

English Language Arts - Grade 6

Unit # 1

Unit Title: Who am I?

Pacing: 12 Weeks

Stage 1- Desired Results

Established Goals/NJSLS Standards

Reading Literature

- RL 6.1 Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL 6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RL 6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
- RL 6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
- RL 6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

Reading Informational

- RI 6.1 Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI 6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- RI 6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

Writing

- W.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
 - A. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
 - B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
 - C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
 - D. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
 - E. Provide a conclusion that follows from the narrated experiences or events.
- W.6.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.
- W.6.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking & Listening

- SL 6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
 - A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
 - B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
 - C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
 - D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

Language

- L6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - A. Ensure that pronouns are in the proper case (subjective, objective, possessive).
 - B. Use intensive pronouns (e.g., *myself*, *ourselves*).
 - C. Recognize and correct inappropriate shifts in pronoun number and person.
 - D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
 - E. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
- L6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - A. Interpret figures of speech (e.g., personification) in context.
 - B. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
 - C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy*, *scrimping*, *economical*, *unwasteful*, *thrifty*).

Enduring Understandings <i>Students will understand...</i>	Essential Questions <i>Students will consider...</i>																																				
<ul style="list-style-type: none">Relationships change over time based on characters’ actions and interactions.Relationships are shaped by a person’s perspective.Relationships can change and transform over time or due to a situation or event.Authors use descriptive language to develop real and imagined events.How specific events and evidence can support changes in relationships.The importance of figurative language and how it can influence the reader’s understanding of a text.	<ul style="list-style-type: none">How do relationships develop and change?																																				
Knowledge <i>Students will know...</i>	Vocabulary																																				
<ul style="list-style-type: none">The importance of citing textual evidence to support a claim.Vocabulary and academic language essential to the unit.How to organize and develop story elements to compose a narrative using the writing process: brainstorming, drafting, revising, editing, and publishing.Narratives have story elements including the exposition, rising action, climax, falling action, and resolution.How authors use words to develop characters and story events.	<div>Tier II</div> <table><tr><td>Analyze</td><td>Explain</td><td>Summarize</td><td>Cite</td></tr><tr><td>Describe</td><td>Infer</td><td>Support</td><td>Purpose</td></tr><tr><td>Determine</td><td>Produce</td><td>Purpose</td><td>Chronological</td></tr><tr><td>Compose</td><td>Conclusion</td><td>Elaborate</td><td>Narrate</td></tr><tr><td>Realistic</td><td>Strategy</td><td>Viewpoint</td><td></td></tr></table> <div>Tier III</div> <table><tr><td>Textual Evidence</td><td>Novel</td><td>Climax</td><td>Stanza</td></tr><tr><td>Rising Action</td><td>Oppression</td><td>Narrative</td><td>Rising Action</td></tr><tr><td>Exposition</td><td>Plot</td><td>Falling Action</td><td>Resolution</td></tr><tr><td>Voice</td><td>Figurative Language</td><td>Protgaonist</td><td>Antagonist</td></tr></table>	Analyze	Explain	Summarize	Cite	Describe	Infer	Support	Purpose	Determine	Produce	Purpose	Chronological	Compose	Conclusion	Elaborate	Narrate	Realistic	Strategy	Viewpoint		Textual Evidence	Novel	Climax	Stanza	Rising Action	Oppression	Narrative	Rising Action	Exposition	Plot	Falling Action	Resolution	Voice	Figurative Language	Protgaonist	Antagonist
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Skills													
<i>Students will be able to...</i> <ul style="list-style-type: none"> • Cite textual evidence to support and analyze a text. • Determine the central theme and summarize the text separate of opinion or judgement. • Analyze how a specific sentence, scene, chapter, or stanza relate to the overall development of a theme. • Determine words or phrases as they relate to a text. • Analyze a story and identify the author's point of view or purpose and how it's conveyed in the text. • Analyze story elements and the impact of word choice. • Use correct pronoun cases. • Write a narrative following the writing process including story elements, transition words, and figurative language. • Write over an extended period of time. • Engage effectively in collaborative discussions using speaking and listening skills. 													
21 ST Century/ Interdisciplinary Themes	21 st Century Skills												
<u>Global Awareness</u> Financial, Business, & Entrepreneurial Literacy <u>Civic Literacy</u> Environmental Literacy Health Literacy	<u>Creativity & Innovation</u> <u>Communication & Collaboration</u> <u>Media Literacy</u> <u>Critical Thinking & Problem Solving</u> <u>Information Literacy</u> <u>Information, Communication, & Technology</u> Life & Career Skills												
Stage 2- Assessment Evidence													
<p><i>[A Summative Assessment] includes the opportunity for students to produce one extended project that uses research to address a significant topic, problem, or issue. This entails gathering and integrating relevant information from several additional literary or informational texts in various media or formats on a particular topic or question drawn from one or more texts from the module, taking notes, and categorizing information as well as providing a list of sources. Students can present their findings in a variety of informal and more formal argumentative or explanatory contexts, either in writing or orally. - www.parcconline.org</i></p> <hr/> <p>SUMMATIVE ASSESSMENT:</p> <p><u>Overview:</u> When reading novels, authors provide details about the main character through descriptive sentences, events that directly involve the character, and what other characters think and say about the main character. To show what students know about the main character in a novel that they are reading, they will create a digital scrapbook for that person. The scrapbook must include at minimum:</p> <table> <tr> <td>Cover</td><td>The cover should include the character's name, the title of the book, the author's name, and your name.</td></tr> <tr> <td>Journal Entry #1</td><td>A summary from the main character's perspective.</td></tr> <tr> <td>Pictures/Photographs</td><td>Images that reflect events important to the main character. Include a caption for each that explains why it was included.</td></tr> <tr> <td>Letters</td><td>One letter from the main character to a secondary character about a problem in the story. A second letter for the secondary character's likely response.</td></tr> <tr> <td>Souvenirs/Mementos</td><td>At least three objects that reflect events in the story or important aspects of the main character. Include an explanation for each.</td></tr> <tr> <td>Journal Entry #2</td><td>An entry from the main character's diary that shows growth over time.</td></tr> </table> <p><u>Project Rubric</u></p> <p><u>Website resource:</u> Creative Educator</p>		Cover	The cover should include the character's name, the title of the book, the author's name, and your name.	Journal Entry #1	A summary from the main character's perspective.	Pictures/Photographs	Images that reflect events important to the main character. Include a caption for each that explains why it was included.	Letters	One letter from the main character to a secondary character about a problem in the story. A second letter for the secondary character's likely response.	Souvenirs/Mementos	At least three objects that reflect events in the story or important aspects of the main character. Include an explanation for each.	Journal Entry #2	An entry from the main character's diary that shows growth over time.
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<i>Formative Assessments</i>	<i>Student Self-Assessment</i>	<i>Common Assessments</i>
<ul style="list-style-type: none"> • Pre-assessments • Assessments of literary elements • Assessments of grammar, writing, and vocabulary skills • Daily warm-ups • Response to literature questions • Multiple-choice tests/quizzes for text • compare and contrast organizers • NoRedink.com quizzes/diagnostics • collaborative skills including speaking, listening • Reading response journals • Writer's Notebook • Conferencing • Written responses • Student work samples • Class Discussion 	<ul style="list-style-type: none"> • Kahoot • "Exit Tickets" • Written reflections • Close Reading reflections • Reading response journals • Reflection on learning scale • Reflection on rubric 	<ul style="list-style-type: none"> • Narrative writing piece • Summative Assessment • <i>Linkit!</i> Benchmark Assessment • <i>Reading Inventory</i>

Stage 3- Learning Plan

Suggested Learning Activities

Word Study: Lesson 1-6

Reading:

- "All About Me" poetry activity
- Additional reading: "Something Strange in Oklahoma"
- Allow students to explore related topics, research, and present their findings to the class
- Conduct literature circles with each student having a specific role (Researcher, Summarizer, Predictor, Explainer)
- Allow students to work in stations to read stories of their choice
- Students select a story to read within their independent level and identify narrative story components
- Provide students with project options for book reviews
- Have students create a digital book trailer to their favorite story
- Encourage students to read to a sibling or parent at home and discuss the plot elements

Writing/Grammar:

- Students write a narrative as a class (one student building upon another's sentence)
- Analyze Taylor Swift's song "Ours"
- Play games to review key concepts such as figurative language, pronouns, and the elements of stories
- Watch "Cat in the Hat" short story and have students plot story elements
- Have students retell a story of their choice from multiple perspectives
- Emotion writing with "The Jacket"
- Allow students to peer review each other's narratives
- Practice scoring narratives together as a class using a common rubric
- Students research a topic and debate their findings

Resources/Instructional Materials ***(articles, novels, websites, books, magazines, art, media)***

Poetry:

- “Life Doesn’t Frighten Me” by Maya Angelou
- “On Turning Ten” by Billy Collins

Short Stories:

- “Eleven” by Sandra Cisneros
- “Something Strange in Oklahoma”
- “A Secret Civil War Soldier”
- “The Red Guard” Ji Li Jiang

Novels:

- Walk Two Moons by Sharon Creech (Lexile 770)
- Maniac Magee by Jerry Spinelli (Lexile 820)

Informational Texts

- “What Happens When Freedom Vanishes” (Memoir) by Ji-li Jiang
- “The Jacket” by Gary Soto

Technology Resources

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|--|---|---|--|---|
| <ul style="list-style-type: none"> • “Life Doesn’t Frighten Me”
https://www.youtube.com/watch?v=89dLNzEhIz4 | <ul style="list-style-type: none"> • Google LitTrip-Walk Two Moons | <ul style="list-style-type: none"> • Quizlet | <ul style="list-style-type: none"> • “Ours” lyrics (pronoun introduction) | <ul style="list-style-type: none"> • http://creativeeducator.tech4learning.com/v09/lessons/Character_Scrapbook |
| <ul style="list-style-type: none"> • “On Turning Ten”
https://www.youtube.com/watch?v=ahdMvjgdlSk | <ul style="list-style-type: none"> • Google Classroom | <ul style="list-style-type: none"> • Brain Pop | <ul style="list-style-type: none"> • Kahoot! | <ul style="list-style-type: none"> • NoRedink.com |

Accommodations & Modifications ***for Spec. Ed., ELL, GT, & At Risk Students***

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|---|---|--|
| <ul style="list-style-type: none"> • Allow oral responses • Allow verbalization before writing • Use audio materials when necessary • Modify homework assignments • Read tests aloud • Provide math manipulatives as necessary • Restate, reword, clarify directions • Re-teach concepts using small groups • Provide educational “breaks” as necessary • Expanding time for free reading • Chunking Content | <ul style="list-style-type: none"> • Use mnemonic devices • Provide a cueing system • Untimed and/or extended test taking time • Shorten assignments to focus on mastery concept • Leveled Reading Materials • Acronyms • Graphic Organizers • Notes Provided • Check agenda book for parent(s) communication • Read directions aloud | <ul style="list-style-type: none"> • Assignment, Project, and Assessment Modification Based on Individual Student Needs • Speech to Text/Text to Speech Features in Google Apps • Technology assisted instruction • Preferential seating utilized • Redirect student(s) as necessary • Student choice for project or approach to assignment • Inquiry-Based Learning • Genius Hour |
|---|---|--|

Adapted from: Wiggins, Grant and J. McTighe. (1998). *Understanding by Design*. Association for Supervision and Curriculum Development

English Language Arts - Grade 6

Unit # 2

Unit Title: America, the Melting Pot

Pacing: 12 Weeks

Stage 1- Desired Results

Established Goals/NJSLS Standards

Reading Literature

- RL.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RL.6.3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
- RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
- RL.6.5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
- RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.

Reading Informational

- RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- RI.6.6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
- RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

Writing

- W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
 - A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.
 - B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
 - C. Use appropriate transitions to clarify the relationships among ideas and concepts.
 - D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - E. Establish and maintain a formal/academic style, approach, and form.
 - F. Provide a concluding statement or section that follows from the information or explanation presented.

Writing

- W.6.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.
- W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- W.6.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking & Listening

- SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
 - A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
 - B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
 - C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
 - D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- SL.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).

Language

- L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - A. Ensure that pronouns are in the proper case (subjective, objective, possessive).
 - B. Use intensive pronouns (e.g., *myself*, *ourselves*).
 - C. Recognize and correct inappropriate shifts in pronoun number and person.
 - D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
 - E. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
- L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - A. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
 - B. Spell correctly.
- L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - A. Interpret figures of speech (e.g., personification) in context.
- a. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
- b. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy*, *scrimping*, *economical*, *unwasteful*, *thrifty*).

Enduring Understandings <i>Students will understand...</i>	Essential Questions <i>Students will consider...</i>																																								
<ul style="list-style-type: none">America is a place where people from all over the world come to build a better life.Diversity allows others to learn about people who may be different from themselves.Diversity can assists nations in advancing technologically.Culture is made of several different components and people play an essential role in creating a nation’s culture.	<ul style="list-style-type: none">How do different cultures help make America unique?How do different cultures give America an advantage in the world of technology and innovation?																																								
Knowledge <i>Students will know...</i>	Vocabulary																																								
<ul style="list-style-type: none">How people from different cultures adjust to their new surroundings.The reasons why someone may choose to or not to assimilate to a new culture.Vocabulary and academic language essential to the unit.How to research and apply information to their writing using the writing process: brainstorming, drafting, revising, editing, and publishing.The significance of word choice and how it can help construct the reader’s understanding of a topic.How to use a graphic organizer to assists them in the writing process.Informational content can be applied to creative writing (poetry).	<div>Tier II</div> <table><tr><td>Explain</td><td>Research</td><td>Evidence</td><td>Support</td></tr><tr><td>Present</td><td>Determine</td><td>Purpose</td><td>Integrate</td></tr><tr><td>Compare</td><td>Contrast</td><td>Conclusion</td><td>Analyze</td></tr><tr><td>Thesis</td><td>Adapt</td><td>Appriropate</td><td>Culture</td></tr><tr><td>Perspective</td><td></td><td></td><td></td></tr></table> <div>Tier III</div> <table><tr><td>Text Structure</td><td>Revise</td><td>Edit</td><td>Poetry</td></tr><tr><td>Purpose</td><td>Diversity</td><td>Immigration</td><td>Assimilate</td></tr><tr><td>Metaphor</td><td>Simile</td><td>Repetition for Effect</td><td>Stanza</td></tr><tr><td>Rhyme</td><td>Rhyme Scheme</td><td>Point of View</td><td>Voice</td></tr><tr><td>Word Choice</td><td></td><td></td><td></td></tr></table>	Explain	Research	Evidence	Support	Present	Determine	Purpose	Integrate	Compare	Contrast	Conclusion	Analyze	Thesis	Adapt	Appriropate	Culture	Perspective				Text Structure	Revise	Edit	Poetry	Purpose	Diversity	Immigration	Assimilate	Metaphor	Simile	Repetition for Effect	Stanza	Rhyme	Rhyme Scheme	Point of View	Voice	Word Choice			
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Skills <i>Students will be able to...</i>																																									
<ul style="list-style-type: none">Identify how an author develops the point of view of the narrator or speaker in a text.Explain how an author develops point of view using plot development, characterization, and word choice.Evaluate multiple texts and compare and contrasts the information provided.Cite textual evidence to support and analyze a text.Determine the central theme and summarize the text separate of opinion or judgement.Analyze how a specific sentence, scene, chapter, or stanza relate to the overall development of a theme.Determine words or phrases as they relate to a text.																																									

Skills Continued

Students will be able to...

- Analyze a story and identify the author's point of view or purpose and how it's conveyed in the text.
- Analyze story elements and the impact of word choice.
- Use correct pronoun cases.
- Write informationally using relevant ideas, topics, appropriate text structure, and for a specific audience.
- Conduct short research projects to respond to a question.
- Write over an extended period of time.
- Engage effectively in collaborative discussions using speaking and listening skills.
- Present findings and claims logically using descriptions, details, facts, and evidence.
- Use correct pronoun cases, punctuation, and spelling.
- Research a topic and organize relevant information using appropriate transitions while maintaining a formal style of writing.

21ST Century/ Interdisciplinary Themes

Global Awareness

Financial, Business, & Entrepreneurial Literacy

Civic Literacy

Environmental Literacy

Health Literacy

21st Century Skills

Creativity & Innovation

Communication & Collaboration

Media Literacy

Critical Thinking & Problem Solving

Information Literacy

Information, Communication, & Technology

Life & Career Skills

Stage 2- Assessment Evidence

[A Summative Assessment] includes the opportunity for students to produce one extended project that uses research to address a significant topic, problem, or issue. This entails gathering and integrating relevant information from several additional literary or informational texts in various media or formats on a particular topic or question drawn from one or more texts from the module, taking notes, and categorizing information as well as providing a list of sources. Students can present their findings in a variety of informal and more formal argumentative or explanatory contexts, either in writing or orally. - www.parcconline.org

SUMMATIVE ASSESSMENT:

Overview: Two-voice Poem: A two-voice poem is a poem written in two columns, where two different points of view/perspectives are explored, in a dialogue format. The purpose of a two-voice poem is to show the different perspectives as well as the similarities of two sides. These poems are meant to be read out loud, in pairs, where the voices alternate/take turns to show the different perspectives and speak in unison to show the similarities.

Project: Compose a two-voice poem representing the perspectives of two immigrants. Your poem will reflect your understanding of informational text, text structure, voice, point of view, and the impact of culture. Process:

- One partner will write/speak as an immigrant from one country and one from another.
- Research information about their culture, background, and where they are from.
- You will both speak the lines that represent the similarities between the two; these lines should be feelings, emotions, actions, facts, etc. that would make sense for both sides to feel/say.
- Your poem must contain a minimum of 2 lines of dialogue and 1 line of dialogue in common in each section and an explanation of why the common dialogue is appropriate for both characters

Project Rubric

Resources:

- Graphic organizer: <https://drive.google.com/file/d/0ByVsunoWLgZ1dHhYV2lhVZjeVE/view?ts=5888bde8>
- [Two Voice Poem Example](#)

<i>Formative Assessments</i>	<i>Student Self-Assessment</i>	<i>Common Assessments</i>
<ul style="list-style-type: none"> ● Pre-assessments ● Assessments of grammar, writing, literary element, and vocabulary skills ● Daily warm-ups ● Collaborative skills including speaking, listening ● Reading response journals ● Writer's Notebook ● Conferencing ● Written responses ● Student work samples ● Class Discussion ● Multiple choice/open-ended tests and quizzes ● Graphic organizers 	<ul style="list-style-type: none"> ● Reading response journals ● Student reflections on learning scale ● Student reflections or rubrics ● Kahoot! ● "Exit Tickets" ● Reflections ● Quizlet 	<ul style="list-style-type: none"> ● Compare/Contrast Essay ● Summative Assessment ● <i>Linkit!</i> Benchmark Assessment ● <i>Reading Inventory</i>

Stage 3- Learning Plan

Suggested Learning Activities

Word Study: Lessons 7-13

Reading

- Review games of figurative language
- Extension read or watch the "I have a dream" speech
- Read packet on historical text
- Review primary and secondary sources
- Compare themes, characters, setting packet
- Conduct literature circles with each student having a specific role (Researcher, Summarizer, Predictor, Explainer)
- Allow students to work in stations to read stories of their choice

Writing/Grammar

- Write a poem/poetry cut-out
- Magnetic poetry activity
- Review and score explanatory samples
- Write expository essay (Favorite Season)
- Edit, revise, publish pieces
- Allow students to select a topic of their choice and research the topic
- Activities to review sensory details
- Show don't tell activities (paper bag creative writing activity)
- Hooks
- Enrich vocabulary
- Write another expository (based on topics being read)
- Write a compare and contrast essay on the articles, "Immigration" and "Coming to the U.S."
- Write how "Escape from War" and "Always" both show hope
- Compare and contrast "The Life Story of Polish Sweatshop Girl" and "A Wave of Immigration"
- Play games to review Compound and Complex Sentences
- Practice synthesizing material through a Research Simulation

Resources/Instructional Materials
(articles, novels, websites, books, magazines, art, media)

Poetry:

- “The 1st” by Lucille Clifton
- “Because I Dared” by Iris Elizabeth Sankey-Lewis
- “Always” (Scholastic October and November 2016)

Short Stories:

- “The Circuit” by Francisco Jimenez

Novels:

- *Under The Same Sky* Cynthia Defelice (Lexile 750)

Informational Texts

- “Immigration” by ReadWorks.org
- “Escape from War” (Scholastic October and November 2016)
- “A Wave of Immigration: The Late 1800s in the United States” (Historical Texts Common Core Performance Coach)
- “The Life Story of a Polish Sweatshop Girl” (Historical Texts Common Core Performance Coach)
- “Abd al-Rahman Ibrahima, from Now is Your Time!” By Walter Dean Myers
- Immigration Stories of Yesterday and Today-Scholastic <http://teacher.scholastic.com/activities/immigration/>

Technology Resources

- | | | | | |
|--------------------|------------------------|-------------|-----------|-----------------------------|
| ● Google Classroom | ● PARCC Practice Tests | ● ReadWorks | ● NewsELA | ● EReading |
| ● Kahoot! | ● Google Apps | ● Quizlet | ● Youtube | ● Teacher’s Activity A Book |
| ● Noredink | | | | |

Accommodations & Modifications
for Spec. Ed., ELL, GT, & At Risk Students

- | | | |
|---|---|---|
| <ul style="list-style-type: none"> ● Allow oral responses ● Allow verbalization before writing ● Use audio materials when necessary ● Modify homework assignments ● Read tests aloud ● Provide math manipulatives as necessary ● Restate, reword, clarify directions ● Re-teach concepts using small groups ● Provide educational “breaks” as necessary ● Expanding time for free reading ● Chunking Content | <ul style="list-style-type: none"> ● Use mnemonic devices ● Provide a cueing system ● Untimed and/or extended test taking time ● Shorten assignments to focus on mastery concept ● Leveled Reading Materials ● Acronyms ● Graphic Organizers ● Notes Provided ● Check agenda book for parent(s) communication ● Read directions aloud | <ul style="list-style-type: none"> ● Assignment, Project, and Assessment Modification Based on Individual Student Needs ● Speech to Text/Text to Speech Features in Google Apps ● Technology assisted instruction ● Preferential seating utilized ● Redirect student(s) as necessary ● Student choice for project or approach to assignment ● Inquiry-Based Learning ● Genius Hour |
|---|---|---|

English Language Arts - Grade 6

Unit # 3

Title: A Time for Justice

Pacing: 12 Weeks

Stage 1- Desired Results

Established Goals/NJSLS Standards

Reading Literature

- RL.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RL.6.3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
- RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
- RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.
- RL.6.7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.
- RL.6.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

Reading Informational

- RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- 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 issues.
- RI.6.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

Writing

- W.6.1. Write arguments to support claims with clear reasons and relevant evidence.
 - A. Introduce claim(s) and organize the reasons and evidence clearly.
 - B. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
 - C. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
 - D. Establish and maintain a formal/academic style, approach, and form.
 - E. Provide a concluding statement or section that follows from the argument presented.

Writing

- W.6.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.
- W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- W.6.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking & Listening

- SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
 - A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
 - B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
 - C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
 - D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
- SL.6.3. Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
- SL.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).

Language

- L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - A. Ensure that pronouns are in the proper case (subjective, objective, possessive).
 - B. Use intensive pronouns (e.g., *myself*, *ourselves*).
 - C. Recognize and correct inappropriate shifts in pronoun number and person.
 - D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
 - E. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
- L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - A. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
 - B. Spell correctly.
- L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - A. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
 - B. Maintain consistency in style and tone.

Language Continued

- L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
 - A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
 - B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience*, *auditory*, *audible*).
 - 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.
 - D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - A. Interpret figures of speech (e.g., personification) in context.
 - B. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
 - C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy*, *scrimping*, *economical*, *unwasteful*, *thrifty*).

Enduring Understandings <i>Students will understand...</i>	Essential Questions <i>Students will consider...</i>																																
<ul style="list-style-type: none">● Strong individual voices impact society and cultural change.● Literary devices can affect the reader’s understanding of characters and their choices.● Authors select word deliberately to evoke specific emotions.● Authors include telling details to help the reader construct meaning and to give historical background that may influence the story.● Individuals throughout time have influenced change and culture in America.● Students can be activists and influence change both in their schools and globally.	<ul style="list-style-type: none">● How do individual voices/opinions impact society and cultural change?● How does the writer’s choice of literary devices affect the character and reader?																																
Knowledge <i>Students will know...</i>	Vocabulary																																
<ul style="list-style-type: none">● How a story's or drama’s plot affects the overall resolution● Vocabulary and academic language essential to the unit● How to support claims in an argumentative piece using relevant evidence using the writing process: brainstorming, drafting, revising, editing, and publishing.● How to research information and produce a coherent form of writing.	<div>Tier II</div> <table><tr><td>Diversity</td><td>Evidence</td><td>Revise</td><td>Discriminate</td></tr><tr><td>Series</td><td>Claim</td><td>Compare</td><td>Contrast</td></tr><tr><td>Thesis</td><td>Analyze</td><td>Argument</td><td>Support</td></tr><tr><td>Citizen</td><td></td><td></td><td></td></tr></table> <div>Tier III</div> <table><tr><td>Justice</td><td>Rhyme</td><td>Stanza</td><td>Setting</td></tr><tr><td>Prejudice</td><td>Theme</td><td>Syntax</td><td>Opinion Writing</td></tr><tr><td>Tolerance</td><td>Rhyme Scheme</td><td>Metaphor</td><td>Simile</td></tr><tr><td>Symbolism</td><td></td><td></td><td></td></tr></table>	Diversity	Evidence	Revise	Discriminate	Series	Claim	Compare	Contrast	Thesis	Analyze	Argument	Support	Citizen				Justice	Rhyme	Stanza	Setting	Prejudice	Theme	Syntax	Opinion Writing	Tolerance	Rhyme Scheme	Metaphor	Simile	Symbolism			
Diversity	Evidence	Revise	Discriminate																														
Series	Claim	Compare	Contrast																														
Thesis	Analyze	Argument	Support																														
Citizen																																	
Justice	Rhyme	Stanza	Setting																														
Prejudice	Theme	Syntax	Opinion Writing																														
Tolerance	Rhyme Scheme	Metaphor	Simile																														
Symbolism																																	
Skills <i>Students will be able to...</i>																																	
<ul style="list-style-type: none">● Cite textual evidence and make relevant connections to support analysis of what the text say.● Describe how a particular story’s or drama’s plot unfolds in a series of episodes.● Understand how the characters respond or change as the plot moves towards a resolution● Demonstrate understandings of figurative language, word relationships, and nuances in word meanings.● Write arguments to support claims with clear reasons and relevant evidence using the writing process● Evaluate multiple texts and compare and contrasts the information provided.																																	

Skills Continued

Students will be able to...

- Determine the central idea throughout a text and summarize the text separate of opinion or judgement.
- Use correct pronoun cases.
- Write informationally using relevant ideas, topics, appropriate text structure, and for a specific audience.
- Conduct short research projects to respond to a question.
- Write over an extended period of time.
- Engage effectively in collaborative discussions using speaking and listening skills.
- Present findings and claims logically using descriptions, details, facts, and evidence.
- Use correct pronoun cases, punctuation, and spelling.
- Research a topic and organize relevant information using appropriate transitions while maintaining a formal style of writing.

21ST Century/ Interdisciplinary Themes

Global Awareness

Financial, Business, & Entrepreneurial Literacy

Civic Literacy

Environmental Literacy

Health Literacy

21st Century Skills

Creativity & Innovation

Communication & Collaboration

Media Literacy

Critical Thinking & Problem Solving

Information Literacy

Information, Communication, & Technology

Life & Career Skills

Stage 2- Assessment Evidence

[A Summative Assessment] includes the opportunity for students to produce one extended project that uses research to address a significant topic, problem, or issue. This entails gathering and integrating relevant information from several additional literary or informational texts in various media or formats on a particular topic or question drawn from one or more texts from the module, taking notes, and categorizing information as well as providing a list of sources. Students can present their findings in a variety of informal and more formal argumentative or explanatory contexts, either in writing or orally. - www.parcconline.org

SUMMATIVE ASSESSMENT:

Overview: Reflect on Unit III and pick a soundtrack based on the themes and facts of the unit. Your CD cover should reflect your soundtrack. Explain in writing why you selected each song and the symbolic choices on your CD cover.

[Project Rubric](#)

<i>Formative Assessments</i>	<i>Student Self-Assessment</i>	<i>Common Assessments</i>
<ul style="list-style-type: none"> • Pre-assessments • Assessments of grammar, writing, literary elements, and vocabulary skills • Daily Warm-ups • Collaborative skills including speaking, listening • Reading response journals • Writer's Notebook • Conferencing • Writing responses • Student work samples • Class Discussion 	<ul style="list-style-type: none"> • Writer's Notebook revisions and checklists • Close reading reflections and post-it notes • Reading response journals • Student reflections on learning scale or rubrics 	<ul style="list-style-type: none"> • Writing piece: Argumentative Essay • Summative Assessment • <i>Linkit!</i> Benchmark Assessment • <i>Reading Inventory</i>

Stage 3- Learning Plan

Suggested Learning Activities

Word Study: Lessons 14-19

Reading:

- Activities that help reinforce text structure such as cause and effect; sequence of events; problem/solution
- Form a debate from the two articles: "Foreign Language Classes Should Not Be Required" and "Students Benefit from Foreign Language Classes"
- Distinguish between major and minor details in text
- Annotate the text to identify critical skills such as identifying a text's central theme
- Have students act out plays to develop a stronger understanding of the elements of drama
- Have students compete to see who can come up with the most idioms
- Watch *The Watsons Go to Birmingham* movie and compare it to the book
- Have students teach the class their favorite form of figurative language
- Reinforce context clues through reading activities
- Play Bingo to reinforce meanings behind figurative language

Writing:

- Give an overview of persuasive writing and focus on "fact" or "opinion" through true/false games
- Have students compose an argumentative essay on the articles, "Foreign Language Classes Should Not Be Required" and "Students Benefit from Foreign Language Classes"
- Write a letter to a character from *The Watsons Go to Birmingham*
- Compare and contrast "Mother to Son" and "Thank You Ma'm"
- Have students create their own plays and perform them for the class
- Have students work collaboratively to identify a research question and present their findings to the class
- Have students identify a cause they are passionate about and investigate ways to be an active change agent
- Have students write to local congressman to teach authentic argumentative writing

Resources/Instructional Materials
(articles, novels, websites, books, magazines, art, media)

Novels

- [The Watsons Go to Birmingham](#) Christopher Paul Curtis (Lexile 1010)
- [Al Capone Does My Shirts](#)

Poetry

- “I, Too” Langston Hughes
- “Harlem (A Dream Deferred)” Langston Hughes
- “Negro Speaks of Rivers” Langston Hughes

Short Stories

- “Thank You, Ma’am” Langston Hughes
- [“Malala the Powerful”](#) by Kristin Lewis

Drama

- “The Boy Comes Home: A Comedy in One Act” by A.A. Milne (Performance Coach)
- “How the Peacock Got His Tail” (Performance Coach)
- “The Prince and the Pauper” by Mark Twain

Informational Texts:

- “City Rights on a City Bus” ReadWorks
- “Fetching Water” ReadWorks
- “Should Kids be Paid for Doing Chores” Scholastic February 2016
- “Why Should Posting Calorie Information be Required” (Performance Coach)
- “Labeling Rules Still in the Works” (Performance Coach)

Teacher Resources

- “I Wanna Iguana”
- “Hey Little Ant”

Technology Resources

- | | | | | |
|-----------|--------------------|-------------|-------------|-------------------|
| ● NewsELA | ● Google Apps | ● Quizlet | ● ReadWorks | ● A Better Lesson |
| ● YouTube | ● Google Classroom | ● Brain Pop | ● Kahoot! | ● NoRedink.com |

Accommodations & Modifications
for Spec. Ed., ELL, GT, & At Risk Students

- | | | |
|---|---|--|
| <ul style="list-style-type: none"> ● Allow oral responses ● Allow verbalization before writing ● Use audio materials when necessary ● Modify homework assignments ● Read tests aloud ● Provide math manipulatives as necessary ● Restate, reword, clarify directions ● Re-teach concepts using small groups ● Provide educational “breaks” as necessary ● Expanding time for free reading ● Chunking Content | <ul style="list-style-type: none"> ● Use mnemonic devices ● Provide a cueing system ● Untimed and/or extended test taking time ● Shorten assignments to focus on mastery concept ● Leveled Reading Materials ● Acronyms ● Graphic Organizers ● Notes Provided ● Check agenda book for parent(s) communication ● Read directions aloud | <ul style="list-style-type: none"> ● Assignment, Project, and Assessment Modification Based on Individual Student Needs ● Speech to Text/Text to Speech Features in Google Apps ● Technology assisted instruction ● Preferential seating utilized ● Redirect student(s) as necessary ● Student choice for project or approach to assignment ● Inquiry-Based Learning ● Genius Hour |
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English Language Arts - Grade 6

Unit # 4

Title: Finding One's Voice

Pacing: 12 Weeks

Stage 1- Desired Results

Established Goals/NJSLS Standards

Reading Literature

- RL.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.6.7. 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, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
- RL.6.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

Reading Informational

- RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.6.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
- RI.6.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

Writing

- W.6.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- 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.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - A. Apply *grade 6 Reading standards* to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).
 - B. Apply *grade 6 Reading standards* to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).
- W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- W.6.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking & Listening

- SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
- SL.6.3. Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
- SL.6.5. 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.

Language

- L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
 - A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
 - B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience*, *auditory*, *audible*).
 - 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.
 - D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- L.6.6. 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.

Enduring Understandings <i>Students will understand...</i>	Essential Questions <i>Students will consider...</i>																												
<ul style="list-style-type: none">Words and actions can impact how other people view and individual.Researching is an ongoing process that adjusts as you develop new questions.	<ul style="list-style-type: none">What influences our identity?																												
Knowledge <i>Students will know...</i>	Vocabulary																												
<ul style="list-style-type: none">Vocabulary and academic language essential to the unit.How to research and write for a purpose.How different forms of media impact how a person is viewed.	<div>Tier II</div> <table><tr><td>Debate</td><td>Elaborate</td><td>Demonstrate</td><td>Determine</td></tr><tr><td>Task</td><td>Diverse</td><td>Clarify</td><td>Adapt</td></tr><tr><td>Conduct</td><td>Conclusion</td><td>Cast</td><td>Declare</td></tr><tr><td>Anticipate</td><td>Hypothesis</td><td>Origin</td><td>History</td></tr></table> <div>Tier III</div> <table><tr><td>Biography</td><td>Stage Directions</td><td>Thesis</td><td>Autobiography</td></tr><tr><td>Speech</td><td>Drama</td><td>Introduction</td><td>Media</td></tr><tr><td>Inflection</td><td></td><td></td><td></td></tr></table>	Debate	Elaborate	Demonstrate	Determine	Task	Diverse	Clarify	Adapt	Conduct	Conclusion	Cast	Declare	Anticipate	Hypothesis	Origin	History	Biography	Stage Directions	Thesis	Autobiography	Speech	Drama	Introduction	Media	Inflection			
Debate	Elaborate	Demonstrate	Determine																										
Task	Diverse	Clarify	Adapt																										
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Biography	Stage Directions	Thesis	Autobiography																										
Speech	Drama	Introduction	Media																										
Inflection																													
Skills <i>Students will be able to...</i>																													
<ul style="list-style-type: none">Draw inferences from the text and make relevant connections.Compare and contrast an autobiography and a media source.Compare and contrast paired texts.Conduct short research assignments.Present information using diverse media components.Describe how a particular story’s or drama’s plot unfolds in a series of episodes.Understand how the characters respond or change as the plot moves towards a resolutionEvaluate multiple texts and compare and contrasts the information provided.Use correct pronoun cases.Write informationally using relevant ideas, topics, appropriate text structure, and for a specific audience.Conduct short research projects to respond to a question.Write over an extended period of time.Engage effectively in collaborative discussions using speaking and listening skills.																													

Skills Continued <i>Students will be able to...</i>	
<ul style="list-style-type: none"> ● Present findings and claims logically using descriptions, details, facts, and evidence. ● Use correct pronoun cases, punctuation, and spelling. ● Determine or clarify the meaning of unknown or multiple meaning words. ● Research a topic and organize relevant information using appropriate transitions while maintaining a formal style of writing. 	
21 ST Century/ Interdisciplinary Themes	21 st Century Skills
<u>Global Awareness</u> Financial, Business, & Entrepreneurial Literacy Civic Literacy Environmental Literacy Health Literacy	<u>Creativity & Innovation</u> <u>Communication & Collaboration</u> <u>Media Literacy</u> <u>Critical Thinking & Problem Solving</u> <u>Information Literacy</u> <u>Information, Communication, & Technology</u> Life & Career Skills
Stage 2- Assessment Evidence	
<p><i>[A Summative Assessment] includes the opportunity for students to produce one extended project that uses research to address a significant topic, problem, or issue. This entails gathering and integrating relevant information from several additional literary or informational texts in various media or formats on a particular topic or question drawn from one or more texts from the module, taking notes, and categorizing information as well as providing a list of sources. Students can present their findings in a variety of informal and more formal argumentative or explanatory contexts, either in writing or orally. - www.parcconline.org</i></p>	
SUMMATIVE ASSESSMENT:	
<p><u>Overview:</u> Students will read nonfiction books, encyclopedia articles, and websites on their subject and use these reference sources to collect information. They should locate information concerning their subject's date of birth, childhood, family, education, accomplishments, adult life, and date of death, which they record on the biography research outline. (this part is done at school). Students will use the information from their research reports to write a 1 minute speech. They will be speaking as if they were this person so their statements will be “I” statements. Follow the same format as the outline to help plan the speech. The final culminating presentation will result in a Living Wax Museum.</p>	
<p><u>Project steps:</u></p> <ul style="list-style-type: none"> ● Choose a famous person. ● Use research notes to record information. ● Write a 1 minute speech based on your notes ● Dress in costume to portray your subject, including the use of a prop. This costume should accurately convey information about the subject and the time period in which they lived. ● Construct a poster with their person’s name and pictures. 	
<p><u>Project Rubric</u></p>	
<p><u>Resource:</u> <u>Guidelines for Notes</u></p>	

<i>Formative Assessments</i>	<i>Student Self-Assessment</i>	<i>Common Assessments</i>
<ul style="list-style-type: none"> ● Pre-assessments ● Assessments of literary elements, grammar, writing, and vocabulary skills ● Daily Warm-ups ● Collaborative skills including speaking, listening ● Reading response journals ● Writer's Notebook ● Conferencing ● Writing responses ● Student work samples ● Class Discussion 	<ul style="list-style-type: none"> ● Writer's Notebook revisions and checklists ● Close reading reflections and post-it notes ● Reading response journals ● Reflections on learning scale ● Reflections on rubrics 	<ul style="list-style-type: none"> ● Writing piece: Research Writing ● EYO Benchmark ● Summative Assessment ● <i>Linkit!</i> Benchmark Assessment ● <i>Reading Inventory</i>

Stage 3- Learning Plan

Suggested Learning Activities

Word Study: Lessons 20-25

Reading:

- Work in literature circles to review reading comprehension skills
- Read the play, "Jason and the Golden Fleece"
- Students develop a research question about the topic of study and present to the class their findings
- Read Helen Keller's The Story of My Life
- Watch the movie The Story of My Life and compare it to the text
- Have students conduct interviews to gain a deeper understanding of essential information in explaining a person's life story.
- Research a famous person and present the findings to the class
- Research a topic and conduct a debate

Writing/Grammar:

- Have students compose a reflection about what they are reading
- Punctuation, grammar, and spelling review games
- Helen Keller writing activity
- Provide students with a prompt to practice their writing skills
- As a class, grade an essay using a common rubric and have students debate their scores
- Write a speech on famous person
- Bring in a guest speaker to gain a deeper understanding of the content

Resources/Instructional Materials
(articles, novels, websites, books, magazines, art, media)

Poetry

- “Nothing Gold Can Stay” by Robert Frost

Short Stories

- “President Cleveland, Where Are You?” Robert Cormier

Drama

- *The Phantom Tollbooth* by Norton Juster

Novels

- *Al Capone Does My Shirts* by Gennifer Cholenko
- *Running Out of Time* by Margaret Peterson Haddix

Informational Texts

- Student chosen biographies
- *From the Story of My Life* by Helen Keller
- “Are Screen Hurting Your Friendships” Storyworks
- “Would You Replace Your Dog with This Guy?” Storyworks

Technology Resources

- | | | | | |
|-----------|--------------------|-------------|-------------|-------------------|
| • NewsELA | • Google Apps | • Quizlet | • ReadWorks | • A Better Lesson |
| • YouTube | • Google Classroom | • Brain Pop | • Kahoot! | • NoRedink.com |

Accommodations & Modifications
for Spec. Ed., ELL, GT, & At Risk Students

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|---|---|--|
| <ul style="list-style-type: none"> • Allow oral responses • Allow verbalization before writing • Use audio materials when necessary • Modify homework assignments • Read tests aloud • Provide math manipulatives as necessary • Restate, reword, clarify directions • Re-teach concepts using small groups • Provide educational “breaks” as necessary • Expanding time for free reading • Chunking Content | <ul style="list-style-type: none"> • Use mnemonic devices • Provide a cueing system • Untimed and/or extended test taking time • Shorten assignments to focus on mastery concept • Leveled Reading Materials • Acronyms • Graphic Organizers • Notes Provided • Check agenda book for parent(s) communication • Read directions aloud | <ul style="list-style-type: none"> • Assignment, Project, and Assessment Modification Based on Individual Student Needs • Speech to Text/Text to Speech Features in Google Apps • Technology assisted instruction • Preferential seating utilized • Redirect student(s) as necessary • Student choice for project or approach to assignment • Inquiry-Based Learning • Genius Hour |
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