational Text	Writing	Speaking and Listening	Language
Essential	**Essential**	**Essential**	**Supplemental**	**Supplemental**
				CCSS.ELA-LITERACY.L.6.1
CCSS.ELA-LITERACY.RL.6.1	CCSS.ELA-LITERACY.RI.6.1	CCSS.ELA-LITERACY.W.6.2	CCSS.ELA-LITERACY.SL.6.1	**CCSS.ELA-LITERACY.SL.6.1.A**
CCSS.ELA-LITERACY.RL.6.2	CCSS.ELA-LITERACY.RI.6.2	CCSS.ELA-LITERACY.W.6.2.A	CCSS.ELA-LITERACY.SL.6.1.A	**CCSS.ELA-LITERACY.L.6.1.B**
CCSS.ELA-LITERACY.RL.6.3	CCSS.ELA-LITERACY.RI.6.3	CCSS.ELA-LITERACY.W.6.2.B	CCSS.ELA-LITERACY.SL.6.1.B	**CCSS.ELA-LITERACY.L.6.1.C**
CCSS.ELA-LITERACY.RL.6.4	CCSS.ELA-LITERACY.RI.6.4	CCSS.ELA-LITERACY.W.6.2.C	CCSS.ELA-LITERACY.SL.6.1.C	**CCSS.ELA-LITERACY.L.6.1.D**
CCSS.ELA-LITERACY.RL.6.5	CCSS.ELA-LITERACY.RI.6.5	CCSS.ELA-LITERACY.W.6.2.D	CCSS.ELA-LITERACY.SL.6.1.D	**CCSS.ELA-LITERACY.L.6.1.E**
CCSS.ELA-LITERACY.RL.6.6	CCSS.ELA-LITERACY.RI.6.6	CCSS.ELA-LITERACY.W.6.2.E	CCSS.ELA-LITERACY.SL.6.2	**CCSS.ELA-LITERACY.L.6.2.A**
CCSS.ELA-LITERACY.RL.6.7	CCSS.ELA-LITERACY.RI.6.7	CCSS.ELA-LITERACY.W.6.2.F	CCSS.ELA-LITERACY.SL.6.3	**CCSS.ELA-LITERACY.L.6.2.B**
CCSS.ELA-LITERACY.RL.6.9	CCSS.ELA-LITERACY.RI.6.8	CCSS.ELA-LITERACY.W.6.9	CCSS.ELA-LITERACY.SL.6.4	**CCSS.ELA-LITERACY.L.6.3**
	CCSS.ELA-LITERACY.RI.6.9	CCSS.ELA-LITERACY.W.6.9.A	CCSS.ELA-LITERACY.SL.6.5	**CCSS.ELA-LITERACY.L.6.3.A**
Supplemental		CCSS.ELA-LITERACY.W.6.9.B	CCSS.ELA-LITERACY.SL.6.6	**CCSS.ELA-LITERACY.L.6.3.B**
	Supplemental			**CCSS.ELA-LITERACY.L.6.4**
CCSS.ELA-LITERACY.RL.6.10				**CCSS.ELA-LITERACY.L.6.4.A**
	CCSS.ELA-LITERACY.RI.6.10			**CCSS.ELA-LITERACY.L.6.4.B**
				CCSS.ELA-LITERACY.L.6.4.C
				CCSS.ELA-LITERACY.L.6.4.D
				CCSS.ELA-LITERACY.L.6.5
				CCSS.ELA-LITERACY.L.6.5.A
				CCSS.ELA-LITERACY.L.6.5.B
				CCSS.ELA-LITERACY.L.6.5.C
				CCSS.ELA-LITERACY.L.6.6

Indicators:

- **Students will** read literary and informational texts closely for the dual purposes of comprehension and text analysis.
- **Students will** perform close-readings of text(s) to evaluate potential deeper and varied text(s) meanings.
- **Students will** determine essential details used within literary and informational text(s) to create an objective summary of text(s) and further establish text purpose.
- **Students will** gather evidence from literary and informational text(s) to support their understanding(s) of explicit and implicit text meanings.
- **Students will** cite textual evidence for support when analyzing text(s) and making inferences.
- **Students will**, where appropriate, provide and/or locate a statement of theme(s) and/or central idea(s) to enhance their understanding of text(s) and author's purpose(s).
- **Students will** utilize critical literary and informational text details (i.e. text structure, headings, sub-headings, etc.) as evidence in support of their analyses.
- **Students will** use information gleaned from literary and informational text sources to strengthen and support their analysis of a central idea.
- **Students will**, for both literary analysis and informational text essays, write on a specified topic by clearly restating the prompt and creating a relevant thesis statement.
- **Students will** support a claim by supplying critical supporting details and/or facts through both indirect and direct citation of text evidence.
- **Students will** clearly articulate and connect evidence to claims within their own writing.
- **Students will** skillfully transition between thoughts and ideas through the use of appropriate transition words and phrases.
- **Students will** select precise language and domain-specific vocabulary to elaborate upon and demonstrate their understanding of the topic(s) they are exploring.
- **Students will** utilize their understanding and command of grammar and language conventions when writing or speaking.

Understandings:	Essential Questions:
- Students can carefully read a text to ensure their accurate understanding of explicitly stated ideas and to infer ideas implied by the author. - Students can employ reading strategies in combination with their knowledge of the writer's craft to analyze narrative and informational texts. - Students can activate and employ their prior knowledge of similar topics or themes. Students can also demonstrate an awareness of how the unfolding of causes and effects suggest an author's intended message. - Students can examine how various forms and genres (e.g., speeches, short stories, poems, etc.) treat similar themes and topics. Students can note similarities and differences in authors' respective approaches to the theme or topic. - Students can explain or provide information about a subject or idea, choosing only the essential details and information related to the topic. Students can further build on these ideas by including facts, examples, and evidence, usually in the form of a quotation. - Students can identify effective and precise vocabulary used in mentor texts and utilize similar language in their own literary analysis. - Students can fluidly link details and ideas by making careful use of transitions and precise vocabulary. - Students can come to discussions prepared having read and studied the required material. Students can engage actively in discussions while following the rules for collegial discussions. - Students can demonstrate proper use of pronouns with respect to case, subject verb agreement, and clarity of antecedents. - Students can spell properly, and punctuate writing with respect to commas, parentheses, and dashes to set off nonrestrictive/ parenthetical elements.	- How do skillful readers analyze the explicit and implicit intentions of a text? - How do skillful readers enhance their understanding of a featured topic or theme? - How do skillful readers utilize their knowledge of text genres and text structures, to enhance their analyses of main ideas and themes? - How do skillful readers and writers analyze and compare the development of two or more texts that address similar themes or topics? - How do skillful writers clearly and accurately write informative/explanatory texts to examine and convey complex ideas and information? - How can skillful readers and writers use language that is precise and powerful? - How do skillful readers and writers introduce topics, use transitions between ideas and concepts, and provide appropriate conclusions? - How do skillful speakers effectively collaborate when analyzing texts? - How do skillful writers demonstrate a command of the conventions of standard English grammar and usage? - How do skillful writers using demonstrate command of the conventions of standard English writing mechanics such as capitalization, punctuation, and spelling?

Assessment Evidence MP2

Performance Tasks:	Other Evidence:
- After investigating multiple text(s) (1-2 extended texts and/or 4-8 shorter texts), students will demonstrate the ability to thoughtfully analyze said texts via teacher-created assessments and prompts. - Students will produce final, revised, and polished analytical pieces that clearly demonstrate their ability to analyze and compare multiple texts, as well as their ability to write effectively in a formal and analytical style. - Students will produce a final written informational piece, which will demonstrate a clear informational purpose and be appropriate for a diverse audience of peers.	**Informal Checks/ for Understanding:** Accuracy and thoroughness of student notes, study guides, and graphic organizers will demonstrate informal evidence of concept processing. **Formative Assessment:** Lesson closure will be used to monitor levels of understanding. Student reading and writing conferences will serve as formative assessments. **Teacher Observation/ Student Discussion:** Teacher observation of class discussions will serve as informal evidence of concept processing and the sophistication of skill development. **Teacher Created Quiz/Test:** Formally measured evidence of outcomes and overall progress towards the New Jersey Student Learning Standards will be established via teacher-created quizzes and unit assessments. **Writing Prompts:** Students will produce a series of analytical and informational draft pieces in which they compare and contrast multiple texts and/or varying sources on the basis of teacher provided and/or self-guided prompts. **Teacher Created Project:** Culminating project. **Homework** **Classwork**

Benchmarks: Literary Analysis Benchmark Assessment

**The Literary Analysis Benchmark Assessment is scheduled to be created in the 2016-2017 school year. The assessment will measure the Essential and Supporting Standards of this unit and will include the following: narrative text(s), informational texts, evidence-based questions, and a prose constructed response (PCR).

Learning Plan MP2

Learning Activities:

- **Skill/ Topic Introduction:** Introduce, define and model informational and analytical reading strategies: questioning, previewing, inference making, comparing and contrasting, identifying genre, identifying fact/opinion, identifying theme, using context clues, and analyzing text structure.
- **Application:** Apply a variety of reading strategies during guided and independent reading practice (e. g., questioning, previewing, inference making, identifying fact/opinion, identifying theme, using context clues, analyzing text structure, identifying literary techniques, etc.).
- **Source Validity:** Develop knowledge of credible knowledge sources with respect to informational texts and writings.
- **Discussion:** Facilitate whole-class, small group, and paired conversations pertaining to reading strategies and texts.
- **Brainstorming/Prewriting:** Read and discuss mentor/anchor texts to identify features of both literary and informational texts. Participate in mini-lessons that address specific areas of need (e.g. writing an introduction, citing and explaining evidence, and writing a conclusion).
- **Examination:** Employ close reading strategies on mentor/anchor texts and critically re-read one's writing.
- **Vocabulary Development/ Word Precision:** Explicitly teach unknown/unfamiliar vocabulary for each text. Use reference tools to define and clarify vocabulary.
- **Reflection:** Encourage the on-going utilization of reading response journals or writers' notebooks.
- **Collaboration:** Work collaboratively with a writing partner within a writing community and practice procedures for offering support and suggestions while revising. Participate in reading and writing conferences.
- **Innovation:** Generate ideas and topics for the selection of independent reading novels. Investigate topics for informational and analytical writing.
- **Selection:** Review writing drafts and select a draft to further develop and publish.
- **Drafting:** Write drafts that incorporate the format and features of an informational and/or analytical text.
- **Revision:** Re-read drafts looking for the following criteria: purpose, reasons, facts, audience, grabbers, and transitions. Complete a revision checklist.
- **Proofreading/Editing:** Proofread by checking for the following common errors: format errors, missing or misused transition words, offensive ideas/words, capitalization, punctuation, commas, word usage errors, commonly misused words, improper text citations, and accidental plagiarism (lack of proper text citation and/or paraphrasing).
- **Publishing:** Create a final copy of writing pieces and celebrate writing successes.
- **Technology Integration:** Infuse technology to complement and enhance the curriculum for a variety of purposes (e.g., the use of the writing process, publishing and sharing of formalized writing, and to give and receive feedback)

Resources:

*Glencoe Literatu*re: *Course 1,* 2009

Glencoe Writer's Choice: *Grammar and Composition*, Grade 6, 2009

Great Source Vocabulary for Achievement: *Introductory Course*, 2005 (Suggested lessons: 5, 11, 18, 22, 28, 29, & 30)

Scholastic Scope magazine (print and digital)

Grade 6 Collateral Reading List of approved novels (See Resources in the Narrative unit).

Suggested Selections for Comparing Literature (from *Glencoe Literature*)

"The Courage My Father Had" by Edna St. Vincent Millay and "My Father is a Simple Man" by Luis Omar Salinas

"He Lion, Bruh Bear, and Bruh Rabbit" by Virginia Hamilton and "The Toad and the Donkey" by   Toni Cade Bambara

"The Fun They Had" by Isaac Asimov and "Why Books Are Dangerous" by Neil Gaiman

"The Flying Machine" by Ray Bradbury and "All Summer in a Day" by Ray Bradbury

"Going Blind" by Ray Charles & David Ritz and *from* Ray Charles by Sharon Bell Mathis

"Zlateh the Goat" by Isaac Bashevis Singer and "The Boy Who Lived with the Bears" by Joseph Bruchac

Additional Suggested Materials and Websites:

Newsela

ReadWriteThink

Readworks.org

Scholastic Scope

Unit Learning Goal and Scale MP2
(Level 2.0 reflects a minimal level of proficiency)

Standards: CCSS.ELA.RL 6.2 & CCSS ELA RI 6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the texts distinct from personal opinions and judgments. CCSS ELA 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.	

4.0	**Students will be able to:**
	       In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught in order to examine their topic.
	 Students will be able to:
	 • Independently, select two texts with a similar theme or topic and complete at least one of the following:
	    o Explain in writing, the effect the point of view has on the development of the message or central idea.
	    o Explain in writing, the effect the text structure has on the development of the message or central idea.
	 • Evaluate the effectiveness of a text after comparing and contrasting it with a version presented in a different media or genre (e.g., movie, poem, drama, or song).

3.0	**Students will be able to:** • Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content (CCSS ELA W. 6.2). • Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the texts distinct from personal opinions and judgments (CCCS ELA RL 6.2 & CCSS ELA RI 6.2).
2.0	**Students will be able to:** • Provide an objective summary of a text free from personal opinions or judgments. • 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 towards a conclusion. • Analyze in detail how a key individual, event, or idea is introduced, illustrated and elaborated upon in a text. • Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings, analyze the impact of a specific word choice on meaning and tone. • Analyze how a particular sentence, chapter, scene or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot or how a particular sentence, paragraph, chapter or section fits into the overall structure of a text and the development of ideas. • Analyze how an author develops the points of view of the narrator or speaker in a text and how an author's point of view or purpose in a text is conveyed. **Students will be able to recall and recognize the follow academic vocabulary:** • Inference, cite text evidence, explicit, text-based, analysis, theme, central idea, objective summary, opinion, judgment, minor details, major details, plot structure, conflict, exposition, rising action, climax, falling action, resolution, setting, characters, characterization, story, drama, author's perspective, point of view (first, second, third, limited, omniscient), and narrator.
1.0	**With help, partial success at level 2.0 content and level 3.0 content:**
0.0	**Even with help, no success**

Unit Modifications for Special Population Students MP2

Advanced Learners

Scheduling/ Pacing:
- The teacher-student establishment of learning goals followed by the in-class provision of time and related opportunities to work towards those goals.
- The provision of a teacher/adult mentor to oversee student work and pace student learning experience; in-depth exploration of concepts through independent studies and investigations that are student-teacher selected.
- Student-selected and content-related reading and writing in order to increase student background knowledge and expand learning schemas.

Literary Analysis/Informational Anchor Texts:
- The provision of complex, rigorous, mentor texts, and related supplemental materials (e.g. novels, short stories, eBooks, poems, dramas, primary documents etc.) with advanced abstract concepts.
- The use of the Internet to research information to support reading and to provide rich examples of literary analyses.

The Literary Analysis/Informational Writing Process:
- Encouragement to produce elaborate responses to challenging writing prompts.
- The provision of opportunities to respond to classmates' written analyses.

Alternative Assignments:
- Differentiation and adaption of instruction to include goal-specific choices as determined by formative and summative assessment data such as STAR, AR, and benchmark assessments.
- Permission to self-select from a given selection of texts that are age, ability, and topic-appropriate.
- Higher level comprehension questions and writing prompts that force students to utilize higher forms of cognition (i.e. analysis and knowledge utilization).
- The encouragement of divergent thinking by empowering students to respond to texts in various ways (e.g. essays, poems, collages, podcasts, songs, game creation, etc.).
- Enrichment and collaborative opportunities through the use of technology (e.g. blogs, emails, iPads, software programs, and the Internet).
- Provision of leadership activities such as assisting other students with specific academic tasks.
- Collaboration with Humanities teachers to assign parallel texts.

Struggling Learners	**Scheduling/Pacing:** • As determined by observation and assessments, the provision of additional opportunities to practice, review, and strengthen weaker skills. • Extended time to complete assignments, assessments, and projects. • The provision of alternative teaching scenarios such as parallel teaching, or small groups, when appropriate. • Differentiation of instruction by utilizing small groups and collaborative learning. • Instruction scaffolded into digestible bites. • Opportunities to create self-selected academic goals and self-assessment of progress. **Literary Analysis/Informational Anchor Texts:** • Encouragement of the use of graphic organizers to support learning. • When possible, utilization of literature circles with leveled reading material. • Use of supplemental resources and workbooks to support the text. • Previewing of difficult vocabulary prior to reading. • As needed, the use of assistive technologies that read materials aloud to the student during independent reading. **Literary Analysis/Informational Writing Process:** • Teacher modeling of each step in the writing process (i.e., pre-writing, drafting, revising, editing, and publishing). • Authentic writing samples to provide students with a sense of assignment requirements and strategies for planning within a specified timeframe. • The provision of regular, teacher guidance (writing conferences) and appropriate supervision to plan writing assignments, especially unit writing pieces, which can take several days or weeks to complete. • The provision of exemplars to understand rubric scoring. **Alternative Assignments:** • The provision of alternative opportunities, methods, and/or test formats to demonstrate what is known.

English Language Learners	**Scheduling/Pacing:**
	• The provision of extended time to complete assignments, assessments, and projects, as needed.
	• Omission of assignments, assessments, projects, as needed.
	
	Literary Analysis/Informational Anchor Texts:
	• The building of background on topics and themes that may be unknown to students of different cultures (e.g., sports, American history, customs, holidays, etc.).
	• The incorporation of cultural lessons that allow students to share their culture, language, and traditions with the class.
	• The use of alternative texts and leveled narrative reading materials with similar concepts.
	• The provision of narrative content showcased in another medium (e.g., movie, audiotapes, visual aids, etc.).
	• Simplified language; use of supplementary materials to contain precise and specified vocabulary.
	• Use of bilingual dictionaries, language learner dictionaries, and/or electronic translating programing; pre-teaching of concept vocabulary.
	• Use of mapping devices and graphic organizers (e. g. outlines, study guides, question preview, etc.) to showcase how concepts/ideas/narrative themes are related and enhance concept schemas.
	• Use of role-playing, simulations and/or concrete examples to exemplify real life situations.
	• Teacher-created checks for text and concept understanding/review.
	
	Literary Analysis/Informational Writing Process:
	• The provision of concise directions worded in small, distinct steps.
	• The provision of oral clues and/or prompts throughout the writing process.
	• Writing tasks broken into shorter, segmented sections.
	• The provision of teacher selected and/or created exemplars of literary analyses.
	• Teacher modeling the completion of graphic organizers.
	• Required use of graphic organizers, outlines, or concepts maps to assist learners in visualizing and attending to all parts of literary analysis.
	• The utilization of word processing throughout the writing process to effectively organize and express ideas in addition to addressing grammatical and spellings.
	
	Alternative Assignments:
	• Permission to answer comprehension questions orally.
	• The use multiple choice responses, when appropriate.
	• Directions read to students.
	• The provision of assignments, assessments, and projects that are shorter in length and that contain step by step instructions.
	• The use of abbreviated story versions as provided in the supplemental workbooks, when appropriate.
	• The provision of technology software programs that can provide students with extra help and practice (e.g. Study Island).
	• Permission for alternative assignments:
	   o Artistic creations
	   o Exhibits
	   o Charts
	   o Graphs
	   o Tables
	   o Photo essays
	   o Maps
	   o Review games

Special Needs Learners	**Scheduling/ Pacing:**
	• The provision of additional time to process instruction, complete assignments, and/or reinforce concept mastery.
	• Chunking of instruction, practice activities, and/or assessments, over several sessions to ensure essential concept skill mastery.
	
	Differentiated Instruction:
	• The establishment and implementation of the following learning strategies and/or teaching techniques, when applicable:
	    ○ **Flexible Grouping:** The grouping of students for the delivering and/or continuing instruction (i.e. whole class, small group, partner and/or direct instruction).
	    ○ **Learning Centers**: Designated classroom areas and/or spaces where a collection of materials and/or tasks may be found that have been designed to teach, reinforce, and/or extend student learning. Tasks may include one, some, or all components related to skill acquisition and/or mastery.
	    ○ **Tiered Assignments and Activities**: Teacher-created learning experiences that have been designed to address content, process, and/ or end product options intended to address the over-arching learning goal, but which are also student specific with developmentally appropriate challenge and/or difficulty.
	
	• The establishment and implementation of the following co-teaching instructional delivery models, when applicable:
	    ○ **Lead Teacher/Support Teacher:** One teacher presents the lesson, while the other circulates and provides individual and/or small group assistance, in addition to closely monitoring student mastery.
	    ○ **Parallel Teaching:** Both teachers divide the student population and simultaneously deliver instruction of the same content matter and/or skill in order to provide learners with a learning experience in a small group setting.
	    ○ **Alternative Teaching:** One teacher presents the lesson to most of the class, while the other teacher works with a small group and/or an individual student inside or outside of the classroom for remedial and/or extended skill work.
	    ○ **Station Teaching:** Both teachers establish, instruct, and supervise various learning centers. Teachers divide the classroom into instructional stations, with students being given the opportunity to complete tasks in a variety of ways (i.e. independently, paired, small group).
	    ○ **Team Teaching:** Both teachers are actively and equally involved in the presentation, organization, and management of the lesson.
	
	• The establishment and implementation of the following literary strategies, when applicable:
	    ○ **Guided Reading:** Learners read from text(s) at their instructional reading levels, while the teacher(s) monitor student reading processes, check for skill acquisition and further promote reading proficiency.
	    ○ **Shared Reading:** Learners join in or share in the reading of text(s), while guided and supported by the teacher(s); The teacher(s) explicitly model the skills of proficient readers (i.e. reading with fluency, expression and so forth).
	    ○ **Partner Reading:** Two or more learners work together to read assigned text(s); Students provide each other with immediate feedback and actively monitor their own comprehension.
	    ○ **Independent/Voluntary Reading:** Learners read and/or select text(s) written at or slightly above their independent reading level with minimal assistance from teacher(s).
	    ○ **Conference Reading:** Teachers provide individualized reading instruction personalized for varying reading abilities.

Literary Analysis /Informational Anchor Texts:
- The provision of teacher-selected and/or teacher-created exemplars to showcase, discuss and dissect the requirements and writing conventions of literary analysis.
- Heavy concentration of opportunities for student choice regarding idea generation, selection, and development of writing.
- Required use of graphic organizers/outlines/mapping skills to assist learners in visualizing and attending to all parts of literary analysis.
- Compulsory use of transition and sequencing words (e.g., first, next, then, last or most importantly, also of interest, etc.), which are meaningfully utilized between paragraphs.
- Re-teaching of proofreading skills and the provision of a proofreading checklist for student use and reference.
- In-class opportunities for learners to read self-created writing pieces aloud in order to assist learners identify inaccurate sentence construction, grammatical errors, and so forth.
- Regular use of computer or word processor throughout the writing process (drafting, revising, editing, publishing) to further organize and communicate student thinking.

The Literary Analysis/Informational Writing Process:
- Provision of graphic organizers and writing checklists to assist with writing.
- Provision of exemplars of literary analyses.
- Provision of shortened, simplified writing prompts, clarified as needed.
- Provision of review mini-lessons regarding such things as structure, transition words, opening sentences, commonly misspelled words, commonly overused words, and grammar.
- Writing tasks broken into shorter, segmented sections.
- Encouraged use of technology tools while writing (e.g. dictionary, thesaurus, and grammar check).

Alternative Assignments:
- Shortened and/or reduced assignments based on individual student mastery of key concepts and/or needs.
- Use of an alternate grading rubric to address individual student weaknesses and/or needs.
- Acceptance of an alternative form of information sharing and student creation such as:
  - Written report
  - Artistic creation
  - Exhibit or showcase
  - Chart, graph, or table
  - Photo essay
  - Map
  - Review game
  - Demonstration
  - Taped report

Interdisciplinary Connections MP2

Indicators:
- Learn from, and work collaboratively with, individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue.
- Include and reference district character education initiatives such as Olweus when completing related assignments.
- When possible, collaborate with teachers in other content areas to address related themes and/or topics.

Suggested interdisciplinary units and activities:
- **Social Studies**

In social studies classes, students will study The Silk Road. As a follow up to a PARCC 2015 Literary Analysis task, students can read this excerpt from *A Single Shard* by Park and a poem: "Turn Turn My Wheel" by Longfellow. These texts are both focused on the subject of a potter at his wheel. Since ancient pottery techniques were originally imported into Europe via The Silk Road, students can connect their discussion of these two selections to the related social studies unit.

- **Social Studies**

After viewing such films as *Selma, Lord, Selma* and *Ruby Bridges* in social studies classes, students can compare how the filmmakers approach the topics of discrimination, segregation, and civil rights with the ways authors approach similar topics in selections such as "Looking for America" by Partridge, "The Shutout" by McKissack and McKissack, and "Satchel Paige" by Littlefield.

- **Social Studies/ 21st Century Skills**

Reading selections from *Glencoe Literature* such as "The Circuit" in conjunction with other texts found in *Scholastic Scope* magazine such as "I Almost Died Making Your Clothes," and additional resources such as articles found on Newsela, students can consider critical issues like child labor. Students can then demonstrate their understanding of these issues with such methods as a Pop-Up Debate or present their ideas in digital format such as Glogster.

Integration of 21ˢᵗCentury Skills MP2

Indicators:

Framework for 21st Century Learning
http://www.p21.org/storage/documents/docs/P21_framework_0116.pdf

P21 Framework Definitions
http://www.p21.org/storage/documents/docs/P21_Framework_Definitions_New_Logo_2015.pdf

CREATIVITY AND INNOVATION
Use a wide range of idea creation techniques (such as brainstorming).
Develop, implement and communicate new ideas to others effectively.
Act on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur.

CRITICAL THINKING AND PROBLEM SOLVING
Effectively analyze and evaluate authors' development of topics and themes.
Effectively analyze and evaluate authors' development of topics and themes.
Analyze and evaluate major alternative points of view.
Synthesize and make connections between and among a variety of texts.
Interpret information and draw conclusions based on the best analysis.

COMMUNICATION AND COLLABORATION
Utilize multiple media and technologies, and know how to judge their effectiveness a priori as well as assess their impact.

INFORMATION LITERACY
Manage the flow of information from a wide variety of sources.

MEDIA LITERACY
Understand both how and why media messages are constructed, and for what purposes.
Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors.

ICT (Information, Communications and Technology) LITERACY
Use technology as a tool to research, organize, evaluate and communicate information.

FLEXIBILITY AND ADAPTABILITY
Incorporate feedback effectively.
Deal positively with praise, setbacks, and criticism.
Understand, negotiate, and balance diverse views and beliefs to reach workable solutions, particularly in multicultural environments.

INITIATIVE AND SELF-DIRECTION
Utilize time and manage workload efficiently.
Demonstrate commitment to learning as a lifelong process.

SOCIAL AND CROSS-CULTURAL SKILLS
Know when it is appropriate to listen and when to speak.
Conduct self in a respectable, professional manner.
Respect cultural differences and work effectively with people from a range of social and cultural backgrounds. Respond open-mindedly to different ideas and values.
Leverage social and cultural differences to create new ideas and increase both innovation and quality of work.

PRODUCTIVITY AND ACCOUNTABILITY
Prioritize, plan, and manage work to achieve the intended result.

LEADERSHIP AND RESPONSIBILITY
Inspire others to reach their very best via example and selflessness.

Suggested Activities:
After studying key features of informational text, students can select a topic from the unit for further study (e.g. The Silk Road, discrimination, civil rights, child labor). Students can conduct additional research using a variety of digital and print resources and compile research by creating an infographic using web-based tools such as Venngage, Visual.ly, or Piktochart.

Duration:		*Full Year:*		*Semester:*		*Marking Period:*	**3**

Unit Title: PERSUASIVE/ARGUMENT:

Suggested Essential Questions: "What's Fair?" and "What is Not Fair?

Unit Description:

In this third unit of study, students will gain exposure to a wide range of complex, non-fiction/narrative non-fiction texts, visuals, infographics, and multimedia sources while pondering the essential questions of "What's Fair" and "What is Not Fair?" Students will carefully analyze sample argument texts that explore current, high-interest topics in an on-going effort to establish and differentiate between effective and ineffective argument essays. Additionally, students will develop a deep understanding of the essential elements included in a strong argument (i.e. claim creation, the use of supportive evidence, reasoning techniques, and counterclaim establishment). After developing a strong foundation in the characteristics of argument writing, students will construct a finalized argument essay and/or culminating presentation to support claims with clear reasoning and relevant evidence from multiple, credible sources.

Throughout this unit learners cite textual evidence and employ standards-based reading and writing strategies including but not limited to:

- Tracing and evaluating the argument and specific claims in a text.
- Distinguishing claims that are supported by reasons and evidence from claims that are not.
- Integrating information presented in varying media and/or formats.
- Introducing claims and organizing reasoning and evidence clearly.
- Supporting claims with clear reasoning and relevant evidence.
- Using credible sources and showcasing understanding of a topic and/or text.
- Using transition words, phrases, and clauses to clarify the relationships among claims and reasoning.
- Establishing and maintaining a formal author's style.
- Providing a concluding statement or section that "flows" and cohesively follows from the argument presented.
- Demonstrating command of the conventions of standard English grammar and usage.
- Demonstrating command of the conventions of standard English capitalization, punctuation, and spelling.
- Determining and clarifying the meaning of unknown and multiple-meaning words and phrases based on grade level reading, usage and context.

Unit Duration: 4 Cycles

Suggested Sequencing: When selecting narrative texts, teachers should consider all texts as mentors for subsequent writing assignments.

Vocabulary and *grammar* instruction should occur regularly to practice and reinforce skills and strategies.

Reading Workshop	Writing Workshop
Cycle 1	**Cycle 1**
- Introduce argument writing through close reading of mentor texts - Conduct mini-lessons related to argument genre (effective hooks and endings, author's purpose, audience etc.) - Present argument topics - Read and analyze informational text related to a persuasive argument topic - Select independent reading/SSR novel	- Introduce structure of an argument essay - Brainstorm/collect ideas for an argument essay - Review research skills (credible sources, in-text citations, paraphrasing) - Formulate a claim
Cycle 2	**Cycle 2**
- Conduct research to gather evidence in support of a claim - Read and analyze exemplar argument texts to reflect on the authors' use of strategies and techniques - Conduct reading conferences to discuss independent reading/SSR novels	- Utilize research and collaborate with peers to develop a short-research based presentation - Utilize speaking and listening skills to present persuasive argument research to classmates
Cycle 3	**Cycle 3**
- Continue modeling techniques, vocabulary, and language unique to persuasive argument reading and writing - Read and analyze argument texts focusing on strategies and techniques used by authors - Conduct reading conferences to discuss independent reading/SSR novels	- Draft argument essays - Conference with students in peer group and individual settings - Finish draft, and move to revision, and editing
Cycle 4	**Cycle 4**
- Read and analyze selected texts and videos to gather evidence for utilization in Research Simulation Task - Complete independent reading and assessment (AR test, project, book report, etc.) - Complete Argument Benchmark	- Publish persuasive argument writing piece - Participate in writing celebration - Complete Argument Writing Benchmark.

Desired Results MP3

Standard(s): This ELA curriculum follows the current Common Core State Standards (CCSS).

*New standards known as the New Jersey Student Learning Standards have been adopted by New Jersey for use during the 2017-2018 school year and beyond. These standards are and are closely related to the existing CCSS. Both sets of standards are listed below with relevant links.

Common Core English Language Arts Standards (2016)
New Jersey Student Learning Standards (NJSL -2017-2018)

Reading Literary Text	Reading Informational Text	Writing	Speaking and Listening	Language
Supplemental CCSS.ELA-LITERACY.RL.6.10	**Essential** CCCS ELA Literacy RI 6.1 CCCS. ELA Literacy RI 6.2 CCSS.ELA-LITERACY.RI.6.6 CCSS.ELA-LITERACY.RI.6.8 **Supplemental** CCCS. ELA Literacy RI 6.3 CCSS.ELA-LITERACY.RI.6.4 CCSS.ELA-LITERACY.RI.6.5 CCCS. ELA-LITERACY. RI. 6.7 CCSS.ELA-LITERACY.RI.6.9CCSS.ELA-LITERACY.RI.6.10	**Essential** CCSS.ELA-LITERACY.W.6.1.A-E CCSS.ELA-LITERACY.W.6.7 CCSS.ELA-LITERACY.W.6.8 **Supplemental** CCSS.ELA-LITERACY.W.6.4 CCSS.ELA-LITERACY.W.6.5 CCSS.ELA-LITERACY.W.6.7 CCSS.ELA-LITERACY.W.6.8 CCSS.ELA-LITERACY.W.6.10	**Supplemental** CCSS.ELA-LITERACY.SL.6.1A-D CCSS.ELA-LITERACY.SL.6.4 CCSS.ELA-LITERACY.SL.6.2 CCSS.ELA-LITERACY.SL.6.5 CCSS.ELA-LITERACY.SL.6.3 CCSS.ELA-LITERACY.SL.6.6	**Supplemental** CCSS.ELA-LITERACY.L.6.1 ⟦OBJ⟧CCSS.ELA-LITERACY.L.6.1.A CCSS.ELA-LITERACY.L.6.1.B CCSS.ELA-LITERACY.L.6.1.C CCSS.ELA-LITERACY.L.6.1.D CCSS.ELA-LITERACY.L.6.1.E CCSS.ELA-LITERACY.L.6.2 CCSS.ELA-LITERACY.L.6.3 CCSS.ELA-LITERACY.L.6.3.A CCSS.ELA-LITERACY.L.6.3.B CCSS.ELA-LITERACY.L.6.4 CCSS.ELA-LITERACY.L.6.4.B CCSS.ELA-LITERACY.L.6.4.D CCSS.ELA-LITERACY.L.6.5 CCSS.ELA-LITERACY.L.6.5.A CCSS.ELA-LITERACY.L.6.5.B CCSS.ELA-LITERACY.L.6.5.C CCSS.ELA-LITERACY.L.6.6

Indicators:

- **Students will** read closely to determine what the text says explicitly in addition to making logical inferences.
- **Students will** cite specific textual evidence when writing and/or speaking to support conclusions drawn from the text.
- **Students will** trace and evaluate the argument and specific claims within text(s) and distinguish claims that are supported by reasons and evidence from claims that are not.
- **Students will** determine the central idea of a text and identify how it is conveyed through specified details.
- **Students will** analyze in detail how a key individual, event or idea is introduced, illustrated, and elaborated upon within text(s).
- **Students will** determine the meaning of previously unknown or multiple meaning words and/or phrases as they are used in a text.
- **Students will** analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text.
- **Students will** integrate information presented within different media, formats and/or sources to develop and further facilitate a coherent understanding of a topic and/or issue.
- **Students will** write arguments in support of claims with clear reasoning and relevant evidence.
- **Students will** develop and strengthen argument writing by planning, revising, editing, re-writing, or trying a new approach.
- **Students will** use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- **Students will** conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- **Students will** gather relevant information from multiple print and digital sources, assess the credibility of each source, and effectively integrate source information into their own writing, while avoiding plagiarism.
- **Students will** prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- **Students will** make use of digital media and visual displays of data to further showcase and express information intended to enhance presentations and overall topic understanding(s).
- **Students will** ensure that pronouns are used properly.
- **Students will** demonstrate command of the conventions of standard English writing mechanics such as capitalization, punctuation, and spelling.
- **Students will** determine or clarify the meaning of unknown and multiple meaning words in the grade level reading complexity band.

Understandings:

- Students can read closely and find textual evidence to support analysis of what the text says.
- Students can follow an argument to examine how the author develops the argument and assess specific claims to determine the quality and degree to which each is supported by reasons and evidence.
- Students can identify and examine how the author introduces the idea or theme through specific details.
- Students can explain in detail how the author introduces, illustrates, or develops a notable person, incident, or idea.
- Students can break down the text's structure to see how a specific components help develop the ideas in that text.
- Students can gather and use information expressed in writing, media, and visual formats to draw conclusions about the meaning of a subject or issue.
- Students can construct arguments to defend claims using evidence from credible sources.
- Students can generate and gather ideas about a topic and improve upon writing by utilizing all steps of the writing process.
- Students can compose texts using digital devices and tools to collaborate with others and publish a writing piece.
- Students can arrive at discussions prepared with evidence and follow guidelines for academic discussions.
- Students can answer a research question through a brief investigation, using multiple sources and adjust the focus of the inquiry when necessary.
- Students can design and deliver presentations that incorporate multimedia components and visual displays.
- Students can apply the conventions of standard English in writing or speech.
- Students can choose a strategy (e.g., context clues, Frayer model, mind map, etc.) that helps clarify the meaning of new or multiple meaning words.

Essential Questions:

- How do skillful readers support both inferences and the explicit meaning of the text?
- How do skillful readers trace and evaluate an argument and specific claims in a text and distinguish claims that are supported by reasons and evidence from claims that are not?
- How do skillful readers use textual details to determine an author's main idea and/or theme?
- How do skillful readers analyze the evolution of an idea, event, or person over the course of a text?
- How do skillful readers analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text?
- How do skillful readers integrate information presented in different media formats to develop a coherent understanding of a topic?
- How do skillful writers write arguments that support claims with clear reasons and relevant evidence?
- How can skillful writers strengthen or improve a writing piece?
- How can skillful writers use technology to produce and publish writing?
- How can skillful readers and writers engage in different types of collaborative discussions about sixth-grade topics, text, and issues?
- How can skillful readers and writers conduct short research projects and draw on several sources?
- How do skillful readers and writers make use of digital media and visual displays of data to express information?
- How do skillful writers demonstrate command of the conventions of standard English grammar and usage?
- How do skillful readers determine or clarify the meaning of unknown and multiple meaning words?

Assessment Evidence MP3

Performance Tasks:

Reading Tasks
- Students will closely read texts (1-2 extended texts 4-8 shorter texts).
- Students will demonstrate comprehension of informational text through teacher-created assessments.
- Students will select independent reading books and demonstrate comprehension through book club/literature circle participation, AR quizzes, and/or student projects.

Writing Tasks
- Students will produce a final written argument piece, which will demonstrate a clear claim and be appropriate for a diverse audience of peers.
- Students will complete short research-based projects (Blendspace, Tackk, Prezi, etc.).

Other Evidence:
- **Informal Checks/ for Understanding:** Accuracy and thoroughness of student notes, study guides, and graphic organizers will demonstrate informal evidence of concept processing.
- **Formative Assessment:** Lesson closure will be used to monitor levels of understanding. Student reading and writing conferences will serve as formative assessments.
- **Teacher Observation/ Student Discussion:** Teacher observation of class discussions will serve as informal evidence of concept processing and the sophistication of skill development.
- **Teacher Created Quiz/Test:** Formally measured evidence of outcomes and overall progress towards the New Jersey Student Learning Standards will be established via teacher-created quizzes and unit assessments.
- **Writing Prompts:** Students will produce a series of analytical and informational draft pieces in which they compare and contrast multiple texts and/or varying sources on the basis of teacher provided and/or self-guided prompts.
- **Teacher Created Project:** Culminating project.
- **Homework**
- **Classwork**

Benchmarks: Persuasive/Argument Benchmark Assessment

**The Persuasive/Argument Benchmark Assessment is scheduled to be created in the 2016-2017 school year. The assessment will measure the Essential and Supporting Standards of this unit and may include the following: sample persuasive texts such as essays, speechs, and nonfiction articles; evidence-based questions; and a prose constructed response (PCR).

Learning Activities:

- **Skill/ Topic Introduction:** Introduce and define argument; encourage students to share opinions on current, high interest topics through class discussion, anticipation guide, or Pop-Up Debate.
- **Application:** Apply a variety of strategies during guided, small group, and independent reading of argument/informational texts. Ask students to label, list, and identify claims, reasons, and evidence in a specific text.
- **Accessing Prior Knowledge**: Develop K-W-L chart and/or anticipatory guide to further activate previous knowledge. Consider using Google Forms and displaying a summary of results for the entire class.
- **Discussion:** Facilitate whole-class, small group, and paired conversation pertaining to argument/informational topics and texts. Encourage students to ask questions to determine whether evidence is relevant, accurate, and sufficient to support a claim. When possible, extend discussions to an on-line forum, such as a Blackboard discussion board.
- **Brainstorming/Prewriting:** Provide students with several mentor/anchor texts of argument writing, including digital sources related to selected argument topics (e.g., video clips, infographics, websites, surveys, etc.). Allow students to conduct independent research related to selected topics of study.
- **Examination:** Employ close reading strategies on mentor texts and critically re-read one's writing.
- **Vocabulary Development/ Word Precision:** Explicitly teach unknown/unfamiliar vocabulary for each text. Use reference tools to define and clarify vocabulary.
- **Reflection:** Encourage the on-going utilization of reading response journals or writers' notebooks.
- **Collaboration:** Work collaboratively with a writing partner within a writing community and practice procedures for offering support and suggestions while revising. Participate in reading and writing conferences.
- **Innovation:** Generate ideas and topics for argument writing. Write freely concerning argument topics of interest; create a presentation using a digital platform such as Blendspace, Tackk, or Prezi.
- **Selection:** Review writing drafts and select one to further develop and publish. Utilize a graphic organizer.
- **Drafting:** Write drafts that incorporate the format and features of an argument.
- **Revision:** Re-read drafts looking for the following criteria: claims, reasons, evidence, transition words, and so forth.
- **Proofreading/Editing:** Proofread by checking for the following common errors: format errors, missing or misused transition words, offensive ideas/words, capitalization, punctuation, commas, word usage errors, commonly misused words, improper text citations, and accidental plagiarism (lack of proper text citation and/or paraphrasing).
- **Publishing:** Create a final copy of writing pieces and celebrate writing successes.

Resources:
- *Glencoe Literatu*re: *Course 1,* 2009
- *Glencoe Writer's Choice*: *Grammar and Composition*, Grade 6, 2009
- *Great Source Vocabulary for Achievement*: *Introductory Course*, 2005 (Suggested lessons: 3, 6, 8, 25, 26, & 27)
- *Scholastic Scope* magazine (print and digital)
- Grade 6 Collateral Reading List of approved novels (See Resources in the Narrative Unit).
-

Suggested Topics:
- **Environmental Issues** (pollution, fracking, climate change, etc.)
- **Technology** (social media use, BYOD, eBooks vs. paper books, etc.)
- **Animal Rights** (zoos, animal testing, farming, etc.)
-

Suggested Selections from *Glencoe Literature*:
- "Dressed for Success?" by Melanie Bertotto
- "Eulogy on the Dog" by George Graham Vest
- "The Eco-Canoeist" by Sy Montgomery (Environment Topic)
- "Tracking Trash" by Rachel Young (Environment Topic)
- "Climate" (Environment Topic)
- Media Workshop- *Propaganda*
- Writing Workshop-Persuasive Essay

Additional Suggested Materials and Websites:
- **5 Ways to Make Argument Fun**
- **CNN Students News**
- **The Learning Network-Student Opinion**
- **Newsela**
- ⌗**The New York Times**
- **PBS News Hour**
- **The Philadelphia Inquirer**
- **Smithsonian Tween Tribute**
- **Scholastic Scope**
- **Ted Ed**
- **Time for Kids**

Unit Learning Goal and Scale MP3
(Level 2.0 reflects a minimal level of proficiency)

Standards: **CCCS. ELA-LITERACY. W. 6.1** [OBJ] Write arguments to support claims with clear reasons and relevant evidence. **CCSS.ELA-LITERACY.W.6.7** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. **CCSS.ELA-LITERACY.W.6.8** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	
4.0	**Students will be able to:** - In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught to support their claim. The student may complete the following items: - Conducting additional independent, research that will later support their claim. - Writing an additional essay from the opposite perspective to deepen understanding. - Utilizing technology to create a digital project that supports research for example an infographic, podcast, game, or blog. - Contacting an expert in the field to gain additional understanding of the topic.
3.0	**Students will be able to:** - Write arguments to support claims with clear reasons and relevant evidence (CCSS ELA W.6.1). - Conduct short research projects to answer a question while drawing on several sources and refocusing the inquiry when appropriate (CCSS ELA W.6.7). - Gather relevant information from multiple print and digital sources while using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism; and provide basic bibliographic information for sources (CCSS ELA W.6.8).
2.0	**Students will be able to:** - Recognize or recall specific vocabulary: *claims, reason, relevant, evidence,* and *clarify.* - Perform basic processes: - Organize reasons and evidence clearly. - Support a claim with clear reasons. - Use words, phrases, and clauses to clarify relationships among claims, - Establish and maintain a formal style. - Provide a concluding statement or section that follows from the argument presented. - Conduct short research projects to answer a question. - Draw on several sources. - Gather relevant information from multiple print and digital sources. - Assess the credibility of each source. - Quote or paraphrase the data while avoiding plagiarism. - Provide basic bibliographic information.
1.0	**With help, partial success at level 2.0 content and level 3.0 content:**
0.0	**Even with help, no success**

Unit Modifications for Special Population Students MP3

Advanced Learners	**Scheduling/ Pacing:** • The teacher-student establishment of learning goals followed by the in-class provision of time and related opportunities to work towards those goals. • The provision of a teacher/adult mentor to oversee student work and pace student learning experience; in-depth exploration of concepts through independent studies and investigations that are student-teacher selected. • Student-selected and content-related reading and writing in order to increase student background knowledge and expand learning schemas. **Argument/Informational Texts:** • The use of higher level questioning regarding a topic that can spark students' investigation into such things as its causes, similar experiences, and additional facts. • Exploration of advanced, Tier Three vocabulary words. • The use of higher-leveled texts and related supplemental materials with abstract concepts. • Independent research and exploration of additional digital sources including videos, infographics, timelines, and so forth. • Exploration of varying viewpoints on an argument topic. • Increased use of open-ended questioning intended to stimulate learner inquiry and active exploration of concepts. • Opportunities to utilize and evaluate the effectiveness of different graphic organizers and mind-mapping tools. • Encouragement of creative expression and thinking by allowing students to choose how to approach a problem or assignment. • Restraint from having students complete more work in the same manner. **The Argument Writing Process:** • Increased study of complex, informational texts and utilization of argument writing components (e.g., evidence and claims) in their own written work. • Extensive use of evidence and figurative language techniques including imagery, similes, metaphors, symbols, and so forth. **Alternative Assignments:** • Pre-assessment in order to distinguish skills and knowledge that is already familiar from that which must be taught. • Completion of student-choice assignments and assessments that will encourage learners to generate ideas and/or ways to showcase their knowledge and skills where risk-taking is encouraged in the creation of such things as websites, wikis, podcasts, Movie-makers, and game creation.

Struggling Learners	**Scheduling/Pacing:** • As determined by observation and assessments, the provision of additional opportunities to practice, review, and strengthen weaker skills. • Extended time to complete assignments, assessments, and projects. • The provision of alternative teaching scenarios such as parallel teaching, or small groups, when appropriate. • Differentiation of instruction by utilizing small groups and collaborative learning. • Instruction scaffolded into digestible bites. • Opportunities to create self-selected academic goals and self-assessment of progress. **Argument Anchor Texts:** • Provision of anchor/mentor text summaries and/or synopses for on-going concept reference and review. • Teacher directed identification of key words, and/or phrases and sentences to further showcase meaning, relationships, text structure, and so forth. • Differentiation of texts by readability (when available). **The Argument Writing Process:** • Teacher modeling of each step of the writing process (i.e. Pre-writing, drafting, revising, editing, and publishing). • Provision of authentic writing samples to give students a sense of assignment requirements and strategies for planning within a specified timeframe. • The provision of regular, teacher guidance (writing conferences) and appropriate supervision to plan writing assignments, especially unit writing pieces which can take several days or weeks to complete. • The provision of exemplars to understand rubric scoring. **Alternative Assignments:** • The provision of alternative opportunities, methods and/or test formats to demonstrate what is known.

English Language Learners	**Scheduling/ Pacing:**
	
	• As needed, the provision of extended time to complete assignments, assessments, and projects.
	• Omission of assignments, assessments, projects, as needed.
	
	Argument Mentor/Anchor Texts:
	• The building of background on topics and themes that may be unknown to students of different cultures (e.g., sports, American history, customs, holidays, etc.).
	• Incorporating cultural lessons that allow students to share their culture, language, and traditions with the class.
	• The use of alternative texts and leveled narrative reading materials with similar concepts.
	• The provision of argumentative content showcased in another medium (e.g., movie, audiotapes, visual aids, etc.).
	• Simplified language; use of supplementary materials to contain precise and specified vocabulary.
	• Use of bilingual dictionaries, language learner dictionaries, and/or electronic translating programing; pre-teaching of concept vocabulary.
	• Use of mapping devices and graphic organizers (e. g. outlines, study guides, question preview, etc.) to showcase how concepts/ideas/narrative themes are related and enhance concept schemas.
	• Use of role-playing, simulations and/or concrete examples to exemplify real life situations.
	• Teacher-created checks for text and concept understanding/review.
	
	The Argument Writing Process:
	• The provision of concise directions worded in small, distinct steps.
	• The provision of oral clues and/or prompts throughout the writing process.
	• Writing tasks broken into shorter, segmented sections,
	• The provision of teacher selected and/or created argument exemplars.
	• Teacher modeling the completion of graphic organizers.
	• Required use of graphic organizers/outlines/mapping skills to further assist learners in visualizing and attending to all parts of argument construction
	• The utilization of word processing throughout the writing process to effectively organize and express ideas and to address grammatical and spellings.
	
	Alternative Assignments:
	• Permission to answer comprehension questions orally.
	• The use multiple choice responses when appropriate.
	• Directions read to students.
	• Provision of assignments, assessments, and projects that are shorter in length and that contain step by step instructions.
	• The use of abbreviated story versions as provided in the supplemental workbooks, when appropriate.
	• The provision of technology software programs that can provide students extra help and practice (e.g. Study Island).
	• Permission for alternative assignments:
	   o artistic creations,
	   o exhibits,
	   o charts,
	   o graphs,
	   o tables,
	   o photo essays,
	   o maps, and
	   o review games.

Special Needs Learners	**Scheduling/ Pacing:**
	• The provision of additional time to process instruction, complete assignments and/or reinforce concept mastery.
	• Chunking of instruction, practice activities and/or assessments, over several sessions based on essential concept skill mastery.
	
	Differentiated Instruction:
	• The establishment and implementation of the following learning strategies and/or teaching techniques, when applicable:
	   o **Flexible Grouping:** The grouping of students for the delivering and/or continuing instruction (i.e. whole class, small group, partner and/or direct instruction).
	   o **Learning Centers**: Designated classroom areas and/or spaces where a collection of materials and/or tasks may be found that have been designed to teach, reinforce, and/or extend student learning. Tasks may include one, some, or all components related to skill acquisition and/or mastery.
	   o **Tiered Assignments and Activities**: Teacher-created learning experiences that have been designed to address content, process, and/ or end product options intended to address the over-arching learning goal, but which are also student specific with developmentally appropriate challenge and/or difficulty.
	
	• The establishment and implementation of the following co-teaching instructional delivery models, when applicable:
	   o **Lead Teacher/Support Teacher:** One teacher presents the lesson, while the other circulates and provides individual and/or small group assistance, in addition to closely monitoring student mastery.
	   o **Parallel Teaching:** Both teachers divide the student population and simultaneously deliver instruction of the same content matter and/or skill in order to provide learners with a learning experience in a small group setting.
	   o **Alternative Teaching:** One teacher presents the lesson to most of the class, while the other teacher works with a small group and/or an individual student inside or outside of the classroom for remedial and/or extended skill work.
	   o **Station Teaching:** Both teachers establish, instruct, and supervise various learning centers. Teachers divide the classroom into instructional stations, with students being given the opportunity to complete tasks in a variety of ways (i.e. independently, paired, small group).
	   o **Team Teaching:** Both teachers are actively and equally involved in the presentation, organization, and management of the lesson.
	
	• The establishment and implementation of the following literary strategies, when applicable:
	   o **Guided Reading:** Learners read from text(s) at their instructional reading levels, while the teacher(s) monitor student reading processes, check for skill acquisition, and promote reading proficiency.
	   o **Shared Reading:** Learners join in or share in the reading of text(s), while guided and supported by the teacher(s); The teacher(s) explicitly model the skills of proficient readers (i.e. reading with fluency, expression and so forth).
	   o **Partner Reading:** Two or more learners work together to read assigned text(s); Students provide each other with immediate feedback and actively monitor their own comprehension.
	   o **Independent/Voluntary Reading:** Learners read and/or select text(s) written at or slightly above their independent reading level with minimal assistance from teacher(s).
	   o **Conference Reading:** Teachers provide individualized reading instruction personalized for varying reading abilities

Argument Mentor/Anchor Texts:
- The use of alternative texts and leveled narrative reading materials with similar concepts.
- The provision of argument content showcased in another medium (e.g., movie, audiotapes, etc.).
- Reduced amount of required reading.
- Pre-teaching of difficult vocabulary, terminology, and process concepts.
- Regular restatement of lesson objective and the establishment of a purpose for reading.
- Thoughtful facilitation of close-reading strategies through teacher-directed use of colored markers and/or highlighters.
- The use of concept mapping devices and graphic organizers such as outlines and concept maps to showcase how concepts and argument topics are related.
- Directed practice identifying relationships.
- Use of role-playing, simulations and/or concrete examples to exemplify real life situations.

The Argument Writing Process:
- The provision of teacher selected and/or created argument exemplars to showcase, discuss, and dissect argument writing construction, and related requirements.
- Heavy concentration of student choice regarding idea generation, selection, and development.
- Required use of teacher-provided graphic organizers such as outlines and concept maps to assist learners in visualizing and attending to the parts of argument construction.
- Compulsory use of transition and sequencing words (e.g., first, next, then, lastly, most importantly, also of interest, etc.), which are meaningfully utilized between paragraphs.
- Re-teaching of proofreading skills and teacher provided proofreading checklist for on-going student use and reference.
- In-class opportunities for learners to read self-created writing pieces aloud in order to assist learners in the identification of inaccurate construction of sentences, grammatical errors, and so forth.
- Regular use of computer or word processor throughout the writing process (drafting, revising, editing, publishing) to further organize and communicate student thinking.

Alternative Assignments:
- Shortened and/or reduced assignments based on individual student mastery of key concepts and/or need.
- Use of altered grading rubric to more closely address individual student weakness and/or need.
- Acceptance of an alternative form of information sharing and student creation such as the following:
  - Written report
  - Artistic creation
  - Exhibit or showcase
  - Chart, graph, or table
  - Photo essay
  - Map
  - Review game
  - Demonstration
  - Taped report

Interdisciplinary Connections MP3

Indicators:
- Learn from, and work collaboratively with, individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue.
- Include and reference district character education initiatives such as Olweus when completing related assignments.
- When possible, collaborate with teachers in other content areas to address related themes and/or topics.

Suggested interdisciplinary units and activities:

- **Science**

Students can conduct research in both science and ELA classes to participate in a problem-based learning project. This project will consider the implications that current environmental decisions may have on our planet in the future. Students can examine a variety of sources including articles, infographics, and video clips to analyze the pros and cons of current environmental issues such as hybrid cars, fracking, recycling, utilizing plastic bags, and so forth. After conducting research in both classes, students will formulate a claim related to a self-selected and/or teacher-selected topic, and construct an argument.

Access articles, videos, infographics, and project ideas by clicking below:
Science Interdisciplinary Connections

- **Township Tuesday/Olweus**

Students can consider the positive and negative impact that technology has on both the world and our relationships. During class meetings, students can discuss their use of social media and other technology platforms. In ELA classes, students can read articles and examine other resources that encourage students to ponder the pros and cons of technology in our society. After examining a variety of digital and print resources, students can construct an argument which includes a claim and evidence related to their thoughts about today's use of technology. **Access article suggestions by clicking below:**
Township Tuesday/Olweus Interdisciplinary Connections

- **Social Studies**

Students can select and investigate a current event topic that is introduced in their social studies classes. Social Studies and ELA teachers may consider utilizing a text set from Newsela to focus topic choices. After researching a topic, students can construct an argument related to their topic and/or participate in a debate in either social studies or ELA classes.

Integration of 21stCentury Skills MP3

Indicators:

Framework for 21st Century Learning

http://www.p21.org/storage/documents/docs/P21_framework_0116.pdf

P21 Framework Definitions

http://www.p21.org/storage/documents/docs/P21_Framework_Definitions_New_Logo_2015.pdf

CREATIVITY AND INNOVATION

Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts.

Act on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur.

CRITICAL THINKING AND PROBLEM SOLVING

Use various types of reasoning (inductive or deductive) as appropriate to the situation.

Effectively analyze and evaluate evidence, arguments, claims and beliefs.

Analyze and evaluate major alternative points of view.

Synthesize and make connections between information and arguments.

COMMUNICATION AND COLLABORATION

Demonstrate ability to work effectively and respectfully with diverse teams.

Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal.

Assume shared responsibility for collaborative work, and value the individual contributions made by each team member.

INFORMATION LITERACY

Access information efficiently (time) and effectively (sources).

Evaluate information critically and competently.

Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information.

MEDIA LITERACY

Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media.

Understand both how and why media messages are constructed, and for what purposes.

Understand and effectively utilize the most appropriate expressions and interpretations in diverse, multi-cultural environments.

ICT (Information, Communications and Technology) LITERACY

Use technology as a tool to research, organize, evaluate and communicate information

Use digital technologies (e.g., computers, PDAs, media players, GPS, etc.), communication/networking tools and social networks appropriately to access, manage, integrate, evaluate and create information to successfully function in a knowledge economy.

FLEXIBILITY AND ADAPTABILITY

Incorporate feedback effectively.

Deal positively with praise, setbacks, and criticism.

Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multicultural environments.

INITIATIVE AND SELF-DIRECTION

Monitor, define, prioritize, and complete tasks without direct oversight.

Demonstrate commitment to learning as a lifelong process.

SOCIAL AND CROSS-CULTURAL SKILLS

Know when it is appropriate to listen and when to speak.

Conduct themselves in a respectable, professional manner.

Respect cultural differences and work effectively with people from a range of social and cultural backgrounds.

Respond open-mindedly to different ideas and values.

Leverage social and cultural differences to create new ideas and increase both innovation and quality of work.

PRODUCTIVITY AND ACCOUNTABILITY
Prioritize, plan and manage work to achieve the intended result.

LEADERSHIP AND RESPONSIBILITY
Use interpersonal and problem-solving skills to influence and guide others toward a goal.

Suggested Activities:
Students can work in small groups to participate in a problem-based learning project. This project will consider the implications that current environmental decisions may have on our planet in the future. Students can examine a variety of sources including articles, infographics, and video clips to analyze the pros and cons of current environmental issues such as hybrid cars, fracking, recycling, utilizing plastic bags, and so forth. Students will present research demonstrating the pros and cons of each issue using a technology tool such as Tackk, Blendspace, or Padlet. After evaluating both sides of these topics, students can strengthen their speaking and listening skills by participating in a Pop-up Debate.

Duration:	Full Year:	Semester:	Marking Period:	4

Unit Title: MULTI-GENRE

Suggested Essential Question: "How Can Examining New Worlds Help Us to Envision New Possibilities?"

Unit Description: In this final unit of study, students will explore and further their understanding of a variety of teacher and student selected genres including, but not limited to: novels, short fiction, drama, informational writing, and/or poetry. Throughout this unit, students will continue to utilize and put into practice the literary skills and strategies introduced and reinforced in the previous units. As learners explore the specified genre(s), they will deepen their understanding of the ways in authors generate ideas, construct cohesive works, and creatively express thoughts. Furthermore, learners will identify the purpose behind authors' intentional break from punctuation rules and employment of figurative language.

Throughout this unit learners will employ standards-based reading and writing strategies including but not limited to:

- Reading and comprehending literature including stories, dramas, and poems.
- Reading and comprehending literary nonfiction.
- Exploring the creative process through the exploration of fiction, drama, research, and/or poetry.
- Identifying and developing theme, tone, and mood within a literary piece.
- Familiarizing oneself with grammatical conventions specific to genres.
- Expanding and refining vocabulary and stylistic choices.
- Thoughtfully critiquing and analyzing criteria pertinent to a literary work.
- Using technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.
- Writing routinely over extended time frames and short time frames for a range of tasks, purposes, and audiences.

In this unit of study, learners will also review the writing they have completed throughout the year and reflect upon their growth as writers and members of the classroom community. The culmination of this unit will result in students utilizing their series of examined mentor/anchor texts, in combination with their learned and genre specific techniques, to generate ideas for a student-centered topic and create finalized writing piece(s).

Unit Duration: 4 Cycles

Pacing for this unit will be dependent upon the teacher's selection of genres.

Suggested Sequencing: When selecting narrative texts, teachers should consider all texts as mentors for subsequent writing assignments.

Vocabulary and **grammar** instruction should occur regularly to practice and reinforce skills and strategies.

Reading Workshop	Writing Workshop
Cycle 1	**Cycle 1**
- Introduce multi-genre unit. - Select genre(s) of interest for study - Students select a genre for independent research/study	- Introduce multi-genre writing - Submit multi-genre writing topics for approval - Complete pre-writing/ brainstorming from selected genre and submit topic for approval (narrative, poetry, informational, argument, drama, etc.)
Cycle 2	**Cycle 2**
- Read and analyze mentor text(s) from the selected genre (narrative, poetry, informational, argument, drama, etc.) - Conduct research related to self-selected informational topics - Utilize skills and close-reading strategies introduced throughout previous units - Read text independently and/or in small groups - Conduct reading conferences to discuss reading and research	- Conduct mini-lessons that address specific areas of need related to student-selected genres - Work on multi-genre writing projects independently and/or in small groups utilizing knowledge of the writing process - Conference with students (individual and/or small groups). - Teacher/ peer conferences with students (individual and/or small groups)
Cycle 3	**Cycle 3**
- Continue to read and analyze mentor text(s) from the selected genre (narrative, poetry, informational, argument, drama, etc.) - Continue to conduct research related to self-selected informational topics - Continue to utilize skills and close-reading strategies introduced throughout previous units - Read text independently and/or in small groups - Conduct reading conferences to discuss reading and research	- Conduct additional mini-lessons that address specific areas of need related to student-selected genres - Continue work on multi-genre projects independently or in small groups utilizing knowledge of the writing process - Teacher/ peer conferences with students (individual and/or small groups)
Cycle 4	**Cycle 4**
- Complete independent reading book and assessment (AR test, project, book report, etc.). - Complete Multi-genre Reading Benchmark	- Publish and share multi-genre writing projects. - Complete Multi-genre Writing Benchmark.

Desired Results MP4

Standard(s): This ELA curriculum follows the current Common Core State Standards (CCSS).

*New standards known as the New Jersey Student Learning Standards have been adopted by New Jersey for use during the 2017-2018 school year and beyond. These standards are and are closely related to the existing CCSS. Both sets of standards are listed below with relevant links.

Common Core English Language Arts Standards (2016)
New Jersey Student Learning Standards (NJSL -2017-2018)

Reading Literary Text	Reading Informational Text	Writing	Speaking and Listening	Language
Essential CSS.ELA-LITERACY.RL.6.1 CCSS.ELA-LITERACY.RL.6.2 CCCS. ELA-LITERACY. RI. 6.7 CCSS.ELA-LITERACY.RL.6.10 **Supplemental** CCSS.ELA-LITERACY.RL.6.4 CCSS.ELA-LITERACY.RL.6.5 CCSS.ELA-LITERACY.RL.6.6 CCSS.ELA-LITERACY.RL.6.9	**Essential** CCSS.ELA-LITERACY.RI.6.10 CCCS ELA Literacy RI 6.1 CCCS. ELA Literacy RI 6.2 CCCS. ELA Literacy RI 6.3 CCCS. ELA-LITERACY. RI. 6.7 CCSS.ELA-LITERACY.RI.6.6 CCSS.ELA-LITERACY.RI.6.8 **Supplemental** CCCS. ELA Literacy RI 6.3 CCSS.ELA-LITERACY.RI.6.4 CCSS.ELA-LITERACY.RI.6.5 CCSS.ELA-LITERACY.RI.6.9	**Essential** CCSS.ELA-LITERACY.W.6.10 **Supplemental** CCSS.ELA-LITERACY.W.6.1 A-E CCSS.ELA-LITERACY.W.6.2 CCSS.ELA-LITERACY.W.6.4 CCSS.ELA-LITERACY.W.6.5 CCSS.ELA-LITERACY.W.6.7 CCSS.ELA-LITERACY.W.6.8	**Supplemental** CCSS.ELA-LITERACY.SL.6.1A-D CCSS.ELA-LITERACY.SL.6.4 CCSS.ELA-LITERACY.SL.6.2 CCSS.ELA-LITERACY.SL.6.5 CCSS.ELA-LITERACY.SL.6.3 CCSS.ELA-LITERACY.SL.6.6	**Supplemental** CCSS.ELA-LITERACY.L.6.1 CCSS.ELA-LITERACY.L.6.2 CCSS.ELA-LITERACY.L.6.3 CCSS.ELA-LITERACY.L.6.4 CCSS.ELA-LITERACY.L.6.5 CCSS.ELA-LITERACY.L.6.6

Indicators:
Students will read closely to determine what the text says explicitly and make logical inferences.
Students will cite specific text evidence when writing or speaking to support conclusions drawn from the text.
Students will determine central ideas or themes of a text and analyze their development.
Students will summarize the key supporting details and ideas.
Students will interpret words or phrases as they are used in a text.
Students will read and comprehend complex literary and informational texts independently and proficiently.
Students will provide clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Students will develop and strengthen writing as needed by planning, revising, editing, re-writing or trying a new approach.
Students will draw evidence from literary or informational texts to support analysis, reflection, and research.
Students will write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.
Students will prepare for and participate effectively in a range of conversations and collaborations with diverse partners to build on others' ideas and express their own.
Students will demonstrate command of conventions of standard English grammar and usage when writing or speaking.
Students will demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Students will determine or clarify the meaning of unknown and multiple-meaning words and phrases by utilizing context clues, analyzing meaningful word parts, and consulting general and specialized reference materials when appropriate.

Understandings:	Essential Questions:
- Students can read closely and find textual evidence to support analysis of what the text says. - Students can identify a main idea or theme, examining how the author introduces an idea or theme through specific details. - Skillful readers and writers can determine specific details and key facts to include in a summary without using personal opinions to comment on or evaluate the text. - Students can figure out what words and phrases mean in context by taking both figurative and connotative meanings into consideration. Students can also determine how word choice affects the meaning and tone of a text. - Students can read a range of literary texts including fiction, poetry, drama, and literary nonfiction appropriate for the grades 6-8 complexity band, receiving help only at the higher end of that band. - Students can write with clarity and coherence, developing and organizing ideas into a style that is appropriate to the audience, purpose, and occasion. - Students can generate and gather ideas about a topic and improve their writing by utilizing all steps of the writing process. - Students can support their findings with evidence found in either informational or literary texts. - Skillful writers can write regularly for a range of reasons in different contexts and modes for a variety of audiences. - Students can arrive at discussions prepared with evidence and follow guidelines for academic discussions. - Students can apply the conventions of standard English to recognize and repair writing or speech. - Students can choose a strategy (e.g. context clues, Frayer model, mind map, etc.) that helps clarify the meaning of new or multiple meaning words.	- How do skillful readers support both inferences and the explicit meaning of the text? - How do skillful readers determine the key ideas and/or themes an author maintains throughout a text? - How do skillful readers and writers summarize a text? - How do skillful readers determine the meaning of unknown words or phrases as they are used in a text? - How do skillful readers independently and proficiently read and comprehend complex literary and informational texts? - How can students produce clear and coherent writing in which the development, organization, and style are appropriate to the task and purpose? - How can skillful writers strengthen writing or improve a writing piece? - How can draw skillful writers draw evidence from literary or informational texts to support analysis, reflection, and research? - How can skillful writers write routinely over both extended and shorter time for a range of tasks, purposes, and audiences? - How can skillful readers and writers engage in different types of collaborative discussions about sixth-grade topics, texts, and issues? - How do skillful writers demonstrate command of the conventions of standard English grammar and usage? - How do skillful readers determine or clarify the meaning of unknown and multiple meaning words?

Assessment Evidence MP4

Performance Tasks:

- Students will demonstrate comprehension of multiple texts via teacher created assessments.
- Students will produce a series of genre(s) specific pieces that showcase thoughtful evidence of the writing process including invention, drafting, revision, and proof-reading with editing.
- Students will produce a final written piece, which will demonstrate a clear narrative purpose and be appropriate for a diverse audience of peers.

Other Evidence:

- **Informal Checks/ for Understanding:** Accuracy and thoroughness of student notes, study guides, and graphic organizers will demonstrate informal evidence of concept(s) processing.
- **Formative Assessment:** Lesson closure will be used to monitor levels of understanding. Student reading and writing conferences will serve as formative assessments.
- **Teacher Observation/ Student Discussion:** Teacher observation of class discussions will serve as informal evidence of concept processing and the sophistication of skill development.
- **Teacher Created Quiz/Test:** Formally measured evidence of outcomes and overall progress towards the New Jersey Student Leaning Standards will be established via teacher-created quizzes and unit assessments.
- **Writing Prompts:** Timed, in-class writing on specific themes and/or passage-related prompts will be evaluated with rubrics for formal assessment of each student's ability and progress as a writer. Writings and associated rubrics will be maintained in a portfolio.
- **Teacher Created Project:** Culminating project.
- **Homework**
- **Classwork**

Benchmarks:

**The End of the Year Benchmark Assessment is scheduled to be created in the 2016-2017 school year. The assessment will measure the Essential and Supporting Standards of this unit and will include the following: multiple genre texts, evidence-based questions, and may contain a prose constructed response (PCR).

Learning Plan MP4

Learning Activities:

- **Skill/ Topic Introduction:** Identify, define, and model the following reading strategies: summarizing, close reading, questioning, previewing, investigation of voice/point of view, connecting, drawing conclusions, inferring, using context clues, Identify and define literary techniques: figurative language usage, theme establishment, mood, tone, plot structure, foreshadowing. Identfy and define and steps of the writing process and analyze author's craft.
- **Application:** Apply a variety of reading strategies during guided and independent reading practice (e. g, questioning, previewing, inference making, identifying fact/opinion, identifying theme, using context clues, analyzing text structure, identifying literary techniques, etc.).
- **Prior Knowledge Use:** Develop Text Structure Workmat and compare texts to activate and strengthen prior knowledge of literary genres.
- **Discussion:** Facilitate whole-class, small group, and paired conversations pertaining to reading strategies and texts.
- **Brainstorming/Prewriting:** Read and discuss mentor/anchor texts.
- **Examination:** Employ close reading strategies on mentor/anchor texts and critically re-read one's writing (Literary Elements Mapping).
- **Vocabulary Development/ Word Precision:** Use reference tools to further define and clarify vocabulary.
- **Reflection:** Encourage the on-going utilization of reading response journals or writers' notebooks.
- **Collaboration**: Work collaboratively with a writing partner within a writing community; learn procedures for offering support and suggestions while revising.
- **Innovation:** Generate ideas and topics for the selection of independent reading novels and genre writing; write freely concerning genre topic(s) of interest; create a presentation using a digital platform such as Blendspace, Tackk, or Prezi.
- **Selection:** Review writing drafts and select one to further develop and publish.
- **Drafting:** Utilize a graphic organizer and write drafts that incorporate the format and features of a variety of genres.
- **Revision:** Re-read drafts looking for the following criteria: purpose, audience, style, literary structure, transition, figurative language.
- **Proofreading/Editing:** Proofread by checking for the following common errors: format errors, missing transition words, offensive ideas/words, capitalization, punctuation, commas, and word usage errors.
- **Publishing:** Create a final copy of writing piece(s) and celebrate writing successes.
- **Technology Integration:** Infuse technology to complement and enhance the curriculum for a variety of purposes (e.g., the use of the writing process, publishing and sharing of formalized writing, and to give and receive feedback).

Resources:
- *Glencoe Literature* – Course 1, 2009
- *Glencoe Writer's Choice* – Grammar and Composition, Grade 6, 2009
- *Great Source Vocabulary for Achievement* – Introductory Course, 2005 (Suggested lessons: 13, 15, 17, 20, 23, & 24)
- *Scholastic Scope* Magazine (print and digital)
- Grade 6 Collateral Reading List of approved novels (See Resources in the Narrative Unit).

Suggested Genre(s):
- Novels
- Short Fiction
- Drama
- Informational
- Poetry

Suggested Selections from *Glencoe Literature*:

Short Fiction	Drama	Informational	Poetry
"The King of Mazy May"	"Madam C.J. Walker"	"Tracking Trash"	"Same Song and Maestro"
"Pecos Bill"	"Damon and Pythias"	"The Sand Castle"	"The All American Slurp"
"The Wolf and the House"	"Executive Order 9066"	"The End of the World"	"I Dream a World & Life"
"The Circuit"	"Brighton Beach Memoirs"	"Ta-Na-E-Ka"	"Doesn't Threaten Me"
"The Shutout	"A Time to Talk"	"These Walls Can Talk	"The Gene Scene"
	"The Golden Touch		"Flowers and Freckle Cream"

Unit Learning Goal and Scale MP4
(Level 2.0 reflects a minimal level of proficiency)

Standard(s): CCSS.ELA-LITERACY.RL.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. CCSS.ELA-LITERACY.W.6.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences. CCSS.ELA-LITERACY.W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. CCSS.ELA-LITERACY.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.	
4.0	**Students will be able to:** • Read and comprehend literature above the grade 6-8 text complexity band proficiently. • Conduct additional research related to a specific genre of writing to enhance their own writing and reflect on their processes or progress to make connections across different texts/content areas. • Generate and systematically organize a grade-appropriate to task, purpose, and audience, written piece centered on a teacher-provided topic or question from a specified writing type (i.e. narrative) appropriate. • Independently select the tool or technology platform that offers the greatest means of creating and working with others on a specific writing task or project.
3.0	**Students will be able to:** • By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. • Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences. • Produce clear and coherent grade-appropriate writing in which the development, organization, and style are appropriate to task, purpose, and audiences. • 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.

2.0	**Students will be able to:**
	• Read and comprehend literature and informational text.
	• Write for a range of tasks purposes and audiences.
	• Write for an extended time frame.
	• Recognize and recall specific vocabulary, such as:
	    ○ *audience, coherent, development, narrative, organization, purpose, style.*
	• Perform basic processes, such as:
	    ○ Describing the task, purpose, and audience for a given writing task.
	▪ Producing writing appropriate to task, purpose, and audience using a teacher-provided template or graphic organizer.
	• Perform basic keyboarding skills and use technology.

1.0	**With help, partial success at level 2.0 content and level 3.0 content:**
0.0	**Even with help, no success**

Unit Modifications for Special Population Students MP4

Advanced Learners

Scheduling/ Pacing:
- The teacher-student establishment of learning goals followed by the in-class provision of time and related opportunities to work towards those goals.
- The provision of a teacher/adult mentor to oversee student work and pace student learning experience; In-depth exploration of concepts through independent studies and investigations that is both student and teacher selected
- The provision of additional time for student-selected and content related reading and writing in order to increase student background knowledge and expand learning schemas

Anchor Texts:
- The use of higher level questioning that requires learners to investigate causes, experiences, and facts in order to expand their understanding of a concept or topic, make inferences, and draw conclusions.
- The use of additional higher-leveled text(s) and related supplemental materials containing advanced abstract concepts from a variety of genres.
- Exploration and comparison of a specified subject taken from varying points of view and multiple genres.
- Increased use of open-ended questioning intended to stimulate learner inquiry and active exploration in relation to concept learning.

The Writing Process:
- Increased elaborate, complex, and in-depth study and utilization of genre specific writing components (i.e. figurative language usage, mood, tone, themes and so forth) with the ability to integrate knowledge into one's own written work.
- Extensive use of evidence and figurative language techniques including imagery, similes, metaphors, symbols, and so forth which are relevant and genre appropriate.

Alternative Assignments:
- Pre-assessment in order to distinguish skills and knowledge that are already familiar from those which must be taught.
- Completion of student-choice assignments and assessments that will encourage learners to generate ideas and showcase their understanding with or without formal evaluation, where risk-taking is encouraged in the creation of such things as websites, wikis, podcasts, Movie-makers, and game creation.

Struggling Learners

Anchor Texts:
- The provision of mentor/anchor text summaries and/or synopses for on-going concept reference and review.
- Teacher directed identification of key words, and/or phrases and sentences to showcase meaning, relationships, text structure, and so forth.
- Differentiation of texts by readability (when available).

The Writing Process:
- Teacher modeling of each step of the writing process (i.e. pre-writing, drafting, revising, editing, and publishing).
- Authentic writing samples to provide students with a sense of assignment requirements and planning within a specified timeframe.
- The provision of regular, teacher guidance (writing conferences) and appropriate supervision to plan writing assignments, especially unit writing pieces which can take several days or weeks to complete.
- The provision of exemplars to understand rubric scoring.

Alternative Assignments:
- The provision of students with other opportunities, methods and/or test formats to demonstrate what is known.

English Language Learners	**Scheduling/ Pacing:**
	• As needed, the provision of extended time to complete assignments, assessments, and projects.
	• Omission of assignments, assessments, projects, as needed.
	
	Anchor Texts:
	• The building of background on topics and themes that may be unknown to students of different cultures (e.g., sports, American history, customs, holidays, etc.).
	• Incorporating cultural lessons that allow students to share their culture, language, and traditions with the class.
	• The use of alternative texts and leveled reading materials with similar concepts.
	• The provision of content showcased in another medium (e.g., movie, audiotapes, visual aids, etc.).
	• Simplified language; use of supplementary materials which contain precise and specific vocabulary.
	• Use of bilingual dictionaries, language learner dictionaries, and/or electronic translating programing; pre-teaching of concept vocabulary.
	• Use of mapping devices and graphic organizers (e. g. outlines, study guides, question preview, etc.) to showcase how concepts and themes are related and enhance concept schemas.
	• Use of role-playing, simulations and/or concrete examples to exemplify real life situations.
	• Teacher-created checks for text and concept understanding/review.
	
	The Writing Process:
	• The provision of concise directions worded in small, distinct steps.
	• The provision of oral clues and/or prompts throughout the writing process.
	• Writing tasks broken into shorter, segmented sections.
	• The provision of teacher-selected and/or teacher-created exemplars.
	• Teacher modeling and the use of graphic organizers.
	• The utilization of word processing throughout the writing process to effectively organize and express ideas in addition to addressing grammatical and spellings.
	
	Alternative Assignments:
	• Permission to answer comprehension questions orally.
	• The use multiple choice responses, when appropriate.
	• Directions read to students.
	• Provision of assignments, assessments, and projects that are shorter in length and that contain step by step instructions.
	• The use of abbreviated story versions as provided in the supplemental workbooks, when appropriate.
	• The provision of technology software programs that can provide students with extra help and practice (e.g. Study Island).
	• Permission for alternative assignments:
	   o artistic creations
	   o exhibits
	   o charts
	   o graphs
	   o tables
	   o photo essays
	   o maps
	   o review games

Special Needs Learners	**Scheduling/ Pacing:**
	• The provision of additional time to process instruction, complete assignments and/or reinforce concept mastery.
	• Chunking or breaking up instruction, practice activities and/or assessments, over several sessions based on essential concept skill mastery.
	
	Differentiated Instruction:
	• The establishment and implementation of the following learning strategies and/or teaching techniques, when applicable:
	  o **Flexible Grouping:** The grouping of students for the delivering and/or continuing instruction (i.e. whole class, small group, partner and/or direct instruction).
	  o **Learning Centers**: Designated classroom areas and/or spaces where a collection of materials and/or tasks may be found that have been designed to teach, reinforce, and/or extend student learning. Tasks may include one, some, or all components related to skill acquisition and/or mastery.
	  o **Tiered Assignments and Activities**: Teacher-created learning experiences that have been designed to address content, process, and/ or end product options intended to address the over-arching learning goal, but which are also student specific with developmentally appropriate challenge and/or difficulty.
	
	• The establishment and implementation of the following co-teaching instructional delivery models, when applicable:
	  o **Lead Teacher/Support Teacher:** One teacher presents the lesson, while the other circulates and provides individual and/or small group assistance, in addition to closely monitoring student mastery.
	  o **Parallel Teaching:** Both teachers divide the student population and simultaneously deliver instruction of the same content matter and/or skill in order to provide learners with a learning experience in a small group setting.
	  o **Alternative Teaching:** One teacher presents the lesson to most of the class, while the other teacher works with a small group and/or an individual student inside or outside of the classroom for remedial and/or extended skill work.
	  o **Station Teaching:** Both teachers establish, instruct, and supervise various learning centers. Teachers divide the classroom into instructional stations, with students being given the opportunity to complete tasks in a variety of ways (i.e. independently, paired, small group).
	  o **Team Teaching:** Both teachers are actively and equally involved in the presentation, organization, and management of the lesson.
	
	• The establishment and implementation of the following literary strategies, when applicable:
	  o **Guided Reading:** Learners read from text(s) at their instructional reading levels, while the teacher(s) monitor student reading processes, check for skill acquisition and further promote reading proficiency.
	  o **Shared Reading:** Learners join in or share in the reading of text(s), while guided and supported by the teacher(s); The teacher(s) explicitly model the skills of proficient readers (i.e. reading with fluency, expression and so forth).
	  o **Partner Reading:** Two or more learners work together to read assigned text(s); Students provide each other with immediate feedback and actively monitor their own comprehension.
	  o **Independent/Voluntary Reading:** Learners read and/or select text(s) written at or slightly above their independent reading level with minimal assistance from teacher(s).
	  o **Conference Reading:** Teachers provide individualized reading instruction personalized for varying reading abilities.

Mentor/Anchor Texts:
- The use of alternative texts and leveled reading materials with similar concepts.
- The provision of argument content showcased in another medium (movie, audiotapes, etc.).
- Shortened amount of required reading.
- Pre-teaching of difficult vocabulary, terminology, and multi-process concepts.
- Regular stating of lesson objective, establishing a purpose for reading, exploration, continued practice, and so forth.
- Thoughtful close-reading strategies through teacher-directed use of alternate colored markers and/or highlighters.
- The use of mapping devices and graphic organizers (outlines, study guides, question preview, etc.) to showcase how concepts/ideas/argument topics are related and establish concept schemas.
- Direct practice identifying relationships.
- Use of role-playing, simulations, and/or concrete examples to exemplify real life situations.

The Writing Process:
- The provision of teacher selected and/or created exemplars to further showcase, discuss, and dissect writing construction and related requirements.
- Heavy concentration of student choice regarding idea generation, selection, and development.
- Required use of teacher-provided graphic organizers, outlines, and concept maps to assist learners' writing.
- Compulsory use of transition and sequencing words (e.g., first, next, then, lastly, most importantly, also of interest, etc.). intended to be meaningfully utilized within paragraph writing.
- Re-teaching of proofreading skills and teacher provided proofreading checklist for on-going student use and reference.
- In-class opportunities for learners to read self-created writing pieces aloud in order to better assist learners in the identification of inaccurate construction of sentences, grammatical errors, and so forth.
- Regular use of computer or word processor throughout the writing process (drafting, revising, editing, publishing) to organize and communicate student thinking.

Alternative Assignments:
- Shortened and/or reduced assignments based on individual student mastery of key concepts and/or need.
- Use of altered grading rubric to more closely address individual student weakness and/or need.
- Acceptance of an alternative form of information sharing and student creation such as:
  - Written report
  - Artistic creation
  - Exhibit or showcase
  - Chart, graph, or table
  - Photo essay
  - Map
  - Review game
  - Demonstration
  - Taped report

Interdisciplinary Connections MP4

Indicators:
- Learn from, and work collaboratively with, individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue.
- Include and reference district character education initiatives such as Olweus when completing related assignments.
- When possible, collaborate with teachers in other content areas to address related themes and/or topics

Suggested Activities:
- **Social Studies/Art/Music/Technology:**

Students can deepen their understanding of ancient Greece and Greek culture by reading myths and studying the associated gods and goddesses, viewing famous works of art, and reading associated poetry. Students can demonstrate their understanding of Greek culture by writing a myth, creating a piece of art, composing a song, or utilizing a technology tool of their choice.

- Suggested texts from Glencoe *Literature*: "Wings" by Yolen, "Damon and Pythias" by Kissen, "Arachne" by Coolidge, "Romulus and Remus" by McCaughrean, "Persephone" by Low, and "The Golden Touch" by Osborne.

- **Technology:**

Students can pursue a passion or topic of interest by participating in Genius Hour. This student-centered, problem-based learning activity will require students to generate a driving question, conduct research, and share their project with the world by utilizing a web-based technology tool. Students may have the opportunity to work with their technology teacher to identify the best platform for showcasing their research. This project also has the potential for interdisciplinary connections in all other content areas depending on each student's driving question.

Integration of 21ˢᵗCentury Skills MP4

Indicators:

Framework for 21st Century Learning
http://www.p21.org/storage/documents/docs/P21_framework_0116.pdf
P21 Framework Definitions
http://www.p21.org/storage/documents/docs/P21_Framework_Definitions_New_Logo_2015.pdf

CREATIVITY AND INNOVATION
Create new and worthwhile ideas (both incremental and radical concepts).
Demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas.
View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes.

CRITICAL THINKING AND PROBLEM SOLVING
Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems.
Reflect critically on learning experiences and processes.
Solve different kinds of non-familiar problems in both conventional and innovative ways.

COMMUNICATION AND COLLABORATION
Communicate effectively in diverse environments (including multi-lingual).
Demonstrate ability to work effectively and respectfully with diverse teams.
Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal.
Assume shared responsibility for collaborative work, and value the individual contributions made by each team member.

INFORMATION LITERACY
Access information efficiently (time) and effectively (sources).
Evaluate information critically and competently.
Manage the flow of information from a wide variety of sources.

MEDIA LITERACY
Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media.
Understand and utilize the most appropriate media creation tools, characteristics and conventions.

ICT (Information, Communications and Technology) LITERACY
Use technology as a tool to research, organize, evaluate and communicate information.
Use digital technologies (e.g., computers, PDAs, media players, GPS, etc.), communication/networking tools and social networks appropriately to access, manage, integrate, evaluate and create information to successfully function in a knowledge economy.
Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies.

FLEXIBILITY AND ADAPTABILITY
Adapt to varied roles, jobs responsibilities, schedules and contexts.
Incorporate feedback effectively.
Deal positively with praise, setbacks, and criticism.

INITIATIVE AND SELF-DIRECTION
Balance tactical (short-term) and strategic (long-term) goals.
Utilize time and manage workload efficiently.
Monitor, define, prioritize, and complete tasks without direct oversight.
Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise.
Demonstrate initiative to advance skill levels towards a professional level.
Demonstrate commitment to learning as a lifelong process.

SOCIAL AND CROSS-CULTURAL SKILLS
Know when it is appropriate to listen and when to speak.

Conduct themselves in a respectable, professional manner.

Respect cultural differences and work effectively with people from a range of social and cultural backgrounds. * Respond open-mindedly to different ideas and values.

Leverage social and cultural differences to create new ideas and increase both innovation and quality of work.

PRODUCTIVITY AND ACCOUNTABILITY
Demonstrate additional attributes associated with producing high quality products including the abilities to:

Work positively and ethically.

Manage time and projects effectively.

Multi-task.

Participate actively, as well as be reliable and punctual.

Present oneself professionally and with proper etiquette.

Collaborate and cooperate effectively with teams.

Respect and appreciate team diversity.

Be accountable for results.

LEADERSHIP AND RESPONSIBILITY
Leverage strengths of others to accomplish a common goal.

Demonstrate integrity and ethical behavior in using influence and power.

Suggested Activities
Students can pursue a passion or topic of interest by participating in Genius Hour. This student-centered, problem-based learning activity will require students to generate a driving question, conduct research, and share their project with the world by utilizing a web-based technology tool. Students can also strengthen their speaking and listening skills by presenting their Genius Hour projects to their peers.