COURSE TITLE

Grade 6 English Language Arts

LENGTH

Full Year
Grade 6

DEPARTMENT

English
Megan Caughey, Supervisor of Elementary Education
Brian Ersalesi, Supervisor of English Language Arts and Fine, Practical & Performing Arts

SCHOOL

Pierrepont School

DATE

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Grade 6 English Language Arts

I.   Introduction/Overview/Philosophy

This curriculum will provide students with the opportunity to develop their viewing, listening, speaking and writing skills. Learning will be an interactive process involving both teachers and students. Students will not only master skills, but apply and utilize these skills in other areas of their studies.

Students will learn to view media with a critical eye as well as understand and use persuasive techniques employed in advertising. They will have an opportunity to use active listening skills in a variety of situations. Students will learn the skills that will enable them to speak in a clear and concise manner for different audiences and purposes. Students will understand that writing is both a process and a product. While exploring different writing forms, students will also learn mechanics and spelling. This course will encourage students in developing the aptitude and ability needed to construct meaning from written, audio, and visual text. Various learning experiences will provide students with opportunities to employ decoding and comprehension skills through discovering, clarifying and evaluating ideas. This course will encourage active involvement in the process of getting meaning beyond the literal, and will build up to and incorporate the higher level thinking skills necessary for the students to analyze, synthesize and evaluate.

Skilled reading is constructive, fluent and strategic. In order for reading to be relevant, students will be encouraged to draw upon background knowledge and prior experiences. In addition, independent silent reading, will be incorporated into the reading program. The ultimate goal of the reading curriculum is to produce readers who are thoughtful and purposeful. Reading is a skill that continues to improve through practice rather than learned though skills taught in isolation.

II.   Objectives

Course Outline:
    A. Writing
            a. Writing Process
                    i.   Prewriting
                    ii. Drafting
                    iii. Revising
                    iv. Editing
                    v.   Publishing
            b. Writing as a Product
                    i.   Narrative
                    ii.   Expository
                    iii. Descriptive
                    iv.   Informative
                    v.   Persuasive
                    vi.   Report writing
                    vii. Poetry
                    viii. Writing for different purposes
                    ix.   Writing for different audiences

          x. Exposure to literary devices (ex. simile, metaphor, dialogue, personification, onomatopoeia) and application at the sentenced level

   c. Mechanics, Spelling, and Handwriting
      i. Varied sentence structure from simple to complex
      ii. Grammar
      iii. Usage
      iv. Punctuation
      v. Capitalization
      vi. Spelling
      vii. Handwriting-legibility in cursive or manuscript

   d. Vocabulary
      i. knowledge of roots, prefixes and suffixes
      ii. synonyms, antonyms, and analogies
      iii. spelling

   e. Media
      i. recognize and apply persuasive language and techniques in advertising
      ii. classify television programs according to genre, purpose, demographics and point of view
      iii. evaluate various media forms

   f. Communication
      i. examine different forms of both verbal and non-verbal communication
      ii. use visual aids, media, and/or technology to enhance communication

   g. Listening
      i. critique oral selections for speaker's choice of language, supporting ideas.
      ii. take notes and respond with pertinent questions to an oral presentation

   h. Speaking
      i. participate in small groups and whole class discussion
      ii. support a position in an organized manner and accept the opinions of others
      iii. present an oral presentation with central theme, logical sequences, main ideas, supporting details to an audience of peers
      iv. Use verbal and non-verbal elements to maintain audience focus during an oral presentation

B. Reading
   a. Medieval Theme
      i. Understand concepts of print
      ii. Improve decoding and word recognition skills
      iii. Improve fluency
      iv. Apply a variety of reading strategies (before, during, and after reading) (9.1.4.
      v. Focus on building higher level vocabulary and concept development
      vi. Develop higher level comprehension skills
      vii. Create a response to text
      viii. Apply inquiry and research based skills
      ix. Participate in small group and whole class discussion regarding material read
      x. Utilize questioning techniques to enhance discussions
      xi. Contribute to discussions in appropriate ways
      xii. Become conscious of word choice through participation in discussions
      xiii. Complete an oral presentation related to a theme
      xiv. Show active listening during presentations and group discussions
      xv. Improve listening comprehension

        xvi.   Demonstrate listening comprehension through oral and written responses
      xvii.   Construct meaning from a visual source of technology
    xviii.   Develop a better understanding of how we live with media

b. Points of View
- i. Apply a variety of reading strategies (before, during, and after reading)
- ii. Focus on building higher level vocabulary and concept development
- iii. Develop higher level comprehension skills
- iv. Create a response to text
- v. Apply inquiry and research based skills
- vi. Participate in small group and whole class discussion regarding material read
- vii. Utilize questioning techniques to enhance discussions
- viii. Contribute to discussions in appropriate ways
- ix. Become conscious of word choice through participation in discussions
- x. Complete an oral presentation related to a theme
- xi. Show active listening during presentations and group discussions
- xii. Improve listening comprehension
- xiii. Demonstrate listening comprehension through oral and written responses
- xiv. Construct meaning from a visual source of technology

c. Coming of Age
- i. Apply a variety of reading strategies (before, during, and after reading)
- ii. Focus on building higher level vocabulary and concept development
- iii. Develop higher level comprehension skills
- iv. Create a response to text
- v. Apply inquiry and research based skills
- vi. Participate in small group and whole class discussion regarding material read
- vii. Utilize questioning techniques to enhance discussions
- viii. Contribute to discussions in appropriate ways

d. Become conscious of word choice through participation in discussions
e. Show active listening during presentations and group discussions
f. Improve listening comprehension
g. Demonstrate listening comprehension through oral and written responses
h. Constructing meaning from a visual source of technology
i. Develop a better understanding of how we live with media
j. Greek Mythology Theme
- i. Apply a variety of reading strategies (before, during, and after reading)
- ii. Focus on building higher level vocabulary and concept development
- iii. Develop higher level comprehension skills
- iv. Create a response to text
- v. Apply inquiry and research based skills
- vi. Participate in small group and whole class discussion regarding material read
- vii. Utilize questioning techniques to enhance discussions
- viii. Contribute to discussions in appropriate ways
- ix. Become conscious of word choice through participation in discussions
- x. Complete an oral presentation related to a theme
- xi. Show active listening during presentations and group discussions
- xii. Improve listening comprehension
- xiii. Demonstrate listening comprehension through oral and written responses
- xiv. Construct meaning from a visual source of technology

xv.   Develop a better understanding of how we live with media

Student Outcomes:

After successfully completing this course, the student will be able to:

- Apply a variety of reading strategies (before, during, and after reading)
- Focus on building higher level vocabulary and concept development
- Develop higher level comprehension skills
- Create a response to text
- Apply inquiry and research based skills
- Participate in small group and whole class discussion regarding material read
- Utilize questioning techniques to enhance discussions
- Contribute to discussions in appropriate ways
- Become conscious of word choice through participation in discussions
- Complete an oral presentation related to a theme
- Show active listening during presentations and group discussions
- Improve listening comprehension
- Demonstrate listening comprehension through oral and written responses
- Construct meaning from a visual source of technology
- Develop a better understanding of how we live with media
- Write for different purposes
- Write for different audiences

NEW JERSEY STUDENT LEARNING STANDARDS
ENGLISH LANGUAGE ARTS
Grade 6

The standards define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.

Students advancing through the grades are expected to meet each year's grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the standards.

Anchor Standards for Reading

Key Ideas and Details

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.

Craft and Structure

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.

Integration of Knowledge and Ideas

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.

Grade 6

Progress Indicators for Reading Literature

Key Ideas and Details

RL.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL.6.3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Craft and Structure

RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

RL.6.5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.

Integration of Knowledge and Ideas

RL.6.7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.

RL.6.8. (Not applicable to literature)

RL.6.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

Range of Reading and Level of Text Complexity

RL.6.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

Grade 6

Progress Indicators for Reading Informational Text

Key Ideas and Details

RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

Craft and Structure

RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

RI.6.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

RI.6.6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

Integration of Knowledge and Ideas

RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

RI.6.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

RI.6.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

Range of Reading and Level of Text Complexity

RI.6.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

Anchor Standards for Writing

Text Types and Purposes

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.

Production and Distribution of 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.

Research to Build and Present Knowledge

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.

Range of Writing

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.

Grade 6

Progress Indicators for Writing

Text Types and Purposes

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

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

W.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
    A. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
    B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
    C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
    D. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
    E. Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing

W.6.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

Research to Build and Present Knowledge

W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W.6.8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
   A. Apply *grade 6 Reading standards* to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").
   B. Apply *grade 6 Reading standards* to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").

Range of Writing

W.6.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Anchor Standards for Speaking and Listening

Comprehension and Collaboration

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.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

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.

Grade 6

Progress Indicators for Speaking and Listening

Comprehension and Collaboration

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

SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

SL.6.3. Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

Presentation of Knowledge and Ideas

SL.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).

SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Anchor Standards for Language

Conventions of Standard English

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.

NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Grade 6

Progress Indicators for Language

Conventions of Standard English

L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
    A. Ensure that pronouns are in the proper case (subjective, objective, possessive).
    B. Use intensive pronouns (e.g., *myself, ourselves*).
    C. Recognize and correct inappropriate shifts in pronoun number and person.
    D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
    E. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
    A. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
    B. Spell correctly.

Knowledge of Language

L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
    A. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
    B. Maintain consistency in style and tone.

Vocabulary Acquisition and Use

L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
    A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
    B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible*).
    C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
    D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
    A. Interpret figures of speech (e.g., personification) in context.
    B. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
    C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy, scrimping, economical, unwasteful, thrifty*).

L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

COMPANION STANDARDS FOR HISTORY, SOCIAL STUDIES, AND TECHNICAL SUBJECTS

History, Social Studies, Science and Technical Subjects
Grades 6-8

Anchor Standards for Reading

Key Ideas and Details

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.

Craft and Structure

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.

Integration of Knowledge and Ideas

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.

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Grades 6-8

Progress Indicators Reading History

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Reading History and Social Studies
The standards below begin at grade 6; standards for K-5 reading in history/social studies, science, and technical subjects are integrated into the K-5 Reading standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Key Ideas and Details

RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

Craft and Structure

RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

RH.6-8.5. Describe how a text presents information (e.g., sequentially, comparatively, causally).

RH.6-8.6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Integration of Knowledge and Ideas

RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text.

RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic.

Range of Reading and Level of Text Complexity

RH.6-8.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

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Grades 6-8
Progress Indicators Reading Science and Technical Subjects

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Key Ideas and Details

RST.6-8.1. Cite specific textual evidence to support analysis of science and technical texts.

RST.6-8.2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

RST.6-8.3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

Craft and Structure

RST.6-8.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 6-8 texts and topics*.

RST.6-8.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.

RST.6-8.6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.

Integration of Knowledge and Ideas

 RST.6-8.7. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

RST.6-8.8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.

RST.6-8.9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

Range of Reading and Level of Text Complexity

RST.6-8.10. By the end of grade 8, read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently.

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Anchor Standards for Writing
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Text Types and Purposes

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.

Production and Distribution of 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.

Research to Build and Present Knowledge

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.

Range of Writing
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.

<div align="center">

Grades 6-8
Progress Indicators for Writing History, Science and Technical Subjects
</div>

The standards below begin at grade 6; standards for K-5 writing in history/social studies, science, and technical subjects are integrated into the K-5 writing standards. The CCR anchor standards and high school standards in

literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Text Types and Purposes

WHST.6-8.1. Write arguments focused on *discipline-specific content*.
   A.   Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
   B.   Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
   C.   Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
   D.   Establish and maintain a formal/academic style, approach, and form.
   E.   Provide a concluding statement or section that follows from and supports the argument presented.

WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
   A.   Introduce a topic and organize ideas, concepts, and information using text structures (e.g. definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g. headings, graphics, and multimedia) when useful to aiding comprehension.
   B.   Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
   C.   Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
   D.   Use precise language and domain-specific vocabulary to inform about or explain the topic.
   E.   Establish and maintain a formal/academic style, approach, and form.
   F.   Provide a concluding statement or section that follows from and supports the information or explanation presented.

WHST.6-8.3
(See note; not applicable as a separate requirement)
Production and Distribution of Writing

WHST.6-8.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.

WHST.6-8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

WHST.6-8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
Research to Build and Present Knowledge

WHST.6-8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

WHST.6-8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

WHST.6-8.9. Draw evidence from informational texts to support analysis, reflection, and research.

Range of Writing

WHST.6-8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

21ST CENTURY LIFE AND CAREERS
CAREER READY PRACTICES

CRP1   Act as a responsible and contributing citizen and employee
Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP2   Apply appropriate academic and technical skills
Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation

CRP 3   Attend to personal health and financial well-being
Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

CRP4   Communicate clearly and effectively and with reason.
Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5   Consider the environmental, social and economic impacts of decisions.
Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the

nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6   Demonstrate creativity and innovation
Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP 7   Employ valid and reliable research strategies
Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

CRP8   Utilize critical thinking to make sense of problems and persevere in solving them
Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP9   Model integrity, ethical leadership and effective management
Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

CRP10   Plan education and career paths aligned to personal goals
Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP11   Use technology to enhance productivity
Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

CRP12   Work productively in teams while using cultural global competence
Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

TECHNOLOGY STANDARDS
STANDARD 8.1: 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.

A. Technology Operations and Concepts: *Students demonstrate a sound understanding of technology concepts, systems and operations.*

8.1.8.A.1 - Demonstrate knowledge of a real world problem using digital tools.

8.1.8.A.2 - Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

8.1.8.A.3 - Use and/or develop a simulation that provides an environment to solve a real world problem or theory.

8.1.8.A.4 - Graph and calculate data within a spreadsheet and present a summary of the results

8.1.8.A.5 - Create a database query, sort and create a report and describe the process, and explain the report results.

B. Creativity and Innovation: *Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.*

8.1.8.B.1 - Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).

C. Communication and Collaboration: *Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.*

8.1.8.C.1 - Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries.

D. Digital Citizenship: *Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.*

8.1.8.D.1 - Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.

8.1.8.D.2 - Demonstrate the application of appropriate citations to digital content.

8.1.8.D.3 - Demonstrate an understanding of fair use and Creative Commons to intellectual property.

8.1.8.D.4 - Assess the credibility and accuracy of digital content.

8.1.8.D.5 - Understand appropriate uses for social media and the negative consequences of misuse.

E: Research and Information Fluency: *Students apply digital tools to gather, evaluate, and use information.*

8.1.8.E.1 - Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

F: Critical thinking, problem solving, and decision making: *Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.*

8.1.8.F.1 - Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.

TECHNOLOGY STANDARDS
STANDARD 8.2: TECHNOLOGY EDUCATION, ENGINEERING, DESIGN, AND COMPUTATIONAL THINKING – PROGRAMMING: ALL STUDENTS WILL DEVELOP AN UNDERSTANDING OF THE NATURE AND IMPACT OF TECHNOLOGY, ENGINEERING, TECHNOLOGICAL DESIGN, COMPUTATIONAL THINKING, AND THE DESIGNED WORLD AS THEY RELATE TO THE INDIVIDUAL, GLOBAL SOCIETY, AND THE ENVIRONMENT.

A. The Nature of Technology: Creativity and Innovation *Technology systems impact every aspect of the world in which we live.*

8.2.8.A.1 - Research a product that was designed for a specific demand and identify how the product has changed to meet new demands (i.e. telephone for communication - smart phone for mobility needs).

8.2.8.A.2 - Examine a system, consider how each part relates to other parts, and discuss a part to redesign to improve the system.

8.2.8.A.3 - Investigate a malfunction in any part of a system and identify its impacts.

8.2.8.A.4 - Redesign an existing product that impacts the environment to lessen its impact(s) on the environment.

8.2.8.A.5 - Describe how resources such as material, energy, information, time, tools, people, and capital contribute to a technological product or system.

B. Technology and Society: *Knowledge and understanding of human, cultural and societal values are fundamental when designing technological systems and products in the global society.*

8.2.8.B.1 - Evaluate the history and impact of sustainability on the development of a designed product or system over time and present results to peers.

8.2.8.B.2 - Identify the desired and undesired consequences from the use of a product or system.

8.2.8.B.3 - Research and analyze the ethical issues of a product or system on the environment and report findings for review by peers and /or experts.

8.2.8.B.4 - Research examples of how humans can devise technologies to reduce the negative consequences of other technologies and present your findings.

8.2.8.B.5 - Identify new technologies resulting from the demands, values, and interests of individuals, businesses, industries and societies.

8.2.8.B.6 - Compare and contrast the different types of intellectual property including copyrights, patents and trademarks.

8.2.8.B.7 - Analyze the historical impact of waste and demonstrate how a product is upcycled, reused or remanufactured into a new product.

C. Design: *The design process is a systematic approach to solving problems.*

8.2.8.C.1 - Explain how different teams/groups can contribute to the overall design of a product.

8.2.8.C.2 - Explain the need for optimization in a design process.

8.2.8.C.3 - Evaluate the function, value, and aesthetics of a technological product or system, from the perspective of the user and the producer.

8.2.8.C.4 - Identify the steps in the design process that would be used to solve a designated problem.

8.2.8.C.5 - Explain the interdependence of a subsystem that operates as part of a system.

8.2.8.C.5a - Create a technical sketch of a product with materials and measurements labeled.

8.2.8.C.6 - Collaborate to examine a malfunctioning system and identify the step-by-step process used to troubleshoot, evaluate and test options to repair the product, presenting the better solution.

8.2.8.C.7 - Collaborate with peers and experts in the field to research and develop a product using the design process, data analysis and trends, and maintain a design log with annotated sketches to record the developmental cycle.

8.2.8.C.8 - Develop a proposal for a chosen solution that include models (physical, graphical or mathematical) to communicate the solution to peers.

D. Abilities for a Technological World: *The designed world is the product of a design process that provides the means to convert resources into products and systems.*

8.2.8.D.1 - Design and create a product that addresses a real world problem using a design process under specific constraints.

8.2.8.D.2 - Identify the design constraints and trade-offs involved in designing a prototype (e.g., how the prototype might fail and how it might be improved) by completing a design problem and reporting results in a multimedia presentation, design portfolio or engineering notebook.

8.2.8.D.3 - Build a prototype that meets a STEM-based design challenge using science, engineering, and math principles that validate a solution.

8.2.8.D.4 - Research and publish the steps for using and maintaining a product or system and incorporate diagrams or images throughout to enhance user comprehension.

8.2.8.D.5 - Explain the impact of resource selection and the production process in the development of a common or technological product or system.

8.2.8.D.6 - Identify and explain how the resources and processes used in the production of a current technological product can be modified to have a more positive impact on the environment.

E. Computational Thinking: Programming: *Computational thinking builds and enhances problem solving, allowing students to move beyond using knowledge to creating knowledge.*

8.2.8.E.1 - Identify ways computers are used that have had an impact across the range of human activity and within different careers where they are used.

8.2.8.E.2 - Demonstrate an understanding of the relationship between hardware and software.

8.2.8.E.3 - Develop an algorithm to solve an assigned problem using a specified set of commands and use peer review to critique the solution.

8.2.8.E.4 - Use appropriate terms in conversation (e.g., programming, language, data, RAM, ROM, Boolean logic terms).

21ST CENTURY LIFE AND CAREERS
STANDARD 9.2: CAREER AWARENESS, EXPLORATION, AND PREPARATION

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

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

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

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

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

9.2.8.B.6 – Demonstrate understanding of the necessary preparation and legal requirements to enter the

workforce.

9.2.8.B.7 – Evaluate the impact of online activities and social media on employer decisions.

III.   Proficiency Levels

This curriculum is appropriate for all students in Grade 6.

IV.   Methods of Assessment

Student Assessment
Student progress and achievements are assessed through a variety of formal and informal methods of assessment that include, but are not limited to, the following:
- Formal
    - Published tests
    - Teacher-made tests
    - Individual student writing portfolios
    - Homework
    - Class work
    - Class participation
    - Projects
    - Short Constructed Response
    - Standardized Testing Rubrics
    - Standardized tests
- Informal
    - Teacher observation
    - Peer evaluation
    - Teacher/student feedback
    - Class discussion
    - Self, peer, teacher collaborative feedback
    - Portfolios
    - Group/individual reports
    - Activity sheets/workbooks (publisher/teacher-made)
    - Supplemental activities.

Curriculum/Teacher Assessment
The teacher will provide the subject area supervisor with suggestions for changes on an ongoing basis.

V.   Grouping

Grade 6 English classes are heterogeneously grouped classes; therefore, no level placement criteria apply to this course of study.

VI.   Articulation/Scope & Sequence/Time Frame

Grade 6 English Language Arts is a full year course.

VII.   Resources

Texts/Supplemental Reading/References

- Speakers
  - Teachers are encouraged to contact community groups, parents, and organizations to obtain speakers to enhance the curriculum with the approval of the administration.
- References
  - Teachers may contact the English Language Arts department office and the school and local libraries for additional resources. Nearby colleges and other organizations may also be excellent resources.
- Technology
  - Use of technology will conform to the following New Jersey Student Learning Standards: (8.1.8.A.1) (8.1.8.A.2) (8.1.8.A.3) (8.1.8.A.4) (8.1.8.A.5) (8.1.8.B.1) (8.1.8.D.1) (8.1.8.D.2) (8.1.8.D.3) (8.1.8.E.1)
  - Students shall use computers to complete research and for word processing. Teachers shall use appropriate technology to enhance lessons. Students shall use computers for independent practice of developing skills and as part of the writing process.
- Supplies and Materials
  - Audio/video equipment for viewing and listening may be required.
  - In addition, art supplies for projects may also be needed.
- Textbooks
  - *Writer's Craft*, McDougall, Littel
  - *Growing Your Vocabulary: Learning from Latin and Greek Roots.* 2008. Prestwick House.
  - *Units of Study in Opinion, Information, and Narrative Writing, Grade 6 with Trade Book Pack A Workshop Curriculum*, Lucy Calkins, Teachers College Reading and Writing Project, Columbia University.
- Supplemental Reading/Texts
  - *Reading Milestones,* Pro-Ed
  - Computer software
  - Internet resources
  - Dictionaries
  - Videos/DVDs/CD's
  - Supplemental readings which enhance the curriculum may be included at teacher discretion.
    - *Poetry Everywhere* by Jack Collom and Sheryll Noethe
    - *The House on Mango Street* by Sandra Cisneros
    - *When I Was Your Age, Volume One: Original Stories About Growing Up,* Amy Ehrlich (Editor)
- Required Trade books
  - *Midnight Magic*, Avi (Medieval Theme)
  - *Walk Two Moons,* Creech (Points of View Theme)
  - *The Ghost in the Tokiado Inn*, Hobbler (Coming of Age Theme)
  - *D'Aulaire's Book of Greek Myths*, D'Aulaire (Greek Mythology Theme)
- Optional Readings/Suggested Titles
- **Medieval Theme**
    - *Parsafals Page*
    - *Rowanhood, Outlaw Girl of Sherwood Forest*

- ▪ *Squire, His Knight and His Lady*
- ▪ *Catherine, Called Birdy*
- ▪ *The Midwife's Apprentice*
- ▪ *Merlin's Mistake*
- ▪ *I am Mordred*
- **Points of View Theme**
  - ▪ *Flipped*
  - ▪ *The Giver*
  - ▪ *Gathering Blue*
  - ▪ *Maniac Magee*
  - ▪ *Holes*
- **Coming of Age Theme**
  - ▪ *Year of Impossible Goodbyes*
  - ▪ *Homeless Bird*
  - ▪ *Chinese Cinderella*
  - ▪ *Masada: The Last Fortress*
  - ▪ *Samir and Yontan*
- **Greek Mythology Theme**
  - ▪ *Zeus: Lord of the Sky*
  - ▪ *Heracles: Mightiest of Mortals*
  - ▪ *Heroes and Monsters of Greek Myth*
  - ▪ *Favorite Greek Myths*
  - ▪ *Adventures of Ulysses*
  - ▪ *Hercules*
  - ▪ *Tales of Ancient Greece,*
  - ▪ *The Golden Fleece*
  - ▪ *Mightiest of Mortals*
  - ▪ *A Fair Wind for Troy*
  - ▪ *Lord of the Sky*
  - ▪ *Apollo, Lord of the Sun*
  - ▪ *Two Queens of Heaven*
  - ▪ *Athena, Warrior Goddess*
  - ▪ *Odysseus in the Serpent Maze*
  - ▪ *The Trojan War*
  - ▪ *Favorite Greek Myths*
- **Fantasy Theme**
  - ▪ *So You Want to be a Wizard*
  - ▪ *The Golden Compass*
  - ▪ *A Wizard of Earthsea*
  - ▪ *Islandia*
  - ▪ *The Thief Lord*
  - ▪ *The Bad Beginning*
- **Short Story Theme**
  - ▪ *Lost and Found*
  - ▪ *Coming of Age in America: A Multicultural Anthology*
  - ▪ *Join In: Multiethnic Short Stories*
  - ▪ *American Street: A Multicultural Anthology*

Additions and/or deletions to this list may be made periodically at teacher discretion with approval of the principal(s) and/or the supervisor of English Language Arts.

VIII.   Suggested Activities

- Students will keep a daily journal. Teachers may want to give students a journal prompt several times a week.
- Each Friday have a different "Poet of the Week". Students will select and read a poem to the class and explain why they selected that poem.
- During the descriptive writing workshop, have students create travel brochures on a real or imaginary place.
- Students will rewrite a familiar fairy tale from another character's point of view.
- Working with the librarian, research local topics in local newspapers. Have students write letters to the editor for the persuasive writing workshop.
- Create a product and ad campaign for the product including slogan, jingle, hook and commercial. If possible videotape the commercials.
- Literature circles
- Reflective journals
- Traditional comprehension tests
- Theme-related projects

IX.   Methodologies

A wide variety of methodologies will be used. The following are suggestions, not limitations, as to how the program may be implemented and facilitated. Codes refer to the New Jersey Student Learning Standards for 21st Century Life and Careers – Career Ready Practices (2014).

- Cooperative learning groups CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Differentiated instruction methods CRP2, CRP6, CRP8, CRP10
- Workshop approach CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Individual assignments CRP2, CRP4
- Whole class instruction CRP2, CRP4
- Small group instruction CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Technology-aided instruction CRP2, CRP4, CRP8, CRP11
- Peer-to-peer instruction CRP1, CRP4, CRP9, CRP12

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career and life success. By end of grade 8, students will be able to:

9.2.8.B.1 – Research careers and determine attributes of career success.

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

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

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

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

9.2.8.B.6 – Demonstrate understanding of the necessary preparation of legal requirements to enter the

workforce.
9.2.8.B.7 – Evaluate the impact of online activities and social media on employer decisions.

X.   Interdisciplinary Connections

Interdisciplinary curriculum coordination will be done with the other departments on a regular basis.
The nature of an English Language Course demands varied text types and genres. Students will be exposed to informational and literary texts that may encompass any of the following areas: art, history, music, science, mathematics, business, and/or technology. Throughout the year, students will use resources from these areas in their English Language Arts class(es). This course reinforces concepts taught in:

- Social Studies
- Humanities
- Mathematics
- Science
- Technology
- Appropriate and competent use of relevant websites and digital software and equipment 8.1.8
- Recording student performances/projects using appropriate audio, video, and /or photographic means to facilitate classroom critique of student growth and progress 8.1.8
- Presentation and exploration of related career possibilities 9.2.8
- Working in teams to create group based learning activities and projects CRP1
- Application of skills learned in class to project based activities CRP2

XI.   Differentiating Instruction for Students with Special Needs: Students with Disabilities, Students at Risk, English Language Learners, and Gifted & Talented Students

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways as they celebrate students' prior knowledge. By providing appropriately challenging learning, teachers can maximize success for all students.

Differentiating in this course includes but is not limited to:

Differentiation for Support (ELL, Special Education, Students at Risk)
- Peer mentoring on problems
- Differentiated teacher feedback on assignments
- Modelling out accounting problems on whiteboard
- Visual aids as we project problems on whiteboard
- Study guides
- Tiered assignments
- Scaffolding of materials and assignments
- Re-teaching and review
- Guided note taking
- Exemplars of varied performance levels
- Multi-media approach to accommodating various learning styles
- Use of visual and multi-sensory formats

- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments
- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
    - word walls
    - sentence frames
    - think-pair-share
    - cooperative learning groups
    - teacher think-alouds

Differentiation for Enrichment
- Supplemental reading material for independent study
- Flexible grouping
- Tiered assignments
- Topic selection by interest
- Enhanced expectations for independent study
- Elevated questioning techniques using Webb's Depth of Knowledge matrix
- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven
- Real-world problems and scenarios

XII. Professional Development

The teacher will continue to improve expertise through participation in a variety of professional development opportunities.

XIII. Curriculum Map/Pacing Guide

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments

Main topic:
 POINTS OF VIEW
 	
 subtopics:
 	
 Description:
 How characters learn and change through their experiences with other people
 	
 Materials:
 Walk Two Moons by Sharon Creech
 Newsela articles
 CommonLit articles
 Readworks articles
 	
 Objectives:
 SWBAT: Utilize active reading strategies,
	10 Weeks	*For Support:*
		 -Graphic organizers:
		     o Character trait list
		     o Story plot
		     o KWL charts
		 -Visuals and sensory formats:
		     o Map of the United States
		     o Photos of places visited
		        by Phoebe and her Grandparents
		     o Videos, if available
		 -Can provide audio version of the novel
		 - Use of prompts
		 - Testing accommodations and
			NJSLS - ELA:
			
			 RL.6.1, RL.6.2, RL.6.3, RL.6.4
			 RL.6.5, RL.6.6, RL.6.7, RL.6.9
			 RL.6.10
			
			 RI.6.1, RI.6.2, RI.6.3, RI.6.4, RI.6.5, RI.6.6, RI.6.7, RI.6.8
			 RI.6.9, RI.6.10
			
			 W.6.7, W.6.8, W.6.9
			
			 SL.6.1, SL.6.2, SL.6.3, SL.6.4
			 SL.6.5, SL.6.6
			
			 L.6.1, L.6.2, L.6.3,
				Formative Assessments:
				 -Teacher observation and feedback
				 -Ongoing response journals
				 -Class discussions
				 -Comprehension questions for each chapter
				 -Peer evaluation
				 -Self, peer, teacher collaborative feedback
				 -Group or individual reports
				 -Activity sheets/workbooks (publisher and teacher-made)
				 -Supplemental activities

including: predicting, inferring, questioning/clarifying, making connections,note taking, summarizing
 	
Fiction - Identifying and analyzing: character/traits, setting, plot, types of conflicts, rising action, climax, falling action, and resolution
 	
Nonfiction: Text features and text structures,author's purpose
		modifications (per IEPs)
		   o Make notation of such
		    on report card
		- Authentic assessments
		
		For ELLs :
		-Pre-teach vocabulary and concepts
		-Visual learning, include graphic organizers
		-Use of cognates to increase comprehension
		-Teacher modeling
		-Pair students: beginning ELLs with students who have more advanced English skills
		-Scaffolding: word walls, sentence frames, think-pair-share, cooperative learning groups, teacher think-alouds
		-Can provide *Walk Two Moons* in Spanish
		-Can provide audio version of the novel
		-Leveled informational reading passages
		-Make corrections to work, but modify grade scale and make note on report card
			L.6.4
			L.6.5, L.6.6
			
			***21st Century* Standards**
			CRP1, CRP2, CRP3,CRP4, CRP5, CRP6, CRP7, CRP8, CRP9, CRP10, CRP11 CRP12
			
			Career-ready Practices:
			9.2.8.B.1
			9.2.8.B.2
			9.2.8.B.3
			9.2.8.B.4
			9.2.8.B.5
			9.2.8.B.6
			9.2.8.B.7
			
			Technology
			8.1.8.A.1
			8.1.8.A.2
			8.1.8.A.3
			8.1.8.A.4
			8.1.8.A.5
			8.1.8.B.1
			8.1.8.D.1
			8.1.8.D.2
			8.1.8.D.3
			8.1.8.E.1
				Summative Assessments:
				-Published and teacher-made tests and quizzes
				-Mount Rushmore Project -Analysis of themes in *Walk Two Moons*
				-Homework
				-Classwork
				-Class participation
				-Short constructed responses
				-Standardized tests - (DRA and Link It)

		For RTI:
		-Informational leveled reading articles (e.g. Newsela, Readworks, etc.) related to topics presented in the novel [South Dakota: The Mount Rushmore State]
		-Guided reading and review of comprehension questions provided by classroom instructor
		-Practice active reading strategies: highlighting, visualizing, asking questions, etc.
		-Vocabulary skill building
		-Practice test-taking strategies
		-Review text structures:
		  o Fiction: Characters, plot, setting, conflicts, main idea/theme, author's purpose
		  o Nonfiction: Cause/effect, chronology, layout-> meaning
		
		For Enhancement:		

		-Adjust pace of lessons -Curriculum compacting -Inquiry-based instruction: Webquest traveling path of main character -Independent study -Higher-order thinking: Write a journal entry from another character's point of view -Interest-based content: Postcards to and from (from various characters point of view), poems related to content in the novel, etc. -Student driven: Literature circles, PBLs, et. -Real-world problems and scenarios		
WRITER'S WORKSHOP *Main Topic:* *NARRATIVE* <u>**Description**</u>: Students will learn to create personal narratives about a particular moment in time that	13 Weeks **Bend 1: Launching Independent Writing Lives and Generating Personal Narratives** <u>Lesson 1</u>: Setting Up to Write <u>Lesson 2</u>: Calling On All Strategies to Write Up a Storm	<u>*For Support:*</u> -Anchor charts -Word lists (adverbs, vivacious verbs) -Color coded writing to ensure all 5 senses are included - Graphic organizers for story plot./development	<u>*NJSLS - ELA*</u>: **RI.6.1, RI.6.2, RI.6.3, RI.6.4, RI.6.5, RI.6.6, RI.6.7, RI.6.8 RI.6.9, RI.6.10** W.6.3, W.6.4, **W.6.5,** W.6.6, W.6.7, W.6.9,	<u>*Formative assessments:*</u> Teacher observations on how students: -Engage and orient the reader by establishing a context and introducing a narrator and/or characters;

they themselves have experienced. They will learn how to expand and strengthen their writing piece **Materials:** Lucy Calkins Unit 31 Narrative Writing Unit of Study -Colored pencils/pens -Chromebooks -Smartboard -Highlighters Mentor texts by Ralph Fletcher, Cynthia Rylant, and other young adult authors -Chart paper for anchor charts Newsela articles CommonLit articles Readworks articles **Objectives:** *Unit 31 Narrative Writing Unit of Study* **SWBAT:** **-Write narratives to develop real or imagined experiences or events using effective technique,**	Lesson 3: Writing from Moments that Really Matter Lesson 4: Telling the Story from the Narrator's Point of View Lesson 5: Reading Closely to Learn from Other Authors Lesson 6: Taking Stock: Pausing to Assess and Set Goals **Bend 2: Moving though the Writing Process and towards Our Goals** Lesson 7: Rehearsing: Experimenting with Beginnings Lesson 8: Flash-Drafting: Get the Whole Story on the Page Lesson 9: Using Writer's Notebooks for Mindful, Goal-Driven Work Lesson 10: Re-Angling and REwriting to Convey What a Story Is Really About Lesson 11: Elaborating on Important Scenes and	-Conferencing about word choice and sentence structure ***For ELLs*** -Pre-teach vocabulary and concepts -Visual learning, include graphic organizers -Use of cognates to increase comprehension -Teacher modeling -Pair students: beginning ELLs with students who have more advanced English skills -Scaffolding: word walls, sentence frames, think-pair-share, cooperative learning groups, teacher think-alouds -Make corrections to work, but modify grade scale and make note on report card -Leveled informational reading passages -Shorter assignments (e.g. draw a picture, then write a simple story to go along with it) ***For RTI:***	W.6.10 **SL.6.1, SL.6.2, SL.6.3, SL.6.4** **SL.6.5, SL.6.6** **L.6.1, L.6.2, L.6.3, L.6.4** **L.6.5, L.6.6** ***21st Century* Standards** CRP1, CRP2, CRP3,CRP4, CRP5, CRP6, CRP7, CRP8, CRP9, CRP10, CRP11 CRP12 **Career-ready Practices:** **9.2.8.B.1** **9.2.8.B.2** **9.2.8.B.3** **9.2.8.B.4** **9.2.8.B.5** **9.2.8.B.6** **9.2.8.B.7** **Technology** 8.1.8.A.1 8.1.8.A.2 8.1.8.A.3 8.1.8.A.4 8.1.8.A.5 8.1.8.B.1	organize an event sequence that unfolds naturally and logically. -Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. -Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. -Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. -Provide a conclusion that follows from the narrated experiences or events.-Peer edits checking for word choice, sentence structure. -Flash drafts brainstorming ideas

relevant descriptive details, and well-structured event sequences **-Story will include: prewriting, a setting, plot, rising action, climax, falling action, a resolution, and compositional risks, such as dialogue or inner thought.** **-Maintain a Writer's Notebook** **-Develop and Increase writing stamina**	Adding New Ones from the Past <u>Lesson 12</u>: Using All Available Resources to Aid with Final Touches **Bend III: Writing a Second Personal Narrative with New Independence** <u>Lesson 13</u>: Taking Charge of the Writing Process: Deciding Where to BEgin and How to Revise from the Get-Go <u>Lesson 14</u>: Slowing Down and Stretching Out the Story's Problem <u>Lesson 15</u>: Ending Stories in Meaningful Ways <u>Lesson 16</u>: Editing Sentences for Rhythm and Meaning <u>Lesson 17</u>: Publishing and Celebrating as a Community of Writers	-Provide support on classroom writing assignment: *Students read written work aloud to teacher or to a peer *Provide examples to add further detail *Graphic organizers:Story plot, story map, timelines, etc. *Individual whiteboards for students to take notes on ***For enhancement:*** - Adjusting pace of lessons -Higher order thinking skills: e.g. have students include flashbacks/flash forwards - Student driven -Real-world scenarios	8.1.8.D.1 8.1.8.D.2 8.1.8.D.3 8.1.8.E.1	about personal experiences -Graphic organizers plotting beginning, middle, and end of narratives. -Vocabulary lesson activities and worksheets ***Summative assessment:*** -Final writing piece: creative narrative about a Halloween adventure story (spooky story for those who do not celebrate the holiday). Graded via rubric.
Main topic: **COMING OF AGE** **Subtopic:**	10 Weeks	***For Support:*** -Graphic organizers of	***NJSLS - ELA***:	***Formative Assessments:***

Description: Students will explore the process by which a young character develops over the course of his formative years and discovers his identity. **Materials:** *Ghost in Tokaido Inn* by Dorothy and Thomas Hoobler or *The Giver* by Lois Lowry Newsela articles CommonLit articles Readworks articles **Objectives:** **SWBAT:** Utilize active reading strategies, including: predicting, inferring, questioning/clarifying, making connections,note taking, summarizing <u>Fiction</u> - Identifying and analyzing: character/traits, setting, plot, types of conflicts,		character change -Charts about dystopian characteristics -Webs about society's members and their roles *For ELLs* -Pre-teach vocabulary and concepts -Visual learning, include graphic organizers -Use of cognates to increase comprehension -Teacher modeling -Pair students: beginning ELLs with students who have more advanced English skills -Scaffolding: word walls, sentence frames, think-pair-share, cooperative learning groups, teacher think-alouds -Can provide *Walk Two Moons* in Spanish -Can provide audio version of the novel -Leveled informational reading passages -Make corrections to work, but modify grade scale and make note on report card	**RL.6.1, RL.6.2, RL.6.3, RL.6.4** **RL.6.5, RL.6.6, RL.6.7, RL.6.9** **RL.6.10** **RI.6.1, RI.6.2, RI.6.3, RI.6.4, RI.6.5, RI.6.6, RI.6.7, RI.6.8** **RI.6.9, RI.6.10** **W.6.7, W.6.8, W.6.9** **SL.6.1, SL.6.2, SL.6.3, SL.6.4** **SL.6.5, SL.6.6** **L.6.1, L.6.2, L.6.3, L.6.4** **L.6.5, L.6.6** ***21st Century* Standards** CRP1, CRP2, CRP3,CRP4, CRP5, CRP6, CRP7, CRP8, CRP9, CRP10, CRP11 CRP12 **Career-ready Practices:** **9.2.8.B.1** **9.2.8.B.2** **9.2.8.B.3** **9.2.8.B.4**	-Teacher observation and feedback -Ongoing response journals -Class discussions -Comprehension questions for each chapter -Peer evaluation -Self, peer, teacher collaborative feedback -Group or individual reports -Activity sheets/workbooks (publisher and teacher-made) -Supplemental activities ***Summative Assessments:*** -Published and teacher-made tests and quizzes -Projects: e.g. Create a Dystopian world with different rules and expectations - Homework -Classwork -Class participation -Short constructed responses -Standardized tests - (

| rising action, climax, falling action, and resolution

Nonfiction: Text features and text structures,author's purpose | | **For RTI:**
-Informational leveled reading articles (e.g. Newsela, Readworks, Common Lit, etc.) related to topics presented in the novel [About Fahrenheit 451; Omelas; The Lottery]
-Guided reading and review of comprehension questions provided by classroom instructor
-Practice active reading strategies: highlighting, visualizing, asking questions, etc.
-Vocabulary skill building
-Practice test-taking strategies
-Review text structures:
  o Fiction: Characters, plot, setting, conflicts, main idea/theme, problem/solution
  o Nonfiction: Headings and subheadings, compare/contrast, text image placement, description | **9.2.8.B.5**
9.2.8.B.6
9.2.8.B.7

Technology
8.1.8.A.1
8.1.8.A.2
8.1.8.A.3
8.1.8.A.4
8.1.8.A.5
8.1.8.B.1
8.1.8.D.1
8.1.8.D.2
8.1.8.D.3
8.1.8.E.1 | Link It)
- |

		For Enhancement: -Adjust pace of lessons -Curriculum compacting -Inquiry-based instruction: Webquest traveling path of main character -Independent study -Higher-order thinking: Write a journal entry from another character's point of view -Interest-based content: Postcards to and from (from various characters point of view), poems related to content in the novel, etc. -Student driven: Literature circles, PBLs, et. -Real-world problems and scenarios -Supplemental texts: Ray Bradbury's <u>The Pedestrian/All Summer in a Day</u> & Isaac Asimov <u>The Fun They Had</u>		
WRITER'S WORKSHOP	14 Weeks **Bend I-**	***For Support:***	*NJSLS - ELA*:	***Formative assessments:***

| INFORMATIONAL

Description:
Students learn ways to research and write informational essays, books, and digital presentations or websites to teach their readers about a topic, using increasingly sophisticated ways to draw on and structure information to explain a position to make a call to action.

Materials:
Lucy Calkins Unit 3 Informational Writing Unit of Study
Newsela articles
CommonLit articles
Readworks articles

Objectives:
SWBAT:
-Read assigned informational articles and/or watch assigned related videos as common research
-Write an informative/explanator | Lesson I: Becoming Engaged with a Topic
Lesson 2: Reading for a Wide View of a Topic: Teen Activism
Lesson 3: Preparing to Write Informational Essays: Finding a Supporting Key Points
Lesson 4: Structure Sets You Free: Using Prior Knowledge to Flash-Draft Essays
Bend II-
Lesson 5: The Trail of Research: Pursuing Information and Focusing in on Topics
Lesson 6: Envisioning Structures to Plan an Information Book
Lesson 7: Constructing Texts with Solid Bricks of Information
Lesson 8: Research: Gathering Specific Information and Creating Meaning
Lesson 9: Writing with Detail
Lesson 10: Lifting the Level of Sentence Complexity
Lesson 11: Using Text | -Use of analogies/anchor charts of (hamburger, oreo)
-Students follow formula to compare and contrast two texts
　　o Highlight evidence
　　　together as a class
　　o Fishbowl discussion to
　　　analyze text(s)

For ELLs
-Pre-teach vocabulary and concepts
-Visual learning, include graphic organizers
-Use of cognates to increase comprehension
-Teacher modeling
-Pair students: beginning ELLs with students who have more advanced English skills
-Scaffolding: word walls, sentence frames, think-pair-share, cooperative learning groups, teacher think-alouds
-Make corrections to work, but modify grade | **RI.6.1, RI.6.2, RI.6.3, RI.6.4, RI.6.5, RI.6.6, RI.6.7, RI.6.8 RI.6.9, RI.6.10**

W.6.3**,** W.6.4**,** **W.6.5,** W.6.6**,** W.6.7**,** W.6.9**,** W.6.10

SL.6.1, SL.6.2, SL.6.3, SL.6.4
SL.6.5, SL.6.6

L.6.1, L.6.2, L.6.3, L.6.4
L.6.5, L.6.6

21st Century **Standards**
CRP1, CRP2, CRP3,CRP4, CRP5, CRP6, CRP7, CRP8, CRP9, CRP10, CRP11 CRP12

Career-ready Practices:
9.2.8.B.1
9.2.8.B.2
9.2.8.B.3
9.2.8.B.4
9.2.8.B.5
9.2.8.B.6
9.2.8.B.7 | Teacher observations on how students include the following on their essays:
-Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia)
-Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
-Use appropriate transitions to clarify the relationships among ideas and concepts.
-Use precise language and domain-specific vocabulary to inform about or explain the topic.
-Establish and maintain a formal/academic style, approach, and form. |

y essay to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. o **Essay will include: prewriting, an introduction with a thesis statement, body paragraphs that each contain a reason supported by evidence, and a conclusion that restates the thesis statement** **-Maintain a Writer's Notebook** **-Develop and Increase writing stamina**	Features to Strengthen Writing Lesson 12: Planning Ready-to-Go Chapters Lesson 13: Quoting with a Purpose in Mind Lesson 14: Celebrating with a Book Exhibit Tour **Bend III-** Lesson 15: Studying Digital Mentor Texts Lesson 16: Revising to Fit Digital Formats: Determining Importance Lesson 17: Pouring into Digital Forms...and Publishing Lesson 18: Celebration: Presentations, Feedback, Reflection	scale and make note on report card -Leveled informational reading passages -Shorter assignments (e.g. provide a photo with some simple facts about it., Have student write a short essay) ***For RTI:*** *Provide support on classroom writing assignment: *Students read written work aloud to teacher or to a peer *Provide examples to add further detail *Graphic organizers: hamburger, KWL, or cause -> effect, etc. graphic organizers *Individual whiteboards for students to take notes on ***For Enhancement:*** - Adjusting pace of lessons -Higher order thinking skills: e.g. have students	**Technology** 8.1.8.A.1 8.1.8.A.2 8.1.8.A.3 8.1.8.A.4 8.1.8.A.5 8.1.8.B.1 8.1.8.D.1 8.1.8.D.2 8.1.8.D.3 8.1.8.E.1	-Provide a concluding statement or section that follows from the information or explanation presented. -Peer edits checking for word choice, sentence structure. -Graphic organizers plotting beginning, middle, and end of narratives. -Informational paired texts multiple choice responses ***Summative assessments:*** -Informational reading: e.g. paired texts written responses -Final writing piece graded via modified WW rubric

		include flashbacks/flash forwards - Student driven -Real-world scenarios		
Main topic: **GREEK** **MYTHOLOGY** **Subtopic:** **Description:** Students will explore the lineage of Greek Gods and Goddesses as well as their explanations for natural phenomenons **Materials:** D'Aulaires *Book of Greek Myths* Newsela articles CommonLit articles Readworks articles **Objectives:** **SWBAT:** Utilize active reading strategies, including: predicting, inferring, questioning/clarifying, making connections,note taking, summarizing	10 Weeks	***For Support:*** -Graphic organizers -Charts -Webs -Create game/trading cards ***For ELLs*** -Pre-teach vocabulary and concepts -Visual learning, include graphic organizers -Use of cognates to increase comprehension -Teacher modeling -Pair students: beginning ELLs with students who have more advanced English skills -Scaffolding: word walls, sentence frames, think-pair-share, cooperative learning groups, teacher think-alouds -Leveled mythology stories and	***NJSLS - ELA***: **RL.6.1, RL.6.2, RL.6.3, RL.6.4** **RL.6.5, RL.6.6, RL.6.7, RL.6.9** **RL.6.10** **RI.6.1, RI.6.2, RI.6.3, RI.6.4, RI.6.5, RI.6.6, RI.6.7, RI.6.8** **RI.6.9, RI.6.10** **W.6.7, W.6.8, W.6.9** **SL.6.1, SL.6.2, SL.6.3, SL.6.4** **SL.6.5, SL.6.6** **L.6.1, L.6.2, L.6.3, L.6.4** **L.6.5, L.6.6** ***21st Century* Standards** CRP1, CRP2, CRP3,CRP4, CRP5, CRP6, CRP7, CRP8,	***Formative Assessments:*** Teacher observation and feedback -Ongoing response journals -Class discussions -Comprehension questions for each chapter -Peer evaluation -Self, peer, teacher collaborative feedback -Group or individual reports -Activity sheets/workbooks (publisher and teacher-made) -Supplemental activities ***Summative Assessments:*** -Published and teacher-made tests and quizzes -Ancient Greece

		informational reading passages -Make corrections to work, but modify grade scale and make note on report card -Create trading cards representing each god/goddess **_For RTI:_** -Informational leveled reading articles (e.g. Newsela, Readworks, Common Lit, etc.) related to topics presented in the novel [Achilles;http://www.bbc.co.uk/learning/schoolradio/subjects/history/ancient_greek_myths] -Guided reading and review of comprehension questions provided by classroom instructor -Practice active reading strategies: highlighting, visualizing, asking questions, etc. -Vocabulary skill building -Practice test-taking strategies	CRP9, CRP10, CRP11 CRP12 **Career-ready Practices:** **9.2.8.B.1** **9.2.8.B.2** **9.2.8.B.3** **9.2.8.B.4** **9.2.8.B.5** **9.2.8.B.6** **9.2.8.B.7** **Technology** 8.1.8.A.1 8.1.8.A.2 8.1.8.A.3 8.1.8.A.4 8.1.8.A.5 8.1.8.B.1 8.1.8.D.1 8.1.8.D.2 8.1.8.D.3 8.1.8.E.1	Projects: (e.g. Create a Greek Biographical poem about a god of your choice; Greek Time Travel; write your own myth to explain a weather phenomenon (lunar or solar eclipse, etc) or catastrophe (avalanche, tidal wave, etc.)) -Analysis of themes and character traits of Greek gods/goddesses/heroes -Homework -Classwork -Class participation -Short constructed responses
Fiction - Identify the storyline, realms of each god/goddess, character traits, spouses,siblings of Greek gods, goddesses, and heroes Nonfiction: Text features and text structures,author's purpose				

		For Enhancement: -Adjust pace of lessons -Curriculum compacting -Inquiry-based instruction: Create a family tree of Greek gods and goddesses; host a dinner party for Greek gods and goddesses, etc. -Independent study: e.g. Greek SuperHeroes and Villains -Higher-order thinking: e.g. Create your own god/goddess - what powers would he/she have, domain over what realm; explain the natural disasters and connect to Greek gods and goddesses -Interest-based content: Student created board games, e.g. Monopoly -Student driven: Escape Room related to group mythology -Real-world problems and scenarios		

		Supplemental Videos: -Hercules -Clash of the Titans (1981) -Percy Jackson -Moana		
Main topic: **MEDIEVAL/** **MIDDLE AGES** **Subtopic:** **Description:** Students will explore the Middle Age time period, logic and reason to solve problems, chivalry, and the elements of mystery. **Materials:** *Midnight Magic* by Avi Newsela articles CommonLit articles Readworks articles **Objectives:** **SWBAT:** -Utilize active reading strategies, including: predicting, inferring, questioning/clarifying,	10 Weeks	*For support:* -Graphic organizers -Charts -Webs *For ELLs* -Pre-teach vocabulary and concepts -Visual learning, include graphic organizers -Use of cognates to increase comprehension -Provide audio version of novel -Teacher modeling -Pair students: beginning ELLs with students who have more advanced English skills -Scaffolding: word walls, sentence frames, think-pair-share, cooperative learning groups, teacher think-alouds	*NJSLS - ELA*: **RL.6.1, RL.6.2, RL.6.3, RL.6.4** **RL.6.5, RL.6.6, RL.6.7, RL.6.9** **RL.6.10** **RI.6.1, RI.6.2, RI.6.3, RI.6.4, RI.6.5, RI.6.6, RI.6.7, RI.6.8** **RI.6.9, RI.6.10** **W.6.7, W.6.8, W.6.9** **SL.6.1, SL.6.2, SL.6.3, SL.6.4** **SL.6.5, SL.6.6** **L.6.1, L.6.2, L.6.3, L.6.4** **L.6.5, L.6.6** *21st Century* **Standards** CRP1, CRP2,	*Formative Assessments:* Teacher observation and feedback -Ongoing response journals -Class discussions -Comprehension questions for each chapter -Peer evaluation -Self, peer, teacher collaborative feedback -Group or individual reports -Activity sheets/workbooks (publisher and teacher-made) -Supplemental activities *Summative Assessments:* -Published and teacher-made tests and quizzes

making connections,note taking, summarizing Fiction - Identifying and analyzing: character/traits, setting, plot, types of conflicts, rising action, climax, falling action, and resolution Nonfiction: Paired text features and structures, commonalities and differences, point of view, author's purpose		-Leveled informational reading passages -Make corrections to work, but modify grade scale and make note on report card ***For RTI:*** -PARCC prep lessons -Guided reading and review of comprehension questions provided by classroom instructor -Practice active reading strategies: highlighting, visualizing, asking questions, etc. -Vocabulary skill building -Review: text structures and figurative language -Paired reading with questions ***For Enhancement:*** -Adjust pace of lessons -Curriculum compacting -Inquiry-based instruction: e.g. Choose a famous person from the Middle Ages. Read	CRP3,CRP4, CRP5, CRP6, CRP7, CRP8, CRP9, CRP10, CRP11 CRP12 **Career-ready Practices:** **9.2.8.B.1** **9.2.8.B.2** **9.2.8.B.3** **9.2.8.B.4** **9.2.8.B.5** **9.2.8.B.6** **9.2.8.B.7** **Technology** 8.1.8.A.1 8.1.8.A.2 8.1.8.A.3 8.1.8.A.4 8.1.8.A.5 8.1.8.B.1 8.1.8.D.1 8.1.8.D.2 8.1.8.D.3 8.1.8.E.1	-Middle Ages projects, e.g. students create a digital story/comic that includes different elements from the Middle Ages. -Analysis of events and influences of the Middle Ages (e.g. inventors/inventions, explorers, The Crusades, feudalism, etc.) -Homework -Classwork -Class participation -Short constructed responses -Standardized testing: PARCC, LinkIt, DRA)

		about the person, then write a narrative story in which this person is a secondary character; -Independent study -Higher-order thinking o Discussion of adages and their meaning/purpose -Interest-based content -Real-world problems and scenarios			
WRITER'S WORKSHOP *Main Topic:* *ARGUMENTATIVE WRITING* *Subtopic: The Literary Essay* <u>Description:</u> Students will craft an essay that makes an argument about characters and themes, learning strategies essayists use to gather, analyze, and explain evidence from the text to support their claims.	**~10 Weeks** **Bend I** <u>Lesson 1</u>: Essay Boot Camp <u>Lesson 2</u>: Growing Big Ideas from Details about Characters <u>Lesson 3</u>: Writing to Discover What a Character Really Wants <u>Lesson 4</u>: Crafting Claims <u>Lesson 5</u>: Conveying Evidence: Summarizing, Storytelling and Quoting <u>Lesson 6</u>: Studying a Mentor Text to Construct Literary	*For Support:* -Use of visual and multi-sensory formats: o beach ball activity to demonstrate the intertextuality between multiple sources **For ELLs** -Pre-teach vocabulary and concepts -Visual learning, include graphic organizers -Use of cognates to increase comprehension -Teacher modeling	*NJSLS - ELA*: **RI.6.1, RI.6.2, RI.6.3, RI.6.4, RI.6.5, RI.6.6, RI.6.7, RI.6.8 RI.6.9, RI.6.10** W.6.3, W.6.4, **W.6.5,** W.6.6, **W.6.7,** W.6.9, W.6.10 **SL.6.1, SL.6.2, SL.6.3, SL.6.4 SL.6.5, SL.6.6** **L.6.1, L.6.2, L.6.3, L.6.4 L.6.5, L.6.6**	*Formative Assessments:* Teacher observations on how students: -Plan a thematic essay (prewrite) -Analyzing text for author's purpose -Compare and contrast themes across texts -Create an introduction with a claim (thesis) that includes evidence from the text -Use transitional phrases and strong quotes -Consider the counterargument

| **Materials:**
Lucy Calkins Unit 2 The Literary Essay Writing Unit of Study
Newsela articles
CommonLit articles
Readworks articles

Objectives:
SWBAT:
Read assigned argumentative articles and/or watch assigned related videos as common research
-Write an argumentative/persuasive essay to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
     o Essay will include: prewriting, an introduction with a thesis statement, body paragraphs that each contain a reason supported by evidence, and a conclusion that | Essays
Lesson 7: Revising Essays to Be Sure You Analyze as Well as Cite Text Evidence.

Bend II
Lesson 8: Looking for Themes in the Trouble of a Text
Lesson 9: Drafting Using All that You Know
Lesson 10: First Impressions and Closing Remarks
Lesson 11: Quoting Texts
Lesson 12: Editing Inquiry Centers

Bend III
Lesson 13: Building the Muscles to Compare and Contrast
Lesson 14: Comparing and Contrasting Themes Across Texts
Lesson 15: Applying what You have Learned in the Past to Today's Revision Work
Lesson 16: Identifying Run-On and Sentence | -Pair students: beginning ELLs with students who have more advanced English skills
-Scaffolding: word walls, sentence frames, think-pair-share, cooperative learning groups, teacher think-alouds
-Make corrections to work, but modify grade scale and make note on report card
-Leveled informational reading passages
-Shorter assignments (e.g. Provide examples for each side of an argument and require ELL student to choose to write about two reasons for one side of the argument)

For RTI:
-Provide support on classroom writing assignment:
     o Students read written
     work aloud to teacher or to | *21st Century* **Standards**
CRP1, CRP2, CRP3,CRP4, CRP5, CRP6, CRP7, CRP8, CRP9, CRP10, CRP11 CRP12

Career-ready Practices:
9.2.8.B.1
9.2.8.B.2
9.2.8.B.3
9.2.8.B.4
9.2.8.B.5
9.2.8.B.6
9.2.8.B.7

Technology
8.1.8.A.1
8.1.8.A.2
8.1.8.A.3
8.1.8.A.4
8.1.8.A.5
8.1.8.B.1
8.1.8.D.1
8.1.8.D.2
8.1.8.D.3
8.1.8.E.1 | -Write a strong conclusion
-Use a checklist for self analysis
-Revise essays to check for analysis and citing text evidence
-Peer edit with relevant feedback
-Edit essay for grammatical errors

Summative Assessment:
-Final writing piece (W.W. rubric) |

restates the thesis statement
 	
-Maintain a Writer's Notebook
 	
-Develop and Increase writing stamina
	Fragments
	<u>Lesson 17</u>: Celebrating Literary Essays
		a peer
		 o Provide examples to add
		  further detail
		 o Graphic organizers: note
		  taking,
		 o Individual whiteboards for
		  students to take notes on
		
		<u>For Enhancement:</u>
		-Adjust the pace of lessons
		-Inquiry-based instruction
		-Interest-based content (e.g. Re *The Three Little Pigs* - Why was the third pig admirable?)
		-Higher order thinking skill:
		 o Students will include a
		  counter argument in
		  their writing.		

GRAMMAR AND CONVENTIONS SCOPE AND SEQUENCE

Skills By Grade Level	K	1	2	3	4	5	6	7	8
Capitalization		X	X	X	X	X	X	X	X
Days of the Week	X	X	X	X	X	X	X	X	X
First Letter of a Sentence	X	X	X	X	X	X	X	X	X
First Letter of First, Middle and Last Names	X	X	X	X	X	X	X	X	X
Geographic Places		X	X	X	X	X	X	X	X
Holidays		X	X	X	X	X	X	X	X
In Dialogue				X	X	X	X	X	X
Letter Salutations/Closings			X	X	X	X	X	X	X
Months of the Year	X	X	X	X	X	X	X	X	X
Proper Nouns	X	X	X	X	X	X	X	X	X
The Word "I"	X	X	X	X	X	X	X	X	X
Titles		X	X	X	X	X	X	X	X
Uppercase and Lowercase Letters	X	X	X	X	X	X	X	X	X
Grammar – Parts of Speech									
Adjectives	X	X	X	X	X	X	X	X	X
Adverbs			X	X	X	X	X	X	X
Compound Words		X	X	X	X	X	X	X	X
Conjunctions				X	X	X	X	X	X
Interjections					X	X	X	X	X
Modifiers	X	X	X	X	X	X	X	X	X
Nouns	X	X	X	X	X	X	X	X	N
Participles					X	X	X	X	X
Perfect/Past Perfect Tense	X	X	X	X	X	X	X	X	X
Plural Words	X	X	X	X	X	X	X	X	X
Prepositional Phrases						X	X	X	X
Prepositions						X	X	X	X
Pronouns			X	X	X	X	X	X	X
Tense	X	X	X	X	X	X	X	X	X
Verbs	X	X	X	X	X	X	X	X	X

Skills By Grade Level	K	1	2	3	4	5	6	7	8
Punctuation									
Apostrophe Use (contractions; possessives)			X	X	X	X	X	X	X
Colon/Semicolon			X	X	X	X	X	X	X
Comma (dialogue)			X	X	X	X	X	X	X
Comma (in a series)		X	X	X	X	X	X	X	X
Ellipses			X	X	X	X	X	X	X
End marks (period, question mark, exclamation point)	X	X	X	X	X	X	X	X	X
Parentheses					X	X	X	X	X
Punctuating Dialogue			X	X	X	X	X	X	X
Quotation Marks			X	X	X	X	X	X	X
Skills By Grade Level	K	1	2	3	4	5	6	7	8
Grammar – Sentence Structure/Fluency									
Chronological Structure		X	X	X	X	X	X	X	X
Clauses						X	X	X	X
Dialogue			X	X	X	X	X	X	X
List Structure	X	X	X	X	X	X	X	X	X
Paragraphs			X	X	X	X	X	X	X
Participial Phrases						X	X	X	X
Phrases					X	X	X	X	X
Sentence Building	X	X	X	X	X	X	X	X	X
Simple/Compound/Complex Sentences			X	X	X	X	X	X	X
Subject-Verb Agreement	X	X	X	X	X	X	X	X	X
Tense	X	X	X	X	X	X	X	X	X
Transition Words	X	X	X	X	X	X	X	X	X
Varied Sentence Lengths		X	X	X	X	X	X	X	X
Text Layout									
Font/Feature of Type	X	X	X	X	X	X	X	X	X
How Layout Conveys Meaning	X	X	X	X	X	X	X	X	X
Nonfiction Text Features		X	X	X	X	X	X	X	X
Space Between Words/Concepts of Print	X	X	X	X	X	X	X	X	X
Text Features (color, bold, shapes, etc.)	X	X	X	X	X	X	X	X	X
Text/Image Placement	X	X	X	X	X	X	X	X	X