

Introduction:

Students in sixth grade English Language Arts will complete seven units in which they explore a variety of informational/nonfiction and fiction texts including more complex science and social studies texts to develop required skills such as summarizing, comparison of texts, analysis of text structure regarding theme, setting, and plot development, determining the meaning of words, narrative writing, and engagement in collaborative discussions. All English Language Arts units follow the NJ Student Learning Objectives. Student progress will be measured in a variety of methods.

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Revised on:	August 11, 2020
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Proposed Revision Date:	Summer 2020

Beach Haven School District English Language Arts Curriculum	
Content Area: English Language Arts	
Course Title: English Language Arts	Grade Level: 6
Instructional Materials: "Reading Workshop," "Writing Workshop,"	

UNIT 1: Reading: Maintaining an Independent Reading Life (Curricular Calendar) Writing: Launching Writer's Notebooks and Independent Writing (Curricular Calendar), Shared Writing, Interactive Writing	30 Days-ongoing
UNIT 2: Reading: A Deep Study of Character (Book), Reading A-Z (Guided Reading), Comprehension, Speaking & Listening	30 Days-ongoing

<p>Writing: Personal Narrative: Crafting Powerful Life Stories, Autobiographies (Writing Teacher) (Book 1) , Shared Writing, Interactive Writing</p>	
<p>UNIT 3:</p> <p>Reading: Tapping the Power of Nonfiction (Book 2)</p> <p>Writing: Research-Based Information Writing (Book 3- see User's Guide for Argument Bend), Shared Writing, Interactive Writing</p>	<p>30 Days-ongoing</p>
<p>UNIT 4:</p> <p>Reading: Social Issues Book Clubs: Reading for Empathy and Advocacy (Book 3) , Reading A-Z (Guided Reading), Comprehension, Speaking & Listening</p> <p>Writing: The Literary Essay: From Character to Compare/ Contrast (Book 2), Shared Writing, Interactive Writing</p>	<p>30 Days-ongoing</p>
<p>UNIT 5:</p> <p>Writing: Writing Test Prep (or unit of your choice), Shared Writing, Interactive Writing</p> <p>Reading: Reading Test Prep (or unit of your choice), Reading A-Z (Guided Reading), Comprehension, Speaking & Listening</p>	<p>15 Days-ongoing</p>
<p>UNIT 6:</p> <p>Reading: Fantasy Book Clubs (Curricular Calendar), Reading A-Z (Guided Reading), Comprehension, Speaking & Listening</p> <p>Writing: Fantasy Writing (If.. Then..) , Shared Writing, Interactive Writing</p>	<p>30 Days-ongoing</p>
<p>Unit 7:</p> <p>Reading: Launching Summer Reading Projects (Curricular Calendar)</p> <p>Writing: Graphic Novels: Writing in Pictures (Forthcoming Book)Bend 2</p>	<p>15 Days</p>

Unit 1 Overview	
<p>Unit 1: Reading Maintaining an Independent Reading Life (Curricular Calendar)</p> <p>Unit 1: Writing Launching Writer's Notebooks and Independent Writing (Curricular Calendar), Shared Writing, Interactive Writing</p>	<p>Duration: 30 Days- ongoing</p>

Accommodations/Modifications
<p>English Language Learners:</p> <ul style="list-style-type: none"> • choral reading • chants, songs • use charts, posters, videos • use a highlighter for key ideas, vocabulary • write helpful hints in margins of copied materials • provide copy of all notes • preferential seating • use manipulatives • use graphic organizers • reinforce vocabulary within the content • assign a picture or movement to vocabulary words • small group instruction • use print, not cursive • use books on tape <p>Special Education/Students with Disabilities:</p> <ul style="list-style-type: none"> • Follow specific students accommodations and modifications as listed in individual student IEP plan • Strategic grouping for reading (Guided Reading, Strategy Groups) • Small group for assessments • Check in's during reading group collaboration to help refocus • Allow alternate assignments and assessments -- project-based, etc. • Access prior knowledge before reading • Be given outline of lesson or written directions • Use visual presentations • Provide responses in a form that is easier for student • Teach study skills • Use planner for organizing assignments • Mark text with highlighter • Work in alternate setting • Leveled Guided Reading Books • Paired partner reading • Literacy Projects • Student choice for publication • Differentiated Instruction/Layered Curriculum/Tiered Lessons • Computer Based Programs (i.e., Study Island, Learnia, KidBiz, Accelerated Reader, Core K-12)

Students at Risk of Failure:

- Strategic grouping
- Pre-teach concepts
- Small group for reading and writing assessments
- Check in's during reading/writing group collaboration to help refocus
- Incorporate social/emotional discussions
- Encourage and monitor positive peer collaboration
- Provide academic resources for both home and school use
- Provide incentives to increase motivation and collaboration

Economically Disadvantaged:

- Provide clear, achievable expectations, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Be flexible with assignments
- Offer several alternatives from which all students can choose
- Allow students to finish assignments independently, or give them the opportunity to complete tasks at their own pace.
- Provide increased knowledge base and vocabulary use about real world experiences
- Share the decision-making in class.
- Maintain expectations while offering choice and soliciting input

504:

- Follow specific students accommodations and modifications as listed in individual student 504 plan
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- Paired partner reading
- Literacy Projects
- Student choice for publication
- Differentiated Instruction/Layered Curriculum/Tiered Lessons
- Computer Based Programs (i.e., Study Island, Learnia, KidBiz, Accelerated Reader, Core K-12)

Culturally Diverse:

- Involve families in student learning
- Provide home letters in native language
- Provide social/emotional support
- Respect cultural traditions
- Build in more reading and writing group work to encourage interaction with peers
- Show photos, videos, and definitions when possible for culturally unique vocabulary
- Teach reading study skills
- Provide students with necessary academic resources and materials

Standards/Learning Targets

New Jersey Student Learning Standards:

Writing:

- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Reading:

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Interdisciplinary Connections:

Social Studies:

- • 6.1.8.CivicsPI.3.a: Cite evidence to evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Constitution.

Career Ready Practices:

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP4. Communicate clearly and effectively and with reason.
- CRP12. Work productively in teams while using cultural global competence.

21st Century Life and Career Standards:

- 9.1.4.A.1- Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.

Technology:

- 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.
- 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
- 8.2.2.C.1 Brainstorm ideas on how to solve a problem or build a product
- 8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.
- 8.2.2.E.1 List and demonstrate the steps to an everyday task

Speaking & Listening:

- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own

clearly and persuasively.

- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Essential Questions:

Reading:

- How can I use the strategies and tools I have learned in Readers Workshop to become a stronger reader?
- What strategies can I use to make reading more enjoyable and to look for the important ideas in the story?
- How can conversations with my partner about our reading help us to become stronger readers?

Writing:

- What do effective writers do?
- How do students identify themselves as writers?
- How do writers express themselves clearly to others?

Enduring Understandings:

Students will understand ...

Reading:

- Readers take control of their reading lives and use all the tools and strategies they have accumulated, and make smart decisions to become stronger readers.
- Readers read closely to become engaged in their story and also look for bigger ideas that run through their story.
- Readers use their writing about reading to support discussions with their partners as they explore the big ideas in their books.

Writing:

- Engage in collaborative discussions about texts and authors, why writers write and their own writing lives. They incorporate figurative language to create images in their reader's minds.
- Understand that writers are storytellers who record personal experiences, emotions, life lessons and communicate and connect to others.
- Select ideas, collect information (to reflect on in their writer's notebooks), revise, edit and develop a piece to share with an audience.

Formative Assessments	
<ul style="list-style-type: none"> ● Open Ended Questions ● Weekly Tests ● Writer's Workshop ● Class Discussion ● Graphic Organizers ● Reading Responses ● Reading Log ● Exit Slips ● Kinesthetic Assessments ● Running Records ● Constructive Quizzes 	<ul style="list-style-type: none"> · Rubric · Cooperative Learning Groups · Teacher Conferences · Teacher Observation · Writer's Notebook · Portfolio · Anecdotal Notes · Peer/Self Assessments · Whiteboard Assessments · Think-Pair-Share · Literature Circles
Summative Assessments	
<ul style="list-style-type: none"> ● Portfolio Assessment piece ● Unit Test ● Timed Writing Piece ● Timed Reading ● Performance Assessment ● District Benchmark or Interim Assessment 	
Alternative Assessment	
<ul style="list-style-type: none"> ● Showcase portfolio ● Reflective journals 	
Benchmark Assessments	
<ul style="list-style-type: none"> ● Beginning of the year SGO ● Mid-Year SGO ● End-of-Year SGO 	

Unit 2 Overview

Unit 2 Reading: A Deep Study of Character (Book) Writing: Personal Narrative: Crafting Powerful Life (Book 1)	Duration: 30 Days- ongoing
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Accommodations/Modifications

English Language Learners:

- choral reading
- chants, songs
- use charts, posters, videos
- use a highlighter for key ideas, vocabulary
- write helpful hints in margins of copied materials
- provide copy of all notes
- preferential seating
- use manipulatives
- use graphic organizers
- reinforce vocabulary within the content
- assign a picture or movement to vocabulary words
- small group instruction
- use print, not cursive
- use books on tape

Special Education/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual student IEP plan
- Strategic grouping for reading (Guided Reading, Strategy Groups)
- Small group for assessments
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- Access prior knowledge before reading
- Be given outline of lesson or written directions
- Use visual presentations
- Provide responses in a form that is easier for student
- Teach study skills
- Use planner for organizing assignments
- Mark text with highlighter
- Work in alternate setting
- Leveled Guided Reading Books
- Paired partner reading
- Literacy Projects
- Student choice for publication
- Differentiated Instruction/Layered Curriculum/Tiered Lessons

- Computer Based Programs (i.e., Study Island, Learnia, KidBiz, Accelerated Reader, Core K-12)

Students at Risk of Failure:

- Strategic grouping
- Pre-teach concepts
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Economically Disadvantaged:

- Provide clear, achievable expectations, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
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- Allow students to finish assignments independently, or give them the opportunity to complete tasks at their own pace.
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- Share the decision-making in class.
- Maintain expectations while offering choice and soliciting input

504:

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Culturally Diverse:

- Involve families in student learning
- Provide home letters in native language
- Provide social/emotional support
- Respect cultural traditions
- Build in more reading and writing group work to encourage interaction with peers
- Show photos, videos, and definitions when possible for culturally unique vocabulary
- Teach reading study skills
- Provide students with necessary academic resources and materials

Standards/Learning Targets

New Jersey Student Learning Standards:

Writing:

- NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Reading:

- NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text
- NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone
- NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.
- NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Interdisciplinary Connections:

Social Studies:

- • 6.1.8.CivicsPI.3.a: Cite evidence to evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Constitution.

Career Ready Practices:

- CRP1. Act as a responsible and contributing citizen and employee.
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21st Century Life and Career Standards:

- 9.1.4.A.1- Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.

Technology:

- 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.
- 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
- 8.2.2.C.1 Brainstorm ideas on how to solve a problem or build a product
- 8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.
- 8.2.2.E.1 List and demonstrate the steps to an everyday task

Speaking & Listening:

- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own

clearly and persuasively.

- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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- NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Essential Questions:

Reading:

- What strategies can I use to generate and revise theories about my characters, and how do I go about using them?
- How do I keep track of and provide evidence for my ideas as they change and grow?
- How do I determine what the messages an author is trying in a book and across texts and genres?

Writing:

- How do I choose a topic for a personal essay?
- What is the best way to structure a personal essays?

Enduring Understandings:

Reading:

- Readers develop and revise theories about complex characters by paying close attention not only to what they do and say, but how and why they do and say those things.
- Readers track theories as they grow and change, taking note of different things that influences the characters change
- Readers determine the themes or messages in books, recognize the authors' perspectives, and compare and contrast the ways that different authors address those themes

Writing:

- Writers of personal essays gather topics that are of importance to them and choose one to express as a thesis.
- Writers of personal essays gather material and information and develop a plan prior to drafting an essay.

Formative Assessments

- Open Ended Questions
- Weekly Tests
- Writer's Workshop
- Class Discussion
- Graphic Organizers
- Reading Responses
- Reading Log
- Exit Slips
- Kinesthetic Assessments
- Running Records
- Rubric
- Cooperative Learning Groups
- Teacher Conferences
- Teacher Observation
- Writer's Notebook
- Portfolio
- Anecdotal Notes
- Peer/Self Assessments
- Whiteboard Assessments
- Think-Pair-Share

<ul style="list-style-type: none"> ● Constructive Quizzes 	<ul style="list-style-type: none"> · Literature Circles
Summative Assessments <ul style="list-style-type: none"> ● Portfolio Assessment piece ● Unit Test ● Timed Writing Piece ● Timed Reading ● Performance Assessment ● District Benchmark or Interim Assessment 	
Alternative Assessment <ul style="list-style-type: none"> ● Showcase portfolio ● Reflective journals 	
Benchmark Assessments <ul style="list-style-type: none"> ● Beginning of the year SGO ● Mid-Year SGO ● End-of-Year SGO 	

Unit 3 Overview

<p style="text-align: center;">Unit 3</p> <p>Reading: Tapping the Power of Nonfiction (Book)</p> <p>Writing: Research-Based Information Writing (Book 3, see User's Guide for Argument Bend)</p>	<p>Duration: 30 Days- ongoing</p>
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Accommodations/Modifications

English Language Learners:

- choral reading
- chants, songs
- use charts, posters, videos
- use a highlighter for key ideas, vocabulary
- write helpful hints in margins of copied materials
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- Paired partner reading
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- Student choice for publication
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- Computer Based Programs (i.e., Study Island, Learnia, KidBiz, Accelerated Reader, Core K-12)

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Standards/Learning Targets

New Jersey Student Learning Standards

Writing:

- NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
- NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism

Reading:

- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence

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- NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Essential Questions:

Reading:

- How do nonfiction readers identify the overall point of view in a text?
- How can readers become objective and critical in their stance, rather than just accepting whatever information they encounter in a printed or online text?
- How does analyzing texts increase understanding?
- What strategies can be used to decode complex texts?
- How does reading complex texts require more from the reader?

Writing:

- How do I generate ideas and try out topics to write an informational piece about?
- What craft structures can I use to better teach the reader about my topic?
- How do I make sure that I give credit to authors for the information I gather from their books?
- What is required for an effective research project?
- How can citing evidence substantiate my argument?

Enduring Understandings:

Students will understand ...

Reading:

- A reader uses inductive and deductive reasoning in order to analyze and evaluate a text.
- Using a variety of reading comprehension strategies increases reading fluency.

Writing:

- Writers use their writing to teach others facts and express their ideas on the topic.
- Writers use more than words to teach others about a topic.
- Writers make sure they organize their writing and make it as clear as possible for the reader.
- Writers gather information about a topic and cite the sources of the information.
- Writers use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Research requires citations from several sources

Formative Assessments	
<ul style="list-style-type: none"> ● Open Ended Questions ● Weekly Tests ● Writer's Workshop ● Class Discussion ● Graphic Organizers ● Reading Responses ● Reading Log ● Exit Slips ● Kinesthetic Assessments ● Running Records ● Constructive Quizzes 	<ul style="list-style-type: none"> · Rubric · Cooperative Learning Groups · Teacher Conferences · Teacher Observation · Writer's Notebook · Portfolio · Anecdotal Notes · Peer/Self Assessments · Whiteboard Assessments · Think-Pair-Share · Literature Circles
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Unit 4 Overview

<p style="text-align: center;">Unit 4:</p> <p>Reading: Social Issues Book Clubs: Reading for Empathy and Advocacy (Book)</p> <p>Writing: The Literary Essay: From Character to Compare/Contrast (Book 2)</p>	<p>Duration: 30 Days- ongoing</p>
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Accommodations/Modifications

English Language Learners:

- choral reading
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- Leveled Guided Reading Books
- Paired partner reading
- Literacy Projects
- Student choice for publication
- Differentiated Instruction/Layered Curriculum/Tiered Lessons
- Computer Based Programs (i.e., Study Island, Learnia, KidBiz, Accelerated Reader, Core

K-12)

Students at Risk of Failure:

- Strategic grouping
- Pre-teach concepts
- Small group for reading and writing assessments
- Check in's during reading/writing group collaboration to help refocus
- Incorporate social/emotional discussions
- Encourage and monitor positive peer collaboration
- Provide academic resources for both home and school use
- Provide incentives to increase motivation and collaboration

Economically Disadvantaged:

- Provide clear, achievable expectations, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Be flexible with assignments
- Offer several alternatives from which all students can choose
- Allow students to finish assignments independently, or give them the opportunity to complete tasks at their own pace.
- Provide increased knowledge base and vocabulary use about real world experiences
- Share the decision-making in class.
- Maintain expectations while offering choice and soliciting input

504:

- Follow specific students accommodations and modifications as listed in individual student 504 plan
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- Small group for assessments
- Check in's during reading group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.
- Access prior knowledge before reading
- Be given outline of lesson or written directions
- Use visual presentations
- Provide responses in a form that is easier for student
- Teach study skills
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Culturally Diverse:

- Involve families in student learning
- Provide home letters in native language
- Provide social/emotional support
- Respect cultural traditions
- Build in more reading and writing group work to encourage interaction with peers
- Show photos, videos, and definitions when possible for culturally unique vocabulary
- Teach reading study skills
- Provide students with necessary academic resources and materials

Standards/Learning Targets

New Jersey Student Learning Standards:

Writing:

- NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research
- NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Reading:

- NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
- NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research

Interdisciplinary Connections:

Social Studies:

- • 6.1.8.CivicsPI.3.a: Cite evidence to evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Constitution.

Career Ready Practices:

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP4. Communicate clearly and effectively and with reason.
- CRP12. Work productively in teams while using cultural global competence.

21st Century Life and Career Standards:

- 9.1.4.A.1- Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.

Technology:

- 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.

- 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
- 8.2.2.C.1 Brainstorm ideas on how to solve a problem or build a product
- 8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.
- 8.2.2.E.1 List and demonstrate the steps to an everyday task

Speaking & Listening:

- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Essential Questions:

- How are literary elements used in fiction?
- How can we learn to appreciate similarities and differences through literature?
- How can reading a variety of written materials broaden your understanding of the world and self?
- How does reflection make me a better writer?
- How does analyzing narrative texts influence a reader's understanding of plot, theme, and purpose?
- How do students demonstrate command of the conventions of Standard English grammar and usage when writing or speaking?

Enduring Understandings:

Students will understand that...

- Authors use literary elements and techniques to enhance their writing.
- Similarities and differences in works of fiction mirror similarities and differences in real life.
- People bring their own cultural identities, beliefs, and traditions into everyday encounters.
- Writing is a multi-step process that authors employ in order to produce a quality piece of work.
- Writers use knowledge of language and its conventions when writing, speaking, reading, or listening.

Formative Assessments

- | | |
|------------------------|-------------------------------|
| ● Open Ended Questions | · Rubric |
| ● Weekly Tests | · Cooperative Learning Groups |
| ● Writer's Workshop | · Teacher Conferences |
| ● Class Discussion | · Teacher Observation |

<ul style="list-style-type: none"> ● Graphic Organizers ● Reading Responses ● Reading Log ● Exit Slips ● Kinesthetic Assessments ● Running Records ● Constructive Quizzes 	<ul style="list-style-type: none"> · Writer's Notebook · Portfolio · Anecdotal Notes · Peer/Self Assessments · Whiteboard Assessments · Think-Pair-Share · Literature Circles
<p style="text-align: center;">Summative Assessments</p> <ul style="list-style-type: none"> ● Portfolio Assessment piece ● Unit Test ● Timed Writing Piece ● Timed Reading ● Performance Assessment ● District Benchmark or Interim Assessment 	
<p style="text-align: center;">Alternative Assessment</p> <ul style="list-style-type: none"> ● Showcase portfolio ● Reflective journals 	
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Unit 5 Overview

<p style="text-align: center;">Unit 5</p> <p>Reading: Reading Test Prep</p> <p>Writing: Writing Test Prep</p>	<p>Duration: 30 Days- ongoing</p>
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Accommodations/Modifications

English Language Learners:

- choral reading
- chants, songs
- use charts, posters, videos
- use a highlighter for key ideas, vocabulary
- write helpful hints in margins of copied materials
- provide copy of all notes
- preferential seating
- use manipulatives
- use graphic organizers
- reinforce vocabulary within the content
- assign a picture or movement to vocabulary words
- small group instruction
- use print, not cursive
- use books on tape

Special Education/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual student IEP plan
- Strategic grouping for reading (Guided Reading, Strategy Groups)
- Small group for assessments
- Check in's during reading group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.
- Access prior knowledge before reading
- Be given outline of lesson or written directions
- Use visual presentations
- Provide responses in a form that is easier for student
- Teach study skills
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- Mark text with highlighter
- Work in alternate setting
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- Literacy Projects
- Student choice for publication
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Students at Risk of Failure:

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- Provide incentives to increase motivation and collaboration

Economically Disadvantaged:

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- Build a safe and nurturing atmosphere

- Be flexible with assignments
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Standards/Learning Targets

Learning Targets

Standards: Use New Jersey State Learning Standards for English Language Arts to review for state assessment

reading:

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text
- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

writing:

- NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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Speaking & Listening:

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- NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

<p>Enduring Understandings: <i>Students will understand that...</i></p> <p>Reading:</p> <ul style="list-style-type: none"> • What reading skills, strategies, and habits will help me on standardized tests? <p>Writing:</p> <ul style="list-style-type: none"> • How are developed essays generated in one writing session? • How is test-situation essay writing similar to and different from other essay writing? • Why is a strong thesis statement important in essay writing? 	<p>Essential Questions:</p> <p>Reading:</p> <ul style="list-style-type: none"> • Closely reading test text (questions and passages) and utilizing metacognitive thinking are effective test-taking strategies • Standardized tests have a specific format and language • Standardized test-makers expect that readers have learned a repertoire of reading skills and strategies that they can apply in a myriad of contexts. <p>Writing:</p> <ul style="list-style-type: none"> ● Writers express ideas about texts. ● Writers develop ideas about texts through repetition and practice. ● Test takers plan strategies in advance for how they will react when they encounter trouble.
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<p style="text-align: center;">Formative Assessments</p> <ul style="list-style-type: none"> • Open Ended Questions • Weekly Tests • Writer's Workshop • Class Discussion • Graphic Organizers • Reading Responses • Reading Log • Exit Slips • Kinesthetic Assessments • Running Records • Constructive Quizzes • Rubric • Cooperative Learning Groups • Teacher Conferences • Teacher Observation • Writer's Notebook • Portfolio • Anecdotal Notes • Peer/Self Assessments • Whiteboard Assessments • Think-Pair-Share • Literature Circles
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<p style="text-align: center;">Benchmark Assessments</p>

- Beginning of the year SGO
- Mid-Year SGO
- End-of-Year SGO

Unit 6 Overview

<p style="text-align: center;">Unit 6</p> <p>Writing: Fantasy Writing (If.. Then..) , Shared Writing, Interactive Writing</p> <p>Reading: Fantasy Book Clubs (Curricular Calendar), Reading A-Z (Guided Reading), Comprehension, Speaking & Listening</p>	<p>Duration: 30 Days- ongoing</p>
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Accommodations/Modifications

English Language Learners:

- choral reading
- chants, songs
- use charts, posters, videos
- use a highlighter for key ideas, vocabulary
- write helpful hints in margins of copied materials
- provide copy of all notes
- preferential seating
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- use graphic organizers
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- small group instruction
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- use books on tape

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Technology:

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- NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Essential Questions:

Reading:

- How do the parts of a story relate to the whole?
- What craft techniques did the author use?
- What theme(s) are present in the text?
- How do the themes and story elements for a chosen text or media source compare to other texts?

Writing:

- How do writers use the writing process to create a fantasy narrative that uses characterization and setting to drive the plot?

Enduring Understandings:

Students will understand that...

Reading:

- Readers analyze parts of a story in relation to the whole.
- Readers analyze the author's craft.
- Readers determine themes and cohesion.
- Readers compare and contrast story elements and themes.

Writing:

- Writers write over various genres taking aspects of real life or fantasy in order to create a vivid work of fiction.

Formative Assessments

- | | |
|------------------------|-------------------------------|
| ● Open Ended Questions | · Rubric |
| ● Weekly Tests | · Cooperative Learning Groups |
| ● Writer's Workshop | · Teacher Conferences |
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Unit 7 Overview

Content Area: English Language Arts Literacy
<p>Unit Title: Unit</p> <p>Reading: Launching Summer Reading Projects</p> <p>Writing: Graphic Novels: Writing in Pictures (Bend 2)</p>

Accommodations/Modifications

English Language Learners:

- choral reading
- chants, songs
- use charts, posters, videos
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- Provide students with necessary academic resources and materials

Writing:

- NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Reading:

- NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text
- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Interdisciplinary Connections:

Social Studies:

- • 6.1.5.CivicsPR.3: Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.

Career Ready Practices:

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP4. Communicate clearly and effectively and with reason.
- CRP12. Work productively in teams while using cultural global competence.

21st Century Life and Career Standards:

- 9.1.4.A.1- Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.

Technology:

- 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.
- 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
- 8.2.2.C.1 Brainstorm ideas on how to solve a problem or build a product
- 8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.
- 8.2.2.E.1 List and demonstrate the steps to an everyday task

Speaking & Listening:

- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally
- NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Unit Essential Questions	Unit Enduring Understandings
<p>Reading:</p> <ul style="list-style-type: none"> How can I reflect on my reading skills and continue to grow as a reader? <p>Writing:</p> <p>What special techniques can I use to make my graphic novels irresistible to readers?</p>	<p>Reading:</p> <p>Students will understand that...</p> <ul style="list-style-type: none"> Readers reflect on their reading plans, reading logs, reading surveys, and set goals for future success. <p>Writing:</p> <ul style="list-style-type: none"> Writers control the reader's eye, to slow the story, and play with perspective to create a sophisticated graphic novel.

Unit Learning Targets- Objectives
<p><u>Reading:</u></p> <p><i>In the area of reading, the student will:</i></p> <p><i>Students will infer about characters and other story elements.</i></p> <p><i>Students will determine the theme of a story from details in the text, including how characters respond to challenges.</i></p> <p><i>Students will reflect on prior reading experiences and set goals for summer reading.</i></p> <p><u>Writing:</u></p> <p><i>In the area of writing, the student will:</i></p> <p><i>Students will reflect on previous narrative units of study and use special techniques to create a more sophisticated graphic novel.</i></p>

Additional Resources

- Ready Workbook
- Foundations student toolkit
- Foundations Teacher Toolkits
- *Units of Study for Teaching Writing* by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2013
- *Units of Study for Teaching Reading* by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2013
- <https://www.state.nj.us/education/cccs/2016/ela/>
- <https://www.heinemann.com/>
- <http://www.starfall.com>
- <http://www.abcya.com>
- <http://www.readinga-z.com>
- www.newsela.com
- www.scholasticstacks.com
- www.getepic.com
- www.storylineonline.com
- www.scholasticnews.com
- www.storyworks.com
- www.freckle.com
- www.vooks.com
- www.safeyoutube.com
- www.brainpopjr.com
- www.scholasticstorystarters.com
- <https://www.softschools.com/>

Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources

- Infuse various literary genres throughout this unit. (i.e. realistic fiction, historical fiction, science fiction, fantasy, folktale, myth, legend, biography, mystery, nonfiction, poetry)

Suggested Literature:

Historical Fiction

- Estes, Eleanor The Moffats Series
- Nesbit Edith The Railway Children
- Nesbit, Edith The Story of the Treasure Seekers
- Nesbit, Edith The WouldBeGoods
- Speare, Elizabeth The Sign of the Beaver

Realistic Fiction

- Alcott, Louisa May Jo's Boys, Little Men, and Little Women
- Anderson, C.W. Billy and Blaze and the Blaze series
- Burnett Frances Hodgson The Secret Garden
- Canfield, Dorothy Understood
- Betsy Ceary, Beverly Henry Huggins Cleary, Beverly Ribsby

Fantasy

- Barrie, James Peter Pan
- Bond, Michael A Bear Called Paddington; the Paddington series

- Bulla, Clyde Shoeshine Girl
- Bulla, Clyde John Billington Friend of Squanto
- Collodi, Carlo The Pinocchio
- C. Collodi Dahl, Roald Charlie and the Chocolate Factory
- Fleischman, Sid The Whipping Boy
- Kipling, Rudyard The Jungle Book
- Lawson, Robert Rabbit Hill

Suggested Amistad Mandate Resources:

Yolanda's Genius Fenner, Carol

The People Could Fly: American Black Folktales Hamilton, Virginia

Amistad: The Story of a Slave Ship McKissack, Patricia C.

Suggested Amistad Mandate Resources:

What was the Holocaust? Gail Herman

J Jacob's Rescue Malka Drucker

Evidence of Learning

Formative Assessments

- | | |
|---|--|
| <ul style="list-style-type: none"> • Teacher observation • Journals • Open ended questions – Short or extended response • Exit slips • Questionnaires • Homework • rubrics | <ul style="list-style-type: none"> • Class activities / discussion • Fluency assessments • Teacher student conferences • Portfolio Assessment • Conferences • Projects • Quizzes and tests • Running records/anecdotal notes |
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Summative Assessments

- State assessments
- Projects
- Open ended questions
- End of unit assessments

Benchmark Assessments

- Beginning of the year SGO
- Mid-Year SGO
- End-of-Year SGO

Alternative Assessments

- Showcase portfolio
- Projects
- Reflective journal