

# NEPTUNE CITY SCHOOL DISTRICT

## English Language Arts Curriculum 6th Grade



NEPTUNE CITY SCHOOL DISTRICT  
Office of the Chief School Administrator, Principal  
210 West Sylvania Avenue  
Neptune City, NJ 07753

*The Neptune City School District is appreciative and proud to accept and align the curriculum of the Neptune Township School District to properly prepare the Neptune City students for successful integration into the Neptune Township High School Educational Program.*

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Supervisor of Special Services

## **SCHOOL DISTRICT MISSION STATEMENT**

The Neptune City School District, in partnership with the parents and the community, will support and sustain an excellent system of learning, promote pride in diversity, and expect all students to achieve the New Jersey Student Learning Standards at all grade levels to become responsible and productive citizens.

**NEPTUNE CITY SCHOOL DISTRICT**

**ENGLISH LANGUAGE ARTS**

**CURRICULUM**

**6TH GRADE**

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<b>Unit Plan Title</b>	Unit 1 DiscoveringYour Voice
<b>Suggested Time Frame</b>	6 Weeks

<b>Overview / Rationale</b>
<p>Unit 1 incorporates short stories and nonfiction texts related to the subject matter, be it in the form of news articles, primary source readings, or biographical information. The summative task of each novel is a writing task to demonstrate mastery of the skills taught through each unit. Each week students will complete writing geared toward the writing task for ELA. The objective is to build stamina to write routinely over an extended period of time addressing a variety of themes; preparing students for monthly writing tasks. Each writing should be a passage from the novel and a prompt for open-ended constructed response. As they explore and create written, oral, and visual texts, students expand and deepen their understanding of both real and imaginary worlds, and gain insight into their own lives and the lives of others. Students deeply understand and employ strategies to evaluate texts on various levels; factual, critical, interpretive and analytical. Through close reads &amp; text mining of novels, short stories and nonfiction texts; as well as class discussions, students will achieve independence, confidence and demonstrate growth as critical thinkers</p>

<b>Stage 1 – Desired Results</b>
<p><b>Established Goals:</b>  <b>New Jersey Student Learning Standards - English Language Arts</b></p> <p><b>RL.CR.6.1</b>  Cite textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.</p> <p><b>RI.CR.6.1</b>  Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.</p> <p><b>RL.CI.6.2</b>  Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.</p> <p><b>RI.CI.6.2</b>  Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.</p> <p><b>RL.IT.6.3</b></p>

Describe how a particular text's structure unfolds in a series of episodes and use textual evidence to describe how the characters respond or change as the plot moves toward a resolution.

**RI.IT.6.3**

Analyze how a particular text's (e.g., article, brochure, technical manual, procedural text) structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.

**RL.TS.6.4**

Analyze how a particular piece (e.g., sentence, chapter, scene, stanza, or section) fits into the overall structure of a text and contributes to the development of the ideas, theme, setting, or plot.

**RI.TS.6.4**

Use text structures (e.g., cause-effect, problem-solution), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information.

**RL.PP.6.5**

Determine how an author conveys or develops perspective in a text (through the narrator or speaker when appropriate).

**RI.PP.6.5**

Identify the author's purpose, perspective or potential bias in a text and explain the impact on the reader's interpretation.

**RL.MF.6.6**

Compare and contrast information or texts to develop a coherent understanding of a theme, topic, or issue when reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text.

**RI.AA.6.7**

Trace the development of and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

**L.SS.6.1**

Demonstrate command of the system and structure of the English language when writing or speaking.

**L.KL.6.2**

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

**L.VL.6.3**

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies.

W.AW.6.1

Write arguments on discipline-specific content (e.g., social studies, science, math, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

W.IW.6.2.A

Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.

SL.PE.6.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.II.6.2

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

SL.UM.6.5

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

SL.AS.6.6

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

## **Social Studies**

**6.1.12.History8.c:** Identify the conditions that gave rise to the Harlem Renaissance and assess the impact of artists, writers, and musicians on American Culture

## **Computer Science and Design Thinking**

### **Computing Science**

8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.

- 8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.

## **Career Readiness, Life Literacies, and Key Skills**

## 9.2 Career Awareness, Exploration, Preparation, and Training

### Career Awareness and Planning:

- 9.4.8.DC.1: Analyze the resource citations in online materials for proper use.
- 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products

### Key Skills

- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decision
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence

### Social and Emotional Learning Competencies

Self Awareness  
Self-Management  
Responsible Decision Making  
Social Awareness  
Relationship Skills  
Motivation

**Essential Question:**

What are the ways you can make yourself heard?

**Unit Goals**

*Students will be able to*

- Analyze Text Structure and Purpose
- Analyze Memoir
- Analyze Print and Graphic Features
- Analyze Author's Use of Language
- Determine Author's Purpose and Point of View
- Analyze Figurative Language
- Make Inferences About Tone and Speaker
- Compare Poems
- Trace and Evaluate an Argument
- Compare and Evaluate Arguments



<p><b>Texts:</b></p> <ul style="list-style-type: none"> <li>• <b><i>From Brown Girl Dreaming</i></b> (Memoir in Verse) by Jacqueline Woodson N/AL</li> <li>• <b><i>from Selfie: The Changing Face of Self-Portraits</i></b> (Informational Text) by Susie Brooks 1000L</li> <li>• <b>What’s So Funny, Mr. Scieszka?</b> (Humor) by Jon Scieszka 710L</li> <li>• Compare Poems: <b>A Voice</b> (Poem) by Pat Mora N/AL / <b>Words Like Freedom</b> (Poem) by Langston Hughes N/AL</li> <li>• Compare and Evaluate Arguments: <b>Better Than Words: Say It with a Selfie</b> (Argument) by Gloria Chang 1050L / <b>OMG, Not <i>Another</i> Selfie!</b> (Argument) by Shermakaye Bass 1070L</li> <li>• <b>A Schoolgirl’s Diary <i>from</i> I am Malala</b> (Memoir) by Malala Yousafzai 820L</li> <li>• <b>Speech to the Young: Speech to the Progress-Toward</b> (Poem) by Gwendolyn Brooks N/AL</li> <li>• Compare Time Periods: <b>The First Day of School</b> (Short Story) by R.V. Cassill 790L / <b><i>from New Kid</i></b> (Graphic Novel) by Jerry Craft N/AL</li> </ul>	<p><b>Novel Options:</b></p> <ul style="list-style-type: none"> <li>• <b><i>The Giver</i></b> (Novel) by Lois Lowry 760L</li> <li>• <b><i>Beethoven in Paradise</i></b> (Novel) by Barbara O’Connor 680L</li> <li>• <b><i>Brown Girl Dreaming</i></b> (Memoir in Verse) by Jacqueline Woodson 990L</li> </ul> <p><b>End-Of-Unit Tasks:</b>  <b>Write an Argument</b>          Your local library is hosting an essay contest about the ways people express themselves. Community members will judge the essays. Write an argumentative essay in which you select your favorite mode of self-expression (such as music or comedy) and argue why that medium is effective. Include graphics or images to support your ideas.</p>
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Student Resources
Rich selection of diverse books Reading/Writing Companion Literature Anthology Flexible Reader’s Choice Texts Flexible Long Read Options Online access Tool ED Notice and Note Handbook Interactive Writing and Collaboration tool “Writable” HMH Text Library
Teacher Resources
Teacher’s Edition Into Literature Unit Planning Guides Online access “Teacher Corner”

Notice and Note Handbook  
Digital Tools  
HMH Text Library

## Stage 2 – Assessment Evidence

### Pre-Assessments:

- Placement and Diagnostic Assessment

### Formative Assessments:

- Selection Tests
- Comprehension Quizzes
- Participation in class discussions/debates
- Exit tickets
- Daily Lesson Checks and Correct & Redirect Opportunities in Teacher's Guide
- Conference notes
- Small group work notes
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### Benchmarks

- IXL, I-Ready or Commonlit

### Summative Assessments:

- Unit Test
- IXL or Iready Assessment

## Stage 3 – Learning Plan

### Unit 1:sRecommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore within Unit

- Readings from Brown Girl Dreaming
- What's So Funny, Mr. Scieszka?
- Poem Analysis: A Voice
- Poem Analysis: Words Like Freedom
- Argument Analysis: Better Than Words: Say It With a Selfie
- Argument Analysis: OMG, Not Another Selfie
- Novel study: The Giver, Brown Girl Dreaming, or Becoming Naomi Leon
- Argumentative Essay
- Reading: Analyze Text Structure and Purpose
- Reading: Analyze Memoir

- Reading: Analyze Author’s Use of Language
- Reading: Determine Author’s Purpose and Point of View
- Reading: Analyze Figurative Language
- Reading: Make Inferences About Tone and Speaker
- Reading: Compare Poems
- Reading: Trace and Evaluate an Argument
- Reading: Compare and Evaluate Arguments
- Social & Emotional Learning: Describe a Connection
- Social & Emotional Learning: Watch That Mouth, Friend!
- Speaking & Listening: Compose and Present a Biographical Poem
- Speaking & Listening: Explain the Steps for Telling a Joke
- Speaking & Listening: Discuss and Analyze Figurative Language
- Speaking & Listening: Create and Present “The Perfect Selfie”
- Research: Who's Jacqueline Woodson?
- Research: Investigate the Harlem Renaissance
- Writing: Analyze Author’s Purpose and Point of View
- Writing: Characterize the Speaker
- Writing: Compose an Argument
- Writing: Address Task, Purpose, and Audience
- Writing: Gather Relevant Evidence
- Writing: Write and Support a Claim
- Writing: Use Formal Style
- Writing: Improve Writing by Planning, Revising, Editing, and Rewriting
- Writing: Use Digital Tools to Produce and Share Writing
- Vocabulary: Word Origins
- Vocabulary: Context Clues
- Grammar: Spell Commonly Confused Words Correctly
- Grammar: Pronouns

## Accommodations/Modifications

*Below please find a list of suggestions for accommodations and modifications to meet the diverse needs of our students. Teachers should consider this a resource and understand that they are not limited to the recommendations included below.*

An **accommodation** *changes HOW a student learns*; the change needed does not alter the grade-level standard. A **modification** *changes WHAT a student learns*; the change alters the grade-level expectation.

### **Special Education and 504 Plans**

*All modifications and accommodations must be specific to each individual child's IEP (Individualized Educational Plan) or 504 Plan.*

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments
- Repetition and time for additional practice
- Model skills/techniques to be mastered
- Extended time to complete task/assignment/work
- Provide a copy of class notes
- Strategic seating (with a purpose - eg. less distraction)
- Flexible seating
- Repetition and additional practice
- Use of manipulatives
- Use of assistive technology (as appropriate)
- Assign a peer buddy
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Provide oral reminders and check student work during independent practice
- Chunk the assignment - broken up into smaller units, work submitted in phases
- Encourage student to proofread assignments and tests
- Provide regular home/school communication
- Teacher checks student planner
- Provide students with clear expectations in writing and grading criteria for assignments (rubrics)

Testing Accommodations:

*Students should receive all testing accommodations for Benchmark assessments that they receive for State testing.*

### **English Language Learners:**

*All modifications and accommodations should be specific to each individual child's LEP level as determined by the WIDA screening or ACCESS, utilizing the WIDA Can Do Descriptors.*

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Scaffold language based on their Can Do Descriptors
- Alter materials and requirements according to Can Do Descriptors
- Adjust number of paragraphs or length of writing according to their Can Do Descriptor
- TPR (Total Physical Response-Sheltered Instruction strategy) Demonstrate concepts through multi sensory forms such as with body language, intonation
- Pair visual prompts with verbal presentations
- Repetition and additional practice
- Model skills and techniques to be mastered
- Native Language translation (peer, assistive technology, bilingual dictionary)
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Use of self-assessment rubrics
- Increase one-on-one conferencing; frequent check ins
- Use study guide to organize materials
- Make vocabulary words available in a student created vocabulary notebook, vocabulary bank, Word Wall, or vocabulary ring
- Extended time
- Select text complexity and tiered vocabulary according to Can Do Descriptors
- Projects completed individually or with partners
- Use online dictionary that includes images for words:  
<http://visual.merriamwebster.com/>.
- Use an online translator to assist students with pronunciation:  
[http://www.reverso.net/text\\_translation.aspx?lang=EN](http://www.reverso.net/text_translation.aspx?lang=EN).

#### **Students at Risk of Failure:**

- Use of self-assessment rubrics for check-in
- Pair visual prompts with verbal presentations
- Ask students to restate information and/or directions
- Opportunity for repetition and additional practice
- Model skills/techniques to be mastered
- Extended time
- Provide copy of class notes
- Strategic seating with a purpose

- Provide student opportunity to make corrections and/or explain their answers
- Support organizational skills
- Check daily planner
- Encourage student to their proofread work
- Assign a peer buddy
- Build on students' strengths based on Multiple Intelligences: Linguistic (verbal); Logical (reasoning); Musical/Rhythmic; Intrapersonal Intelligence (understanding of self); Visual Spatial Intelligence; Interpersonal Intelligence (the ability to interact with others effectively); Kinesthetic (bodily); Naturalist Intelligence; and Learning Styles: Visual; Auditory; Tactile; Kinesthetic; Verbal

### **High Achieving:**

#### Extension Activities

- Allow for student choice from a menu of differentiated outcomes; choices grouped by complexity of thinking skills; variety of options enable students to work in the mode that most interests them
- Allow students to pursue independent projects based on their individual interests
- Provide enrichment activities that include more complex material
- Allow opportunities for peer collaboration and team-teaching
- Set individual goals
- Conduct research and provide presentation of appropriate topics
- Provide student opportunity to design surveys to generate and analyze data to be used in discussion
- Allow students to move through the assignment at their own pace (as appropriate)

### **Strategies to Differentiate to Meet the Needs of a Diverse Learning Population**

- Vocabulary Sorts-students engage with the vocabulary word by sorting into groups of similar/different rather than memorizing definitions
- Provide "Realia" (real life objects to relate to the five senses) and ask questions relating to the senses
- Role Play-students create or participate in role playing situations or Reader's Theater
- Moving Circle-an inside and outside circle partner and discuss, circles moves to new partner (Refer to Kagan Differentiated Strategies)
- Brainstorm Carousel-Large Post Its around the room, group moves in a carousel to music. Group discusses topics and responses on paper. Groups rotate twice to see comments of others. (Refer to Kagan Differentiated Strategies)
- Gallery Walk-Objects, books, or student work is displayed. Students examine artifacts and rotate.
- Chunking-chunk reading, tests, questions, homework, etc to focus on particular elements.
- Think Pair Share Write
- Think Talk Write
- Think Pair Share
- Note-taking -can be done through words, pictures, phrases, and sentences depending on level

- KWL (Know, Want to Know, Learned)/KWHL(Know, What to Know, How Will I Learn, learned)/KWLS (Know, Want to Know, Learned, Still Want to Know) /KWLQ (Know, What to Know, Learned, Questions I Still Have) Charts
- Corners Cooperative Learning Strategy:  
<http://cooperativelearningstrategies.pbworks.com/w/page/28234420/Corners>.
- Circle Map strategy- place the main topic in a small circle and add student ideas in a bigger circle around the topic. Students may use their native language with peers to brainstorm.
- Flexible grouping -as a whole class, small group, or with a partner, temporary groups are created:
- Jigsaw Activities -cooperative learning in a group, each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team: <http://www.adlit.org/strategies/22371/>.

<b>Unit Plan Title</b>	Unit 2 Never Give Up
<b>Suggested Time Frame</b>	6 Weeks

### Overview / Rationale

In Unit 2 Theme: In “Never Give Up” students will reflect on what it means not to give up and will consider what qualities allow people to face and overcome challenges. This unit incorporates short stories and nonfiction texts related to the subject matter, be it in the form of news articles, primary source readings, or biographical information. The summative task of each novel is a writing task to demonstrate mastery of the skills taught through each unit. Each week students will complete writing geared toward the writing task for ELA. The objective is to build stamina to write routinely over an extended period of time addressing a variety of themes; preparing students for monthly writing tasks. Each writing should be a passage from the novel and a prompt for open-ended constructed response. As they explore and create written, oral, and visual texts, students expand and deepen their understanding of both real and imaginary worlds, and gain insight into their own lives and the lives of others. Students deeply understand and employ strategies to evaluate texts on various levels; factual, critical, interpretive and analytical. Through close reads & text mining of novels, short stories and nonfiction texts; as well as class discussions, students will achieve independence, confidence and demonstrate growth as critical thinkers.

### Stage 1 – Desired Results

#### Established Goals:

New Jersey Student Learning Standards - English Language Arts

RL.CR.6.1

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

**RI.CR.6.1**

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

**RL.CI.6.2**

Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.

**RI.CI.6.2**

Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.

**RL.IT.6.3**

Describe how a particular text's structure unfolds in a series of episodes and use textual evidence to describe how the characters respond or change as the plot moves toward a resolution.

**RI.IT.6.3**

Analyze how a particular text's (e.g., article, brochure, technical manual, procedural text) structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.

**RL.TS.6.4**

Analyze how a particular piece (e.g., sentence, chapter, scene, stanza, or section) fits into the overall structure of a text and contributes to the development of the ideas, theme, setting, or plot.

**RI.TS.6.4**

Use text structures (e.g., cause-effect, problem-solution), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information.

**RL.PP.6.5**

Determine how an author conveys or develops perspective in a text (through the narrator or speaker when appropriate).

**RI.PP.6.5**

Identify the author's purpose, perspective or potential bias in a text and explain the impact on the reader's interpretation.

**RL.MF.6.6**

Compare and contrast information or texts to develop a coherent understanding of a theme, topic, or issue when reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text.



RI.AA.6.7

Trace the development of and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

L.SS.6.1

Demonstrate command of the system and structure of the English language when writing or speaking.

L.KL.6.2

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

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Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies.

W.AW.6.1

Write arguments on discipline-specific content (e.g., social studies, science, math, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

W.IW.6.2.A

Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.

SL.PE.6.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.II.6.2

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

SL.UM.6.5

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

SL.AS.6.6

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

### **Social Studies Connections**

Understanding Geography; Research Landforms; Create a Timeline. The Breadwinner (the troubles of a family in Afghanistan in 1990s) Into the Air and The Wright Brothers (discusses how the

Wright Brothers came to help further the invention of airplanes) Life Doesn't Frighten Me (discuss Maya Angelou's trauma and why her life growing up was difficult)

**Science Connections:**

MS-LS1-8

**Computer Science and Design Thinking**

Computing Science

8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.

- 8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.

**Career Readiness, Life Literacies, and Key Skills**

## 9.2 Career Awareness, Exploration, Preparation, and Training

### Career Awareness and Planning:

- 9.4.8.DC.1: Analyze the resource citations in online materials for proper use.
- 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products

### Key Skills

- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decision
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence

### **Amistad N.J.S.A. 18A:35-4.43:**

- Speech to the Young: Speech to the Progress-Toward by Gwendolyn Brooks. This author writes about the daily struggles of African Americans
- The First Day of School by R.V. Cassill. This story depicts the first day of integrated school in the south. This could also be used for Social Studies.
- From New Kid by Jerry Craft. This story depicts an African American boy attending a school of students who are in a higher socio-economic status

### **Holocaust N.J.S.A. 18A:35-28:**

- A Schoolgirl's Diary from I am Malala by Malala Yousafzai with Patricia McCormick. This story depicts the oppression of women in Pakistan. This could also be used for social studies.

### **Asian American and Pacific Islander (AAPI) Mandate: N.J.S.A 18A:35-4.44:**

- A Schoolgirl's Diary from I am Malala by Malala Yousafzai with Patricia McCormick. This story depicts the oppression of women in Pakistan.

### **Diversity, Equity and Inclusion - N.J.S.A.18A:35-4.36a:**

- Speech to the Young: Speech to the Progress-Toward by Gwendolyn Brooks. This author writes about the daily struggles of African Americans
- From New Kid by Jerry Craft. This story depicts an African American boy attending a school of students who are in a higher socio-economic status
- The First Day of School by R.V. Cassill. This story depicts the first day of integrated school in the south. This could also be used for Social Studies.
- A Schoolgirl's Diary from I am Malala by Malala Yousafzai with Patricia McCormick. This story depicts the oppression of women in Pakistan.

## Social and Emotional Learning Competencies

Self Awareness  
Self-Management  
Responsible Decision Making  
Social Awareness  
Relationship Skills  
Motivation

### Essential Question:

What keeps people from giving up?

### Unit Goals

*Students will be able to*

- Analyze features of Informational Texts
- Analyze author's Purpose
- Generate Questions
- Analyze Poetic Forms
- Analyze Images
- Make Inferences About Theme
- Analyze Plot and Character
- Analyze Setting
- Analyze Setting and Theme
- Compare Time Periods
- Write a Nonfiction Narrative
- Produce and Present a Podcast
- Determine meaning of Greek and Latin Roots
- Determine meaning of vocabulary in context

<p><b>Texts:</b></p> <ul style="list-style-type: none"> <li>• <b>A Schoolgirl’s Diary <i>from I am Malala</i></b> (Memoir) by Malala Yousafzai 820L</li> <li>• <b>Speech to the Young: Speech to the Progress-Toward</b> (Poem) by Gwendolyn Brooks N/AL</li> <li>• Compare Time Periods: <b>The First Day of School</b> (Short Story) by R.V. Cassill 790L / <b><i>from New Kid</i></b> (Graphic Novel) by Jerry Craft N/AL</li> </ul>	<p><b>Novel Options:</b></p> <ul style="list-style-type: none"> <li>• <b>New Kid (Graphic Novel)</b> by Jerry Craft and color by Jim Callahan GN320L</li> <li>• <b>I Am Malala</b>, Young Reader’s Edition (Memoir) by Malala Yousafzai 830L</li> <li>• <b>Esperanza Rising</b> (Novel) by Pam Muñoz Ryan 750L</li> </ul> <p><b>End-Of-Unit Tasks:</b></p> <p><b>Write a Nonfiction Narrative</b> This unit focuses on what makes people keep trying. A local magazine is seeking submissions of inspirational, real-life stories for a special publication about local heroes. Write a nonfiction narrative about a time that you or someone you know faced a challenge but refused to give up.</p> <p><b>Produce and Present a Podcast</b> You have written a nonfiction narrative about never giving up. Now you and a group of classmates will use the material in your narratives to create an 8- to 10-minute podcast about people who refuse to quit.</p>
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Student Resources
<p>Rich selection of diverse books Reading/Writing Companion Literature Anthology Flexible Reader’s Choice Texts Flexible Long Read Options Online access Tool ED Notice and Note Handbook Interactive Writing and Collaboration tool “Writable” HMH Text Library Multilingual Glossary Text Sketch Summary with Targeted Passages</p>

Character Traits and Motivation Graphic Organizer  
 Peer Coach Video: Identify Key Details in Informational Texts  
 Peer Coach Video: Analyze Relationships Between Characters  
 Anchor Chart: Analyze Relationships between Character and Plot  
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 Level Up Tutorial: Informational Texts

### Teacher Resources

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### Stage 2 – Assessment Evidence

#### Pre-Assessments:

- Placement and Diagnostic Assessment

#### Formative Assessments:

- Selection Tests
- Comprehension Quizzes
- Participation in class discussions/debates
- Exit tickets
- Daily Lesson Checks and Correct & Redirect Opportunities in Teacher's Guide
- Conference notes
- Small group work notes
- Quick Checks
- Assessment Practice

#### Benchmarks

- IXL, I-Ready or Commonlit

#### Summative Assessments:

- Unit Test
- IXL or Iready Assessment

### Stage 3 – Learning Plan

**Unit 2: Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore within Unit**

- A Schoolgirl's Diary
- The First Day of School
- The New Kid
- Novel Study: *Esperanza Rising*, or *Out of the Dust*
- Write a Nonfiction Narrative
- Reading: Analyze Features of Informational Texts
- Reading: Generate Questions
- Reading: Analyze Plot and Character
- Reading: Analyze Setting and Theme
- Reading: Compare Time Periods
- Writing: Let Them Know What You Think
- Writing: There's Something About John
- Writing: Analyze the Characters
- Writing: Write a Nonfiction Narrative
- Writing: Address Purpose and Audience
- Writing: Plan Characters, Setting, and Point of View
- Writing: Use Precise Words and Phrases
- Writing: Use Sensory Details
- Writing: Improve Writing by Planning, Revising, Editing, and Rewriting
- Writing: Use Digital Tools to Produce and Share Writing
- Social & Emotional Learning: School's Out!
- Social & Emotional Learning: Compare and Contrast Experiences
- Research: What Happens Next?
- Research: How Have Schools Changed?
- Vocabulary: Greek and Latin Roots
- Vocabulary: Thesaurus
- Grammar: Sentence Patterns
- Grammar: Capitalization
- Grammar: Use Transitions

## Accommodations/Modifications

*Below please find a list of suggestions for accommodations and modifications to meet the diverse needs of our students. Teachers should consider this a resource and understand that they are not limited to the recommendations included below.*

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- Ask students to restate information, directions, and assignments
- Repetition and time for additional practice
- Model skills/techniques to be mastered
- Extended time to complete task/assignment/work
- Provide a copy of class notes
- Strategic seating (with a purpose - eg. less distraction)
- Flexible seating
- Repetition and additional practice
- Use of manipulatives
- Use of assistive technology (as appropriate)
- Assign a peer buddy
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Provide oral reminders and check student work during independent practice
- Chunk the assignment - broken up into smaller units, work submitted in phases
- Encourage student to proofread assignments and tests
- Provide regular home/school communication
- Teacher checks student planner
- Provide students with clear expectations in writing and grading criteria for assignments (rubrics)



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*Students should receive all testing accommodations for Benchmark assessments that they receive for State testing.*

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- Adjust number of paragraphs or length of writing according to their Can Do Descriptor
- TPR (Total Physical Response-Sheltered Instruction strategy) Demonstrate concepts through multi sensory forms such as with body language, intonation
- Pair visual prompts with verbal presentations
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- Make vocabulary words available in a student created vocabulary notebook, vocabulary bank, Word Wall, or vocabulary ring
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- Use online dictionary that includes images for words:  
<http://visual.merriamwebster.com/>.
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[http://www.reverso.net/text\\_translation.aspx?lang=EN](http://www.reverso.net/text_translation.aspx?lang=EN).

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- Allow for student choice from a menu of differentiated outcomes; choices grouped by complexity of thinking skills; variety of options enable students to work in the mode that most interests them
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- Vocabulary Sorts-students engage with the vocabulary word by sorting into groups of similar/different rather than memorizing definitions
- Provide "Realia" (real life objects to relate to the five senses) and ask questions relating to the senses
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- Gallery Walk-Objects, books, or student work is displayed. Students examine artifacts and rotate.

- Chunking-chunk reading, tests, questions, homework, etc to focus on particular elements.
- Think Pair Share Write
- Think Talk Write
- Think Pair Share
- Note-taking -can be done through words, pictures, phrases, and sentences depending on level
- KWL (Know, Want to Know, Learned)/KWHL(Know, What to Know, How Will I Learn, learned)/KWLS (Know, Want to Know, Learned, Still Want to Know) /KWLQ (Know, What to Know, Learned, Questions I Still Have) Charts
- Corners Cooperative Learning Strategy:  
<http://cooperativelearningstrategies.pbworks.com/w/page/28234420/Corners>.
- Circle Map strategy- place the main topic in a small circle and add student ideas in a bigger circle around the topic. Students may use their native language with peers to brainstorm.
- Flexible grouping -as a whole class, small group, or with a partner, temporary groups are created:
- Jigsaw Activities -cooperative learning in a group, each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team: <http://www.adlit.org/strategies/22371/>.

<b>Unit Plan Title</b>	Unit 3 Finding Courage
<b>Suggested Time Frame</b>	6 Weeks

### Overview / Rationale

In Unit 3 Theme: In “Finding Courage” students will explore the concept of courage by considering how different people and characters find courage in the face of uncertainty or fear. This unit incorporates short stories and nonfiction texts related to the subject matter, be it in the form of news articles, primary source readings, or biographical information. The summative task of each novel is a writing task to demonstrate mastery of the skills taught through each unit. Each week students will complete writing geared toward the writing task for ELA. The objective is to build stamina to write routinely over an extended period of time addressing a variety of themes; preparing students for monthly writing tasks. Each writing should be a passage from the novel and a prompt for open-ended constructed response. As they explore and create written, oral, and visual texts, students expand and deepen their understanding of both real and imaginary worlds, and gain insight into their own lives and the lives of others. Students deeply understand and employ strategies to evaluate texts on various levels; factual, critical, interpretive and analytical. Through close reads & text mining of novels, short stories and nonfiction texts; as well as class discussions, students will achieve independence, confidence and demonstrate growth as critical thinkers.

### Stage 1 – Desired Results

**Established Goals:**

## **New Jersey Student Learning Standards - English Language Arts**

### **RL.CR.6.1**

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

### **RI.CR.6.1**

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

### **RL.CI.6.2**

Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.

### **RI.CI.6.2**

Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.

### **RL.IT.6.3**

Describe how a particular text's structure unfolds in a series of episodes and use textual evidence to describe how the characters respond or change as the plot moves toward a resolution.

### **RI.IT.6.3**

Analyze how a particular text's (e.g., article, brochure, technical manual, procedural text) structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.

### **RL.TS.6.4**

Analyze how a particular piece (e.g., sentence, chapter, scene, stanza, or section) fits into the overall structure of a text and contributes to the development of the ideas, theme, setting, or plot.

### **RI.TS.6.4**

Use text structures (e.g., cause-effect, problem-solution), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information.

### **RL.PP.6.5**

Determine how an author conveys or develops perspective in a text (through the narrator or speaker when appropriate).

### **RI.PP.6.5**

Identify the author's purpose, perspective or potential bias in a text and explain the impact on the reader's interpretation.

### **RL.MF.6.6**

Compare and contrast information or texts to develop a coherent understanding of a theme, topic, or issue when reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text.

RI.AA.6.7

Trace the development of and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

L.SS.6.1

Demonstrate command of the system and structure of the English language when writing or speaking.

L.KL.6.2

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

L.VL.6.3

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies.

W.AW.6.1

Write arguments on discipline-specific content (e.g., social studies, science, math, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

W.IW.6.2.A

Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.

SL.PE.6.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.II.6.2

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

SL.UM.6.5

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

SL.AS.6.6

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

## **Social Studies Connections**

6.2 World History/Global Studies

## **Science Connections:**

MS-LS1-3

## **Computer Science and Design Thinking**

Computing Science

8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.

- 8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.

## **Career Readiness, Life Literacies, and Key Skills**

### **9.2 Career Awareness, Exploration, Preparation, and Training**

#### **Career Awareness and Planning:**

- 9.4.8.DC.1: Analyze the resource citations in online materials for proper use.
- 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products

Key Skills

- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decision
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence

## **Amistad N.J.S.A. 18A:35-4.43:**

- Life Doesn't Frighten Me, a poem from Maya Angelou, a famous African-American poet, discusses how her childhood trauma helps her find courage in her adult life

**Holocaust/Genocide N.J.S.A. 18A:35-28:**

- The Breadwinner discusses a family's struggles During Afghanistan under harsh government rule. Parvana discusses her struggles as a woman during this time.

**Asian American and Pacific Islander (AAPI) Mandate: N.J.S.A 18A:35-4.44:**

- A Schoolgirl's Diary from I am Malala by Malala Yousafzai with Patricia McCormick. This story depicts the oppression of women in Pakistan.

**Diversity, Equity and Inclusion - N.J.S.A.18A:35-4.36a:**

- The Breadwinner discusses a family's struggles During Afghanistan under harsh government rule. Parvana discusses her struggles as a woman during this time.
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**Social and Emotional Learning Competencies**

Self Awareness  
Self-Management  
Responsible Decision Making  
Social Awareness  
Relationship Skills  
Motivation

**Essential Question:**

How do you find courage in the face of fear?

**Unit Goals**

*Students will be able to*

- Analyze Character, Plot, and Setting
- Explain Speaker
- Analyze Structure
- Cite Evidence
- Determine Meanings
- Make Inferences
- Compare Across Genres
- Determine Central Ideas
- Determine Key ideas
- Compare Presentation of Events
- Analyze Media
- Write an Informative Essay
- Give a Presentation

<p><b>Texts:</b></p> <ul style="list-style-type: none"> <li>• <i>from The Breadwinner</i> (Novel) by Deborah Ellis 590L</li> <li>• <b>Life Doesn't Frighten Me</b> (Poem) by Maya Angelou N/AL</li> <li>• <b>Fears and Phobias</b> (Informational Text) by kidshealth.org 1040L</li> <li>• <b>Wired for Fear</b> (Video) by California Science Center</li> <li>• Compare Across Genres: <b>Embarrassed? Blame Your Brain</b> (Informational Text) by Jennifer Connor-Smith 960L / <b>The Ravine</b> (Short Story) by Graham Salisbury 640L</li> <li>• Compare Presentations: <i>from Into the Air</i> (Graphic Biography) by Robert Burleigh 760L / <i>from The Wright Brothers: How They Invented the Airplane</i> (Biography) by Russell Freedman 1100L</li> </ul>	<p><b>Novel Options:</b></p> <ul style="list-style-type: none"> <li>• <b>Dragonwings</b> (Novel) by Laurence Yep 870L</li> <li>• <b>The Parker Inheritance</b> (Novel) by Varian Johnson 610L</li> <li>• <b>The Breadwinner</b> (Novel) by Deborah Ellis 710L</li> </ul> <p><b>End-Of-Unit Tasks:</b></p> <p><b>Write an Informative Essay</b> Using ideas, information, and examples from multiple texts in this unit, write an informative essay for your community newspaper explaining how people find the courage to face their fears.</p> <p><b>Give a Presentation</b> Imagine that you are invited to adapt the information in your essay into a multimedia presentation for your classmates. Plan and create a presentation and then present it to the class.</p>
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- Reading: Compare Across Genres
- Reading: Compare Presentation of Events
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- Writing: Analyze Media
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- Writing: Report on Research
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- Writing: Use Digital Tools to Produce and Share Writing
- Speaking & Listening: Compare Media
- Speaking & Listening: Present a Poem
- Speaking & Listening: Driven by Fear
- Speaking & Listening: Discuss with a Small Group
- Media: Give a Multimedia Presentation
- Vocabulary: Parts of Speech

- Vocabulary: Prefixes That Mean “Not”
- Vocabulary: Synonyms and Antonyms
- Vocabulary: Context Clues
- Vocabulary: Multiple-Meaning Words
- Grammar: Adverbs and Adverb Clauses
- Grammar: Varying Sentence Pattern
- Grammar: Commas
- Grammar: Dashes
- Grammar: Capitalization of Proper Nouns
- Research: Compare and Contrast Two Versions of a Poem
- Research: Learn About People Who Have Overcome Phobias
- Research: Discover the Power of Fear
- Research: Investigate Hawaiian Sports
- Research: Investigate Advances in Flight
- Social & Emotional Learning: Overcoming Fear
- Social & Emotional Learning: Advertise a Service
- Social & Emotional Learning: Coward or Hero?

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- Think Pair Share
- Note-taking -can be done through words, pictures, phrases, and sentences depending on level
- KWL (Know, Want to Know, Learned)/KWHL(Know, What to Know, How Will I Learn, learned)/KWLS (Know, Want to Know, Learned, Still Want to Know) /KWLQ (Know, What to Know, Learned, Questions I Still Have) Charts
- Corners Cooperative Learning Strategy:  
<http://cooperativelearningstrategies.pbworks.com/w/page/28234420/Corners>.
- Circle Map strategy- place the main topic in a small circle and add student ideas in a bigger circle around the topic. Students may use their native language with peers to brainstorm.
- Flexible grouping -as a whole class, small group, or with a partner, temporary groups are created:
- Jigsaw Activities -cooperative learning in a group, each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team: <http://www.adlit.org/strategies/22371/>.

<b>Unit Plan Title</b>	Unit 4 Through an Animal's Eyes
<b>Suggested Time Frame</b>	6 Weeks

<b>Overview / Rationale</b>
<p>In Unit 4 Theme: In “Through an Animal’s Eyes,” students will consider what it would be like to view the world from an animal’s perspective and what humans could learn from such an experience. This unit incorporates short stories and nonfiction texts related to the subject matter, be it in the form of news articles, primary source readings, or biographical information. The summative task of each novel is a writing task to demonstrate mastery of the skills taught through each unit. Each week students will complete writing geared toward the writing task for ELA. The objective is to build stamina to write routinely over an extended period of time addressing a variety of themes; preparing students for monthly writing tasks. Each writing should be a passage from the novel and a prompt for open-ended constructed response. As they explore and create written, oral, and visual texts, students expand and deepen their understanding of both real and imaginary worlds, and gain insight into their own lives and the lives of others. Students deeply understand and employ strategies to evaluate texts on various levels; factual, critical, interpretive and analytical. Through close reads &amp; text mining of novels, short stories and nonfiction texts; as well as class discussions, students will achieve independence, confidence and demonstrate growth as critical thinkers.</p>

<b>Stage 1 – Desired Results</b>
<p><b>Established Goals:</b>  <b>New Jersey Student Learning Standards - English Language Arts</b></p> <p><b>RL.CR.6.1</b>  Cite textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.</p> <p><b>RI.CR.6.1</b>  Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.</p> <p><b>RL.CI.6.2</b>  Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.</p> <p><b>RI.CI.6.2</b></p>

Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.

**RL.IT.6.3**

Describe how a particular text's structure unfolds in a series of episodes and use textual evidence to describe how the characters respond or change as the plot moves toward a resolution.

**RI.IT.6.3**

Analyze how a particular text's (e.g., article, brochure, technical manual, procedural text) structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.

**RL.TS.6.4**

Analyze how a particular piece (e.g., sentence, chapter, scene, stanza, or section) fits into the overall structure of a text and contributes to the development of the ideas, theme, setting, or plot.

**RI.TS.6.4**

Use text structures (e.g., cause-effect, problem-solution), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information.

**RL.PP.6.5**

Determine how an author conveys or develops perspective in a text (through the narrator or speaker when appropriate).

**RI.PP.6.5**

Identify the author's purpose, perspective or potential bias in a text and explain the impact on the reader's interpretation.

**RL.MF.6.6**

Compare and contrast information or texts to develop a coherent understanding of a theme, topic, or issue when reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text.

**RI.AA.6.7**

Trace the development of and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

**L.SS.6.1**

Demonstrate command of the system and structure of the English language when writing or speaking.

**L.KL.6.2**

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

**L.VL.6.3**



Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies.

W.AW.6.1

Write arguments on discipline-specific content (e.g., social studies, science, math, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

W.IW.6.2.A

Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.

SL.PE.6.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.II.6.2

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

SL.UM.6.5

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

SL.AS.6.6

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

### **Social Studies Connections**

- From Pax by Sara Pennypacker. A boy is displaced because his father is going off to war

### **Science Connections:**

- Zoo by Edward Hoch. An Interplanetary Zoo has both inhabitants and visitors confused as to who is actually on display
- Climate Change
- From Animal Snoops: The Wonderous World of Wildlife Spies. These animals would not be able to predict the behaviors of other animals if their habitats were destroyed. This informational text describes different animals and their unique behaviors and could be use for science.
- The Last Wolf by Mary Tallmountain . This poem is about the very last wolf

- Wild Animals Aren't Pets by USA Today & Let People Own Exotic Animals by Zuzana Kuko! Destruction of habitat can lead to displaced exotic animals.

### **Computer Science and Design Thinking**

#### Computing Science

8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.

- 8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.

### **Career Readiness, Life Literacies, and Key Skills**

#### **9.2 Career Awareness, Exploration, Preparation, and Training**

##### **Career Awareness and Planning:**

- 9.4.8.DC.1: Analyze the resource citations in online materials for proper use.
- 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products

##### Key Skills

- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decision
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence

#### **Amistad N.J.S.A. 18A:35-4.43:**

#### **Holocaust/Genocide N.J.S.A. 18A:35-28:**

#### **Asian American and Pacific Islander (AAPI) Mandate: N.J.S.A 18A:35-4.44:**

#### **Diversity, Equity and Inclusion - N.J.S.A.18A:35-4.36a:**

## Social and Emotional Learning Competencies

Self Awareness  
Self-Management  
Responsible Decision Making  
Social Awareness  
Relationship Skills  
Motivation

### Essential Question:

What can you learn from seeing the world through an animal's eyes?

### Unit Goals

*Students will be able to*

- Analyze Point of View
- Analyze Word Choice
- Infer Theme
- Analyze Text Structure
- Analyze Central Ideas
- Analyze Personification and Imagery
- Paraphrase
- Compare Themes
- Analyze Arguments
- Evaluate and Compare Arguments
- Write an Argument
- Present an Argument
- Determine meaning of words with Greek and Latin Roots
- Identify verb tenses
- Identify complex sentences
- Identify word origin
- Utilize transition words

<p><b>Texts:</b></p> <ul style="list-style-type: none"> <li>• <i>from Pax</i> (Novel) by Sara Pennypacker 880L</li> <li>• <i>Zoo</i> (Science Fiction) by Edward Hoch 1190L</li> <li>• <i>from Animal Snoops: The Wondrous World of Wildlife Spies</i> (Informational Text) by Peter Christie 990L</li> <li>• Compare Themes: <b>Animal Wisdom</b> (Poem) by Nancy Wood N/AL / <b>The Last Wolf</b> (Poem) by Mary TallMountain N/AL</li> <li>• Evaluate and Compare Arguments: <b>Wild Animals Aren't Pets</b> (Argument) by USA TODAY 1120L / <b>Let People Own Exotic Animals</b> (Argument) by Zuzana Kukol 1150L</li> </ul>	<p><b>Novel Options:</b></p> <ul style="list-style-type: none"> <li>• <b>Julie of the Wolves</b> (Novel) by Jean Craighead George 860L</li> <li>• <b>Primates: The Fearless Science of Jane Goodall, Dian Fossey, and Biruté Galdikas</b> (Graphic Nonfiction) by Jim Ottaviani and Maris Wicks N/A L</li> <li>• <b>Pax</b> (Novel) by Sara Pennypacker</li> </ul> <p><b>End-Of-Unit Tasks:</b></p> <p><b>Write an Argument</b> You have been asked to write an editorial for your school newspaper. Using ideas, information, and examples from multiple texts in this unit, write an argumentative essay, supported by research, in which you support or oppose allowing people to keep wild animals as pets.</p> <p><b>Present an Argument</b> These days, many people share their opinions in videos. Anyone with a smartphone can shoot a video. With a partner, plan, shoot, and present an editorial video in which you argue your side of the issue: Should people keep wild animals as pets?</p>
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Student Resources
<p>Rich selection of diverse books  Reading/Writing Companion  Literature Anthology  Flexible Reader's Choice Texts  Flexible Long Read Options  Online access Tool ED  Notice and Note Handbook  Interactive Writing and Collaboration tool "Writable"  HMH Text Library  Multilingual Glossary  Text Sketch  Summary with Targeted Passages  Character Traits and Motivation Graphic Organizer</p>

Peer Coach Video: Analyze Effects of Point of View  
 Anchor Chart: Analyze Effects of Point of View  
 Peer Coach Videos: Analyze Themes in Literary Words and Analyze Effects of Point of View  
 Anchor Charts: Analyze Themes in Literary Words and Analyze Effects of Point of View  
 Peer Coach Video: Determine Text Structure and Identify Key Details in Informational Text  
 Anchor Chart: Determine Text Structure and Identify Key Details in Informational Text  
 Peer Coach Video: Analyze Figurative Language and Analyze Personification  
 Anchor Chart: Analyze Figurative Language and Analyze Personification  
 Peer Coach Video: Evaluate Author's Argument and Evaluate Evidence  
 Anchor Chart: Evaluate Author's Argument and Evaluate Evidence  
 Level Up Tutorial Practice: Setting: Effect on Plot

### Teacher Resources

Teacher's Edition Into Literature  
 Unit Planning Guides  
 Online access "Teacher Corner"  
 Notice and Note Handbook  
 Digital Tools  
 HMH Text Library  
 Text Support

### Stage 2 – Assessment Evidence

#### Pre-Assessments:

- Placement and Diagnostic Assessment

#### Formative Assessments:

- Selection Tests
- Comprehension Quizzes
- Participation in class discussions/debates
- Exit tickets
- Daily Lesson Checks and Correct & Redirect Opportunities in Teacher's Guide
- Conference notes
- Small group work notes
- Quick Checks
- Assessment Practice

#### Benchmarks

- IXL, I-Ready or Commonlit

#### Summative Assessments:

- Unit Test
- IXL or Iready Assessment

### Stage 3 – Learning Plan

#### Unit 4: Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore within Unit 4

- Analyze excerpt from *Pax*
- Zoo
- Animal Wisdom
- The Last Wolf
- Wild Animals Aren't Pets
- Let People Own Exotic Animals
- Novel Study: *New Kid* or *A Dog's Purpose*
- Write an Argumentative Essay
- Reading: Analyze Point of View
- Reading: Analyze Word Choice
- Reading: Infer Theme
- Reading: Analyze Point of View
- Reading: Analyze Word Choice
- Reading: Infer Theme
- Reading: Analyze Personification and Imagery
- Reading: Paraphrase
- Reading: Compare Themes
- Reading: Analyze Arguments
- Reading: Evaluate Arguments
- Reading: Evaluate and Compare Arguments
- Speaking & Listening: Views of Wildlife
- Writing: Write a Story
- Writing: What's the Point?
- Writing: Take a Stand
- Writing: Write an Effective Argument
- Writing: Develop a Claim
- Writing: Support a Claim with Reasons and Evidence
- Writing: Cite Evidence to Explain Reasoning
- Writing: Address Opposing Claims
- Writing: Improve Writing by Planning, Revising, Editing and rewriting
- Writing: Conduct Research
- Social and Emotional Learning: Caring and Responsibility
- Social and Emotional Learning: Such Different Points of View
- Social and Emotional Learning: Create a PSA
- Research: People and Pets

- Research: Discover the Truth about Wolves
- Research: Do you Really Want One?
- Vocabulary: Greek and Latin Words
- Vocabulary: Word Origin
- Grammar: The Correct Word
- Grammar: Complex Sentences
- Grammar: Verb Tenses
- Grammar: Use Transitions

## Accommodations/Modifications

*Below please find a list of suggestions for accommodations and modifications to meet the diverse needs of our students. Teachers should consider this a resource and understand that they are not limited to the recommendations included below.*

An **accommodation** *changes HOW a student learns*; the change needed does not alter the grade-level standard. A **modification** *changes WHAT a student learns*; the change alters the grade-level expectation.

### **Special Education and 504 Plans**

*All modifications and accommodations must be specific to each individual child's IEP (Individualized Educational Plan) or 504 Plan.*

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments

- Repetition and time for additional practice
- Model skills/techniques to be mastered
- Extended time to complete task/assignment/work
- Provide a copy of class notes
- Strategic seating (with a purpose - eg. less distraction)
- Flexible seating
- Repetition and additional practice
- Use of manipulatives
- Use of assistive technology (as appropriate)
- Assign a peer buddy
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Provide oral reminders and check student work during independent practice
- Chunk the assignment - broken up into smaller units, work submitted in phases
- Encourage student to proofread assignments and tests
- Provide regular home/school communication
- Teacher checks student planner
- Provide students with clear expectations in writing and grading criteria for assignments (rubrics)

#### Testing Accommodations:

*Students should receive all testing accommodations for Benchmark assessments that they receive for State testing.*

#### **English Language Learners:**

*All modifications and accommodations should be specific to each individual child's LEP level as determined by the WIDA screening or ACCESS, utilizing the WIDA Can Do Descriptors.*

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Scaffold language based on their Can Do Descriptors
- Alter materials and requirements according to Can Do Descriptors
- Adjust number of paragraphs or length of writing according to their Can Do Descriptor
- TPR (Total Physical Response-Sheltered Instruction strategy) Demonstrate concepts through multi sensory forms such as with body language, intonation
- Pair visual prompts with verbal presentations
- Repetition and additional practice
- Model skills and techniques to be mastered
- Native Language translation (peer, assistive technology, bilingual dictionary)
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters



- Check for understanding with more frequency
- Use of self-assessment rubrics
- Increase one-on-one conferencing; frequent check ins
- Use study guide to organize materials
- Make vocabulary words available in a student created vocabulary notebook, vocabulary bank, Word Wall, or vocabulary ring
- Extended time
- Select text complexity and tiered vocabulary according to Can Do Descriptors
- Projects completed individually or with partners
- Use online dictionary that includes images for words:  
<http://visual.merriamwebster.com/>.
- Use an online translator to assist students with pronunciation:  
[http://www.reverso.net/text\\_translation.aspx?lang=EN](http://www.reverso.net/text_translation.aspx?lang=EN).

### **Students at Risk of Failure:**

- Use of self-assessment rubrics for check-in
- Pair visual prompts with verbal presentations
- Ask students to restate information and/or directions
- Opportunity for repetition and additional practice
- Model skills/techniques to be mastered
- Extended time
- Provide copy of class notes
- Strategic seating with a purpose
- Provide student opportunity to make corrections and/or explain their answers
- Support organizational skills
- Check daily planner
- Encourage student to proofread work
- Assign a peer buddy
- Build on students' strengths based on Multiple Intelligences: Linguistic (verbal); Logical (reasoning); Musical/Rhythmic; Intrapersonal Intelligence (understanding of self); Visual Spatial Intelligence; Interpersonal Intelligence (the ability to interact with others effectively); Kinesthetic (bodily); Naturalist Intelligence; and Learning Styles: Visual; Auditory; Tactile; Kinesthetic; Verbal

### **High Achieving:**

#### **Extension Activities**

- Allow for student choice from a menu of differentiated outcomes; choices grouped by complexity of thinking skills; variety of options enable students to work in the mode that most interests them
- Allow students to pursue independent projects based on their individual interests
- Provide enrichment activities that include more complex material

- Allow opportunities for peer collaboration and team-teaching
- Set individual goals
- Conduct research and provide presentation of appropriate topics
- Provide student opportunity to design surveys to generate and analyze data to be used in discussion
- Allow students to move through the assignment at their own pace (as appropriate)

### **Strategies to Differentiate to Meet the Needs of a Diverse Learning Population**

- Vocabulary Sorts-students engage with the vocabulary word by sorting into groups of similar/different rather than memorizing definitions
- Provide “Realia” (real life objects to relate to the five senses) and ask questions relating to the senses
- Role Play-students create or participate in role playing situations or Reader’s Theater
- Moving Circle-an inside and outside circle partner and discuss, circles moves to new partner (Refer to Kagan Differentiated Strategies)
- Brainstorm Carousel-Large Post Its around the room, group moves in a carousel to music. Group discusses topics and responses on paper. Groups rotate twice to see comments of others. (Refer to Kagan Differentiated Strategies)
- Gallery Walk-Objects, books, or student work is displayed. Students examine artifacts and rotate.
- Chunking-chunk reading, tests, questions, homework, etc to focus on particular elements.
- Think Pair Share Write
- Think Talk Write
- Think Pair Share
- Note-taking -can be done through words, pictures, phrases, and sentences depending on level
- KWL (Know, Want to Know, Learned)/KWHL(Know, What to Know, How Will I Learn, learned)/KWLS (Know, Want to Know, Learned, Still Want to Know) /KWLQ (Know, What to Know, Learned, Questions I Still Have) Charts
- Corners Cooperative Learning Strategy:  
<http://cooperativelearningstrategies.pbworks.com/w/page/28234420/Corners>.
- Circle Map strategy- place the main topic in a small circle and add student ideas in a bigger circle around the topic. Students may use their native language with peers to brainstorm.
- Flexible grouping -as a whole class, small group, or with a partner, temporary groups are created:
- Jigsaw Activities -cooperative learning in a group, each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team: <http://www.adlit.org/strategies/22371/>.

<b>Unit Plan Title</b>	Unit 5 Surviving The Unthinkable
<b>Suggested Time Frame</b>	6 Weeks

## **Overview / Rationale**

In Unit 5 Theme: In “Surviving the Unthinkable,” students will consider what personal qualities it takes to survive difficulties, both large and small. This unit incorporates short stories and nonfiction texts related to the subject matter, be it in the form of news articles, primary source readings, or biographical information. The summative task of each novel is a writing task to demonstrate mastery of the skills taught through each unit. Each week students will complete writing geared toward the writing task for ELA. The objective is to build stamina to write routinely over an extended period of time addressing a variety of themes; preparing students for monthly writing tasks. Each writing should be a passage from the novel and a prompt for open-ended constructed response. As they explore and create written, oral, and visual texts, students expand and deepen their understanding of both real and imaginary worlds, and gain insight into their own lives and the lives of others. Students deeply understand and employ strategies to evaluate texts on various levels; factual, critical, interpretive and analytical. Through close reads & text mining of novels, short stories and nonfiction texts; as well as class discussions, students will achieve independence, confidence and demonstrate growth as critical thinkers.

## **Stage 1 – Desired Results**

### **Established Goals:**

#### **New Jersey Student Learning Standards - English Language Arts**

##### **RL.CR.6.1**

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

##### **RI.CR.6.1**

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

##### **RL.CI.6.2**

Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.

##### **RI.CI.6.2**

Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.

##### **RL.IT.6.3**

Describe how a particular text’s structure unfolds in a series of episodes and use textual evidence to describe how the characters respond or change as the plot moves toward a resolution.

**RI.IT.6.3**

Analyze how a particular text's (e.g., article, brochure, technical manual, procedural text) structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.

**RL.TS.6.4**

Analyze how a particular piece (e.g., sentence, chapter, scene, stanza, or section) fits into the overall structure of a text and contributes to the development of the ideas, theme, setting, or plot.

**RI.TS.6.4**

Use text structures (e.g., cause-effect, problem-solution), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information.

**RL.PP.6.5**

Determine how an author conveys or develops perspective in a text (through the narrator or speaker when appropriate).

**RI.PP.6.5**

Identify the author's purpose, perspective or potential bias in a text and explain the impact on the reader's interpretation.

**RL.MF.6.6**

Compare and contrast information or texts to develop a coherent understanding of a theme, topic, or issue when reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text.

**RI.AA.6.7**

Trace the development of and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

**L.SS.6.1**

Demonstrate command of the system and structure of the English language when writing or speaking.

**L.KL.6.2**

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

**L.VL.6.3**

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies.

**W.AW.6.1**

Write arguments on discipline-specific content (e.g., social studies, science, math, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

#### W.IW.6.2.A

Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.

#### SL.PE.6.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

#### SL.II.6.2

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

#### SL.UM.6.5

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

#### SL.AS.6.6

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

### **Social Studies Connections**

- Make a timeline, A Long Walk to Water discusses what happened in Sudan during their Civil War.
- Into the Lifeboat discusses the events of the Titanic. Refugees can discuss the events that caused the refugees to flee.

### **Science Connections:**

- Research Hurricanes (After the Hurricane and Ninth Ward) discusses the impacts of hurricanes

## **Computer Science and Design Thinking**

### **Computing Science**

8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.

- 8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.

## **Career Readiness, Life Literacies, and Key Skills**

## **9.2 Career Awareness, Exploration, Preparation, and Training**

### **Career Awareness and Planning:**

- 9.4.8.DC.1: Analyze the resource citations in online materials for proper use.
- 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products

### **Key Skills**

- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decision
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence

### **Amistad N.J.S.A. 18A:35-4.43:**

### **Holocaust/Genocide N.J.S.A. 18A:35-28:**

**A Long Walk to Water and Salva's Story discusses Salva's journey when Sudan is Bombed. Refugee Novel discusses different refugee situations in Germany, Cuba and Syria.**

### **Asian American and Pacific Islander (AAPI) Mandate: N.J.S.A 18A:35-4.44: A Long Walk to Remember**

### **Diversity, Equity and Inclusion - N.J.S.A.18A:35-4.36a:**

### **Social and Emotional Learning Competencies**

Self Awareness  
Self-Management  
Responsible Decision Making  
Social Awareness  
Relationship Skills  
Motivation

<p><b>Essential Question:</b> What does it take to be a survivor?</p>	<p><b>Unit Goals</b> <i>Students will be able to</i></p> <ul style="list-style-type: none"> <li>● Compare Across Genres</li> <li>● Analyze Setting and Characters</li> <li>● Analyze Structure</li> <li>● Determine Author’s Purpose and Point of View</li> <li>● Determine the Meaning of Words and Phrases</li> <li>● Analyze Free Verse</li> <li>● Analyze Figurative Language</li> <li>● Analyze Setting</li> <li>● Analyze Language</li> <li>● Compare across Genres</li> <li>● Integrate Information from Media</li> <li>● Write an Explanatory Essay</li> <li>● Identify Prepositions and Prepositional phrases</li> <li>● Comma usage</li> <li>● Pronoun usage</li> </ul>
<p><b>Texts:</b></p> <ul style="list-style-type: none"> <li>● <i>from A Long Walk to Water</i> (Novel) by Linda Sue Park 560L</li> <li>● <i>Salva’s Story</i> (Documentary) by POVRoseMedia</li> <li>● <i>Into the Lifeboat from Titanic Survivor</i> (Memoir) by Violet Jessop 950L</li> <li>● <i>Compare Across Genres: from After the Hurricane</i> (Poem) by Rita Williams-Garcia N/AL / <i>from Ninth Ward</i> (Novel) by Jewell Parker Rhodes 970L</li> </ul>	<p><b>Novel Options:</b></p> <ul style="list-style-type: none"> <li>● <b>Hatchet</b> (Novel) by Gary Paulsen 1020L</li> <li>● <b>A Long Walk to Water</b> (Novel) by Linda Sue Park 720L</li> <li>● <b>Ninth Ward</b> (Novel) by Jewell Parker Rhodes 470L</li> </ul> <p><b>End-Of-Unit Tasks:</b> <b>Write an Explanatory Essay</b> Using ideas, information, and examples from multiple texts in this unit, write an explanatory essay for a school blog in which you identify the qualities, or characteristics, of a survivor and describe why these qualities are important.</p>

Student Resources
<p>Rich selection of diverse books  Reading/Writing Companion  Literature Anthology  Flexible Reader's Choice Texts  Flexible Long Read Options  Online access Tool ED  Notice and Note Handbook  Interactive Writing and Collaboration tool "Writable"  HMH Text Library  Multilingual Glossary  Text Sketch  Summary with Targeted Passages  Character Traits and Motivation Graphic Organizer  Peer Coach Video: Analyze Effects of Point of View  Anchor Chart: Analyze Effects of Point of View  Peer Coach Videos: Analyze Influence of Setting on Character and Plot  Anchor Charts: Analyze Influence of Setting on Character and Plot  Peer Coach Video: Analyze Narrative Structure  Anchor Chart: Analyze Narrative Structure  Peer Coach Video: Analyze Author's Perspective  Anchor Chart: Analyze Figurative Language  Peer Video: Analyze Figurative language  Peer Coach Video: Evaluate Structural and Stylistic Aspects of Poetry  Anchor Chart: Analyze Mood  Level Up Tutorial Practice</p>
Teacher Resources
<p>Teacher's Edition Into Literature  Unit Planning Guides  Online access "Teacher Corner"  Notice and Note Handbook  Digital Tools  HMH Text Library  Text Support</p>

Stage 2 – Assessment Evidence
<p><b>Pre-Assessments:</b></p> <ul style="list-style-type: none"> <li>● Placement and Diagnostic Assessment</li> </ul> <p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Selection Tests</li> </ul>



- Comprehension Quizzes
- Participation in class discussions/debates
- Exit tickets
- Daily Lesson Checks and Correct & Redirect Opportunities in Teacher's Guide
- Conference notes
- Small group work notes
- Quick Checks
- Assessment Practice

#### **Benchmarks**

- IXL, I-Ready or Commonlit

#### **Summative Assessments:**

- Unit Test
- IXL or Iready Assessment

### **Stage 3 – Learning Plan**

#### **Unit 5: Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore within Unit**

- Excerpt from A Long Walk to Water
- Salva's Story
- Into the Lifeboat From Titanic Survivor
- After the Hurricane
- Ninth Ward
- Novel Study: Hatchet
- Write an Explanatory Essay
- Reading: Analyze Setting and Character
- Reading: Analyze structure
- Reading: Analyze Language
- Reading: Determine Author's Purpose and Point of View
- Reading: Determine Meaning of Words and Phrases
- Reading: Compare Across Genres
- Writing: Slava and The Setting
- Writing: Integrate information from Media
- Writing: Summary Timeline
- Writing: Posts from the Deck
- Writing: Texts from a Rooftop
- Writing: Write an Explanatory Essay
- Writing: Address Task, Purpose, and Audience

- Writing: Develop a Controlling Idea
- Writing: Use Varied Transitions
- Writing: Describe and Elaborate on Examples
- Writing: Use Precise Language
- Writing: Improve Writing by Planning, Revising, Editing and Rewriting
- Writing: Use Digital Tools to Produce and Share Writing
- Social & Emotional Learning: Rising to the Challenge
- Social & Emotional Learning: Create a Poster
- Research: Water for South Sudan
- Research: The Lost Boys
- Research: Other Survivors
- Research: Discover the Ninth Ward
- Speaking & Listening: Compare and Contrast Presentation of events
- Media: Present your Ideas
- Vocabulary: Vocabulary Resources
- Vocabulary: Context Clues
- Grammar: Commas
- Grammar: Prepositions and Prepositional Phrases
- Grammar: Pronouns
- Grammar: Use Consistency in Style and Tone

## Accommodations/Modifications

*Below please find a list of suggestions for accommodations and modifications to meet the diverse needs of our students. Teachers should consider this a resource and understand that they are not limited to the recommendations included below.*

An **accommodation** *changes HOW a student learns*; the change needed does not alter the grade-level standard. A **modification** *changes WHAT a student learns*; the change alters the grade-level expectation.

### **Special Education and 504 Plans**

*All modifications and accommodations must be specific to each individual child's IEP (Individualized Educational Plan) or 504 Plan.*

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
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- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments
- Repetition and time for additional practice
- Model skills/techniques to be mastered
- Extended time to complete task/assignment/work
- Provide a copy of class notes
- Strategic seating (with a purpose - eg. less distraction)
- Flexible seating
- Repetition and additional practice
- Use of manipulatives
- Use of assistive technology (as appropriate)
- Assign a peer buddy
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Provide oral reminders and check student work during independent practice
- Chunk the assignment - broken up into smaller units, work submitted in phases
- Encourage student to proofread assignments and tests
- Provide regular home/school communication
- Teacher checks student planner
- Provide students with clear expectations in writing and grading criteria for assignments (rubrics)

#### Testing Accommodations:

*Students should receive all testing accommodations for Benchmark assessments that they receive for State testing.*

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- Use of small group instruction
- Scaffold language based on their Can Do Descriptors
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- Adjust number of paragraphs or length of writing according to their Can Do Descriptor
- TPR (Total Physical Response-Sheltered Instruction strategy) Demonstrate concepts through multi sensory forms such as with body language, intonation
- Pair visual prompts with verbal presentations

- Repetition and additional practice
- Model skills and techniques to be mastered
- Native Language translation (peer, assistive technology, bilingual dictionary)
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Use of self-assessment rubrics
- Increase one-on-one conferencing; frequent check ins
- Use study guide to organize materials
- Make vocabulary words available in a student created vocabulary notebook, vocabulary bank, Word Wall, or vocabulary ring
- Extended time
- Select text complexity and tiered vocabulary according to Can Do Descriptors
- Projects completed individually or with partners
- Use online dictionary that includes images for words:  
<http://visual.merriamwebster.com/>.
- Use an online translator to assist students with pronunciation:  
[http://www.reverso.net/text\\_translation.aspx?lang=EN](http://www.reverso.net/text_translation.aspx?lang=EN).

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- Use of self-assessment rubrics for check-in
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- Build on students' strengths based on Multiple Intelligences: Linguistic (verbal); Logical (reasoning); Musical/Rhythmic; Intrapersonal Intelligence (understanding of self); Visual Spatial Intelligence; Interpersonal Intelligence (the ability to interact with others effectively); Kinesthetic (bodily); Naturalist Intelligence; and Learning Styles: Visual; Auditory; Tactile; Kinesthetic; Verbal

#### **High Achieving:**

### Extension Activities

- Allow for student choice from a menu of differentiated outcomes; choices grouped by complexity of thinking skills; variety of options enable students to work in the mode that most interests them
- Allow students to pursue independent projects based on their individual interests
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- Allow opportunities for peer collaboration and team-teaching
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- Provide student opportunity to design surveys to generate and analyze data to be used in discussion
- Allow students to move through the assignment at their own pace (as appropriate)

### **Strategies to Differentiate to Meet the Needs of a Diverse Learning Population**

- Vocabulary Sorts-students engage with the vocabulary word by sorting into groups of similar/different rather than memorizing definitions
- Provide “Realia” (real life objects to relate to the five senses) and ask questions relating to the senses
- Role Play-students create or participate in role playing situations or Reader’s Theater
- Moving Circle-an inside and outside circle partner and discuss, circles moves to new partner (Refer to Kagan Differentiated Strategies)
- Brainstorm Carousel-Large Post Its around the room, group moves in a carousel to music. Group discusses topics and responses on paper. Groups rotate twice to see comments of others. (Refer to Kagan Differentiated Strategies)
- Gallery Walk-Objects, books, or student work is displayed. Students examine artifacts and rotate.
- Chunking-chunk reading, tests, questions, homework, etc to focus on particular elements.
- Think Pair Share Write
- Think Talk Write
- Think Pair Share
- Note-taking -can be done through words, pictures, phrases, and sentences depending on level
- KWL (Know, Want to Know, Learned)/KWHL(Know, What to Know, How Will I Learn, learned)/KWLS (Know, Want to Know, Learned, Still Want to Know) /KWLQ (Know, What to Know, Learned, Questions I Still Have) Charts
- Corners Cooperative Learning Strategy:  
<http://cooperativelearningstrategies.pbworks.com/w/page/28234420/Corners>.
- Circle Map strategy- place the main topic in a small circle and add student ideas in a bigger circle around the topic. Students may use their native language with peers to brainstorm.
- Flexible grouping -as a whole class, small group, or with a partner, temporary groups are created:
- Jigsaw Activities -cooperative learning in a group, each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team: <http://www.adlit.org/strategies/22371/>.

<b>Unit Plan Title</b>	Unit 6 Hidden Truths
<b>Suggested Time Frame</b>	6 Weeks

<b>Overview / Rationale</b>
<p>In Unit 6 Theme 6, students will consider why people love telling, listening to, and watching stories. This unit incorporates short stories and nonfiction texts related to the subject matter, be it in the form of news articles, primary source readings, or biographical information. The summative task of each novel is a writing task to demonstrate mastery of the skills taught through each unit. Each week students will complete writing geared toward the writing task for ELA. The objective is to build stamina to write routinely over an extended period of time addressing a variety of themes; preparing students for monthly writing tasks. Each writing should be a passage from the novel and a prompt for open-ended constructed response. As they explore and create written, oral, and visual texts, students expand and deepen their understanding of both real and imaginary worlds, and gain insight into their own lives and the lives of others. Students deeply understand and employ strategies to evaluate texts on various levels; factual, critical, interpretive and analytical. Through close reads &amp; text mining of novels, short stories and nonfiction texts; as well as class discussions, students will achieve independence, confidence and demonstrate growth as critical thinkers.</p>

<b>Stage 1 – Desired Results</b>
<p><b>Established Goals:</b>  <b>New Jersey Student Learning Standards - English Language Arts</b></p> <p><b>RL.CR.6.1</b>  Cite textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.</p> <p><b>RI.CR.6.1</b>  Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.</p> <p><b>RL.CI.6.2</b>  Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.</p> <p><b>RI.CI.6.2</b></p>

Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.

**RL.IT.6.3**

Describe how a particular text's structure unfolds in a series of episodes and use textual evidence to describe how the characters respond or change as the plot moves toward a resolution.

**RI.IT.6.3**

Analyze how a particular text's (e.g., article, brochure, technical manual, procedural text) structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.

**RL.TS.6.4**

Analyze how a particular piece (e.g., sentence, chapter, scene, stanza, or section) fits into the overall structure of a text and contributes to the development of the ideas, theme, setting, or plot.

**RI.TS.6.4**

Use text structures (e.g., cause-effect, problem-solution), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information.

**RL.PP.6.5**

Determine how an author conveys or develops perspective in a text (through the narrator or speaker when appropriate).

**RI.PP.6.5**

Identify the author's purpose, perspective or potential bias in a text and explain the impact on the reader's interpretation.

**RL.MF.6.6**

Compare and contrast information or texts to develop a coherent understanding of a theme, topic, or issue when reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text.

**RI.AA.6.7**

Trace the development of and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

**L.SS.6.1**

Demonstrate command of the system and structure of the English language when writing or speaking.

**L.KL.6.2**

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

**L.VL.6.3**

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies.

W.AW.6.1

Write arguments on discipline-specific content (e.g., social studies, science, math, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

W.IW.6.2.A

Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.

SL.PE.6.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.II.6.2

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

SL.UM.6.5

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

SL.AS.6.6

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

### **Social Studies Connections**

- Research Fairy Tales

### **Computer Science and Design Thinking**

#### **Computing Science**

8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.

- 8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.

### **Career Readiness, Life Literacies, and Key Skills**



## 9.2 Career Awareness, Exploration, Preparation, and Training

### Career Awareness and Planning:

- 9.4.8.DC.1: Analyze the resource citations in online materials for proper use.
- 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products

### Key Skills

- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decision
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence

**Amistad N.J.S.A. 18A:35-4.43:**

**Holocaust/Genocide N.J.S.A. 18A:35-28:**

**Asian American and Pacific Islander (AAPI) Mandate: N.J.S.A 18A:35-4.44:**

**Diversity, Equity and Inclusion - N.J.S.A.18A:35-4.36a:**

### **Social and Emotional Learning Competencies**

Self Awareness  
Self-Management  
Responsible Decision Making  
Social Awareness  
Relationship Skills  
Motivation

<p><b>Essential Question:</b> What hidden truths about people and the world are revealed in stories?</p>	<p><b>Unit Goals</b> <i>Students will be able to</i></p> <ul style="list-style-type: none"> <li>● Analyze Informational Texts</li> <li>● Analyze Central Ideas</li> <li>● Analyze Elements of Drama</li> <li>● Analyze Theme</li> <li>● Analyze Poetic Forms</li> <li>● Analyze Allusions</li> <li>● Compare Poems</li> <li>● Analyze Plot</li> <li>● Explain Narrator and Point of View</li> <li>● Analyze Purpose and Text Structure</li> <li>● Compare Themes</li> <li>● Write a Short Story</li> <li>● Write complex sentences</li> <li>● Identify Prepositions and Prepositional phrases</li> <li>● Proper usage of Quotation Marks</li> <li>● Identify adjectives and adverbs</li> </ul>
<p><b>Texts:</b></p> <ul style="list-style-type: none"> <li>● <i>from</i> Storytelling (Book Introduction) by Josepha Sherman 1050L</li> <li>● The Prince and the Pauper (Play) by Mark Twain N/AL</li> <li>● Compare Poems: Archetype (Poem) by Margarita Engle N/AL / Fairy-tale Logic (Poem) by A.E. Stallings N/AL</li> <li>● Compare Themes: The Boatman's Flute (Folktale) by Sherry Garland 1050L / The Mouse Bride (Folktale) by Heather Forest 780L</li> </ul>	<p><b>Novel Options:</b></p> <ul style="list-style-type: none"> <li>● <b>Holes (Novel)</b> by Louis Sachar 660L</li> <li>● <b>The Lightning Thief</b> (Novel) by Rick Riordan 680L</li> <li>● <b>The Jungle Book</b> (Story Collection) by Rudyard Kipling 1080L</li> </ul> <p><b>End-Of-Unit Tasks:</b> <b>.Write a Short Story</b> A literary journal for teens has put out a call for short stories that reveal hidden truths about growing up. Incorporating ideas and literary elements from texts in this unit, write a short story expressing a clear theme, or message about life or human nature.</p>

### Student Resources

Rich selection of diverse books  
 Reading/Writing Companion  
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 Flexible Reader's Choice Texts  
 Flexible Long Read Options  
 Online access Tool ED  
 Notice and Note Handbook  
 Interactive Writing and Collaboration tool "Writable"  
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### Stage 2 – Assessment Evidence

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#### Formative Assessments:

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#### **Benchmarks**

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#### **Summative Assessments:**

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### **Stage 3 – Learning Plan**

#### **Unit 6: Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore within Unit**

- Excerpt from The Mouse Bride Storytelling
- The Prince and the Pauper
- Archetype
- Fairy-tale Logic
- The Boatman's Flute
- Novel Study: The Lightning Thief or Holes
- Write a Short Story
- Reading: Analyze Informational Texts
- Reading: Analyze Central Ideas
- Reading: Analyze Elements of Drama
- Reading: Analyze Theme
- Reading: Analyze Poetic Forms
- Reading: Analyze Allusions
- Reading: Compare Poems
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- Reading: Analyze Purpose and Text Structure
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- Writing: A Guide for Storytellers
- Writing: Character Study
- Writing: Paraphrase Those Difficult Lines
- Writing: Take a Different Point of View
- Writing: Compare Themes
- Writing: Write Story
- Writing: Address, Task, Purpose and Audience
- Writing: Develop Plot with Conflict and Theme

- Writing: Use Narrative Techniques and Vivid Language
- Writing: Improve Writing by Planning, Revising, Editing and Rewriting
- Speaking & Listening: Hey, What Did it Say?
- Speaking & Listening: Stage vs. Script
- Speaking & Listening: Was the Story Really that Bad?
- Social & Emotional Learning: Write a Speech
- Social & Emotional Learning: Mix and Match
- Social & Emotional Learning: Analyze a Theme
- Research: Will the Real Prince Edward Please Stand Up?
- Research: Share What You Discover
- Vocabulary: Context Clues
- Vocabulary: Resources
- Vocabulary: Word Structure
- Grammar: Quotation Marks
- Grammar: Complex Sentences
- Grammar: Prepositions and Prepositional Phrases
- Grammar: Adjectives and Adverbs
- Grammar: Pay Attention to Style

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- Brainstorm Carousel-Large Post Its around the room, group moves in a carousel to music. Group discusses topics and responses on paper. Groups rotate twice to see comments of others. (Refer to Kagan Differentiated Strategies)
- Gallery Walk-Objects, books, or student work is displayed. Students examine artifacts and rotate.
- Chunking-chunk reading, tests, questions, homework, etc to focus on particular elements.
- Think Pair Share Write
- Think Talk Write
- Think Pair Share
- Note-taking -can be done through words, pictures, phrases, and sentences depending on level
- KWL (Know, Want to Know, Learned)/KWLH(Know, What to Know, How Will I Learn, learned)/KWLS (Know, Want to Know, Learned, Still Want to Know) /KWLQ (Know, What to Know, Learned, Questions I Still Have) Charts
- Corners Cooperative Learning Strategy:  
<http://cooperativelearningstrategies.pbworks.com/w/page/28234420/Corners>.
- Circle Map strategy- place the main topic in a small circle and add student ideas in a bigger circle around the topic. Students may use their native language with peers to brainstorm.
- Flexible grouping -as a whole class, small group, or with a partner, temporary groups are created:
- Jigsaw Activities -cooperative learning in a group, each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team: <http://www.adlit.org/strategies/22371/>.