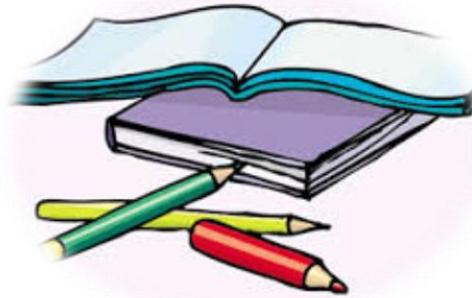




MEDFORD LAKES SCHOOL DISTRICT



English Language Arts Curriculum Guide

Grade 6

Written by: Trish English
Revised by: Erin Czarzasty-Wharton

Aligned with 2016 NJSLS for English Language Arts

“Initial Adoption” by the Board of Education August 20, 2014
Approved “Revisions” by the Board of Education August 17, 2017 and August 23, 2018

Medford Lakes Board of Education

Kim Bezanis, President

Robert Brittain, Vice President

Kristen Caputo

Mary Sullivan

Ken Wolson

Administration

Anthony V. Dent, Superintendent/Neeta School Principal

Michael Colling, Business Administrator

Carole M. Ramage, Director of Curriculum/Nokomis School Principal

Paulette Bearer, Interim Supervisor of Special Services/Child Study Team

Greg Witham, Supervisor of Buildings and Grounds

Table of Contents

ELA Philosophy Statement	page 4
Reading and Navigating Fictional Texts	page 5
Reading and Navigating Informational Texts	page 14
Narrative Writing	page 21
Argument Essay	page 25
Informational Essay.....	page 30
Modifications	page 34
Curriculum Pacing Guide.....	page 36

Philosophy Statement

The skills and knowledge captured in the New Jersey Student Learning Standards for English Language Arts (NJSLs for ELA) are designed to prepare students for life outside the classroom. They include critical-thinking skills and the ability to closely and attentively read and write text in a way that will help them understand and become effective members of the workforce. Students will learn the necessary skills to become competent, independent readers and writers. Competency in reading and writing naturally leads to success in college, career, and life. The NJSLs for ELA lay out a clear vision of what it means to be a literate person who is prepared for success in the 21st century.

The recursive nature of English Language Arts instruction demands that standards be addressed at many levels and in many units throughout a grade level. Students will need to learn a strategy or skill, for example, and apply it in varying circumstances and within varying levels of text complexity.

Instructional Materials:

- Triumph Learning’s “*NJ Instructional Coach Grade 6*”(2018)
- Holt’s “*Elements of Language-Introductory Course*” (2009)
- “*Hole*”s by Louis Sacher (1998)
- “*Forging Freedom*” by Hudson Talbott (2000)
- “*The First Day of Middle School*” excerpt by Patty Hansen
- “*Paperclips*” documentary

“Reading and Navigating Fictional Texts”**Stage 1: Determine the Desired Results****Enduring Understandings:**

- Good readers monitor and self-correct their reading, solve words as they read, search for and use information, summarize, make predictions and connections, infer, synthesize, analyze, and critique their reading to make print relevant and useful.
- Good readers employ strategies that help them understand text.
- Strategic readers develop, select, and apply strategies to enhance their comprehension.
- Readers need to envision the story as they read it; we need to make a movie in our mind. The reader needs to empathize with the main character(s) and anticipate what may happen next.
- Good readers recognize that words are made of sounds.
- Good readers use oral discussions and discourse to

Essential Questions:

- *What do readers do when they do not understand everything in a text?*
- *How do readers construct meaning from text?*
- *What do readers do to enhance their comprehension?*
- *What is the best way to truly understand and effectively read fictional texts?*
- *How do I figure out a word I do not know?*
- *How can discussion increase our knowledge and understanding of an idea(s)?*

help build connections to others and to content.

Interdisciplinary Connection: Educational Technology

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Integration of 21st Century Themes and Skills:

- CRP6. Demonstrate creativity and innovation.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Stage 2: Assessment Evidence

Performance Task/Benchmark Assessment:

Think about when you read the drama *The Legend of King Arthur* to yourself. What does watching each of the different video versions of *The Legend of King Arthur* (Disney's *The Sword in the Stone*, *Excalibur*, movie trailer for *King Arthur: The Legend of the Sword*) add to reading the written drama? Did the video versions help you perceive the story in a new way? Explain. You can also analyze the effects (ie. Mood, music, acting, show-don't tell, lighting, sound, color, camera focus, angles in a film, etc.)

Other Forms of Assessment:

- Book Talk
- Benchmark Assessment
- Independent Reading Quizzes
- Holes Comprehension Test
- PARCC practice- *Emancipation: A Life Fable/Boy's Life* Response to Literature prompt
- Pre-writing chart
- Post-it Note and/or Organize Your Thought Sheet Review Letter Writing
- Status of the Student: Is the student engaged in a worthwhile activity when the teacher is conducting a guided reading group or conferring with a child individually?

Stage 3: Learning Plan

Reader Response Journal

The reader response journal (RRJ) is a composition book . The RRJ is a tool that is used by readers to collect the student's thinking and to log the reader's history of text reading.

It is a place/repository to:

- *keep a record of books read*
- *plan for future reading*
- *gather thinking about the text (reader response/writing about reading)*
- *write notes, plans, and drafts of thinking about texts*

Writing to construct an argument is the ability on the part of the student to make claims about the worth or meaning of a literary work or works. Students defend their interpretations or judgments with evidence from the text(s) they are writing about.

Writing to inform or explain serves to:

- increase the reader's knowledge of a subject
- help readers better understand a procedure or process
- provide readers with an enhanced comprehension of a concept

The New Jersey Student Learning Standards focus on the instruction of fictional stories (including historical fiction), poetry, and drama/plays for this grade level.

Key characteristics of poetry:

- in general, has rhythm, rhyming, repetition, figurative language
- is distinct from prose
- can reflect a culture or group of people
- can tell a story
- some poetry has a singing quality
- some poetry does not rhyme (blank verse)

Key characteristics of drama/plays:

- the exposition (background information given to the audience through a narrator or dialogue)
- rising action (the series of conflicts and crisis in a story that thwart the protagonist)
- the climax (the turning point in the story where things may start to change for the protagonist)
- falling action (the confrontation between the protagonist and the main antagonist; may have a

- resolution to the conflict)
- the denouement/the resolution (the conclusion)

Key characteristics of the mystery:

- has a puzzle to be solved
- has characters (suspects versus detectives or investigators); setting; plot
- has overt/obvious clues
- includes hidden evidence (details that may be offered in such a way as to seem unimportant)
- inference gaps (mysteries by their nature do not tell the whole story; it is up to the reader to notice the gaps and fill these gaps by using and connecting the information that is presented)
- the reader needs to suspend possible conclusions as the story unfolds (suspense)
- notices clues left by the author (foreshadowing)
- recognizes a red herring (a type of foreshadowing that leads the reader to a false conclusion)
- has a structure: introduction (learn about the problem, meet characters); body of the story (someone is working to solve the mystery); conclusion (mystery is solved)
based on the text's theme, ideas, characters, problem, solution, etc.

Key characteristics of adventure stories:

- always has a hero who is usually strong, quick thinking, trustworthy, chivalrous, etc.
- usually has a villain who is selfish, greedy, disloyal, etc.
- uses history in the form of an exciting and exotic setting which makes the story more believable
- includes lots of action and possibly challenges for the hero to overcome
- includes a quest in the form of someone or something that is in danger

Key characteristics of fantasy:

- may reveal new insights into the world of reality
- consistently asks the universal questions of good versus evil, the humanity of humankind, and the meaning of life and death
- helps the child to develop imagination (to be able to imagine, to entertain new ideas, to create strange new worlds, to dream dreams)
- has a well-constructed plot, convincing characterization, a worthwhile theme, and an appropriate style
- must be believable (create belief in the unbelievable)
- needs to be logical and consistent within the framework established by the author
- is original and ingenious
- has a universal truth underlying the metaphor of the fantasy
- oftentimes introduces child to talking, animals, toys, and dolls

Key characteristics and criteria for historical fiction:

- draws on two sources—fact and imagination (the author’s information about the past and his/her power to speculate about how it was to live in that time)
 - must tell a story that is interesting and it must balance fact with fiction
 - does need to be accurate and authentic with details an essential part of the story
 - helps children understand the public events we label “history” and the private struggles that have characterized the human condition
 - offers youngsters the vicarious experience of participating in the life of the past
 - will bring students to a fuller understanding of human problems and human relationships
 - helps children to see that times change, nations rise and fall, but universal human needs have remained relatively unchanged
 - enables children to see human interdependence
 - is one way children can develop a sense of history and begin to understand their place in the larger picture of human destiny
- assists children with seeing that today’s way of life is a result of what people did in the past and that the present will influence the way people will live in the future

Introducing the Text: Planning the Introduction

A well-planned introduction to a text/article serves as a guide to the reader who will be processing a moderately challenging text independently. Explicit teaching and scaffolding (makes a potentially inaccessible text at the instructional level accessible) the text during the introduction and at planned intervals over time (revisiting and discussing the text) supports this process. This type of support “makes it possible to teach at the cutting edge of students’ understanding. Your teaching helps students read more productively and more intensely.”

- Help the students connect the text to their own lives, to their knowledge of the world, or to their literary experiences.
- Highlight genre and help them to predict the characteristics of the text they are reading based on past experience.
- Encourage the students to look at the cover of the book and generate expectations of the text.
- Demonstrate the kinds of questions readers ask about a text.
- Prompt them to think about the author’s style.
- Help them to recall what they already know about a topic.
- Help them to discover and internalize literary language patterns they might not use in everyday speech.
- Reveal the structure of the whole text-how the author has organized the information.
- Stimulate interest in the text so that students will be interested in reading it.
- Call attention to the conventions of print, i.e., punctuation, titles, subtitles, chapter headings.
- Show them how to use text layout, i.e., side bar headings, column breaks, and graphic information.
- Encourage the students to notice vocabulary and language structures that will need as they process

the text.

- Teach them how to use a table of contents, indices, appendices, and other reference sections of texts.
- Prompt the children to examine and interpret illustrations, charts, graphs, maps, and other visual aids and discuss how they communicate the meaning of text.
- Distinguish their own point of view from that of the author of a text.

Teaching for Strategies: Thinking Within, Beyond and About the Text

Thinking With in the Text: The reader processes the information in the text in order to gain the basic or literal meaning of print.

Strategic actions include:

- Solving Words
- Monitoring and Self-Correcting
- Searching for and Using All Kinds of Information
- Summarizing the Text
- Maintaining Rate and Phrasing to Produce Fluency
- Adjusting (speed and technique according to text purpose and type)

Thinking Beyond the Text: The reader brings information to the text that is not explicitly there. Strategic actions include:

- Predicting
- Making Connections (relating and comparing the text to others one has read or heard)
- Understanding what is implied, but not directly told (inferring)
- Integrating existing content knowledge with new knowledge (synthesizing); synthesizing the information to realize the greater meaning of the text

Thinking About the Text: The reader considers the text as an object, noticing many things about it: craft, structure, quality and authenticity of the writing.

Strategic actions include:

- Analyzing
- Critiquing
 - aspects of the writer's craft
 - organization and structure
 - use of language
 - use of literary devices
 - characteristics of genre
 - features that can be used to evaluate the quality or authenticity of the text

- underlying organizational structures that represent the way the writer provides information: compare/contrast, cause/effect, description

Word Work: The instruction of vocabulary and the understanding and use of words is embedded in every component of the reading workshop model. Ways to integrate vocabulary instruction can be found in Read Alouds, guided reading, independent reading, shared reading, word study, and writing workshop.

Competent Word Learners:

- learn new words by encountering them in context during conversations and in their reading
- connect new words with what they already know
- use word parts and their functions (base words, root words, affixes to identify the meaning of multi syllable words)
- recognize words that have the same meaning (synonyms)
- recognize words that have opposite meanings (antonyms)
- recognize that words may have multiple meanings and use context to determine the precise meaning intended by the writer or speaker
- determine the meaning and pronunciation of words using dictionaries and other references
- understand the figurative uses of words (similes, metaphors)
- recognize the connotation and denotation of new words
- use context clues and knowledge of language to understand new words while listening and reading
- use new words in talking and writing

Ways to Integrate Vocabulary Instruction in Reading and Writing: During Interactive Read-Alouds

- increase the amount of text students encounter through read-alouds
- draw attention to meaning of words before, during, and after reading aloud to students
- use intentional conversation that includes words students will be reading or have heard you read
- use interactive vocabulary lessons to deepen understanding of how a writer has used a word to create meaning in a specific text
- invite students to discuss words they found interesting or didn't understand

During Independent Reading

- ensure a large variety of texts are available for students during independent reading time
- encourage students to use new words as they write about their reading in their reader's notebooks
- during sharing, encourage students to give examples of interesting new words they have

discovered/noticed

During Word Study

- teach students to make connections among words by meaning
- teach students to make connections via word part, part of speech, affixes, sounds, meanings
- invite students to play Lotto, Concentration, and other games using synonyms, antonyms, homophones, homographs
- use poems to help students learn about words ((antonyms, synonyms, nouns, verbs, adjectives, adverbs, metaphors)
- help students sort words by meaning
- teach many different kinds of words
- help students understand the structure of a word and its relation to meaning

Strategies to use when a word is unfamiliar:

- chunk the letters and read at least the first part of the word
- read on to see if the word becomes clear later
- think about the meaning based on how the story is unfolding and then think about the word's sounds
- see if root words (base words) prefixes, or suffixes are a part of the word
- check for a glossary, footnotes, or endnotes that might explain the word
- check if the word is a bit like a word you know in another language that would make sense
- use a dictionary or, if possible, Google the word
- last resort option: ask someone

Unit # 1 - "Reading and Navigating Fictional Texts"

Stage 3: Learning Plan <Continued>

NJSLs	Suggested Instructional Resources
RL.6.1	
RL.6.2	
RL.6.3	- " <i>The First Day of Middle School</i> " excerpt by Patty Hansen
RL.6.4	
RL.6.5	
RL.6.6	- Triumph Learning: NJ Instruction Coach 2018 Grade 6- Lesson 3: Reading Fiction
RL.6.7	
RL.6.9	
RL.6.10	- Triumph Learning: NJ Instruction Coach 2018 Grade 6- Lesson 6: Reading Drama
W.6.1	
W.6.2	
W.6.10	- Triumph Learning: NJ Instruction Coach 2018 Grade 6- Lesson 9: Reading Poetry
SL.6.1	
SL.6.1 a, b, c, d	- " <i>Holes</i> " by Louis Sachar
SL.6.2	
SL.6.4	
SL.6.5	
SL.6.6	
L.6.1	
L.6.1.e	
L.6.2	
L.6.2.a, b	
L.6.3	
L.6.3.a, b	
L.6.4	
L.6.4.a, b, c, d	
L.6.5	
L.6.5.a, b, c	
L.6.6	

“Reading and Navigating Informational Texts”

Stage 1: Determine the Desired Results

Enduring Understanding(s):

- Good readers monitor and self-correct their reading, solve words as they read, search for and use information, summarize, make predictions and connections, infer, synthesize, analyze, and critique their reading to make print relevant and useful.
- Good readers employ strategies that help them understand text.
- Strategic readers develop, select, and apply strategies to enhance their comprehension.
- Readers organize and categorize their thinking as they read nonfiction texts.
- Good readers recognize that words are made of sounds.
-
- Good readers use oral discussions to help build connections to others and to content.

Essential Question(s):

- *What do readers do when they do not understand everything in a text?*
- *How do readers construct meaning*
 - *from text?*
- *What do readers do to enhance their comprehension abilities?*
- *How do readers grasp main ideas in non-fiction texts?*
- *How do I figure out a word I do not know?*
- *How can discussion increase our knowledge and understanding of an idea(s)?*

Stage 2: Assessment Evidence

Performance Task/Benchmark Assessment:

Imagine that you work for NASA and are planning a mission to space. Write an explanatory essay in which you identify the planet you plan to study, the tools you expect to need to complete the study, and why you would need such tools. Use information from the chart and passage found on the previous pages in your essay.

Other Forms of Assessment:

- Benchmark Assessment
- Independent Reading Quizzes
- Reading Response Journal Entries
- Reading Log
- Post-it Note and/or Organize Your Thought Sheet Review
- Letter Writing
- Pre-writing
- Organization of notes
- Forging Freedom Assessment
- “Status of the Student”: *Is the student engaged in a worthwhile activity when the teacher is conferring with other students?*

Interdisciplinary Connection: Educational Technology

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Integration of 21st Century Themes and Skills:

- CRP6. Demonstrate creativity and innovation.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Stage 3: Learning Plan

Mini-lessons focusing on literal understanding and details of text:

- notice the characteristics of a book so they can identify its genre
- identify the genre of a book so they can know what to expect as they read
- retell the main idea, key details, facts, events, ideas and/or concepts using textual evidence
- notice the time and place (setting) and the importance to the narrative non-fiction
- notice who are the most important individuals in a text
- think about the order of facts, events, and details in a text
- think about the problem in the text
- think about the important events, facts, and details in a text

Mini-lessons focusing on analyzing, summarizing, and inferential thinking of text:

- think about what the writer of the text is trying to say; think about the text's meaning
- think about why the writer wrote the book/text/article
- think about the literal meaning of the text, but notice what is being implied
- think about whether the title tells something important about the book's theme
- understand that there may be more than one theme in a book
- determine the central message, lesson or moral of a text
- explain how the central message, lesson or moral is conveyed through key details in the text

Mini-lessons focusing on analyzing, summarizing, synthesizing, and inferential thinking of text:

- notice the individuals, the events, and ideas/concepts in a text
- notice the connections among the individuals events, ideas/concepts, in a text
- notice the differences between and among the individuals, events, ideas or concepts in a text
- think about these connections and differences in terms of analogies, comparisons, and categories

Mini-lessons focusing on analyzing and inferring words and phrases:

- notice how writers use words carefully to communicate meaning (figurative, connotative, and technical meanings)
- notice author's word choices (analogies, allusions, etc.)
- notice memorable phrases and sentences writers use to communicate meaning to the reader
- notice the language that that writers use to help them form images (what they can see, hear, taste, feel, or smell)
- think about how the language writers use to make comparisons helps students to understand the meaning of print and enjoy reading

Mini-lessons focusing on analyzing text structure.

- notice features in an informational text that help you to locate information (see appendix for comprehensive list of text features)

- notice the role of a specific paragraph or paragraphs and sentences in contributing to defining, developing, and/or refining a key concept

Mini-lessons focusing on the reader's ability to evaluate and critique the author's viewpoint:

- think about the points of view or purpose of the author in the text
- think about the opposing points of view of the author on a specific topic
- notice the ways in which the author acknowledges or responds to conflicting evidence or points of view

Mini-lessons focusing on the reader's ability to extrapolate information from different mediums (analyzing):

- think about how different media (print, digital, text, video, multimedia) depict an idea or topic
- compare and contrast the advantages and disadvantages of the various mediums on the presentation of a particular topic or idea

Mini-lessons focusing on analyzing structure of factual texts:

- define and evaluate the claims/argument the author is making in a text
- notice the author's reasoning and evidence for his/her claims
- evaluate whether the author is able to back up his/her claims with evidence
- evaluate if the author's reasoning is relevant and sufficient to support his/her claims

Mini-lessons focusing on analyzing important points and key details from differing texts on the same topic.

When analyzing and comparing texts of the same topic:

- think about how an author presents important points and key details on a topic
- think about how a second or third author when writing about the same topic presents key information and details about the topic in a different way with an emphasis on different aspects of the topic
- compare and contrast the various authors' points of view which may result in different interpretations of the same topic/facts
- identify points in the text where matters of fact or interpretation are in disagreement

Mini-lessons on Reading Informational Texts – Readers:

- activate prior knowledge or schema to support their thinking about a topic or issue
- skim and/or scan the text to gather information
- access the text through the table of contents and the index
- use the table of contents to determine the topics introduced and discussed in the book/article

- use headings and subheadings to gather the information needed
- note the type of organizational pattern that is used (**sidebars, bolded words, etc.**)
- determine which information is critical to understanding a specific concept, issue, or topic
- use the glossary to better understand unfamiliar words

Nonfiction Genres

- understand the features of nonfiction texts
- understand the structures of nonfiction texts understand the characteristics of literary nonfiction
- understand when an author is giving facts or interpreting facts in the informational books (both biographical and factual)
- understand that when information is not known, the writer often uses words like *perhaps, some say, possibly, it is likely that, or probably*
- understand how sequential information is presented in graphics – illustrated timeline, flowchart, graph timeline, quotation timeline
- understand and using authors' notes to gain insights regarding the authors' motives, discoveries of information, or the historical context

Biographical Texts

- Understand the characteristics of biography.
- Understand why a subject is selected.
- Reveal the writer's attitude toward the subject.
- Understand the organization of a biography (chronological sequence or other).
- Understand how the writer reveals the setting.

Biography

- Understand the nature and features of biographical texts.
- Understand authentic biography and fictionalized biography.
- Understand the structure of biographical texts (linear, flashback, selected events, or characteristics).
- Evaluate the elements of biography – choice of subject, accuracy, authenticity, style, characterization, and theme.
- Understand the types and characteristics of picture book biographies, autobiographies, and memoirs – shorter, more simplified biographies, partial or complete, one subject or a collective, real images (photos) or imagined images that reflect reality as much as possible (paintings, drawings).
- Understand the setting in a biography and how it influences the person's decisions.
- Understand how a person's decisions affected his/her life as described in the biography.
- Recognize and understanding the turning points in a person's life when important decisions were made.
- Understand what might have happened if different decisions had been made by the subject.
- Recognize and noting information sources, motives, biases, or inconsistencies in a biography.

- Distinguish between reporting facts and historical interpretation in biography.
- Understand how an author's or illustrator's note adds to understanding of a biography.
- Understand how to identify the primary sources used for biography as a means of judging accuracy in interpretation.
- Analyze and comparing several biographies of the same subject to interpret perspectives on the past.
- Understand how biographers shape and structure information, use captions, use details and anecdotes, and use information from primary and secondary sources.
- Understand how biographers select art to build interest in the subject.

Autobiography

- Understand the characteristics of an autobiography.
- Understand why a person would write an autobiography.
- Hypothesize why an individual would select particular information to report.
- Notice the specific details a person provides about his or her life.
- Notice the organization of the autobiography (chronological sequence or other).

Memoir

- Understand the characteristics of a memoir.
- Think about why a person would write a memoir.
- Understand a writer's reasons for selecting a particular time of his or her life.
- Notice the writer's use of language to convey an intense or poignant memory.

Factual Texts

- Understand the features of factual texts.
- Understand the overall structure of factual texts (categorical, logical organization).
- Understand underlying structures that writers use to present information – enumeration, chronological sequence, comparison and contrast, cause and effect, problem and solution, and description.

“How-To” Books

- Understand the nature of “how-to” books.
- Notice how writers make a sequence understood.
- Notice how writers use language to make directions clear.

Readers' Tools

- Understand how to read a table of contents.
- Understand how to read a glossary or index.
- Understand the differences between a table of contents and an index.
- Understand how to use a variety of readers' tools such as a pronunciation guides, scales, legends, labels, forewords, epilogues, author's notes.

Unit # 2 - “Reading and Navigating Informational Texts”

Stage 3: Learning Plan <Continued>

NJSLs	Suggested Instructional Resources
RL.6.1	
RL.6.2	
RL.6.3	-Triumph Learning: NJ Instruction Coach 2018 Grade 6- Lesson 1: Reading Literary Nonfiction
RL.6.4	
RL.6.5	
RL.6.6	- Triumph Learning: NJ Instruction Coach 2018 Grade 6- Lesson 4: Reading Historical Texts
RL.6.7	
RL.6.9	
RL.6.10	-Triumph Learning: NJ Instruction Coach 2018 Grade 6- Lesson 11: Reading Persuasive
W.6.2 a, b, c	Nonfiction
W.6.10	
SL.6.1	
SL.6.1 a, b, c, d	- “ <i>Forging Freedom</i> ” by Hudson Talbot
SL.6.2	
SL.6.4	- “ <i>Paperclips</i> ” documentary
SL.6.5	
SL.6.6	
L.6.1	
L.6.1.e	
L.6.2	
L.6.2.a, b	
L.6.3	
L.6.3.a, b	
L.6.4	
L.6.4.a, b, c, d	
L.6.5	
L.6.5.a, b, c	
L.6.6	

"Narrative Essay"

Stage 1: Determine the Desired Results

Enduring Understanding(s):

- Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts.
- Writers develop ideas for fictional writing by paying close attention to the small moments in their lives.
- Rules and conventions of language help readers understand what is being communicated.

Essential Question(s):

- *How do writers develop a well-written product?*
- *How do writers generate ideas for fictional stories?*
- *How do rules of language affect communication?*

Interdisciplinary Connection: Educational Technology

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Integration of 21st Century Themes and Skills:

- CRP6. Demonstrate creativity and innovation.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Stage 2: Assessment Evidence

Performance Task/Benchmark Assessment:

Write your own fictional narrative about an encounter at sea. Make sure your narrative has a setting, a plot, and well-developed characters.

Other Forms of Assessment:

- Write capturing the 5 Ws: *who, what, when, where, why (and how).*
- PARCC practice prompt: *Magic Elizabeth*
- Personal Narrative- Tell a story about what happened at Camp Ockanickon where you learned something.
- Capture drama and write about it for others in quick news reports
- Take notes [brainstorm] for potential drama stories
- Draft news stories for potential publication
- Write successfully in both first and third person
- Use vivid details
- Write “short” such as haiku, baseball cards, bumper stickers, tweets, etc.
- Publish a piece of narrative text that includes leads, transitions, and an ending
- Students self-assess and set goals
- Writer’s notebook journal entries
- Prewriting
- Multiple drafts of the narrative writing essay (pre-writing, rough draft, revising, etc.)
- Mini-lesson application and accountability: *Student is able to effectively apply the mini-lesson concept to his/her writing*
- Prewriting/planning check-in: *Student is able to narrow in on a particular topic, then brainstorm and develop that topic*
- Productivity: *Student writes independently without needing teacher support, is able to revise and edit his/her work for clarity of thought and logical progression of ideas*

Stage 3: Learning Plan

The Components of a Mini-lesson

A writing mini-lesson is a short lesson focused on a specific principle or procedure (Calkins 1986, 1994). A mini-lesson's components are: Connection, Teaching, Active Engagement, and Link. Each mini-lesson follows the same architecture:

- ✓ **Connection:** Students learn why today's instruction is important and how it relates to the prior work. They hear the teaching point that crystallizes the lesson.
- ✓ **Teaching:** The teacher shows students how writers go about doing whatever is being taught. Usually this involves a demonstration, which the teacher sets up and explains.
- ✓ **Active Engagement:** Students are given a chance to practice (for a minute) what has just been taught. The teacher scaffolds their work so they can be successful.
- ✓ **Link:** The teacher crystallizes what has been taught, adding it to student's growing repertoire. Students are reminded that today's lesson pertains not only to today, but to every day. The teacher often summarizes the conditions under which a student is able to reach for this new knowledge.

The Architecture of a Conference

Each conference is unique; however, they nevertheless do have a predictable structure.

- ✓ **Research:** Observe and interview to understand what the child is trying to do as a writer. Probe to glean more about the child's intentions. Name what the child has already accomplished as a writer and remind the child to do this in future writing.
- ✓ **Decide:** Weigh whether you want to accept or alter the student's current plans and processes. Decide what you will teach and how you will teach it. Although there may be several teaching decisions, think about the one teaching point that is apt to make the biggest difference in the student's writing. Plan the way in which you will provide the student with guided practice.
- ✓ **Teach:** Instruct the student on critical writing strategies, i.e., adding details, creating a more effective hook, removing information that does not support the topic, or selecting a topic that the student may not know.
- ✓ **Link:** Name what the student has accomplished as a writer and remind the student to do this often in the future.

“Argument Essay”

Stage 1: Determine the Desired Results

Enduring Understandings:

- A writer rereads a text very closely, paying attention to important details about the information/characters and thinking about the author’s intentions to craft a solid, well-written, and evidence-based essay.
- Writers use analysis of the evidence to help readers follow the path of their evidence.
- Writers need to revise and revisit their essays to make certain they explain the why and the how the evidence connects with, or supports, their claim.

Essential Questions:

- *How does a student craft a well-developed essay that makes a claim about characters and themes in a text?*
- *How do writers craft a claim about a character that strengthens their position when analyzing compelling evidence about their claim?*

8.1 Educational Technology: Interdisciplinary Connection

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Integration of 21st Century Themes and Skills:

- CRP6. Demonstrate creativity and innovation.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP7. Employ valid and reliable research strategies.

Stage 2: Assessment Evidence

Performance Task:

The school board is considering adopting a policy that would allow 6th grade students to bring and use cell phones in their classes. Some students support this decision; others oppose it.

The principal is preparing to report to the school board on the policy and wants to hear students' opinions. Each student is asked to write an essay either supporting or opposing the proposal on cell phone use in the 6th grade.

Write an essay explaining your position on this issue. Use examples and other evidence to support your position.

Other Forms of Assessment:

- Debate different positions of an argument
- Set goals for writing and planning
- Explain evidence fully
- Use word choice to support and set tone of an argument
- Develop a conclusion that restates claim and offers insights
- Edit text using a variety of tools (*checklist, peer, digital tools*)
- Rehearse speech focusing on tone, body language, and gesture
- Use humor, personal anecdotes, and compelling research
- Revise position based on incoming information
- Acknowledge all angles of a topic
- Choose relevant, significant, and convincing evidence
- Refute counterarguments
- Develop an organizational structure to build a strong text
- Write letters tailored to fit the audience
- Explain a complex argument clearly and convincingly
- Writer's Notebook journal entries
- Multiple drafts of the argument writing essay (*pre-writing, rough draft, revising, etc.*)
- Mini-lesson application and accountability: Student is able to effectively apply the mini-lesson concept to his/her writing
- Prewriting/planning check-in: Student is able to narrow in on a particular topic, then brainstorm and develop that topic
- Productivity: Student writes independently without needing teacher support, is able to revise and edit

	<p>his/her work for clarity of thought and logical progression of ideas</p> <ul style="list-style-type: none">• Mechanics: Student can spell high frequency words accurately and use his/her knowledge of our sound/symbol system (the alphabet) to spell unfamiliar words; is able to use punctuation successfully; and can look back over his/her final product to edit the final draft for clarity, cohesion, and logical expression of ideas• Teacher's anecdotal records
--	--

Stage 3: Learning Plan

The Components of a Mini-lesson

A writing mini-lesson is a short lesson focused on a specific principle or procedure (Calkins 1986, 1994). A mini-lesson's components are: Connection, Teaching, Active Engagement, and Link. Each mini-lesson follows the same architecture:

- ✓ **Connection:** Students learn why today's instruction is important and how it relates to the prior work. They hear the teaching point that crystallizes the lesson.
- ✓ **Teaching:** The teacher shows students how writers go about doing whatever is being taught. Usually this involves a demonstration, which the teacher sets up and explains.
- ✓ **Active Engagement:** Students are given a chance to practice (for a minute) what has just been taught. The teacher scaffolds their work so they can be successful.
- ✓ **Link:** The teacher crystallizes what has been taught, adding it to student's growing repertoire. Students are reminded that today's lesson pertains not only to today, but to every day. The teacher often summarizes the conditions under which a student is able to reach for this new knowledge.

The Architecture of a Conference

Each conference is unique; however, they nevertheless do have a predictable structure.

- ✓ **Research:** Observe and interview to understand what the child is trying to do as a writer. Probe to glean more about the child's intentions. Name what the child has already accomplished as a writer and remind the child to do this in future writing.
- ✓ **Decide:** Weigh whether you want to accept or alter the student's current plans and processes. Decide what you will teach and how you will teach it. Although there may be several teaching decisions, think about the one teaching point that is apt to make the biggest difference in the student's writing. Plan the way in which you will provide the student with guided practice.
- ✓ **Teach:** Instruct the student on critical writing strategies, i.e., adding details, creating a more effective hook, removing information that does not support the topic, or selecting a topic that the student may not know.
- ✓ **Link:** Name what the student has accomplished as a writer and remind the student to do this often in the future.

Unit # 4 - “Argumentative Essay”

Stage 3: Learning Plan <Continued>

NJSLs	Suggested Instructional Resources
RI.6.7	
W.6.1	- Triumph Learning: NJ Instruction Coach 2018 Grade 6: Lesson 12- Opinion Writing
W.6.1.a,b,c,d,e	
W.6.2	
W.6.2.a,b,c,d,e,f	- Triumph Learning: NJ Instruction Coach 2018 Grade 6: Lesson 10- Writing Responses to Literature
W.6.4	
W.6.5	
W.6.6	
W.6.7	-Holt: Elements of Language Introductory Course: Chapter 1-The Sentence
W.6.8	
W.6.9	
W.6.9a,b	- Holt: Elements of Language Introductory Course: Chapter 17- The Paragraph
W.6.10	
SL.6.1	
SL.6.1.a,b,c,d	- Holt: Elements of Language Introductory Course: Chapter 2- Parts of Speech
SL.6.2	
SL.6.3	
SL.6.4	- Holt: Elements of Language Introductory Course: Chapter 3- Parts of Speech
SL.6.5	
SL.6.6	
L.6.1	
L.6.1.a,b,c,d,e	
L.6.2	
L.6.2.a,b	
L.6.3	
L.6.4	
L.6.4.a, b, c, d	
L.6.5	
L.6.5.a, b, c	
L.6.6	

“Informational Essay”

Stage 1: Determine the Desired Results

Enduring Understanding(s):

- When writers want to become experts on a certain topic they need to analyze and systematically investigate that topic in order to teach themselves and others about that topic/subject.
- Effective writers develop and refine their ideas for crafting research-based topics by reading and analyzing a wide variety of sources to create a big-picture view of a topic.

Essential Questions:

- *Why conduct research?*
- *How do writers effectively gather information to develop research-based informational essays?*

8.1 Educational Technology: Interdisciplinary Connection

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Integration of 21st Century Themes and Skills:

- CRP6. Demonstrate creativity and innovation.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Stage 2: Assessment Evidence

Performance Task:

In this chapter, you will write your own informative text. As you create this text, remember the elements of the mentor text that were most effective. Read the following assignment.

The city of Pompeii in Italy is a site of ancient ruins. The city was partially buried by a volcanic eruption in 79CE. Write at least four to five paragraphs describing Pompeii and its features. The text should include details from research texts and a conclusion.

Other Forms of Assessment:

- Informational/Explanatory writing essay
- Multiple drafts of the informational/explanatory writing essay (pre-writing, rough draft, revising, etc.)
- Mini-lesson application and accountability: Student is able to effectively apply the mini-lesson concept to his/her writing
- Prewriting/planning check-in: Student is able to narrow in on a particular topic, then brainstorm and develop that topic
- Productivity: Student writes independently without needing teacher support, is able to revise and edit his/her work for clarity of thought and logical progression of ideas
- Mechanics: Student can spell high frequency words accurately; can use his/her knowledge of our sound/symbol system (the alphabet) to spell unfamiliar words; is able to use punctuation successfully; and can look back over his/her final product to edit the final draft for clarity, cohesion, and logical expression of ideas
- Mentor classmates' essays using annotation
- Rewrite and reshape essays using a checklist
- Edit work for content, grammar, and spelling
- Draft an outline of an essay
- Write a tight, thoughtful introduction for an essay
- Develop the tone of the essay by using word choice and varied sentence structure
- Properly use commas and transitions
- Writer's Notebook journal entries
- Prewriting

Stage 3: Learning Plan

The Components of a Mini-lesson

A writing mini-lesson is a short lesson focused on a specific principle or procedure (Calkins 1986, 1994). A mini-lesson's components are: Connection, Teaching, Active Engagement, and Link. Each mini-lesson follows the same architecture:

- ✓ **Connection:** Students learn why today's instruction is important and how it relates to the prior work. They hear the teaching point that crystallizes the lesson.
- ✓ **Teaching:** The teacher shows students how writers go about doing whatever is being taught. Usually this involves a demonstration, which the teacher sets up and explains.
- ✓ **Active Engagement:** Students are given a chance to practice (for a minute) what has just been taught. The teacher scaffolds their work so they can be successful.
- ✓ **Link:** The teacher crystallizes what has been taught, adding it to student's growing repertoire. Students are reminded that today's lesson pertains not only to today, but to every day. The teacher often summarizes the conditions under which a student is able to reach for this new knowledge.

The Architecture of a Conference

Each conference is unique; however, they nevertheless do have a predictable structure.

- ✓ **Research:** Observe and interview to understand what the child is trying to do as a writer. Probe to glean more about the child's intentions. Name what the child has already accomplished as a writer and remind the child to do this in future writing.
- ✓ **Decide:** Weigh whether you want to accept or alter the student's current plans and processes. Decide what you will teach and how you will teach it. Although there may be several teaching decisions, think about the one teaching point that is apt to make the biggest difference in the student's writing. Plan the way in which you will provide the student with guided practice.
- ✓ **Teach:** Instruct the student on critical writing strategies, i.e., adding details, creating a more effective hook, removing information that does not support the topic, or selecting a topic that the student may not know.
- ✓ **Link:** Name what the student has accomplished as a writer and remind the student to do this often in the future.

Unit #5 - "Informational Essay"

Stage 3: Learning Plan <Continued>

NJSLs	Suggested Instructional Resources
RI.6.8 W.6.2 W.6.2.a,b,c,d,e,f W.6.4 W.6.5 W.6.6 W.6.7 W.6.8 W.6.10 SL.6.1 SL.6.1.a,b,c,d SL.6.2 SL.6.4 SL.6.5 SL.6.6 L.6.1 L.6.1.a,b,c,d,e L.6.2 L.6.2.a,b L.6.3 L.6.3.a, b L.6.4 L.6.4.a,c L.6.5 L.6.6	- Triumph Learning: NJ Instruction Coach 2018 Grade 6: Lesson 8- Writing Informative Texts -Holt: Elements of Language Introductory Course: Chapter 1-The Sentence - Holt: Elements of Language Introductory Course: Chapter 17- The Paragraph - Holt: Elements of Language Introductory Course: Chapter 2- Parts of Speech - Holt: Elements of Language Introductory Course: Chapter 3- Parts of Speech

Modifications

Special Education:

- Teacher models own thinking while reading
- Provide additional opportunities to practice
- Use individual teacher/student conferences to address student's needs
- Use small group table conferences to address needs
- Chunk mini-lessons over a number of days
- Develop target vocabulary
- Scaffold comprehension when reading is used to promote reader response
- Chunk reading material
- Use graphic organizers to develop key concepts/ideas
- Teach key aspects of a topic and eliminate nonessential information
- Provide individual copies of the student's reading checklists

English Language Learners (ELLs):

- Model Thinking Aloud
- Encourage Partner Talk
- Repeat and Clarify
- Provide a Sequence
- Encourage self-selection of topics
- Target vocabulary
- Scaffold comprehension when reading is used to promote reader response
- Scaffold content-literacy reading
- Allow products to demonstrate student's learning
- Provide on-going feedback

Students at Risk of School Failure:

- Utilize TIME Mentor Program
- Build a relationship
- Allow flexible due dates
- Employ strategies from Classroom Instruction that Works
- Create the Opportunity to Learn strategies
- Build lessons around student interests

Gifted Students:

- Utilize flexible groups-group gifted students with other gifted students or higher-level learners
- Encourage students to explore/research concepts in depth via independent studies or investigations (individual/group)
- Differentiate product assignments. Employ differentiated curriculum to keep interest/motivation high
- Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment (problem based learning)
- Invite students to explore different points of view on a topic of study and compare the two
- Provide multiple opportunities for students to "Own Their Learning"
- Ask students higher-level questions that require students to look into causes, experiences, and facts to draw a conclusion to other

areas of learning. (Webb's Depth of Knowledge- Level 4)

- Create a room environment that encourages creativity and discovery through the use of interesting literature and reference materials. Supply reading materials on a wide variety of subjects and levels
- Provide a learning-rich environment that includes a variety of resources, media, tasks, and methods of teaching
- Focus on Habits of Mind pedagogy

6th Grade ELA Curriculum Suggested Pacing Guide

September:

- Policies/Procedures/EChalk review/organize & set-up materials (3 days)
- Fall Writing Prompt (1 day)
- “1st Day of Middle School” excerpt by Patty Hansen & reflection (1 day)
- Holt: Elements of Language Introductory Course (ISBN#978-0-03-094730-8) - Chapter 1: The Sentence (9 days)
- Holt: Elements of Language Introductory Course (ISBN#978-0-03-094730-8) - Chapter 17: The Paragraph (3 days)

October:

- Holt: Elements of Language Introductory Course (ISBN#978-0-03-094730-8) - Chapter 17: The Paragraph (3 days)
- Triumph Learning: NJ Instruction Coach 2018 Grade 6 (ISBN#83512219)- Lesson 1: Reading Literary Nonfiction (7 days)
- Letter Writing (formal thank-you letter) (2 days)
- Benchmark Assessment #2 (2 days)
- Triumph Learning: NJ Instruction Coach 2018 Grade 6 (ISBN#83512219)- Lesson 2: Writing Personal Narratives (4 days)

November:

- Triumph Learning: NJ Instruction Coach 2018 Grade 6 (ISBN#83512219)- Lesson 2: Writing Personal Narratives (3 days)
- Triumph Learning: NJ Instruction Coach 2018 Grade 6 (ISBN#83512219)- Lesson 3: Reading Fiction (6 days)
- Triumph Learning: NJ Instruction Coach 2018 Grade 6 (ISBN#83512219)- Lesson 4: Reading Historical Texts (6 days)
- Benchmark #2 (2 days)

December

- Triumph Learning: NJ Instruction Coach 2018 Grade 6 (ISBN#83512219)- Lesson 5: Writing Fictional Narratives (6 days)
- Holt: Elements of Language Introductory Course (ISBN#978-0-03-094730-8) – Chapter 2: Parts of Speech (10 days)

January:

- Holt: Elements of Language Introductory Course (ISBN#978-0-03-094730-8) – Chapter 3: Parts of Speech (13 days)
- Triumph Learning: NJ Instruction Coach 2018 Grade 6 (ISBN#83512219)- Lesson 6: Reading Drama (5 days)
- Benchmark Assessment #3 (2 days)

February:

- Triumph Learning: NJ Instruction Coach 2018 Grade 6 (ISBN#83512219)- Lesson 8: Writing Informative Texts (14 days)
- Triumph Learning: NJ Instruction Coach 2018 Grade 6 (ISBN#83512219)- Lesson 12: Opinion Writing (6 days)

March:

- Triumph Learning: NJ Instruction Coach 2018 Grade 6 (ISBN#83512219)- Lesson 12: Opinion Writing (2 days)

- Triumph Learning: NJ Instruction Coach 2018 Grade 6 (ISBN#83512219)- Lesson 9: Reading Poetry (5 days)
- Descriptive Writing Activity (2 days)
- Triumph Learning: NJ Instruction Coach 2018 Grade 6 (ISBN#83512219)- Lesson 11: Reading Persuasive Nonfiction (5 days)
- Benchmark Assessment #4 (2 days)

April:

- Triumph Learning: NJ Instruction Coach 2018 Grade 6 (ISBN#83512219)- Lesson 10: Writing Responses to Literature (6 days)
- PARCC Review (9 days)
 - o Fictional Narrative Essay set-up and strategies
 - o Response to Literature Essay set-up and strategies
 - o Opinion Essay set-up and strategies
 - o Online practice test
 - o Review of online tools/test set-up and strategies

May:

- PARCC Testing (5 days)
- *“Forging Freedom”* by Hudson Talbot (9 days)
- *“Paperclips”* documentary & activity/writing/connections (2 days)
- *“Holes”* by Louis Sachar (4 days)

June

- *“Holes”* by Louis Sachar (12 days)