

NEW HANOVER TOWNSHIP CURRICULUM



GRADE 6

New Hanover Township School
Content Area: English Language Arts

School Mission: ELA 6-8 Students will...

- Develop autonomy in reading and writing at increasing levels of difficulty and in a variety of genres.

- Create essays, narratives, multimedia presentations, analyses, debates, arguments, a base of research, and collections of media.
- Overcome such misconceptions as: there's only one style to writing, grammar and word choice is unimportant, language has little or no effect on the world, and various medias aren't language arts.
- Overcome such key challenges as deciphering unfamiliar words, determining patterns in and across genres, using evidence to make inferences about author's purpose, theme, author's underlying assumptions, and analyzing decisions that lead to style, tone, and mood.

21st Century Learning The Partnership for 21st Century Learning (P21)
www.P21.org

To help practitioners integrate skills into the teaching of core academic subjects, P21 has developed a unified, collective vision for learning known as the Framework for 21st Century Learning. This Framework describes the skills, knowledge and expertise students must master to succeed in work and life; it is a blend of content knowledge, specific skills, expertise and literacies. Every 21st century skills implementation requires the development of core academic subject knowledge and understanding among all students. Those who can think critically and communicate effectively must build on a base of core academic subject knowledge. Within the context of content knowledge instruction, students must also learn the essential skills for success in today's world, such as critical thinking, problem solving, communication and collaboration. When a school or district builds on this foundation, combining the entire Framework with the necessary support systems—standards, assessments, curriculum and instruction, professional development and learning environments—students are more engaged in the learning process and graduate better prepared to thrive in today's global economy. Mastery of key subjects and 21st century themes is essential to student success. Key subjects include English, reading or language arts, world languages, arts, mathematics, economics, science, geography, history, government and civics. In addition, schools must promote an understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into core subjects:

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy Learning and Innovation

Skills Learning and innovation skills are what separate students who are prepared for increasingly complex life and work environments in today's world and those who are not. They include:

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration Information, Media and Technology Skills

Today, we live in a technology and media-driven environment, marked by access to an abundance of information, rapid changes in technology tools and the ability to collaborate and make individual contributions on an unprecedented scale. Effective citizens and workers must be able to exhibit a range of functional and critical thinking skills, such as:

- Information Literacy
- Media Literacy
- ICT (Information, Communications and Technology) Literacy Life and Career Skills

Today's life and work environments require far more than thinking skills and content knowledge. The ability to navigate the complex life and work environments in the globally competitive information age requires students to pay rigorous attention to developing adequate life and career skills, such as:

- Flexibility and Adaptability
- Initiative and Self-Direction
- Social and Cross-Cultural Skills
- Productivity and Accountability
- Leadership and Responsibility

Developing a comprehensive framework for 21st century learning requires more than identifying specific skills, content knowledge, expertise and literacies. An innovative support system must be created to help students master the multi-dimensional abilities that will be required of them. The Partnership has identified five critical support systems to ensure student mastery of 21st century skills:

- 21st Century Standards
- Assessments of 21st Century Skills
- 21st Century Curriculum and Instruction
- 21st Century Professional Development
- 21st Century Learning Environments

Suggestions for Differentiation

A variety of teaching strategies and models can aid in reaching diverse learning styles in groups of students and strengthen any learning weaknesses a group may present. Strategies are general approaches to teaching that all individuals use. Tendencies with these choices form our teaching style. For example, planning, organization, communication, feedback, monitoring, questioning, collaborative

grouping, review or closure, and climate support increasing motivation and critical thinking. Models are ways to present content. One's tendency to use one model more frequently is also reflective of an individual's style. Guided discovery model, concept attainment model, integrative model, problem based learning, direct instruction, and lecture-discussion model can be used based on content, teaching style, and student needs. When reteaching or problem solving, choosing a different teaching model may provide new ways to reach students. Overall, it is important for classrooms to experience a wide variety of learning models and strategies, encouraging diversity, awareness, and strengthening different skills.

Summarized from Strategies and Models for Teaching: Teaching Content and Thinking Skills Sixth Edition by Paul Eggen and Don Kauchak

**Common Core
College and Career Readiness**

ELA Big Ideas K-12:

College and Career Readiness: Reading

Key Ideas and Details::

CCSS.ELA-LITERACY.CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCSS.ELA-LITERACY.CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCSS.ELA-LITERACY.CCRA.R.3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft and Structure:

CCSS.ELA-LITERACY.CCRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CCSS.ELA-LITERACY.CCRA.R.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

CCSS.ELA-LITERACY.CCRA.R.6 Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.¹

CCSS.ELA-LITERACY.CCRA.R.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

CCSS.ELA-LITERACY.CCRA.R.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity:

CCSS.ELA-LITERACY.CCRA.R.10 Read and comprehend complex literary and informational texts independently and proficiently.

College and Career Readiness: Writing

Text Types and Purposes 1:

CCSS.ELA-LITERACY.CCRA.W.1 Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-LITERACY.CCRA.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-LITERACY.CCRA.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Production and Distribution of Writing:

CCSS.ELA-LITERACY.CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.CCRA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCSS.ELA-LITERACY.CCRA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge:

CCSS.ELA-LITERACY.CCRA.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.CCRA.W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CCSS.ELA-LITERACY.CCRA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing:

CCSS.ELA-LITERACY.CCRA.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

College and Career Readiness: Speaking and Listening

Comprehension and Collaboration:

CCSS.ELA-LITERACY.CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSS.ELA-LITERACY.CCRA.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas:

CCSS.ELA-LITERACY.CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.CCRA.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

CCSS.ELA-LITERACY.CCRA.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

College and Career Readiness: Language

Conventions of Standard English:

CCSS.ELA-LITERACY.CCRA.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.CCRA.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language:

CCSS.ELA-LITERACY.CCRA.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use:

CCSS.ELA-LITERACY.CCRA.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

CCSS.ELA-LITERACY.CCRA.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS.ELA-LITERACY.CCRA.L.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Unit: Collection 1: Finding Your Voice

Goals by the end of 6th grade:

RL1, RL2, RL3, RL4, RL5, RL9, RL10
RI1, RI2, RI3, RI4, RI5, RI6, RI7, RI8, RI10
W3a-e, W4, W5, W7, W9a-b, W10
SL1a-d, SL2, SL2b, SL3a, SL4, SL6
L1e, L2a-b, L3a-b, L4a-d, L6

Interdisciplinary Connections:

Writing CCSS.ELA-LITERACY.WHST.6-8.1-10
Science and Technical Subjects CCSS.ELA-LITERACY.RST.6-8.1-10
History/Social Studies CCSS.ELA-LITERACY.RH.6-8.1-10

Understandings:

- Characters have traits that are revealed in text.
- Questioning text aids readers' comprehension.
- Grammar is important to creating written expression.
- Dialogue can be included in narrative to reveal traits about character and further the plot.
- Fact and opinions are included in a non-fiction text.
- Text and graphic features add to a reader's understanding.
- Speaking and listening is important to holding academic discussions.
- Reading non-fiction can support writing fictional narratives.

Essential Questions:

- How might a story character reflect author?
- Why might an author write about his or her life?
- How can text and graphics retell a story?
- How might a character solve a problem by listening?
- How can facts and opinions tell a true story?

Students will be able to....

- use prefixes and suffixes.
- understand and question characters' thoughts, actions, and words..
- find and use onomatopoeia.
- decode and spell vccv, vcv, vowel patterns, stressed and unstressed syllables, .
- write and use complete sentences, four types of sentences, subjects and predicates, .
- summarize author's purpose and support inferences using evidence from the text.
- determine point of view of a fiction or non-fiction text.
- use a dictionary and glossary.
- use and identify words with multiple meaning and homophones..
- analyze use and purpose of text and graphic features.
- analyze author's word choice, including figurative language, using evidence from the text.
- analyze story structure by monitoring and clarifying information about story elements.
- narrow discussion topics on literature, formulate discussion questions, present a message, and listen for a message.

Assessment

<p>Performance Tasks- i. Task A: Write a fictional narrative. Write a descriptive paragraph. Write dialogue. Consider audience and purpose, focusing on author's voice. Draft, Revise and edit. Create a final copy.</p>	<p>Other Evidence Performance Tasks Unit Tests Benchmark Tests Power Reading MAP Testing NJASK NJ PARCC Other state testing</p>
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Learning Activities

Journal Reflections
 Leveled Readers
 Textbook- Journeys Grade 6 by Houghton Mifflin Harcourt
 Write-In Reader
 Practice Book
 Independent Reading
 Class Novel Sets
 Small Group Novel Reading
 Websites
 Presentations
 Blogging
 Videos and Discussions
 Exit Tickets
 Teacher Observations

Guiding Prompts for Learning Activities:
 W = help the students know where the unit is going and what is expected? Help the teacher know where the students are coming from (prior knowledge, interests)?
 H = hook all students and hold their interest?
 E = equip students, help them experience the key ideas, and explore the issues?
 R = provide opportunities to rethink and revise their understandings and work?
 E = allow students to evaluate their work and its implications?
 T = be tailored (personalized) to the different needs, interests, abilities of learners
 O = be organized to maximize initial and sustained engagement as well as effective learning?

Unit: Collection 2: Common Ground

Goals by the end of 6th grade:
 RL1, RL2, RL3, RL4, RL5, RL6, RL7, RL10
 RI1, RI2, RI4, RI5, RI6, RI7, RI8, RI9, RI10
 W1a, W1b, W1e, W2e, W2f, W3b, W4, W5, W7, W8, W9a, W9b,
 SL1a, SL1b, SL1c, SL1d, SL2, SL3, SL4,
 L1a, L1d, L1e, L2, L2b, L3a, L3b, L4a, L4b, L4c, L4d, L5a, L5c, L6

Interdisciplinary Connections:
 Writing CCSS.ELA-LITERACY.WHST.6-8.1-10
 Science and Technical Subjects CCSS.ELA-LITERACY.RST.6-8.1-10
 History/Social Studies CCSS.ELA-LITERACY.RH.6-8.1-10

<p>Understandings:</p> <ul style="list-style-type: none"> ■ Use vocabulary and grammar skills to understand text, write text, and improve discussion. ■ Make conclusions by analyzing text including analyzing persuasion, main idea, . ■ Summarize text. ■ Describe and use literary techniques such as symbolism, flashback, and 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ■ Can other people help us overcome fear? ■ Why are certain activities important to a family's culture? ■ How can team members learn to cooperate? ■ What causes two castaways to trust each other? ■ How are two groups traditions alike and different?
<p>Students will be able to....</p> <ul style="list-style-type: none"> ■ create conclusions or generalizations through analyzing and evaluating textual evidence. ■ explain author's use of symbolism, flashback, metaphor, alliteration, and simile. ■ decode and spell words with silent consonants, multiple syllables, schwas, vowel patterns, and vowel/r combinations. ■ use and identify verbs, verbs and objects, punctuation, coordinating conjunctions, subordinating conjunctions, and longer sentences. ■ use and identify Latin roots and affixes, connotation and denotation, and synonyms. ■ analyze sequence of events to infer/predict theme and additional events. ■ analyze cause and effect in fiction. ■ visualize elements of literature and infer cause and effect relationships using textual evidence. ■ compare and contrast non-fiction passages using questioning to guide conclusions. ■ Use surveys, inspections, interviews, data, reference texts and visual sources. ■ interpret poetry. ■ brainstorm and summarize problems and solutions. 	
<p>Assessment</p>	
<p>Performance Tasks-</p> <p>i. Task A: Write an opinion essay as a book review.. Plan summary paragraph. Focus on organizing ideas and sentence fluency. Draft, revise, and edit. Consider purpose and audience. Create a final copy.</p>	<p>Other Evidence</p> <p>Performance Tasks Unit Tests Benchmark Tests MAP Testing NJASK NJ PARCC Other state testing</p>
<p>Learning Activities</p>	

Journal Reflections
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 Reading Power
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 Independent Reading
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 Small Group Novel Reading
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 Presentations
 Blogging
 Videos and Discussions
 Exit Tickets
 Teacher Observations

Guiding Prompts for Learning Activities:

W = help the students know where the unit is going and what is expected? Help the teacher know where the students are coming from (prior knowledge, interests)?
 H = hook all students and hold their interest?
 E = equip students, help them experience the key ideas, and explore the issues?
 R = provide opportunities to rethink and revise their understandings and work?
 E = allow students to evaluate their work and its implications?
 T = be tailored (personalized) to the different needs, interests, abilities of learners
 O = be organized to maximize initial and sustained engagement as well as effective learning?

Unit: Collection 3: Going the Distance

Goals by the end of 6th grade:

RL1, RL2, RL3, RL4, RL5, RL6, RL7, RL9, RL10
 RI1, RI2, RI3, RI4, RI5, RI7, RI10
 W3a, W3b, W3c, W3d, W3e, W4, W5, W7, W8, W9a, W9b, W10
 SL1a, SL1b, SL1c, SL1d, SL2, SL3, SL4, SL6
 L1a, L1c, L1d, L1e, L2a, L2b, L3a, L3b, L4a, L4b, L4c, L4d, L5a, L5b, L6

Interdisciplinary Connections:

Writing CCSS.ELA-LITERACY.WHST.6-8.1-10
 Science and Technical Subjects CCSS.ELA-LITERACY.RST.6-8.1-10
 History/Social Studies CCSS.ELA-LITERACY.RH.6-8.1-10

Understandings:

- Word parts help build meaning and understanding of new or unfamiliar words.
- Fiction is comprised of literature elements.
- An author makes choices that impact the main idea or theme.
- Non fiction and fiction text are organized in different ways.
- Authors use jargon in non-fiction text.

Essential Questions:

- Why does a character take risks for a friend?
- How does a sky setting shape a story's events?
- What drives people to explore remote places?
- Why does an author choose to write about a coach?
- How do text and graphics show a crisis in space?

Students will be able to...

- Use and identify prefixes and suffixes.
- Characters are a story element that should be included in a summary.
- Figurative language adds to an author's message.
- Use and identify subject and object pronouns,
- Complete analogies using various techniques.
- Analyze main idea and supporting details using monitoring strategies to clarify.
- Analyze author's use jargon, or specific vocabulary, in non-fiction text.
- Identify and use simple and perfect verb tenses, subject-verb agreement, and regular and irregular verbs.
- Analyze author's purpose and the use of supporting details or figurative language to support that inference.
- Analyze use of text and graphic features in creating mood.
- Use and identify hyperbole.

Assessment

Performance Tasks-

- ii. Task A: Write a personal narrative that focuses on description and figurative language to give the audience a sense of voice. Plan and organize. Draft, revise, and evaluate. Create a final copy.
- iii. Task B: Write a friendly letter from an alternative point of view.

Other Evidence

Performance Tasks
Unit Tests
Benchmark Tests
MAP Testing
NJASK
NJ PARCC
Other state testing

Learning Activities

Journal Reflections
Leveled Readers
Reading Power
Textbook- Journeys Grade 6 by Houghton Mifflin Harcourt
Write-In Reader
Practice Book
Independent Reading
Class Novel Sets
Small Group Novel Reading
Websites
Presentations
Blogging
Videos and Discussions
Exit Tickets
Teacher Observations

Guiding Prompts for Learning Activities:

W = help the students know where the unit is going and what is expected? Help the teacher know where the students are coming from (prior knowledge, interests)?

H = hook all students and hold their interest?

E = equip students, help them experience the key ideas, and explore the issues?

R = provide opportunities to rethink and revise their understandings and work?

E = allow students to evaluate their work and its implications?

T = be tailored (personalized) to the different needs, interests, abilities of learners

O = be organized to maximize initial and sustained engagement as well as effective learning?

Unit: Collection 4: Treasures of the Ancient World

Goals by the end of 6th grade:

RL1, RL2, RL3, RL4, RL5, RL7, RL9, RL10
 RI1, RI2, RI3, RI4, RI5, RI6, RI7, RI8, RI9, RI10
 W1a, W1b, W2a, W2b, W2c, W2d, W2e, W2f, W4, W5, W6 W7, W8, W9a, W9b, W10
 SL1a, SL1c, SL1d, SL2, SL3, SL4, SL5, SL6,
 L1a, L1b, L1c, L2a, L2b, L3a, L4a, L4b, L4c, L4d, L5, L5b, L6

Interdisciplinary Connections:

Writing CCSS.ELA-LITERACY.WHST.6-8.1-10
 Science and Technical Subjects CCSS.ELA-LITERACY.RST.6-8.1-10
 History/Social Studies CCSS.ELA-LITERACY.RH.6-8.1-10

Understandings:

- Compare and contrast essays use techniques to influence the audience.
- Author's techniques in including facts and opinions affects the mood and theme of the essay.
- Questioning helps readers understand and seek clarification.
- Figurative language and word choice impacts mood and theme.
- Authors make decisions about the structure of a text that add strength to their message.
- Word parts bring meaning to new or unfamiliar words.
- Inferences are supported by evidence in text.

Essential Questions:

- How do new clues match old ideas about vikings?
- What can we prove about China's first emperor?
- How can a mythic hero defeat a monster?
- How did a pharaoh's daughter become a pharaoh?
- What important details do we know about Pompeii?

Students will be able to....

- Compare and contrast elements of non-fiction including summaries.
- Evaluate point of view, use of fact and opinion, and use of flashback in supporting author's main idea.
- Use and identify suffixes, prefixes, Greek roots, vv syllable patterns, and /sh/ and /zh/ in final syllables..
- Use principal parts of verbs, adjectives and adverbs, prepositions, and prepositional phrases.
- Form questions based on a non fiction text that clarify author's purpose, bias, and main idea.
- Analyze how authors develop mood in a text through story structure and inferences.
- Analyze cause and effect in author's use of foreshadowing.
- Monitor and clarify through questioning techniques.
- Determine main idea and details in non-fiction texts.
- Analyze word choice and figurative language in creating visualizations for the audience.
- Evaluate author's word choice and its effect on mood, theme, and tone.

Assessment

Performance Tasks-

- iv. Task A: Write a compare and contrast essay. Compare solutions to a problem, cause and effect, and facts and opinions.. Focus on organization techniques. Draft and evaluate. Create final copy.

Other Evidence

Performance Tasks
 Unit Tests
 Benchmark Tests
 MAP Testing
 NJASK
 NJ PARCC
 Other state testing

Learning Activities

Journal Reflections
 Leveled Readers
 Textbook- Journeys Grade 6 by Houghton Mifflin Harcourt
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 Practice Book
 Independent Reading
 Class Novel Sets
 Small Group Novel Reading
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 Exit Tickets
 Teacher Observations

Guiding Prompts for Learning Activities:

W = help the students know where the unit is going and what is expected? Help the teacher know where the students are coming from (prior knowledge, interests)?

H = hook all students and hold their interest?

E = equip students, help them experience the key ideas, and explore the issues?

R = provide opportunities to rethink and revise their understandings and work?

E = allow students to evaluate their work and its implications?

T = be tailored (personalized) to the different needs, interests, abilities of learners

O = be organized to maximize initial and sustained engagement as well as effective learning?

Unit: Collection 5: Taking Charge of Change

Goals by the end of 6th grade:

RL1, RL2, RL3, RL4, RL10
 RI1, RI2, RI3, RI4, RI5, RI6, RI7, RI10,
 W1a-e, W4, W5, W6, W7, W8, W9a, W9b, W10
 SL1a, SL1c, SL1d, SL2, SL3, SL4, SL5, SL6
 L1a, L1e, L2a-b, L3b, L4a, L4b, L4c, L4d, L5a-c, L6

Interdisciplinary Connections:

Writing CCSS.ELA-LITERACY.WHST.6-8.1-10
 Science and Technical Subjects CCSS.ELA-LITERACY.RST.6-8.1-10
 History/Social Studies CCSS.ELA-LITERACY.RH.6-8.1-10

Understandings:

- Text offers context clues for readers to build meaning and understand author's purpose.
- Word parts help understand meaning and mood of text and make meaning for unfamiliar or new words.
- Paraphrasing is different from plagiarism.
- Monitoring text during reading requires questioning and clarification.
- Visualizing a text allows for inferences and connections to personal experiences.
- Comparisons require evidence from the text.

Essential Questions:

- How does a new friendship affect an old one?
- How did two brothers change the world?
- How does courage make a difference?
- Why did the author write about a historic concert?
- What events show how technology has changed?

Students will be able to....

- Identify and use multiple meaning words, connotation and denotation,
- Compare and contrast story elements.
- Evaluate author's use of symbolism, personification, metaphor, figurative language, and jargon.
- Identify and use prefixes and suffixes.
- Paraphrase passages instead of plagiarizing.
- Create visuals for oral presentations.
- Organize ideas for a speech.
- Monitor reading and clarify meaning.
- Make conclusions and generalizations from a non fiction text.
- Analyze cause and effect in a fiction text.
- Evaluate an author's use of figurative language.
- Create a works cited for a report.
- visualize passages and explain significance of personal connections.
- Determine author's purpose using question techniques and inferences to draw conclusions.
- Use and identify progressive forms, punctuation and quotations, contractions, comparisons, and proper mechanics.

Assessment

Performance Tasks-

- v. Task: Write a persuasive speech that addresses a problem and solution. Focus on voice, word choice, persuasion, and the writing process. Consider audience and purpose. Draft and evaluate. Present a final speech.

Other Evidence

- Performance Tasks
- Unit Tests
- Benchmark Tests
- MAP Testing
- NJASK
- NJ PARCC
- Other state testing

Learning Activities

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Guiding Prompts for Learning Activities:

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H = hook all students and hold their interest?
E = equip students, help them experience the key ideas, and explore the issues?
R = provide opportunities to rethink and revise their understandings and work?
E = allow students to evaluate their work and its implications?
T = be tailored (personalized) to the different needs, interests, abilities of learners
O = be organized to maximize initial and sustained engagement as well as effective learning?

Unit: Collection 6:Respect and Protect

Goals by the end of 6th grade:

RL1, RL2, RL3, RL4, RL5, RL7, RL10

RI1, RI2, RI4, RI6, RI7, RI8, RI10

W1a-b, W2a-b, W3a, W3b, W3d, W4, W5, W8, W9a, W9b, W10

SL1a-d, SL3, SL4, SL5, SL6

L2a, L2b, L3a, L3b, L4a-d, L5b, L6

Interdisciplinary Connections:

Writing CCSS.ELA-LITERACY.WHST.6-8.1-10

Science and Technical Subjects CCSS.ELA-LITERACY.RST.6-8.1-10

History/Social Studies CCSS.ELA-LITERACY.RH.6-8.1-10

Understandings:

- Word parts can be used to form meaning for new or unfamiliar words
- Media can be utilized to further an author's purpose.
- Techniques and organization can be used to compare and contrast in a literature analysis of two pieces in the same genre.
- Characters motives can be inferred through quotes, actions, and events.
- Use of figurative language adds to an author's purpose or message.

Essential Questions:

- What are important ideas about objects in space?
- What can you conclude about the job of a park ranger?
- What can you tell about a character who cares for nature?
- Why is it important that we respect wild animals?
- How can text and graphic features show the power of weather?

Students will be able to...

- complete and create analogies.
- Use and identify homophones, homographs, homonyms,
- Compare and contrast two folktales.
- Analyze and evaluate presentations.
- Use word parts and Greek/Latin roots to make meaning.
- debate and support a side.
- understand character by analyzing motives, actions, and words.
- analyze strengths and weaknesses of a persuasion essay.
- Use and identify prefixes and suffixes.
- Use and identify phrasing pauses, use of commas, and other punctuation.
- Analyze use of text and graphic features.

Assessment

Suggested Performance Tasks-

- vi. Task A: Write poetry. Focus on word choice. Research. Draft and evaluate. Consider audience and purpose. Create a final draft.
- vii. Task B: Write a script. Prepare a storyboard. Focus on voice. Research. Draft and evaluate. Consider audience and purpose. Presentation final presentation.
- viii. Task C: Give an oral, multimedia presentation. Research. Draft and evaluate. Consider audience and purpose. Present final presentation.

Other Evidence

Performance Tasks
Unit Tests
Benchmark Tests
MAP Testing
NJASK
NJ PARCC
Other state testing

Learning Activities

Journal Reflections
Leveled Readers
Textbook- Journeys Grade 6 by Houghton Mifflin Harcourt
Write-In Reader
Practice Book
Independent Reading
Class Novel Sets
Small Group Novel Reading
Websites
Presentations
Blogging
Videos and Discussions
Exit Tickets
Teacher Observations

Guiding Prompts for Learning Activities:

W = help the students know where the unit is going and what is expected? Help the teacher know where the students are coming from (prior knowledge, interests)?

H = hook all students and hold their interest?

E = equip students, help them experience the key ideas, and explore the issues?

R = provide opportunities to rethink and revise their understandings and work?

E = allow students to evaluate their work and its implications?

T = be tailored (personalized) to the different needs, interests, abilities of learners

O = be organized to maximize initial and sustained engagement as well as effective learning?

Accommodations and Modifications for Special Education Students

1. Break assignments into segments of shorter tasks
2. Use concrete examples of concepts before teaching the abstract
3. Relate information to the student's experiential base
4. Reduce the number of concepts presented at one time
5. Provide an overview of the lesson before beginning
6. Schedule frequent, short conferences with the student to check for comprehension
7. Provide consistent review of any lesson before introducing new information
8. Highlight important concepts to be learned in text of material
9. Give additional presentations by varying the methods using repetition, simpler explanation, more examples and modeling
10. Require verbal responses to indicate comprehension
11. Allow for oral administration of tests if needed
12. Give written directions to supplement verbal directions
13. Slow the rate of presentation
14. Paraphrase information
15. Keep statements short and to the point
16. Encourage feedback from students to check for understanding
17. Familiarize student with any new vocabulary before beginning of the lesson
18. Alert student's attention before expressing key points
19. Utilize visual aids such as charts and graphs
20. Make frequent checks for assignments progress/completions
21. Make sure the appropriate books and materials are open to the correct pages
22. Check on progress often in the first few minutes of work
23. Provide time suggestions for each task

Accommodations and Modifications for Gifted Students

1. Encourage students to explore concepts in depth and encourage independent studies or investigations.
2. Use thematic instruction to connect learning across the curriculum.
3. Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment.
4. Expand students' time for free reading.
5. Invite students to explore different points of view on a topic of study and compare the two.
6. Provide learning centers where students are in charge of their learning.
7. Brainstorm with gifted children on what types of projects they would like to explore to extend what they're learning in the classroom.
8. Determine where students' interests lie and capitalize on their inquisitiveness.
9. Refrain from having them complete more work in the same manner.
10. Employ differentiated curriculum to keep interest high.
11. Avoid drill and practice activities.
12. Ask students' higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning.
13. If possible, compact curriculum to allow gifted students to move more quickly through the material.
14. Encourage students to make transformations-use a common task or item in a different way.

Accommodations For English Language Learners

1. Read aloud of test directions in student's native language
2. Picture Dictionary (alone, combined with oral reading of test items in English, and combined with bilingual glossary)
3. Customized Dictionary/glossary in English (content-related terms removed)
4. Traditional glossary with Spanish translations (content-related terms removed)
5. Bilingual Dictionary
6. Spanish Translation of Test
7. Dual Language Translation of Test
8. Test administration directions that are simplified or clarified
9. Test questions read aloud to student by teacher or electronic media-ELA
10. Colored overlay, mask, or other means to maintain visual attention
11. Essay responses dictated to a scribe, audio recorder, or speech-to-text converter and the student provides all spelling and language conventions

Accommodations For Students At Risk

1. Adjust time for completion of assignments
2. Allow frequent breaks, vary activities often
3. Modify assignments requiring copying in a timed situation
4. Modify homework (Specify.)
5. Give directions in small units
6. Use written backup for oral directions
7. Lower reading level of assignment (RL=__)
8. Adjust length of assignment
9. Change format of assignment
10. Break assignment into a series of smaller assignments
11. Reduce paper and pencil tasks
12. Read directions/worksheets to student
13. Record or type assignments
14. Maintain assignment notebook
15. Avoid penalizing for spelling errors
16. Block off or mask sections of work
17. Use highlighted texts
18. Emphasize teaching auditory ___ visual ___ tactile ___ multi
19. Individual/small group instruction
20. Utilize specialized curriculum
21. Tape lectures for replay
22. Present demonstration
23. Utilize manipulative
24. Emphasize critical information/key concepts
25. Pre-teach vocabulary
26. Provide visual cues
27. Provide study guide or note cards or notes