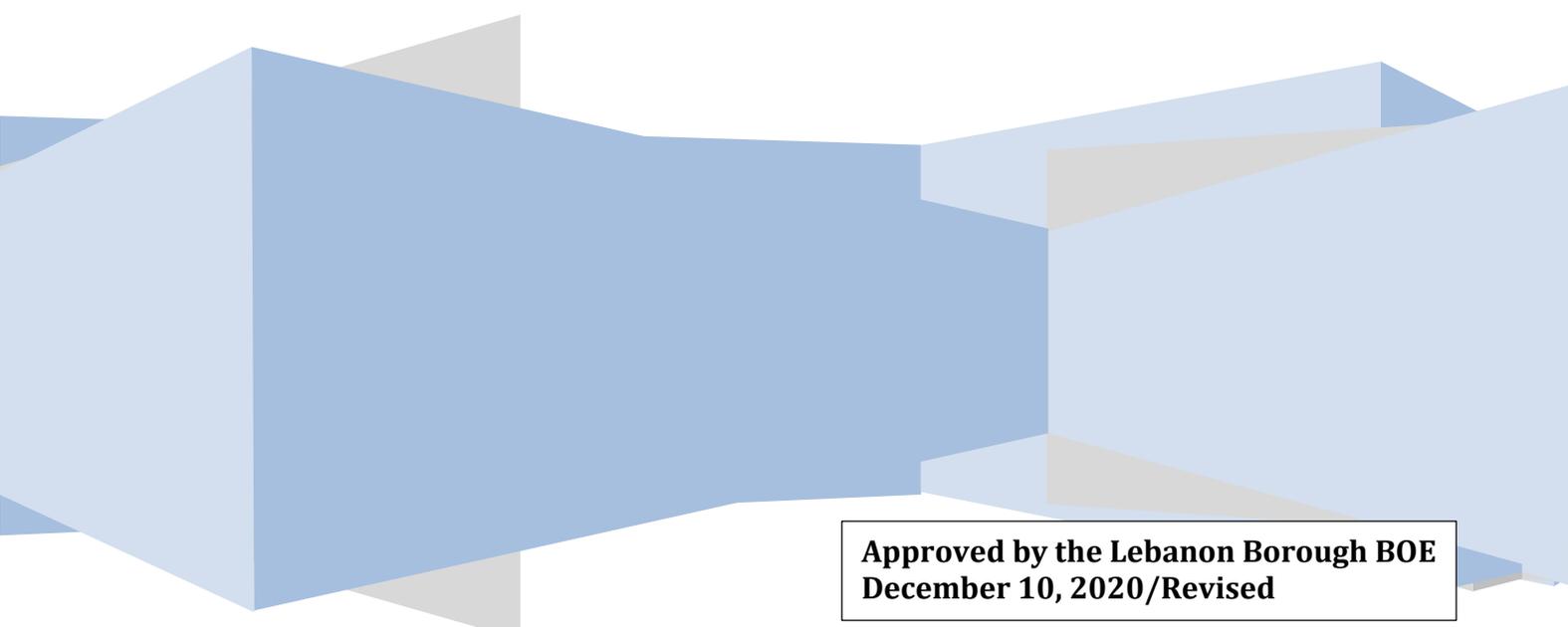


Lebanon Borough School

# English Language Arts

## Curriculum Guide

Grade 6



**Approved by the Lebanon Borough BOE  
December 10, 2020/Revised**

## Introduction

The standards below are overarching. While these standards may not appear specifically in any unit, they are the collective goals of all units.

By the end of Grade 6 English Language Arts, students in the Lebanon Borough School:

- RL.6.10--By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.
  - RI.6.10-- By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.
  - W.6.4--Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
  - W.6.10-- 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 discipline-specific tasks, purposes, and audiences.
  - SL.6.6-- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
  - L.6.1-- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - L.6.2-- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - L.6.2.b-- Spell correctly.
  - L.6.3-- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - L.6.3.b-- Maintain consistency in style and tone.
  - L.6.4-- Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 6 reading and content*, choosing flexibly from a range of strategies.
  - L.6.6-- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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## Lebanon Borough School Instructional Unit

<b>Content:</b>	English Language Arts	<b>Grade:</b>	6
		<b>Unit Title:</b>	Unit 1: Building Character/Loyalty and Respect
		<b>Pacing:</b>	6 weeks

### ESSENTIAL QUESTIONS

How does reading and discussing texts help me clarify personal values and define important human qualities?  
 What strategies and techniques improve my enjoyment and understanding of text?

### TARGET STANDARDS

ELA NJSLS	Standard
RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text
RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in text (e.g. through examples or anecdotes).
RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings.
W.6.3(a-e)	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (See details in items a-e)
W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising editing rewriting, or trying a new approach.
SL.6.1 (a-d)	Engage effectively in a range of collaborative discussions with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
L.6.1 (a-e)	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (See items in a-e)
L.6.2 a	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (See item a).
L.6.4 (a,d)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibility from a range of strategies.(See items a,d)
L.6.5 a	Interpret figures of speech (eg. personification) in context.

## INSTRUCTIONAL PROGRESSION

	<b>Direct Instruction</b>	<b>Evidence of Learning</b>	<b>Tier III Vocabulary</b>
	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Review story elements and identify different parts of plot/ plot structure, may refer to a plot diagram to assist in student learning</li> <li>Evaluate setting and characters in detail (static, dynamic, flat, round)</li> <li>Model identifying and utilizing textual evidence.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Gather baseline writing sample via journal or prompt (e.g. introductory narrative or district pre-assessment)</li> <li>Respond to literature utilizing textual evidence.</li> <li>Provide explicit instruction in proper use of commas and quotation marks as it relates to textual evidence and writing narrative dialogue.</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Complete a graphic organizer of plot using a short story.</li> <li>Complete organizer such as T-chart to assess character traits and evidence of the traits</li> <li>Support oral and written response(s) using evidence from the text.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Complete baseline writing sample.</li> <li>Demonstrate appropriate use of punctuation when citing text evidence.</li> </ul>	Setting Characters Conflict Theme Plot Static Dynamic Flat Round
	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Categorize conflict such as: man vs. self (internal) and man vs. man (external).</li> <li>Introduce literary devices with an emphasis on figurative language.</li> <li>Provide sample excerpt of a narrative piece without figurative language, and model ways to enhance the piece by including figurative language.</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Identifying the different conflicts within a novel or short story as well as within their own lives.</li> <li>Identify examples of figurative language and other literary devices within a piece of writing.</li> </ul>	Internal and External Conflict Simile Metaphor Flashback

	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Conduct writing activities focused on figurative language such as offering a story starter to groups or desk, having each infuse a different literary device.</li> </ul>	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Create partner or team narratives that include elements of plot structure and incorporate figurative language.</li> </ul>	<p>Foreshadowing</p> <p>Hyperbole</p> <p>Personification</p> <p>Idiom</p>
	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Evaluate the specific story elements of resolution and theme.</li> <li>Introduce pieces of literature that present unresolved conflict.</li> <li>Explain the difference between point of view and perspective.</li> <li>Review point of view, illustrating first, second, and third person point of view.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Model using narrative writing skills to continue a short story/ chapter/ section/ text written by author and how to maintain story elements of original piece building onto the addition.</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Identify the different themes within a novel or short story and make connections to the theme within own lives.</li> <li>Examine the unresolved conflict to create an alternate ending whereby the conflict is resolved.</li> <li>Using a teacher-selected text, write a short narrative that shifts the point of view and the perspective of the original character.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Continue an original narrative from a text that incorporates literary devices learned.</li> </ul>	<p>Resolution</p> <p>Denouement</p>

**RESOURCES**

<b>Required</b>	<b>Optional</b>	<b>Additional</b>
<p><i>Old Yeller</i>, by Fred Gipson</p> <p><i>Mother's Fletcher's Gift</i>, by Walter Dean Myers</p> <p><i>Viva New Jersey</i>, by Gloria Gonzalez</p> <p><i>Hachiko</i>, by Pamela Turner</p> <p><i>Saving the Rain Forests</i>, by Sally Morgan</p>	<p>Suggested:</p> <p>Paired selections</p> <p>Optional Concept- Based reading selections</p> <p>Teacher selected text(s) from Grade- Level</p> <p>Optional Text List</p> <p>Teacher resources DVD-ROM</p> <p><i>Sleuth</i> – Grade level text</p> <p>Trade book library</p>	<p>Short Stories: "Boar Out There,"</p> <p><a href="http://www.wcupa.edu/academics/writing/prj/documents/Boaroutthere.pdf">http://www.wcupa.edu/academics/writing/prj/documents/Boaroutthere.pdf</a></p> <p>"The Three Century Woman"</p> <p><a href="http://www.livingston.org/cms/lib4/NJ01000562/Centricity/Domain/631/three%20century.pdf">http://www.livingston.org/cms/lib4/NJ01000562/Centricity/Domain/631/three%20century.pdf</a></p>

		<p>“All Summer In A Day”  <a href="http://www.btboces.org/Downloads/6_All%20Summer%20in%20a%20Day%20by%20Ray%20Bradbury.pdf">http://www.btboces.org/Downloads/6_All%20Summer%20in%20a%20Day%20by%20Ray%20Bradbury.pdf</a></p> <p>Poetry: <i>Truth and Lies: An Anthology of Poems</i> by Patrice Vecchione</p> <p>Non-fiction: articles on defining values</p>
<p><b>Technology Infusion:</b>          Figurative Language YouTube Video: <a href="https://www.youtube.com/watch?v=qPiVfdwAsUg">https://www.youtube.com/watch?v=qPiVfdwAsUg</a>          Video to assist students identify plot: <a href="https://www.youtube.com/watch?v=qPiVfdwAsUg">https://www.youtube.com/watch?v=qPiVfdwAsUg</a>          eStreet Interactive <a href="http://www.readingstreet.com">www.readingstreet.com</a>          Grammar Jammer          Concept Talk Video          Background Building Audio CD          Envision it! Animations</p>		

**DIFFERENTIATION**

<b>Special Education</b>	<b>ELL</b>	<b>I&amp;RS</b>	<b>ENRICHMENT</b>
<ul style="list-style-type: none"> <li>• Modifications &amp; accommodations as listed in the student’s IEP</li> <li>• Assign a peer to help keep student on task</li> <li>• Modified or reduced assignments</li> <li>• Reduce length of assignment for different mode of delivery</li> <li>• Increase one to one time</li> <li>• Working contract between you and student at risk</li> <li>• Prioritize tasks</li> <li>• Think in concrete terms and provide hands on tasks</li> <li>• Position student near helping peer or have quick access to teacher</li> <li>• Anticipate where needs will be</li> <li>• Break tests down in smaller increments</li> <li>• <a href="#">NJDOE resources</a></li> </ul>	<ul style="list-style-type: none"> <li>• Strategy groups</li> <li>• Teacher conferences</li> <li>• Graphic organizers</li> <li>• <a href="#">Modification plan</a></li> <li>• <a href="#">NJDOE resources</a></li> <li>• Adapt a Strategy-Adjusting strategies for ESL students: <a href="http://www.teachersfirst.com/content/esl/adaptstrat.cfm">http://www.teachersfirst.com/content/esl/adaptstrat.cfm</a></li> </ul>	<ul style="list-style-type: none"> <li>• Tiered Interventions following I&amp;RS framework</li> <li>• I&amp;RS Intervention Bank</li> <li>• FFI Skill Report: DRA On-Line</li> <li>• <a href="#">NJDOE resources</a></li> <li>• Lit Lab</li> </ul>	<ul style="list-style-type: none"> <li>• Contents should be modified: abstraction, complexity, variety, organization</li> <li>• Process should be modified: higher order thinking skills, open-ended thinking, discovery</li> <li>• Products should be modified: real world problems, audiences, deadlines, evaluation, transformations</li> <li>• Learning environment should be modified: student-centered learning, independence, openness, complexity, groups varied</li> <li>• Activities aligned with above grade level text using DRA results</li> <li>• Jr. Great Books Library Activities</li> <li>• <a href="#">NJDOE resources</a></li> </ul>

**CROSS CURRICULAR RESOURCES**

The Amistad Commission’s Literacy components for Primary Grades: <http://njamistadcurriculum.net/>  
 Lessons focused on Language: [http://www.fcrr.org/studentactivities/language\\_k1.htm](http://www.fcrr.org/studentactivities/language_k1.htm)

**ALIGNMENT TO 21<sup>st</sup> CENTURY SKILLS AND TECHNOLOGY**

<b>21<sup>st</sup> Century/ Interdisciplinary Themes: Bold all that apply</b>	<b>21<sup>st</sup> Century Skills: Bold all that apply</b>
<p><b>Global Awareness</b>  <b>Financial, Economic, Business and Entrepreneurial Literacy</b>  <b>Civic Literacy</b>  <b>Health Literacy</b>  <b>Environmental Literacy</b></p>	<p>Creativity &amp; Innovation  <b>Critical Thinking &amp; Problem Solving</b>  <b>Communication &amp; Collaboration</b>                      Media Literacy  <b>Information Literacy</b>                      Information, Communication &amp; Technology                      Life &amp; Career Skills</p>

**Lebanon Borough School Instructional Unit**

<b>Content:</b>	English Language Arts	<b>Grade:</b>	6
		<b>Unit Title:</b>	Unit 2: Constructing Identity
		<b>Pacing:</b>	5 Weeks

**ESSENTIAL QUESTION**

How are point of view and perspective connected?  
 How are themes reflected in life and in reading?

**TARGET STANDARDS**

<b>ELA NJCLS</b>	<b>Standard</b>
RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RL.6.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting or plot.
RL.6.6	Explain how an author develops the point of view of the narrator or speaker in a text.
RL.6.9	Compare and contrast texts in different forms or genres (e.g., stories, and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
RI.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RI.6.5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
RI.6.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
W.6.6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others;

INSTRUCTIONAL PROGRESSION			
Weekly Plan	Direct Instruction	Evidence of Learning	Tier III Vocabulary
	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Using a non-fiction piece from the time period of selected class novel, illustrate connections between time period and literature.</li> <li>Conduct discussion on how time period of author and of novel can both influence the perspective of the text.</li> <li>Introduce common themes for literature.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Review the elements of an evidence-based short response and model constructing strong topic sentence.</li> <li>Model how short-response format is expanded for essay writing (introduction, thesis statement, body paragraphs, transitions, and conclusion).</li> <li>Demonstrate proper brainstorming and outlining techniques for literary essays.</li> <li>Introduce the three cases of pronouns: subjective, possessive and objective.</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Analyze text for connections between a story's time period and its theme.</li> <li>Analyze two pieces of literature for a common theme.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Construct short response to literature with strong topic sentence and good use of textual evidence.</li> <li>Develop thesis statement for literary analysis essay (e.g., analyzing characters or theme.)</li> <li>Complete graphic organizer or other tool to gather ideas to support thesis.</li> <li>Develop outline for essay.</li> </ul>	<p>Analyze</p> <p>Point of view</p> <p>Perspective</p> <p>Thesis</p> <p>Evidence</p> <p>Structure</p> <p>Transition</p>
	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Examine methods an author uses develop points of view and key traits in characters (e.g., dialogue, indirect description, direct description...)</li> <li>Introduce characteristics of reliable narrators.</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Collect text evidence to support identified character traits.</li> <li>Analyze text for development of character point of view.</li> <li>Debate narrator reliability providing evidence through dialogue, character interactions, and direct descriptions.</li> </ul>	<p>Trait</p> <p>Indirect</p> <p>Direct</p> <p>Dialogue</p> <p>Reliable</p> <p>Body</p>

	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Model essay writing process, emphasizing how to craft strong supporting paragraphs.</li> <li>Model strong conclusions.</li> </ul>	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Draft essay literary analysis essay.</li> </ul>	<p>paragraphs</p> <p>Conclusion</p>
	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Examine how the author uses one character’s thoughts, words, and actions to develop other characters.</li> <li>Model how a specific sentence or paragraph can be analyzed to evaluate theme, setting, or plot development.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Review procedures for peer editing.</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Evaluate a text for evidence of one character’s thoughts, words, and actions refining reader’s perspective on another character. Complete a T chart or other graphic organizer listing character trait and this evidence.</li> <li>Write a response to literature analyzing how one sentence impacts the theme or plot of selected text.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Peer-edit essays with particular attention to punctuation and pronoun use.</li> <li>Finalize literary analysis essay.</li> </ul>	<p>Examine</p> <p>Peer-edit</p>

**RESOURCES**

<b>Required</b>	<b>Optional</b>	<b>Additional</b>
<p><i>The Universe</i>, by Seymour Simon</p> <p><i>The Emperor’s Silent Army</i>, by Jane O’Conner</p> <p><i>Stones, Bones, and Petroglyphs</i>, by Susan Goodman</p> <p><i>Good-bye to the Moon</i>, by Monica Hughes</p> <p><i>Egypt</i>, by Ann Heinrichs</p>	<p>Suggested:</p> <p>Paired selections</p> <p>Optional Concept- Based reading selections</p> <p>Teacher selected text(s) from Grade- Level</p> <p>Optional Text List</p> <p>Teacher resources DVD-ROM</p> <p><i>Sleuth</i> – Grade level text</p> <p>Trade book library</p> <p>Teacher-selected text(s) from Grade-Level</p> <p>Optional Text List</p>	<p>Short Stories:</p> <p>Poetry: “The Giving Tree”</p> <p>Non-fiction: articles from era of selected text</p> <p><i>Exploring Mars</i></p> <p><i>Galileo</i></p> <p><i>Earth and Its Place in Space</i></p> <p><i>Defying Death and Time: Mummies</i></p> <p><i>Secrets of the Past</i></p> <p><i>The Domes on Mars</i></p> <p><i>Uncovering the Secrets of Ancient Egypt</i></p>

**Technology Infusion:**

Video/Audio version of "Giving Tree"-- [https://www.youtube.com/watch?v=zWu\\_eJTlngs](https://www.youtube.com/watch?v=zWu_eJTlngs)

1960s research sample website : <http://www.thepeoplehistory.com/1960s.html>

eStreet Interactive [www.readingstreet.com](http://www.readingstreet.com)

Grammar Jammer

Concept Talk Video

Background Building Audio CD

Envision it! Animations

**DIFFERENTIATION**

<b>Special Education</b>	<b>ELL</b>	<b>I&amp;RS</b>	<b>Enrichment</b>
<ul style="list-style-type: none"> <li>• Modifications &amp; accommodations as listed in the student's IEP</li> <li>• Assign a peer to help keep student on task</li> <li>• Modified or reduced assignments</li> <li>• Reduce length of assignment for different mode of delivery</li> <li>• Increase one to one time</li> <li>• Working contract between you and student at risk</li> <li>• Prioritize tasks</li> <li>• Think in concrete terms and provide hands on tasks</li> <li>• Position student near helping peer or have quick access to teacher</li> <li>• Anticipate where needs will be</li> <li>• Break tests down in smaller increments</li> <li>• <a href="#">NJDOE resources</a></li> </ul>	<ul style="list-style-type: none"> <li>• Strategy groups</li> <li>• Teacher conferences</li> <li>• Graphic organizers</li> <li>• <a href="#">Modification plan</a></li> <li>• <a href="#">NJDOE resources</a></li> <li>• Adapt a Strategy-Adjusting strategies for ESL students: <a href="http://www.teachersfirst.com/content/esl/adaptstrat.cfm">http://www.teachersfirst.com/content/esl/adaptstrat.cfm</a></li> </ul>	<ul style="list-style-type: none"> <li>• Tiered Interventions following I&amp;RS framework</li> <li>• I&amp;RS Intervention Bank</li> <li>• Foundations Double-Dose (Tier II)</li> <li>• LLI (Tier III)</li> <li>• FFI Skill Report: DRA On-Line</li> <li>• <a href="#">NJDOE resources</a></li> <li>• Lit Lab</li> <li>• Read 180</li> <li>• System 44</li> </ul>	<ul style="list-style-type: none"> <li>• Contents should be modified: abstraction, complexity, variety, organization</li> <li>• Process should be modified: higher order thinking skills, open-ended thinking, discovery</li> <li>• Products should be modified: real world problems, audiences, deadlines, evaluation, transformations</li> <li>• Learning environment should be modified: student-centered learning, independence, openness, complexity, groups varied</li> <li>• Activities aligned with above grade level text using DRA results</li> <li>• Jr. Great Books Library Activities</li> <li>• <a href="#">NJDOE resources</a></li> </ul>

**CROSS CURRICULAR RESOURCES**

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**ALIGNMENT TO 21<sup>st</sup> CENTURY SKILLS AND TECHNOLOGY**

**21<sup>st</sup> Century/ Interdisciplinary Themes: Bold all that apply**

**Global Awareness**  
**Financial, Economic, Business and Entrepreneurial Literacy**  
**Civic Literacy**  
**Health Literacy**  
**Environmental Literacy**

**21<sup>st</sup> Century Skills: Bold all that apply**

Creativity & Innovation  
**Critical Thinking & Problem Solving**  
**Communication & Collaboration**  
Media Literacy  
**Information Literacy**  
Information, Communication & Technology  
Life & Career Skills

## Lebanon Borough School Instructional Unit

<b>Content:</b>	English Language Arts	<b>Grade:</b>	6
	<b>Unit Title:</b>	<b>Pacing:</b>	5 weeks

### ESSENTIAL QUESTIONS

How does understanding culture help us in life?  
How do we effectively communicate ideas to others?

### TARGET STANDARDS

ELA NJSLs	Standard
RL.6.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting or plot.
RL.6.7	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.
RL.6.9	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
W.6.1 (a-e)	Write arguments to support claims with clear reasons and relevant evidence. (See items a-e)
W.6.6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
L.6.4a	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (See item a)

### INSTRUCTIONAL PROGRESSION

	Direct Instruction	Evidence of Learning	Tier III Vocabulary
	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Introduce term "culture" and explore its multi-faceted nature. Have students evaluate their own adolescent culture for its characteristics such as values, consumer trends, significant music, foods, media ...</li> <li>Model close reading of and note taking on a portion of selected text for the visual and auditory details given by the author.</li> <li>View multimedia (audio/video/live) version</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Create list of evidence and artifacts of adolescent culture.</li> <li>Analyze portion of text (distinct from the section teacher modeled) noting visual and auditory elements in annotations, graphic organizer, written summary, etc.</li> <li>Analyze multimedia version of portion of text reread in earlier activity (distinct from the section teacher modeled) noting</li> </ul>	<p>Analyze</p> <p>Compare</p> <p>Contrast</p>

	<p>of selected text and model what is perceived when listening and/or watching.</p> <ul style="list-style-type: none"> <li>• Model charting/ noting similarities and differences of the experience of reading the text, compared to viewing a video of the text.</li> <li>• Conduct discussions analyzing how text reveals culture.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Using student-writing samples from Unit 2, conduct mini lessons to refine student essay writing. Lessons should be based on student need. (Example lessons: Perfecting word choice, writing stronger introductions and closings, improving depth of analysis)</li> </ul>	<p>what is perceived when listening and/or watching</p> <ul style="list-style-type: none"> <li>• Using a written response, evaluate the similarities and differences of the experience of listening to or viewing a production of a text and reading the text.</li> <li>• Select a segment or line of text and evaluate what it implies or states about culture.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Teacher-selected activities that allow students to continue to practice writing skills (e.g., give student’s model Literary Analysis Essays that have weak introductions or conclusions and in groups have students improve the introductions using literary elements or theme words)</li> <li>• Refine original essay(s), displaying improvements and skills gained from mini lessons.</li> </ul>	
	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Use an audio of a text, preferably a poem showing cultural elements, to display the similarities and differences of the experiences of reading a text and listening to an audio of a text.</li> <li>• Using a paired passage set (e.g., poem that complements selected text), model how to compare theme development in different genre.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Continue to review literary analysis through having students analyze a poetry piece and a paired fictional piece.</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Complete a Venn diagram comparing and contrasting the reading of a text with listening to an audio of the text.</li> <li>• Compose a written response that displays the similarities and differences of the experience of reading a text and listening to a text.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Write literary analysis comparing the themes of the poetry piece and paired fictional piece.</li> </ul>	<p>Genre Theme</p>

	<ul style="list-style-type: none"> <li>Conduct mini-lesson on integrating quote segments within a sentence as another way to use textual evidence to support themes and ideas.</li> </ul>		
	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Review differences between fiction and non-fiction, noting how note-taking may differ for each (e.g., plot/character-based notes or topic/section-based notes.)</li> <li>Using non-fiction teacher-selected text centered on topic such as a specific culture, model purposeful reading and note-taking skills.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Model a form(s) of technology to produce and publish writing (e.g., Google Drive, Google Classroom, Edmodo)</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Apply note-taking skills through teacher-selected activity to illustrate proficiency in skill (e.g. Jigsaw activity where students work in groups to take notes on non-fiction pieces centered around the teacher-selected topic.)</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Use teacher or student selected technology platform to complete final Literary Analysis Essay</li> </ul>	Segregation Racism Bias Tolerance

**RESOURCES**

Required	Optional	Additional
<i>Don Quixote and the Windmills</i> , by <i>Ancient Greece</i> , by <i>The All-American Slurp</i> , by <i>The Aztec News</i> , by <i>Where Opportunity Awaits</i> , by	Suggested: Paired selections Optional Concept- Based reading selections Teacher selected text(s) from Grade- Level Optional Text List Teacher resources DVD-ROM <i>Sleuth</i> – Grade level text Trade book library Short Story-“Scout’s Honor” by Avi paired with the poem “Give it Our All” by an Anonymous Author Teacher-selected text(s) from Grade-Level Optional Text List	Poetry Pairings - The Learning Network Blog - NYTimes.com: <a href="http://learning.blogs.nytimes.com/category/poetry-pairings/">http://learning.blogs.nytimes.com/category/poetry-pairings/</a>  Poetry with audio versions: <a href="http://www.poetryfoundation.org/">http://www.poetryfoundation.org/</a>  Nonfiction texts: <a href="https://newsela.com/">https://newsela.com/</a>  Classroom Strategies: Note taking <a href="http://www.tealighthouse.org/ela/classroom_strategies/strategies.php">http://www.tealighthouse.org/ela/classroom_strategies/strategies.php</a>

<p><b>Technology Infusion:</b></p> <p><a href="http://www.poetryfoundation.org/">http://www.poetryfoundation.org/</a></p> <p><a href="http://learning.blogs.nytimes.com/category/poetry-pairings/">http://learning.blogs.nytimes.com/category/poetry-pairings/</a></p> <p>eStreet Interactive <a href="http://www.readingstreet.com">www.readingstreet.com</a></p> <p>Grammar Jammer</p> <p>Concept Talk Video</p> <p>Background Building Audio CD</p> <p>Envision it! Animations</p>
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DIFFERENTIATION			
Special Education	ELL	I&RS	ENRICHMENT
<ul style="list-style-type: none"> <li>• Modifications &amp; accommodations as listed in the student's IEP</li> <li>• Assign a peer to help keep student on task</li> <li>• Modified or reduced assignments</li> <li>• Reduce length of assignment for different mode of delivery</li> <li>• Increase one to one time</li> <li>• Working contract between you and student at risk</li> <li>• Prioritize tasks</li> <li>• Think in concrete terms and provide hands on tasks</li> <li>• Position student near helping peer or have quick access to teacher</li> <li>• Anticipate where needs will be</li> <li>• Break tests down in smaller increments</li> <li>• <a href="#">NIDOE resources</a></li> </ul>	<ul style="list-style-type: none"> <li>• Strategy groups</li> <li>• Teacher conferences</li> <li>• Graphic organizers</li> <li>• <a href="#">Modification plan</a></li> <li>• <a href="#">NJDOE resources</a></li> <li>• Adapt a Strategy-Adjusting strategies for ESL students: <a href="http://www.teachersfirst.com/content/esl/adaptstrat.cfm">http://www.teachersfirst.com/content/esl/adaptstrat.cfm</a></li> </ul>	<ul style="list-style-type: none"> <li>• Tiered Interventions following I&amp;RS framework</li> <li>• I&amp;RS Intervention Bank</li> <li>• Foundations Double-Dose (Tier II)</li> <li>• LLI (Tier III)</li> <li>• FFI Skill Report: DRA On-Line</li> <li>• <a href="#">NJDOE resources</a></li> <li>• Lit Lab</li> <li>• Read 180</li> <li>• System 44</li> </ul>	<ul style="list-style-type: none"> <li>• Contents should be modified: abstraction, complexity, variety, organization</li> <li>• Process should be modified: higher order thinking skills, open-ended thinking, discovery</li> <li>• Products should be modified: real world problems, audiences, deadlines, evaluation, transformations</li> <li>• Learning environment should be modified: student-centered learning, independence, openness, complexity, groups varied</li> <li>• Activities aligned with above grade level text using DRA results</li> <li>• Jr. Great Books Library Activities</li> <li>• <a href="#">NJDOE resources</a></li> </ul>
CROSS CURRICULAR RESOURCES			
<p>The Amistad Commission's Literacy components for Primary Grades: <a href="http://njamistadcurriculum.net/">http://njamistadcurriculum.net/</a></p>			
<p>Lessons focused on Language: <a href="http://www.fcrr.org/studentactivities/language_k1.htm">http://www.fcrr.org/studentactivities/language_k1.htm</a></p>			



	<p>and evidence within a text.</p> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Review elements of essay writing from the Literary Analysis unit and note the similarities with informational writing from text.</li> <li>Analyze examples of writing prompts for expectations to formulate strategies for purpose-driven reading associated texts and organizing gathered information.</li> <li>Apply previous knowledge of Literary Analysis body paragraphs to create an informative paragraph, illustrating how it can be expanded to build a formal essay.</li> </ul>	<ul style="list-style-type: none"> <li>Note differences between argument, claim and evidence (by note taking, graphic organizer, written response, etc).</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Create one well-developed paragraph response explaining an argument from a single author.</li> <li>Integrate text-evidence in explanatory paragraph.</li> </ul>	
	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Model how to determine if there is evidence to support claims.</li> <li>Compare arguments and specific claims within a variety of texts on the same topic.</li> <li>Model how to weigh strength of different author’s arguments on one topic.</li> <li>Interpret information presented in diverse media and how it contributes to the claim. Be sure to include quantitative text (e.g. charts, graphs, etc.)</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Review powerful openings and closings, introducing thesis statements.</li> <li>Model how to transition within and between paragraphs.</li> <li>Conduct mini-lesson on transitioning by indicating the relationship between two texts rather than merely using time-order words</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Using a graphic organizer, analyze claims and relevant evidence from multiple authors, including those of diverse formats.</li> <li>In a collaborative activity (e.g., debate, four corners, jigsaw...), evaluate strength of different authors’ arguments through analysis of claims and evidence.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Create three distinct paragraphs illustrating how multiple authors treat a specific claim, using strong transition statements.</li> </ul>	<p>Quantitative</p>

	(e.g. first, second, finally).		
	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Define connotation and denotation.</li> <li>• Review strategies for close-reading of word choice.</li> <li>• Model how to analyze a question to establish a purpose for reading a text.</li> <li>• Model how to select a reading approach (annotation, graphic organizer...) based on purpose for reading.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Reinforce the elements of evidence-based writing through mini-lessons on integrating stronger relevant evidence.</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Examine the association of words with similar definitions and determine how these words can create different meanings within a text.</li> <li>• Teacher-selected activity analyzing the effect word choice has on meaning and interpretation.</li> <li>• Self-select reading approach in independent reading activity based on purpose for reading.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Produce a formal essay draft analyzing an element of informational texts (e.g. how multiple authors treat a similar topic.) Students will revise this draft in the next unit.</li> </ul>	<p>Connotation</p> <p>Denotation</p>

RESOURCES		
Required	Optional	Additional
<p><i>The View From Saturday</i>, by  <i>Harvesting Hope</i>, by  <i>The River that Went to the Sky</i>, by  <i>Gold</i>, by  <i>Greensburg Goes Green</i>, by</p>	<p>Suggested:  Paired selections  Optional Concept- Based reading selections  Teacher selected text(s) from Grade- Level  Optional Text List  Teacher resources DVD-ROM  <i>Sleuth</i> – Grade level text  Trade book library</p> <p><b>E- Waste Texts</b>  <u>Source 1</u>: “How E-waste Works: E Waste Dangers” by Jessika Toothman  <u>Source 2</u>: Video: E Waste: How big of a problem is it?  <u>Source 3</u>: “eCycling Basic Information” from the U. S. Environmental Protection Agency</p>	<p>Room for Debate resources for evaluating arguments:  <a href="http://www.nytimes.com/roomfordebate">http://www.nytimes.com/roomfordebate</a></p> <p>The Art of Close Reading- Parts 1-3:  <a href="http://www.criticalthinking.org/pages/the-art-of-close-reading-part-one/509">http://www.criticalthinking.org/pages/the-art-of-close-reading-part-one/509</a></p> <p>Close-Reading Resources:  <a href="http://www.middleweb.com/14702/close-reading-what-why-how/">http://www.middleweb.com/14702/close-reading-what-why-how/</a>  <a href="http://www.middleweb.com/17803/critical-look-close-reading-standard/">http://www.middleweb.com/17803/critical-look-close-reading-standard/</a></p>
	<p>Infectious Disease  Source 2: Video: Herd Immunity  <a href="http://mass.pbslearningmedia.org/resource/nvvs-sci-herdimmune/herd-immunity/">http://mass.pbslearningmedia.org/resource/nvvs-sci-herdimmune/herd-immunity/</a>  Source 3: Five Important Reasons to Vaccinate Your Child</p> <p>Teacher-selected text(s) from Grade-Level  Optional Text List</p>	<p>Web English Teacher- Close Reading- Lesson plans, strategies, and activities:  <a href="http://www.webenglishteacher.com/close-reading-lesson-plans.html">http://www.webenglishteacher.com/close-reading-lesson-plans.html</a></p>
<p><b>Technology Infusion:</b>  Learn Zillion: <a href="https://learnzillion.com">https://learnzillion.com</a>  eStreet Interactive <a href="http://www.readingstreet.com">www.readingstreet.com</a>  Grammar Jammer  Concept Talk Video  Background Building Audio CD  Envision it! Animations</p>		

## DIFFERENTIATION

Special Education	ELL	I&RS	ENRICHMENT
<ul style="list-style-type: none"> <li>• Modifications &amp; accommodations as listed in the student's IEP</li> <li>• Assign a peer to help keep student on task</li> <li>• Modified or reduced assignments</li> <li>• Reduce length of assignment for different mode of delivery</li> <li>• Increase one to one time</li> <li>• Working contract between you and student at risk</li> <li>• Prioritize tasks</li> <li>• Think in concrete terms and provide hands on tasks</li> <li>• Position student near helping peer or have quick access to teacher</li> <li>• Anticipate where needs will be</li> <li>• Break tests down in smaller increments</li> <li>• <a href="#">NJDOE resources</a></li> </ul>	<ul style="list-style-type: none"> <li>• Strategy groups</li> <li>• Teacher conferences</li> <li>• Graphic organizers</li> <li>• <a href="#">Modification plan</a></li> <li>• <a href="#">NJDOE resources</a></li> <li>• Adapt a Strategy-Adjusting strategies for ESL students: <a href="http://www.teachersfirst.com/content/esl/adaptstrat.cfm">http://www.teachersfirst.com/content/esl/adaptstrat.cfm</a></li> </ul>	<ul style="list-style-type: none"> <li>• Tiered Interventions following I&amp;RS framework</li> <li>• I&amp;RS Intervention Bank</li> <li>• Foundations Double-Dose (Tier II)</li> <li>• LLI (Tier III)</li> <li>• FFI Skill Report: DRA On-Line</li> <li>• <a href="#">NJDOE resources</a></li> </ul>	<ul style="list-style-type: none"> <li>• Contents should be modified: abstraction, complexity, variety, organization</li> <li>• Process should be modified: higher order thinking skills, open-ended thinking, discovery</li> <li>• Products should be modified: real world problems, audiences, deadlines, evaluation, transformations</li> <li>• Learning environment should be modified: student-centered learning, independence, openness, complexity, groups varied</li> <li>• Activities aligned with above grade level text using DRA results</li> <li>• Jr. Great Books Library Activities</li> <li>• <a href="#">NJDOE resources</a></li> </ul>

## CROSS CURRICULAR RESOURCES

The Amistad Commission's Literacy components for Primary Grades: <http://njamistadcurriculum.net/>  
 Lessons focused on Language: [http://www.fcrr.org/studentactivities/language\\_k1.htm](http://www.fcrr.org/studentactivities/language_k1.htm)

## Lebanon Borough School Instructional Unit

<b>Content:</b>	English Language Arts	<b>Grade:</b>	6
	<b>Unit Title:</b>	Unit 5: Intolerance and Prejudice/ Challenges and Obstacles	<b>Pacing:</b> 5 weeks

### ESSENTIAL QUESTION

How can intolerance and prejudice affect lives?  
 What makes a strong argument?  
 What constitutes effective research?

### TARGET STANDARDS

ELA NJSLS	Standard
RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
RI.6.7	Integrate information presented in different media or formats (e.g. visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
RI.6.9	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
W. 6.1 (a-e)	Write arguments to support claims with clear reasons and relevant evidence. (see details in items a-e)
W.6.2 (a-f)	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (see details in items a-f)
W.6.6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
W.6.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
SL.6.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
SL.6.2	Interpret information presented in diverse media and formats and explain how it contributes to a topic, text, or issue under study.
SL.6.5	Include multimedia components (e.g. graphics, images, music, sound) and visual displays in presentations to clarify information.
L.6.3	Vary sentence patterns for meaning, reader/listener interest, and style.
L.6.5b	Use the relationship between particular words (e.g. cause/effect, part/whole, item/category) to better understand each of the words.

**INSTRUCTIONAL PROGRESSION**

	<b>Direct Instruction</b>	<b>Evidence of Learning</b>	<b>Tier III Vocabulary</b>
	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Conduct activity using articles and multimedia to provide background knowledge for selected text/novel on prejudice. To address standard fully, use texts with different accounts of an event or period.</li> <li>• Conduct demonstration of one similarity or difference in multiple accounts of an event or period.</li> <li>• Conduct discussion of selected novel's genre (e.g., historic fiction, drama...).</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Based on the student's writing samples from MP2.U4, conduct mini lessons to refine student's essay writing. Lessons should be based on student need. (Example lessons: Perfecting word choice, writing stronger introductions and closings, improving depth of analysis)</li> <li>• Conduct lessons on revising and editing thesis statements to ensure good structure and flow of the overall essay.</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Using graphic organizer or collaborative group work, identify similarities and differences in different accounts of an era.</li> <li>• Compose a written response that displays the similarities and differences of the events occurring during the time period of teacher-selected text.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Teacher-selected activities that allow students to continue to practice skills (e.g., give students model Research Simulation Essays that have weak introductions or conclusions and in groups have students change the introductions using domain-specific vocabulary)</li> <li>• Refine original essays, displaying improvements and skills gained from mini lessons. Students will revise their writing focusing on word use and connotations and denotations.</li> </ul>	<p>Bias</p> <p>Prejudice</p> <p>Intolerance</p> <p>Racism</p> <p>Discrimination</p>
	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Model reading for character development.</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Trace character development in response to intolerance (e.g., emotional timeline,</li> <li>• Complete a written response analyzing how a</li> </ul>	

	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Conduct mini lessons on sentence variety for effect.</li> </ul>	<p>character responds to conflict.</p> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Continue to revise essays, displaying skills learned from mini lessons.</li> </ul>	
	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Explain how the theme of a text can be viewed from different perspectives (e.g., racism, prejudice, perseverance, discrimination, family relationships, growing up, friendship, humor, and grief).</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Conduct mini lesson on reviewing individual paragraphs for topic sentence cohesion.</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Explain at least two interpretations of the teacher-selected text's theme, using evidence to support each interpretation.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Complete final draft of revised essay.</li> </ul>	

**RESOURCES**

Required	Optional	Additional
<p><i>Hatchet</i>, by  <i>When Marian Sang</i>, by  <i>Learning to Swim</i>, by  <i>Juan Verdades: The Man Who Couldn't Tell a Lie</i>, by  <i>Morning Traffic</i>, by</p>	<p>Suggested:  Suggested:  Paired selections  Optional Concept- Based reading selections  Teacher selected text(s) from Grade- Level  Optional Text List  Teacher resources DVD-ROM  <i>Sleuth</i> – Grade level text  Trade book library</p> <p><i>Alan and Naomi</i></p> <p>Teacher-selected text(s) from Grade- Level  Optional Text List</p>	<p>Teaching Tolerance:  <a href="http://www.tolerance.org/">http://www.tolerance.org/</a></p> <p>Graphic organizers for character analysis:  <a href="http://www.greececsd.org/files/filesystem/character%20study.pdf">http://www.greececsd.org/files/filesystem/character%20study.pdf</a></p>

**Technology Infusion:**Learn Zillion: <https://learnzillion.com>Eyewitness to History: <http://www.eyewitnesstohistory.com/>**DIFFERENTIATION**

<b>Special Education</b>	<b>ELL</b>	<b>I&amp;RS</b>	<b>ENRICHMENT</b>
<ul style="list-style-type: none"> <li>• Modifications &amp; accommodations as listed in the student's IEP</li> <li>• Assign a peer to help keep student on task</li> <li>• Modified or reduced assignments</li> <li>• Reduce length of assignment for different mode of delivery</li> <li>• Increase one to one time</li> <li>• Working contract between you and student at risk</li> <li>• Prioritize tasks</li> <li>• Think in concrete terms and provide hands on tasks</li> <li>• Position student near helping peer or have quick access to teacher</li> <li>• Anticipate where needs will be</li> <li>• Break tests down in smaller increments</li> <li>• <a href="#">NJDOE resources</a></li> </ul>	<ul style="list-style-type: none"> <li>• Strategy groups</li> <li>• Teacher conferences</li> <li>• Graphic organizers</li> <li>• <a href="#">Modification plan</a></li> <li>• <a href="#">NJDOE resources</a></li> <li>• Adapt a Strategy-Adjusting strategies for ESL students: <a href="http://www.teachersfirst.com/content/esl/adaptstrat.cfm">http://www.teachersfirst.com/content/esl/adaptstrat.cfm</a></li> </ul>	<ul style="list-style-type: none"> <li>• Tiered Interventions following I&amp;RS framework</li> <li>• I&amp;RS Intervention Bank</li> <li>• Foundations Double-Dose (Tier II)</li> <li>• LLI (Tier III)</li> <li>• FFI Skill Report: DRA On-Line</li> <li>• <a href="#">NJDOE resources</a></li> </ul>	<ul style="list-style-type: none"> <li>• Contents should be modified: abstraction, complexity, variety, organization</li> <li>• Process should be modified: higher order thinking skills, open-ended thinking, discovery</li> <li>• Products should be modified: real world problems, audiences, deadlines, evaluation, transformations</li> <li>• Learning environment should be modified: student-centered learning, independence, openness, complexity, groups varied</li> <li>• Activities aligned with above grade level text using DRA results</li> <li>• Jr. Great Books Library Activities</li> <li>• <a href="#">NJDOE resources</a></li> </ul>

**CROSS CURRICULAR RESOURCES**The Amistad Commission's Literacy components for Primary Grades: <http://njamistadcurriculum.net/>Lessons focused on Language: [http://www.fcrr.org/studentactivities/language\\_k1.htm](http://www.fcrr.org/studentactivities/language_k1.htm)

## Lebanon Borough School Instructional Unit

<b>Content:</b>	English Language Arts	<b>Grade:</b>	6
	<b>Unit Title:</b>	<b>Pacing:</b>	5 Weeks
	Unit 6: Researching Social Issues		

### ESSENTIAL QUESTION

What responsibility do we have to society?  
 What constitutes effective research?  
 How can we communicate ideas appropriately?

### TARGET STANDARDS

ELA NJSLS	Standard
RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI. 6.7	Integrate information presented in different media or formats (e.g. visually, quantitatively,) as well as in words to develop a coherent understanding of a topic or issue.
W.6.6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
W.6.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
W.6.8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
W.6.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
SL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions.
SL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

### INSTRUCTIONAL PROGRESSION

	Direct Instruction	Evidence of Learning	Tier III Vocabulary
	<b>Reading</b> <ul style="list-style-type: none"> <li>Generate a list of social issues with students and guide their selection of a topic to research.</li> <li>Introduce the concept of plagiarism.</li> <li>Review plagiarized pieces and original</li> </ul>	<b>Reading</b> <ul style="list-style-type: none"> <li>Using a graphic organizer, identify the commonalities and differences between an original and plagiarized piece of literature.</li> <li>Identify where plagiarism occurred in a text and offer explanation for how to credit</li> </ul>	Plagiarism  Original  Cite

	<p>texts (ex: Harvard student, Kaavya Viswana</p> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Review the use of graphic organizers to gather, compare, and contrast information for student research project on a social issue.</li> <li>Explain how to cite/give credit to original authors in your own text.</li> </ul>	<p>appropriately original authors.</p> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Complete graphic organizer for research on selected topic.</li> <li>Complete correct works cited entry for sources for selected topic.</li> </ul>	<p>Credit</p>
	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Guide independent research reading and note taking, conducting mini lessons on self-generating questions to further research.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Introduce format and style for MLA within-text citations and works cited.</li> <li>Model examples to illustrate the skill of proper citations.</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Complete graphic organizer for research on selected topic.</li> <li>Locate and analyze sources to build upon initial topic.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Create paragraph illustrating why selected social issue is pertinent.</li> <li>Compose a second paragraph outlining options for eliminating and or lessening the negative effects of the selected issue.</li> <li>Complete outline of research assignment.</li> </ul>	<p>MLA Citation</p>
	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Guide independent research reading and note taking.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Review note-taking to organize the relevant information to be added to their drafted responses.</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Utilize sources in planning and drafting research assignment.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Revise paragraph about social issue's relevance into by adding research and citations.</li> <li>Revise paragraph on how to eliminate and/or lessening the negative effects of this issue by adding research and citations.</li> <li>Complete assignment using proper citations.</li> </ul>	

**RESOURCES**

<b>Required</b>	<b>Optional</b>	<b>Additional</b>
<p><i>Into the Ice: The Story of Arctic Exploration</i>, by  <i>The Chimpanzees I Love</i>, by  <i>Black Frontiers</i>, by  <i>Deep-Sea Danger</i>, by  <i>Inventing the Future</i>, by</p>	<p>Suggested:  Paired selections  Optional Concept- Based reading selections  Teacher selected text(s) from Grade- Level  Optional Text List  Teacher resources DVD-ROM  <i>Sleuth</i> – Grade level text  Trade book library  <i>Alan and Naomi</i></p> <p>Student’s Novel Faces Plagiarism  Controversy:<a href="http://www.thecrimson.com/article/2006/4/23/students-novel-faces-plagiarism-controversy-beditors/">http://www.thecrimson.com/article/2006/4/23/students-novel-faces-plagiarism-controversy-beditors/</a></p> <p>Examples of Similar Passages Between  Viswanathan's Book and McCafferty's Two  Novels:<a href="http://www.thecrimson.com/article/2006/4/23/examples-of-similar-passages-between-viswanathans/">http://www.thecrimson.com/article/2006/4/23/examples-of-similar-passages-between-viswanathans/</a></p> <p>Non-fiction articles that pertain to the  students’ social issue topics.</p> <p>Teacher-selected text(s) from Grade- Level  Optional Text List</p> <p><i>The Watson’s Go To Birmingham</i> by  Christopher Paul Curtis</p>	<p>Purdue Online Writing Lab: Plagiarism  <a href="https://owl.english.purdue.edu/owl/resource/589/2/">https://owl.english.purdue.edu/owl/resource/589/2/</a></p> <p>Plagiarism: What It is and How to Recognize  and Avoid It  <a href="http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml">http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml</a></p> <p>How to paraphrase a source:  <a href="https://writing.wisc.edu/Handbook/QPA_paraphrase2.html">https://writing.wisc.edu/Handbook/QPA_paraphrase2.html</a></p>

**Technology Infusion:**

Learn Zillion: <https://learnzillion.com>  
 Online citation generator: <http://www.easybib.com/>  
 Citation games: <http://library.williams.edu/citing/game/play.php?game=3>  
 eStreet Interactive [www.readingstreet.com](http://www.readingstreet.com)  
 Grammar Jammer  
 Concept Talk Video  
 Background Building Audio CD  
 Envision it! Animations

**DIFFERENTIATION**

Special Education	ELL	I&RS	ENRICHMENT
<ul style="list-style-type: none"> <li>• Modifications &amp; accommodations as listed in the student’s IEP</li> <li>• Assign a peer to help keep student on task</li> <li>• Modified or reduced assignments</li> <li>• Reduce length of assignment for different mode of delivery</li> <li>• Increase one to one time</li> <li>• Working contract between you and student at risk</li> <li>• Prioritize tasks</li> <li>• Think in concrete terms and provide hands on tasks</li> <li>• Position student near helping peer or have quick access to teacher</li> <li>• Anticipate where needs will be</li> <li>• Break tests down in smaller increments</li> <li>• <a href="#">NJDOE resources</a></li> </ul>	<ul style="list-style-type: none"> <li>• Strategy groups</li> <li>• Teacher conferences</li> <li>• Graphic organizers</li> <li>• <a href="#">Modification plan</a></li> <li>• <a href="#">NJDOE resources</a></li> <li>• Adapt a Strategy-Adjusting strategies for ESL students: <a href="http://www.teachersfirst.com/content/esl/adaptstrat.cfm">http://www.teachersfirst.com/content/esl/adaptstrat.cfm</a></li> </ul>	<ul style="list-style-type: none"> <li>• Tiered Interventions following I&amp;RS framework</li> <li>• I&amp;RS Intervention Bank</li> <li>• Foundations Double-Dose (Tier II)</li> <li>• LLI (Tier III)</li> <li>• FFI Skill Report: DRA On-Line</li> <li>• <a href="#">NJDOE resources</a></li> </ul>	<ul style="list-style-type: none"> <li>• Contents should be modified: abstraction, complexity, variety, organization</li> <li>• Process should be modified: higher order thinking skills, open-ended thinking, discovery</li> <li>• Products should be modified: real world problems, audiences, deadlines, evaluation, transformations</li> <li>• Learning environment should be modified: student-centered learning, independence, openness, complexity, groups varied</li> <li>• Activities aligned with above grade level text using DRA results</li> <li>• Jr. Great Books Library Activities</li> <li>• <a href="#">NJDOE resources</a></li> </ul>

**CROSS CURRICULAR RESOURCES**

The Amistad Commission’s Literacy components for Primary Grades: <http://njamistadcurriculum.net/>

Lessons focused on Language: [http://www.fccr.org/studentactivities/language\\_k1.htm](http://www.fccr.org/studentactivities/language_k1.htm)

## Lebanon Borough School Instructional Unit

<b>Content:</b>	English Language Arts	<b>Grade:</b>	6
	<b>Unit Title:</b>	Unit 7: Destiny and Personal Control	<b>Pacing:</b> 5 Weeks

### ESSENTIAL QUESTION

What shapes our future?  
How does creativity benefit us?

### TARGET STANDARDS

ELA NJSL	Standard
RL.6.6	Explain how an author develops the point of view of the narrator or speaker in a text.
RL.6.9	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
RI.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
RI.6.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
W.6.2 (a-f)	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
W.6.3 a-f	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
W6.6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

### INSTRUCTIONAL PROGRESSION

Weekly Plan	Direct Instruction	Evidence of Learning	Tier III Vocabulary
	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Examine teacher-selected excerpts from columns such as NYTIMES "Draft" or videos to begin see how others gather creative ideas.</li> <li>Read teacher-selected mentor texts of both personal essay AND narrative/memoir pieces to introduce the elements of both genres to students.</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Respond (verbally or in written form) to the importance of one selection and its impact on evaluating their personal life stories.</li> <li>Highlight or annotate sample personal essay or memoir for elements common to the genre.</li> </ul>	<p>Memoir</p> <p>Structure</p> <p>Tone</p>

	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Model framework for both personal essay and Narrative/Memoir.</li> <li>• Guide student generation of ideas for chosen creative writing genre/ task. (Memoir/Personal Essay).</li> </ul>	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Construct written response on personal definitions of creativity.</li> <li>• Generate list of ideas for chosen genre.</li> <li>• Gather ideas, select event, and create outline for writing piece.</li> </ul>	
	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Read mentor texts that illustrate powerful openings and show-don't-tell techniques for both Personal Essay and Narrative/Memoir.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Review how to grab the reader's attention with powerful opening.</li> <li>• Review sentence structure to create more descriptive writing (Show-don't-tell).</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Analyze mentor texts techniques for powerful openings and show-don't-tell descriptions.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Draft the opening/introduction to chosen piece of writing utilizing one of the powerful opening techniques studied in mentor text.</li> <li>• Produce a formal essay OR memoir draft with vivid language.</li> </ul>	Show-don't-tell
	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Read teacher-selected samples of published author revisions.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Continue to conduct mini lessons to refine student's essays or memoirs.</li> <li>• Review the different forms of technology that students can use to publish their work (Google Drive, Classrooms, Edmodo).</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Through discussion or a written response, analyze how revisions of authors' works improved original writing.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Revise essays or memoirs, displaying skills learned from the techniques of the published authors and also the mini lessons.</li> <li>• Use technology to complete final three-page piece of writing.</li> </ul>	

RESOURCES		
Required	Optional	Additional
<p><i>The Phantom Tollbooth,</i></p>	<p>Suggested:            Paired selections            Optional Concept- Based reading selections            Teacher selected text(s) from Grade- Level            Optional Text List            Teacher resources DVD-ROM  <i>Sleuth</i> – Grade level text            Trade book library  <i>Marshfield Dreams</i> by Ralph Fletcher    <i>The New York Times</i>, “Draft” column              NPR’s <i>This I Believe</i> personal essays  <a href="http://thisibelieve.org">http://thisibelieve.org</a>              Teacher-selected text(s) from Grade- Level            Optional Text List</p>	<p>Writers on gathering ideas:  <a href="http://indiewritenet.com/writersguide/tag/gathering-ideas/">http://indiewritenet.com/writersguide/tag/gathering-ideas/</a></p>
Technology Infusion		
<p>Online writing forum:  <a href="http://www.teenink.com/">http://www.teenink.com/</a>            eStreet Interactive <a href="http://www.readingstreet.com">www.readingstreet.com</a>            Grammar Jammer            Concept Talk Video            Background Building Audio CD            Envision it! Animations</p>		

**DIFFERENTIATION**

<b>Special Education</b>	<b>ELL</b>	<b>I&amp;RS</b>	<b>ENRICHMENT</b>
<ul style="list-style-type: none"> <li>• Modifications &amp; accommodations as listed in the student's IEP</li> <li>• Assign a peer to help keep student on task</li> <li>• Modified or reduced assignments</li> <li>• Reduce length of assignment for different mode of delivery</li> <li>• Increase one to one time</li> <li>• Working contract between you and student at risk</li> <li>• Prioritize tasks</li> <li>• Think in concrete terms and provide hands on tasks</li> <li>• Position student near helping peer or have quick access to teacher</li> <li>• Anticipate where needs will be</li> </ul>	<ul style="list-style-type: none"> <li>• Strategy groups</li> <li>• Teacher conferences</li> <li>• Graphic organizers</li> <li>• <a href="#">Modification plan</a></li> <li>• <a href="#">NJDOE resources</a></li> <li>• Adapt a Strategy-Adjusting strategies for ESL students: <a href="http://www.teachersfirst.com/content/esl/adaptstrat.cfm">http://www.teachersfirst.com/content/esl/adaptstrat.cfm</a></li> </ul>	<ul style="list-style-type: none"> <li>• Tiered Interventions following I&amp;RS framework</li> <li>• I&amp;RS Intervention Bank</li> <li>• Foundations Double-Dose (Tier II)</li> <li>• LLI (Tier III)</li> <li>• FFI Skill Report: DRA On-Line</li> <li>• <a href="#">NJDOE resources</a></li> </ul>	<ul style="list-style-type: none"> <li>• Contents should be modified: abstraction, complexity, variety, organization</li> <li>• Process should be modified: higher order thinking skills, open-ended thinking, discovery</li> <li>• Products should be modified: real world problems, audiences, deadlines, evaluation, transformations</li> <li>• Learning environment should be modified: student-centered learning, independence, openness, complexity, groups varied</li> <li>• Activities aligned with above grade level text using DRA results</li> <li>• Jr. Great Books Library Activities</li> <li>• <a href="#">NJDOE resources</a></li> </ul>

**CROSS CURRICULAR RESOURCES**

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 Lessons focused on Language: [http://www.fcrr.org/studentactivities/language\\_k1.htm](http://www.fcrr.org/studentactivities/language_k1.htm)

## Lebanon Borough School Instructional Unit

<b>Content:</b>	English Language Arts	<b>Grade:</b>	6
		<b>Unit Title:</b>	Unit 8: Friendship and Acceptance
		<b>Pacing:</b>	5 Weeks

### ESSENTIAL QUESTION

Why do authors use different forms and structures in order to convey meaning?  
 How does word choice enhance the mood and tone of a piece?

### TARGET STANDARDS

ELA NJSLS	Standard
RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone
RL.6.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
SL.6.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
SL.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)
L.6.5 (a-c)	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

### INSTRUCTIONAL PROGRESSION

	Direct Instruction	Evidence of Learning	Tier III Vocabulary
	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Review the process of analyzing texts through a specific lens (e.g. word choice, and connotation).</li> <li>Introduce poetic devices (e.g. stanza, meter, rhyme, figurative language).</li> <li>Read teacher-selected mentor pieces of poetry and present different lenses for each piece of reading (structure, figurative language, enjambment, etc.)</li> <li>Introduce the different forms of poetry (e.g.</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Analyze the poetic devices within poetry.</li> <li>Conduct close reading of poems and explain how particular lines fit the poem’s structure and change meaning.</li> <li>Evaluate how the author’s word choices contribute to the theme or tone of a poem.</li> </ul>	<p>Stanza</p> <p>Meter</p> <p>Rhyme</p> <p>Assonance</p> <p>Consonance</p> <p>Enjambment</p>

	<p>haiku, narrative, acrostic, etc.) through teacher-selected mentor pieces.</p> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Introduce the framework for teacher-selected or self-selected culminating poetry project: writing with different forms of poetry.</li> </ul>	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Draft poems in at least two forms, using a variety of literary devices.</li> </ul>	<p>Caesura</p> <p>Mood</p> <p>Tone</p> <p>Haiku</p>
	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Show live performance poetry to evaluate techniques that bring words to life (e.g., pacing, music, lighting, intonation.)</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Review the revision process.</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Analyze elements of performance poetry (pacing, music, lighting, intonation...).</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Draft and revise poetic pieces with a lens for performance.</li> </ul>	<p>Pacing</p> <p>Intonation</p>
	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Host student performance of poetry.</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Students will present their projects to the class.</li> </ul>	

### RESOURCES

Required	Optional	Additional
<p><i>Walk Two Moons,</i></p>	<p>Suggested:</p> <p>Paired selections</p> <p>Optional Concept- Based reading selections</p> <p>Teacher selected text(s) from Grade- Level</p> <p>Optional Text List</p> <p>Teacher resources DVD-ROM</p> <p><i>Sleuth</i> – Grade level text</p> <p>Trade book library</p> <p>Gary Soto “Ode to Family Photographs”</p> <p>Jim Wayne Miller “Spring Storm”</p> <p>Robert Frost “Nothing Gold Can Stay”</p>	<p>Twitter haiku:</p> <p><a href="http://www.npr.org/templates/story/story.php?storyId=127774103">http://www.npr.org/templates/story/story.php?storyId=127774103</a></p> <p><a href="https://twitter.com/hashtag/haiku">https://twitter.com/hashtag/haiku</a></p> <p>Performance of “Tamara’s Opus”</p> <p><a href="https://www.youtube.com/watch?v=U5BwD8zOeM">https://www.youtube.com/watch?v=U5BwD8zOeM</a></p> <p>Performance of “The Last Mile”</p> <p><a href="https://www.youtube.com/watch?v=Lug_IxFKo8">https://www.youtube.com/watch?v=Lug_IxFKo8</a></p>

	Teacher-selected text(s) from Grade- Level Optional Text List	
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<b>Technology Infusion</b>		
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Audio poetry: <a href="http://www.poetryfoundation.org/">http://www.poetryfoundation.org/</a>		
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NPR Snap Judgment: <a href="http://snapjudgment.org/">http://snapjudgment.org/</a>		
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eStreet Interactive <a href="http://www.readingstreet.com">www.readingstreet.com</a>		
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Grammar Jammer		
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Concept Talk Video		
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Background Building Audio CD		
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Envision it! Animations		
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<b>CROSS CURRICULAR RESOURCES</b>		
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The Amistad Commission's Literacy components for Primary Grades: <a href="http://njamistadcurriculum.net/">http://njamistadcurriculum.net/</a>		
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Lessons focused on Language: <a href="http://www.ferr.org/studentactivities/language_k1.htm">http://www.ferr.org/studentactivities/language_k1.htm</a>		
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## DIFFERENTIATION

Special Education	ELL	I&RS	ENRICHMENT
<ul style="list-style-type: none"> <li>• Modifications &amp; accommodations as listed in the student's IEP</li> <li>• Assign a peer to help keep student on task</li> <li>• Modified or reduced assignments</li> <li>• Reduce length of assignment for different mode of delivery</li> <li>• Increase one to one time</li> <li>• Working contract between you and student at risk</li> <li>• Prioritize tasks</li> <li>• Think in concrete terms and provide hands on tasks</li> <li>• Position student near helping peer or have quick access to teacher</li> <li>• Anticipate where needs will be</li> <li>• Break tests down in smaller increments</li> <li>• <a href="#">NJDOE resources</a></li> </ul>	<ul style="list-style-type: none"> <li>• Strategy groups</li> <li>• Teacher conferences</li> <li>• Graphic organizers</li> <li>• <a href="#">Modification plan</a></li> <li>• <a href="#">NJDOE resources</a></li> <li>• Adapt a Strategy-Adjusting strategies for ESL students: <a href="http://www.teachersfirst.com/content/esl/adaptstrat.cfm">http://www.teachersfirst.com/content/esl/adaptstrat.cfm</a></li> </ul>	<ul style="list-style-type: none"> <li>• Tiered Interventions following I&amp;RS framework</li> <li>• I&amp;RS Intervention Bank</li> <li>• Foundations Double-Dose (Tier II)</li> <li>• LLI (Tier III)</li> <li>• FFI Skill Report: DRA On-Line</li> <li>• <a href="#">NJDOE resources</a></li> <li>• Lit Lab</li> <li>• Read 180</li> <li>• System 44</li> </ul>	<ul style="list-style-type: none"> <li>• Contents should be modified: abstraction, complexity, variety, organization</li> <li>• Process should be modified: higher order thinking skills, open-ended thinking, discovery</li> <li>• Products should be modified: real world problems, audiences, deadlines, evaluation, transformations</li> <li>• Learning environment should be modified: student-centered learning, independence, openness, complexity, groups varied</li> <li>• Activities aligned with above grade level text using DRA results</li> <li>• Jr. Great Books Library Activities</li> <li>• <a href="#">NJDOE resources</a></li> </ul>

## CROSS CURRICULAR RESOURCES

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Lessons focused on Language: [http://www.fcrr.org/studentactivities/language\\_k1.htm](http://www.fcrr.org/studentactivities/language_k1.htm)

## ALIGNMENT TO 21<sup>st</sup> CENTURY SKILLS AND TECHNOLOGY

**21<sup>st</sup> Century/ Interdisciplinary Themes:** Bold all that apply

**Global Awareness**  
**Financial, Economic, Business and Entrepreneurial Literacy**  
**Civic Literacy**  
**Health Literacy**  
**Environmental Literacy**

**21<sup>st</sup> Century Skills:** Bold all that apply

Creativity & Innovation  
**Critical Thinking & Problem Solving**  
**Communication & Collaboration**  
 Media Literacy  
**Information Literacy**  
 Information, Communication & Technology  
 Life & Career Skills

**Technology Infusion**

<b>College and Career Readiness Anchor Standards</b>	<b>Reading</b>	<b>Writing</b>	<b>Language</b>	<b>Other</b>
<p>CCRA.W.6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others</p> <p>CCRA.W.8. Gather relevant information from multiple print and digital sources, assesses the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>CCRA.SL.5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p>		<p>Grade 6 Students</p> <p>W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting</p> <p>W.6.8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p>	<p>Grade 6-8 Students</p> <p>L.6-8.4.c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p>	<p>Smart Board Applications</p> <p>Digital Texts</p> <p>Audio Texts</p>

		<p>others while avoiding plagiarism and following a standard format for citation.</p> <p>Grade 8 Students</p> <p>W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others</p> <p>W.8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>		
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**Evidence of Student Learning**

- Common benchmark
- DRA continuum
- Reading observational records
- Evaluation rubrics
- Self-reflections
- Teacher-student conferences
- Running records
- Students' published pieces
- Unit tests
- Quizzes

### Additional Texts

Various levels of text provided by Raz Kids, Fountas & Pinnell leveled readers and leveled libraries.

### Career Ready Practices

Applicable career options are discussed as they arise throughout the social studies program. Career options include, but are not limited to, the folio career clusters: Agriculture, Food, and Natural Resources Career Cluster; Architecture and Construction Career Cluster; Arts, A/V Technology, **and** "- Communications Career Cluster; Business, Management; and Administration Career Cluster; Education and Training Career Cluster; Finance Career Cluster; Government and Public Administration Career Cluster; Health Science Career Cluster; Human Services Career Cluster; Information Technology Career Cluster; Law, Public Safety, Correction, and Security Career Cluster; Manufacturing Career Cluster; Marketing Career Cluster; Science, Technology, Engineering and Mathematics Career Cluster; Transportation, Distribution, and Logistics Career Cluster.

CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills.

CRP3.. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

## 9.1 Personal Financial Literacy

### 9.1.8.A.1

Explain the meaning and purposes of taxes and tax deductions and why fees for various benefits (e.g., medical benefits) are taken out of pay.

### 9.1.8.A.2

Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income. 9.1.8.B.1

Distinguish among cash, check, credit card, and debit card.

### 9.1.8.B.2

Construct a simple personal savings and spending plan based on various sources of income

### 9.1.8.C.1

Compare and contrast credit cards and debit cards and the advantages and disadvantages of using each. 9.1.8.C.2

Compare and contrast the financial products and services offered by different types of financial institutions. 9.1.8.D.1

Determine how saving contributes to financial well-being. 9.1.8.D.2

Differentiate among various savings tools and how to use them most effectively. 9.1.8.E.1

Explain what it means to be a responsible consumer and the factors to consider when making consumer decisions. 9.1.8.E.2

Identify personal information that should not be disclosed to others and the possible consequences of doing or not doing so. 9.1.8.G.1

Explain why it is important to develop plans for protecting current and future personal assets against loss. 9.1.8.G.2

Determine criteria for deciding the amount of insurance protection needed

## 9.2 Career Awareness, Exploration, and Preparation Content Area: 21<sup>st</sup> Century Life and Careers Strand

### B: Career Exploration Number Standard Statement

9.2.8.B.1 Research careers within the 16 Career Clusters® and determine attributes of career success.

9.2.8.B.2 Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online

## 3rd-6th Grade ELA Assessments

<b>Formative</b>	<b>Summative</b>	<b>Benchmark</b>	<b>Alternative</b>
Observations: language (listening and speaking), writing, application of taught skills.	Reading Street Weekly Tests	Amplify's mCLASS Text Reading Comprehension	Portfolios
Exit slips	NJSLA	DIBELS 8th Ed.	Rubrics
Observation checklists	End-of-unit projects	RAZ Kids Benchmark Assessments	Interviews
Student interviews	Portfolios	Fountas & Pinnell Running Records	Essays
Student work samples		Freckle ELA Benchmark Assessments	Performance tasks
Journals		Orton-Gillingham Benchmark Assessments	Observation
Self-assessments			Exhibitions and demonstrations
Self-reflections			Journals
Peer-to-peer evaluations			Teacher-created tests
Performance tasks			Self and peer evaluation
Seesaw Journal			Seesaw Journal

## SUGGESTED GRADE 6 OPTIONAL TEXT LIST

Grade	Title	AUTHOR	Genre
6	A Step From Heaven	An Na	Multi-cultural Fiction
6	A Wrinkle in Time	Madeleine L'Engle	Science Fiction
6	Adventures of Greek Heroes	Anne M. Wiseman & Mollie McLean	Legends and Myths
6	Alan and Naomi	Myron Levoy	Fiction
6	Alex Rider Stormbreaker	Anthony Horowitz	Fantasy
6	Bearstone	Will Hobbs	Fiction
6	Broken Bridge	Lynne Reid Banks	Historical Fiction
6	Bud, Not Buddy	Christopher Paul Curtis	Historical Fiction
6	Catherine Called Birdy	Karen Cushman	Historical Fiction
6	Chinese Cinderella	Adeline Yen Mah	Nonfiction/Memoir
6	Crocodile Burning	Michael Williams	Fiction
6	Crossing Jordan	Adrian Fogelin	Fiction
6	Devil's Arithmetic	Jane Yolen	Holocaust- Historical
6	Dragon Wings	Laurence Yep	Historical Fiction
6	Esperanza Rising	Pam Munoz Ryan	Realistic Fiction
6	Freak the Mighty	Rodman Philbrick	Fiction
6	Friedrich	Hans Peter Richter	Historical Fiction
6	From the Mixed-Up Files of Mrs. Basil E. Gods, Heroes, & Men of Ancient Greece	E. L. Konigsburg	Mystery
6	Hatchet	Gary Paulsen	Adventure
6	Heaven	Angela Johnson	Realistic Fiction
6	Homeless Bird	Gloria Whelan	Realistic Fiction
6	Homerom Diaries	James Patterson	Fiction
6	Johnny Tremain	Esther Hoskins Forbes	Historical Fiction
6	Journey to Joburg	Beverly Naidoo	Historical Fiction
6	Maximum Ride	James Patterson	Science Fiction
6	Missing May	Cynthia Rylant	Fiction
6	Night John	Gary Paulsen	Historical Fiction
6	No More Dead Dogs	Gordon Korman	Realistic Fiction
6	Number the Stars	Lois Lowry	Historical Fiction
6	Out of Darkness	Russell Freedman	Biography
6	Phantom Tollbooth	Norton Juster	Fantasy
6	Red Scarf Girl	Ji-li Jiang	Autobiography

English Language Arts

6	Redwall	Brian Jacques	Fantasy
6	Roll of Thunder, Hear My Cry	Mildred D. Taylor	Historical Fiction
6	Rosa Parks My Story	Rosa Parks	Autobiography
6	Savvy	Ingrid Law	Fantasy
6	Shabanu	Suzanne Fisher Staples	Realistic Fiction
6	So Long and Thanks for All the Fish	Douglas Adams	Science Fiction
6	Stealing Home	Barry Denenberg	Biography
6	The Big Field	Mike Lupica	Realistic Fiction
6	The Door in the Wall	Marguerite De Angeli	Historical Fiction
6	The Egypt Game	Zilpha Keatley Snyder	Mystery
6	The Forest Wife	Theresa Tomlinson	Historical Fiction
6	The Giver	Lois Lowry	Science Fiction
6	The Lightning Thief	Rick Riordan	Fantasy
6	The Misfits	James Howe	Realistic Fiction
6	The Series of Unfortunate Events	Lemony Snicket	Fiction
6	The Slave Dancer	Paula Fox	Historical Fiction
6	Three Cups of Tea	Sarah Thompson & Greg Mortenson	Biography
6	Toning the Sweep	Angela Johnson	Fiction
6	Transall Saga	Gary Paulsen	Science Fiction
6	True Confessions of Charlotte Doyle	Avi	Fiction- Mystery
6	Under The Persimmon Tree	Suzanne Fisher Staples	Realistic Fiction
6	Waiting for the Rain	Sheila Gordan	Fiction
6	Westing Game	Ellen Raskin	Mystery
6	Yolanda's Genius	Carol Fenner	Realistic Fiction