

Greenwich-Stow Creek Partnership Schools

Sixth Grade English Language Arts Curriculum



Approved by the Board of Education

Stow Creek Board of Education: 8-22-2024

Greenwich Board of Education: 8-21-2024

Greenwich Stow Creek Partnership School, Grade 6

Unit:1

30 Days

Unit Goals: Discovering Your Voice

- Analyze Text Structure and Purpose
- Analyze Memoir
- Analyze Informational Texts
- Analyze Print and Graphic Features
- Analyze Author's Use of Language
- Determine Author's Purpose and Point of View
- Analyze Figurative Language
- Make Inferences About Tone and Speaker
- Trace & Evaluate an Argument
- Compare & Evaluate Arguments

Learning Targets

New Jersey Student Learning Standards

Focus Standards:

Reading Literature:

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

RL.CI.6.2. Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.

RL.IT.6.3. Describe how a particular text's structure unfolds in a series of episodes and use textual evidence to describe how the characters respond or change as the plot moves toward a resolution.

RL.TS.6.4. Analyze how a particular piece (e.g., sentence, chapter, scene, stanza, or section) fits into the overall structure of a text and contributes to the development of the ideas, theme, setting, or plot.

RL.PP.6.5. Determine how an author conveys or develops perspective in a text (through the narrator or speaker when appropriate).

Reading Informational Text:

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

RI.CI.6.2. Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.

RI.IT.6.3. Analyze how a particular text's (e.g., article, brochure, technical manual, procedural text) structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.

RI.TS.6.4. Use text structures (e.g., cause-effect, problem-solution), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information.

RI.PP.6.5. Identify author's purpose perspective or potential bias in a text and explain the impact on the reader's interpretation.

RI.MF.6.6. Integrate information when presented in different media or formats (e.g., visually, quantitatively) to develop a coherent understanding of a topic or issue.

Writing:

W.AW.6.1. Write arguments on discipline-specific content (e.g., social studies, science, math, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

- A. Introduce claim(s) about a topic or issue 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 link and clarify the relationships among claim(s), reasons and evidence.
- 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.IW.6.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) 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 aid in 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. Acknowledge and attempt a formal/academic style, approach, and form.
- F. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows from and supports the information or explanation presented.

W.NW.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

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

W.WP.6.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.

W.WR.6.5. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W.SE.6.6. 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.RW.6.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening:

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

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

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

Language:

L.SS.6.1. Demonstrate command of the system and structure of the English language 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. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical elements.
- F. Recognize spelling conventions.

L.KL.6.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- B. Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- C. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
- D. Maintain consistency in style and tone.

L.VL.6.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, 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. Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings.
- C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).

- D. 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.
- E. 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.VI.6.4. 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. Analyze the impact of a specific word choice on meaning and tone.
- D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).

Essential Questions	Enduring Understandings
<p>What are the ways you can make yourself heard?</p>	<ul style="list-style-type: none"> • As students read each selection, they will look for details related to the essential question. • At the end of each selection, students will analyze the text by answering questions that are related to the essential question. • Throughout the unit, students will deepen their knowledge of the selections and their understanding of the essential question through reading, speaking, listening, researching, and writing. By the end of the unit, students should understand how each selection relates to the essential question individually and how the selections connect to one another through the essential question. • Tell students that their goal will be to gain a deeper understanding of literature and to develop a more sophisticated way of discussing the essential question. Ultimately, students should use the essential question as a springboard for their own questions that relate to their interests and concerns.

District Learning Plan

- Materials:
- HMH Into Literature Grade 6
 - Assessments
 - Teacher Resources
 - Online Resources
 - Video Clips
 - Close Reading Tools
 - Online Literature Library
 - Teacher created topics

Reading Learning Plan:

Analyze & Apply

- *From Brown Girl Dreaming* (memoir)
- *From Selfie: The Changing Face of Self-Portraits* (informational)
- *What's So Funny, Mr. Scieszka?* (humor)

Collaborate & Compare

- *A Voice* (poem)
- *Words Like Freedom* (poem)
- *Better Than Words: Say It with a Selfie*(argument)
- *OMG, Not Another Selfie!* (argument)

Reader's Choice

- *I Was a Skinny Tomboy Kid*(poem)
- *Words are Birds* (poem)
- *Eleven* (short story)
- *On Dragonwings* (short story)
- *Carved on the Walls* (informational)

Writing Learning Plan:

- Journal Writing Activities
- Narrative: Short Story
- Voice
- Conventions: Pronouns, Commas and Sentence Variety, Spell commonly confused words correctly.

Assessments:

- Applying the Essential Question
- Online Selection Tests
- Open-Ended Responses
- Close Reading Activities
- Teacher-Made Assessments/Projects

Special Ed, 504, ELL, GT:

- Small group instruction
- Close Reading Workshop
- Teacher Modeling
- Computer resources (Internet/smartboard)
- Highlight key words/ concepts
- Text to Speech Tool
- Review frequently using reinforcement strategies
- Review key concepts every paragraph or two
- Read aloud
- Group discussion
- Graphic organizers
- Simplify steps when writing essays
- Essay and Summary Scorer
- Extension activities
- Independent practice in small groups
- Internet activities

Lesson Components

Interdisciplinary Connections

Whole Group-Close read, discuss cultural information for reading comprehension enhancement

Individual- Connect to literature through writer's response

Social Studies:

6.3.8.CS8 - Challenge unfair viewpoints and behaviors by taking action.

6.3.8.CS7 - Recognize that the actions or inactions of individuals, groups, and nations can have intended and unintended consequences.

6.3.8.CS5 - Collaboratively develop and practice strategies for managing and resolving conflict.

6.3.8.CS2 - Recognize the value of cultural diversity, as well as the potential for misunderstanding.

21st Century and Career Education

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.

NJSLS Technology Standards:

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

Integration of 21st Century Skills: [Career Readiness, Life Literacy, and Key Skills](#)

9.1 Personal Financial Literacy

Financial Health: *Financial Psychology, Civic Financial Responsibility*

Financial Landscape: *Financial Institutions, Economic & Government Influences*

Money Management: *Planning & Budgeting, Risk Management & Insurance, Credit and Debit Management, Credit Profile*

9.2 Career Awareness and Planning

9.4 Life Literacies and Key Skills

Creativity and Innovation

Critical Thinking and Problem Solving

Global and Cultural Awareness

Effective Integration of Technology: [Computer Science and Design Thinking](#) & [Life Literacies and Key Skills](#)

8.1 Computer Science

9.4 Design Thinking

9.4 Life Literacies and Key Skills

Digital Citizenship

- Information and Media Literacy
- Technology Literacy

Effective Integration of Media Arts: [Visual and Performing Arts Performance Standards](#)

1.2 Media Arts

- Creating-Conceive, Develop, and/or Construct
- Performing-Integrate, Practice, and/or Present
- Responding-Perceive, Evaluate, and/or Interpret
- Connecting-Synthesize and/or Relate

Greenwich Stow Creek Partnership School, Grade 6

Unit 2

30 Days

Unit Goals: Never Give Up

- Analyze Features of Informational Texts
- Generate Questions
- Analyze Poetic Forms
- Make Inferences About Theme
- Analyze Plot and Character
- Analyze Setting
- Analyze Setting and Theme
- Compare Time Periods

Learning Targets
New Jersey Student Learning Standards

Focus Standards:

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RI.MF.6.6. Integrate information when presented in different media or formats (e.g., visually, quantitatively) to develop a coherent understanding of a topic or issue.

RI.AA.6.7. Trace the development of and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

Writing:

W.AW.6.1. Write arguments on discipline-specific content (e.g., social studies, science, math, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

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- F. Recognize spelling conventions.

L.KL.6.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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- B. Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- C. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
- D. Maintain consistency in style and tone.

L.VL.6.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, 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. Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings.
- C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
- D. 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.
- E. 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.VI.6.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- A. Interpret figures of speech (e.g., personification) in context.
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- C. Analyze the impact of a specific word choice on meaning and tone.
- D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).

Essential Questions	Enduring Understandings
<p>What keeps people from giving up?</p>	<ul style="list-style-type: none"> • As students read each selection, they will look for details related to the essential question. • At the end of each selection, students will analyze the text by answering questions that are related to the essential question. • Throughout the unit, students will deepen their knowledge of the selections and their understanding of the essential question through reading, speaking, listening, researching, and writing. By the end of the unit, students should understand how each selection relates to the essential question individually and how the selections connect to one another through the essential question. • Tell students that their goal will be to gain a deeper understanding of literature and to develop a more sophisticated way of discussing the essential question. Ultimately, students should use the essential question as a springboard for their own questions that relate to their interests and concerns.

District Learning Plan

Materials:

- HMH Into Literature Grade 6
- Assessments
- Teacher Resources
- Online Resources
- Video Clips
- Close Reading Tool
- Online Literature Library
- Teacher created topics

Reading Learning Plan:

Analyze & Apply

- A Schoolgirl's Diary *from* I Am Malala (memoir)
- Speech to the Young: Speech to the Progress-Toward (poem)

Collaborate & Compare

- The First Day of School (short story)
- *From* New Kid (graphic novel)

Reader's Choice

- Paul Revere's Ride (poem)
- The Road Not Taken (poem)
- Damon and Pythias (dramatized)
- Education First *from* Malala's Speech to the United Nations (speech)

Writing Learning Plan:

- Journal Writing Activities
- Informative Text: Compare and Contrast essay
- Organization: Organizing a compare and contrast essay
- Conventions: Capitalization, Sentence Patterns, Use Transitions and Time-Order Words

Assessments:

- Applying the Essential Question
- Writing Rubric
- Online Selection Tests
- Open-Ended Responses
- Close Reading Activities
- Teacher-Made Assessments/Projects

Special Ed, 504, ELL, GT:

- Small group instruction
- Close Reading Workshop
- Teacher Modeling
- Computer resources (Internet/smartboard)
- Highlight key words/ concepts
- Text to Speech Tool
- Review frequently using reinforcement strategies

- Review key concepts every paragraph or two
- Read aloud
- Group discussion
- Graphic organizers
- Simplify steps when writing essays
- Essay and Summary Scorer
- Extension activities
- Independent practice in small groups
- Internet activities

Lesson Components

Interdisciplinary Connections

**Whole Group-Close read, discuss cultural information for reading comprehension enhancement
Individual- Connect to literature through writer's response**

Social Studies:

6.1.8.A.1.a - Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.

6.3.8.CS8 - Challenge unfair viewpoints and behaviors by taking action.

6.3.8.CS7 - Recognize that the actions or inactions of individuals, groups, and nations can have intended and unintended consequences.

6.3.8.CS5 - Collaboratively develop and practice strategies for managing and resolving conflict.

6.3.8.CS2 - Recognize the value of cultural diversity, as well as the potential for misunderstanding.

21st Century and Career Education

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.

NJSLS Technology Standards:

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

Integration of 21st Century Skills: [Career Readiness, Life Literacy, and Key Skills](#)

9.1 Personal Financial Literacy

Financial Health: *Financial Psychology, Civic Financial Responsibility*

Financial Landscape: *Financial Institutions, Economic & Government Influences*

Money Management: *Planning & Budgeting, Risk Management & Insurance, Credit and Debit Management, Credit Profile*

9.2 Career Awareness and Planning

9.4 Life Literacies and Key Skills

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Global and Cultural Awareness

Effective Integration of Technology: [Computer Science and Design Thinking](#) & [Life Literacies and Key Skills](#)

- 8.1 Computer Science**
- 9.4 Design Thinking**

- 9.4 Life Literacies and Key Skills**
 - Digital Citizenship
 - Information and Media Literacy
 - Technology Literacy

Effective Integration of Media Arts: [Visual and Performing Arts Performance Standards](#)

- 1.2 Media Arts**
 - Creating-Conceive, Develop, and/or Construct
 - Performing-Integrate, Practice, and/or Present
 - Responding-Perceive, Evaluate, and/or Interpret
 - Connecting-Synthesize and/or Relate

Greenwich Stow Creek Partnership School, Grade 6

Unit: 3

30 Days

Unit Goals: Finding Courage

- Analyze Character, Plot, and Setting
- Explain Speaker
- Analyze Structure
- Cite Evidence
- Determine Meanings
- Make Inferences
- Compare Across Genres
- Determine Central Idea
- Determine Key Ideas
- Compare Presentation of Events

Learning Targets
New Jersey Student Learning Standards

Focus Standards:

Reading Literature:

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

RL.CI.6.2. Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.

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RL.PP.6.5. Determine how an author conveys or develops perspective in a text (through the narrator or speaker when appropriate).

RL.MF.6.6. Compare and contrast information or texts to develop a coherent understanding of a theme, topic, or issue when reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text.

Reading Informational Text:

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

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W.AW.6.1. Write arguments on discipline-specific content (e.g., social studies, science, math, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

- A. Introduce claim(s) about a topic or issue 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 link and clarify the relationships among claim(s), reasons and evidence.
- 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.IW.6.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) 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 aid in 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. Acknowledge and attempt a formal/academic style, approach, and form.

- F. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows from and supports the information or explanation presented.

W.NW.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

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

W.WP.6.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.

W.WR.6.5. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W.SE.6.6. 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.RW.6.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening:

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

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

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

Language:

L.SS.6.1. Demonstrate command of the system and structure of the English language 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. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical elements.
- F. Recognize spelling conventions.

L.KL.6.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- B. Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- C. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
- D. Maintain consistency in style and tone.

L.VL.6.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, 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. Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings.
- C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
- D. 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.
- E. 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.VI.6.4. 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. Analyze the impact of a specific word choice on meaning and tone.
- D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).

Essential Questions	Enduring Understandings
How do you find courage in the face of fear?	<ul style="list-style-type: none"> • As students read each selection, they will look for details related to the Essential Question. • At the end of each selection, students will analyze the text by answering questions that are related to the Essential Question. • Throughout the unit, students will deepen their knowledge of the selections and their understanding of the Essential Question through reading, speaking, listening, researching, and writing. By the end of the unit, students should understand how each selection relates to the Essential Question

	<p>individually and how the selections connect to one another through the Essential Question.</p> <ul style="list-style-type: none"> • Tell students that their goal will be to gain a deeper understanding of literature and to develop a more sophisticated way of discussing the Essential Question. Ultimately, students should use the Essential Question as a springboard for their own questions that relate to their interests and concerns.
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District Learning Plan

<p>Materials:</p> <ul style="list-style-type: none"> • HMH Into Literature Grade 6 • Assessments • Teacher Resources • Online Resources • Video Clips • Close Reading Tool • Online Literature Library • Teacher created topics 	
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<p>Reading Learning Plan:</p> <p>Analyze & Apply</p> <ul style="list-style-type: none"> • <i>From The Breadwinner</i> (novel) • <i>Life Doesn't Frighten Me</i> (poem) • <i>Wired for Fear</i> (video) • <i>Fears and Phobias</i> (informational) <p>Collaborate & Compare</p> <ul style="list-style-type: none"> • <i>Embarrassed? Blame Your Brain</i> (informational) • <i>The Ravine</i> (short story) • <i>From Into the Air</i> (graphic biography) • <i>From The Wright Brothers: How They Invented the Airplane</i> (biography) <p>Reader's Choice</p> <ul style="list-style-type: none"> • <i>Horrors</i> (poem) • <i>Running into Danger on an Alaskan Trail</i> (narrative nonfiction) • <i>Vanquishing the Hungry Chinese Zombie</i> (short story) • <i>Face Your Fears: Choking Under Pressure Is Every Athlete's Worst Nightmare</i> (informational text) 	<p>Writing Learning Plan:</p> <ul style="list-style-type: none"> • Journal Writing Activities • Argument: Argumentative Essay • Word Choice • Conventions: commas, capitalization of proper nouns, dashes, varying sentence patterns
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<p>Assessments:</p> <ul style="list-style-type: none"> • Applying the Essential Question • Writing Rubric 	
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- Online Selection Tests
- Open-Ended Responses
- Close Reading Activities
- Teacher-Made Assessments/Projects

Special Ed, 504, ELL, GT:

- Small group instruction
- Close Reading Workshop
- Teacher Modeling
- Computer resources (Internet/smartboard)
- Highlight key words/ concepts
- Text to Speech Tool
- Review frequently using reinforcement strategies
- Review key concepts every paragraph or two
- Read aloud
- Group discussion
- Graphic organizers
- Simplify steps when writing essays
- Essay and Summary Scorer
- Extension activities
- Independent practice in small groups
- Internet activities

Lesson Components

Interdisciplinary Connections

Whole Group-Close read, discuss cultural information for reading comprehension enhancement

Individual- Connect to literature through writer's response

Social Studies:

6.3.8.CS8 - Challenge unfair viewpoints and behaviors by taking action.

6.3.8.CS7 - Recognize that the actions or inactions of individuals, groups, and nations can have intended and unintended consequences.

6.3.8.CS5 - Collaboratively develop and practice strategies for managing and resolving conflict.

6.3.8.CS2 - Recognize the value of cultural diversity, as well as the potential for misunderstanding.

Science:

MS-LS1-8.LS1.D.1 - Each sense receptor responds to different inputs (electromagnetic, mechanical, chemical), transmitting them as signals that travel along nerve cells to the brain. The signals are then processed in the brain, resulting in immediate behaviors or memories.

MS-LS1-8 - Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories.

21st Century and Career Education

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.

NJSLS Technology Standards:

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

Integration of 21st Century Skills: [Career Readiness, Life Literacy, and Key Skills](#)

9.1 Personal Financial Literacy

- Financial Health: *Financial Psychology, Civic Financial Responsibility*
- Financial Landscape: *Financial Institutions, Economic & Government Influences*
- Money Management: *Planning & Budgeting, Risk Management & Insurance, Credit and Debit Management, Credit Profile*

9.2 Career Awareness and Planning

9.4 Life Literacies and Key Skills

- Creativity and Innovation
- Critical Thinking and Problem Solving
 - Global and Cultural Awareness

Effective Integration of Technology: [Computer Science and Design Thinking & Life Literacies and Key Skills](#)

8.1 Computer Science

9.4 Design Thinking

9.4 Life Literacies and Key Skills

- Digital Citizenship
- Information and Media Literacy
- Technology Literacy

Effective Integration of Media Arts: [Visual and Performing Arts Performance Standards](#)

1.2 Media Arts

- Creating-Conceive, Develop, and/or Construct
- Performing-Integrate, Practice, and/or Present
- Responding-Perceive, Evaluate, and/or Interpret
- Connecting-Synthesize and/or Relate

Greenwich Stow Creek Partnership School, Grade 6

Unit: 4

30 Days

Unit Goals: Through an Animal's Eyes

- Analyze Point of View
- Analyze Word Choice
- Infer Theme
- Analyze Text Structure
- Analyze Central Ideas
- Analyze Personification and Imagery
- Paraphrase
- Compare Themes
- Analyze Arguments
- Evaluate and Compare Arguments

Learning Targets
New Jersey Student Learning Standards**Focus Standards:**
Reading Literature:

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

RL.CI.6.2. Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.

RL.IT.6.3. Describe how a particular text's structure unfolds in a series of episodes and use textual evidence to describe how the characters respond or change as the plot moves toward a resolution.

RL.TS.6.4. Analyze how a particular piece (e.g., sentence, chapter, scene, stanza, or section) fits into the overall structure of a text and contributes to the development of the ideas, theme, setting, or plot.

RL.PP.6.5. Determine how an author conveys or develops perspective in a text (through the narrator or speaker when appropriate).

RL.MF.6.6. Compare and contrast information or texts to develop a coherent understanding of a theme, topic, or issue when reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text.

RL.CT.6.8. Compare and contrast literary texts in different forms, by different authors, or from different genres (e.g., stories and poems; historical novels and primary source documents, scientific journals and fantasy stories) in terms of their approaches to similar themes and topics.

Reading Informational Text:

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

RI.CI.6.2. Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.

RI.IT.6.3. Analyze how a particular text's (e.g., article, brochure, technical manual, procedural text) structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.

RI.TS.6.4. Use text structures (e.g., cause-effect, problem-solution), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information.

RI.PP.6.5. Identify author's purpose, perspective or potential bias in a text and explain the impact on the reader's interpretation.

RI.AA.6.7. Trace the development of 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.CT.6.8. Compare and contrast informational texts in different forms, by different authors, or from different genres (e.g., a memoir written by and a biography on the same person, historical novels and primary source documents, infographics and scientific journals) in terms of their approaches to similar themes and topics.

Writing:

W.AW.6.1. Write arguments on discipline-specific content (e.g., social studies, science, math, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

- A. Introduce claim(s) about a topic or issue 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 link and clarify the relationships among claim(s), reasons and evidence.
- 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.IW.6.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) 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 aid in 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. Acknowledge and attempt a formal/academic style, approach, and form.
- F. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows from and supports the information or explanation presented.

W.NW.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

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

W.WP.6.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.

W.WR.6.5. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W.SE.6.6. 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.

Speaking and Listening:

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

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

Language:

L.SS.6.1. Demonstrate command of the system and structure of the English language 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. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical elements.
- F. Recognize spelling conventions.

L.KL.6.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- B. Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- C. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
- D. Maintain consistency in style and tone.

L.VL.6.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, 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. Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings.
- C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).

- D. 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.
- E. 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.VI.6.4. 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. Analyze the impact of a specific word choice on meaning and tone.
- D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).

Essential Questions	Enduring Understandings
<p>What can you learn from seeing the world through an animal’s eyes?</p>	<ul style="list-style-type: none"> • As students read each selection, they will look for details related to the Essential Question. • At the end of each selection, students will analyze the text by answering questions that are related to the Essential Question. • Throughout the unit, students will deepen their knowledge of the selections and their understanding of the Essential Question through reading, speaking, listening, researching, and writing. By the end of the unit, students should understand how each selection relates to the Essential Question individually and how the selections connect to one another through the Essential Question. • Tell students that their goal will be to gain a deeper understanding of literature and to develop a more sophisticated way of discussing the Essential Question. Ultimately, students should use the Essential Question as a springboard for their own questions that relate to their interests and concerns.

District Learning Plan

- Materials:
- HMH Into Literature Grade 6
 - Assessments
 - Teacher Resources
 - Online Resources
 - Video Clips
 - Close Reading Tool
 - Online Literature Library
 - Teacher created topics

<p>Reading Learning Plan: Analyze & Apply</p> <ul style="list-style-type: none"> • <i>From Pax</i> (novel) • <i>From Animal Snoops: The Wondrous World of Wildlife Spies</i> (informational) • Zoo (science fiction) <p>Collaborate & Compare</p> <ul style="list-style-type: none"> • Animal Wisdom (poem) • The Last Wolf (poem) • Wild Animals Aren't Pets (argument) • Let People Own Exotic Animals (argument) <p>Reader's Choice</p> <ul style="list-style-type: none"> • The Caterpillar (poem) • The Flying Cat (poem) • The Pod (short story) • Tribute to the Dog (speech) • Views on Zoos (arguments) 	<p>Writing Learning Plan:</p> <ul style="list-style-type: none"> • Journal Writing Activities • Argumentative • Conventions: pronouns, complex sentences, verb tenses
<p>Assessments:</p> <ul style="list-style-type: none"> • Applying the Essential Question • Online Selection Tests • Open-Ended Responses • Close Reading Activities • Teacher-Made Assessments/Projects 	
<p>Special Ed, 504, ELL, GT:</p> <ul style="list-style-type: none"> • Small group instruction • Close Reading Workshop • Teacher Modeling • Computer resources (Internet/smartboard) • Highlight key words/ concepts • Text to Speech Tool • Review frequently using reinforcement strategies • Review key concepts every paragraph or two • Read aloud • Group discussion • Graphic organizers • Simplify steps when writing essays • Essay and Summary Scorer • Extension activities • Independent practice in small groups • Internet activities 	
<p>Lesson Components</p>	
<p><u>Interdisciplinary Connections</u></p>	

Whole Group-Close read, discuss cultural information for reading comprehension enhancement

Individual- Connect to literature through writer's response

Social Studies:

6.3.8.CS8 - Challenge unfair viewpoints and behaviors by taking action.

6.3.8.CS7 - Recognize that the actions or inactions of individuals, groups, and nations can have intended and unintended consequences.

6.3.8.CS5 - Collaboratively develop and practice strategies for managing and resolving conflict.

6.3.8.CS2 - Recognize the value of cultural diversity, as well as the potential for misunderstanding.

Science:

MS-LS1-8.LS1.D.1- Each sense receptor responds to different inputs (electromagnetic, mechanical, chemical), transmitting them as signals that travel along nerve cells to the brain. The signals are then processed in the brain, resulting in immediate behaviors or memories.

21st Century and Career Education

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.

NJSLS Technology Standards:

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

Integration of 21st Century Skills: [Career Readiness, Life Literacy, and Key Skills](#)

9.1 Personal Financial Literacy

Financial Health: *Financial Psychology, Civic Financial Responsibility*

Financial Landscape: *Financial Institutions, Economic & Government Influences*

Money Management: *Planning & Budgeting, Risk Management & Insurance, Credit and Debit Management, Credit Profile*

9.2 Career Awareness and Planning

9.4 Life Literacies and Key Skills

Creativity and Innovation

Critical Thinking and Problem Solving

Global and Cultural Awareness

Effective Integration of Technology: [Computer Science and Design Thinking](#) & [Life Literacies and Key Skills](#)

8.1 Computer Science

9.4 Design Thinking

9.4 Life Literacies and Key Skills

Digital Citizenship

- Information and Media Literacy
- Technology Literacy

Effective Integration of Media Arts: [Visual and Performing Arts Performance Standards](#)

1.2 Media Arts

- Creating-Conceive, Develop, and/or Construct
- Performing-Integrate, Practice, and/or Present
- Responding-Perceive, Evaluate, and/or Interpret
- Connecting-Synthesize and/or Relate

Greenwich Stow Creek Partnership School, Grade 6

Unit: 5

30 Days

Unit Goals: Surviving the Unthinkable

- Analyze Setting and Character
- Analyze Structure
- Determine Author's Purpose and Point of View
- Determine the Meaning of Words and Phrases
- Analyze Free Verse
- Analyze Figurative Language
- Analyze Setting
- Analyze Language
- Compare Across Genres

Learning Targets
New Jersey Student Learning Standards

Focus Standards:
Reading Literature:

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

RL.CI.6.2. Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.

RL.IT.6.3. Describe how a particular text's structure unfolds in a series of episodes and use textual evidence to describe how the characters respond or change as the plot moves toward a resolution.

RL.TS.6.4. Analyze how a particular piece (e.g., sentence, chapter, scene, stanza, or section) fits into the overall structure of a text and contributes to the development of the ideas, theme, setting, or plot.

Reading Informational Text:

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

RI.CI.6.2. Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.

RI.IT.6.3. Analyze how a particular text's (e.g., article, brochure, technical manual, procedural text) structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.

RI.TS.6.4. Use text structures (e.g., cause-effect, problem-solution), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information.

RI.PP.6.5. Identify author's purpose, perspective or potential bias in a text and explain the impact on the reader's interpretation.

RI.MF.6.6. Integrate information when presented in different media or formats (e.g., visually, quantitatively) to develop a coherent understanding of a topic or issue.

Writing:

W.AW.6.1. Write arguments on discipline-specific content (e.g., social studies, science, math, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

- A. Introduce claim(s) about a topic or issue 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 link and clarify the relationships among claim(s), reasons and evidence.
- 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.IW.6.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) 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 aid in 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. Acknowledge and attempt a formal/academic style, approach, and form.
- F. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows from and supports the information or explanation presented.

W.NW.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

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

W.WP.6.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.

W.WR.6.5. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W.SE.6.6. 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.RW.6.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening:

SL.PE.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.

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

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

Language:

L.SS.6.1. Demonstrate command of the system and structure of the English language 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. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical elements.

F. Recognize spelling conventions.

L.KL.6.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

B. Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

C. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.

D. Maintain consistency in style and tone.

L.VL.6.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, 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. Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings.

- C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
- D. 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.
- E. 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.VI.6.4. 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. Analyze the impact of a specific word choice on meaning and tone.
- D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).

Essential Questions	Enduring Understandings
What does it take to be a survivor?	<ul style="list-style-type: none"> • As students read each selection, they will look for details related to the Essential Question. • At the end of each selection, students will answer text analysis questions that are related to the Essential Question. • Throughout the unit, students will deepen their knowledge of the selections and their understanding of the Essential Question through reading, speaking, listening, researching, and writing. By the end of the unit, students should understand how each selection relates to the Essential Question individually and how the selections connect to one another through the Essential Question. • Tell students that their goal will be to gain a deeper understanding of literature and to develop a more sophisticated way of discussing the Essential Question. Ultimately, students should use the Essential Question as a springboard for their own questions that relate to their interests and concerns.

District Learning Plan

- Materials:
- HMH Into Literature Grade 6
 - Assessments
 - Teacher Resources
 - Online Resources
 - Video Clips
 - Close Reading Tool
 - Online Literature Library
 - Teacher created topics

<p>Reading Learning Plan: Analyze & Apply</p> <ul style="list-style-type: none"> • <i>From A Long Walk to Water</i> (novel) • <i>Into the Lifeboat from Titanic Survivor</i> (memoir) • <i>Salva's Story</i> (documentary) <p>Collaborate & Compare</p> <ul style="list-style-type: none"> • <i>From After the Hurricane</i> (poem) • <i>From Ninth Ward</i> (novel) <p>Reader's Choice</p> <ul style="list-style-type: none"> • <i>Watcher: After Katrina, 2005</i> • <i>The Day I Didn't Go to the Pool</i> (short story) • <i>Tuesday of the Other June</i> (short story) • <i>In Event of Moon Disaster</i> (speech) • <i>Ready: Preparing Your Pets for Emergencies Makes Sense</i> (informational) 	<p>Writing Learning Plan:</p> <ul style="list-style-type: none"> • Journal Writing Activities • Explanatory Text • Conventions: Using commas, prepositions and prepositional phrases, pronouns
<p>Assessments:</p> <ul style="list-style-type: none"> • Applying the Essential Question • Online Selection Tests • Open-Ended Responses • Close Reading Activities • Teacher-Made Assessments/Projects 	
<p>Special Ed, 504, ELL, GT:</p> <ul style="list-style-type: none"> • Small group instruction • Close Reading Workshop • Teacher Modeling • Computer resources (Internet/smartboard) • Highlight key words/ concepts • Text to Speech Tool • Review frequently using reinforcement strategies • Review key concepts every paragraph or two • Read aloud • Group discussion • Graphic organizers • Simplify steps when writing essays • Essay and Summary Scorer • Extension activities • Independent practice in small groups • Internet activities 	

Lesson Components

Interdisciplinary Connections

Whole Group-Close read, discuss cultural information for reading comprehension enhancement

Individual- Connect to literature through writer's response

Social Studies:

6.1.8.A.1.a - Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.

6.3.8.CS8 - Challenge unfair viewpoints and behaviors by taking action.

6.3.8.CS7 - Recognize that the actions or inactions of individuals, groups, and nations can have intended and unintended consequences.

6.3.8.CS5 - Collaboratively develop and practice strategies for managing and resolving conflict.

6.3.8.CS6 - Demonstrate understanding of democratic values and processes.

6.3.8.CS2 - Recognize the value of cultural diversity, as well as the potential for misunderstanding.

Science:

ESS2-6.ESS2.D.1 - Weather and climate are influenced by interactions involving sunlight, the ocean, the atmosphere, ice, landforms, and living things. These interactions vary with latitude, altitude, and local and regional geography, all of which can affect oceanic and atmospheric flow patterns.

MS-ESS2-4.ESS2.C.1- Water continually cycles among land, ocean, and atmosphere via transpiration, evaporation, condensation and crystallization, and precipitation, as well as downhill flows on land.

21st Century and Career Education

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.

NJSLS Technology Standards:

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

Integration of 21st Century Skills: [Career Readiness, Life Literacy, and Key Skills](#)

9.1 Personal Financial Literacy

Financial Health: *Financial Psychology, Civic Financial Responsibility*

Financial Landscape: *Financial Institutions, Economic & Government Influences*

Money Management: *Planning & Budgeting, Risk Management & Insurance, Credit and Debit Management, Credit Profile*

9.2 Career Awareness and Planning

9.4 Life Literacies and Key Skills

- Creativity and Innovation
- Critical Thinking and Problem Solving
- o Global and Cultural Awareness

Effective Integration of Technology: [Computer Science and Design Thinking](#) & [Life Literacies and Key Skills](#)

8.1 Computer Science

9.4 Design Thinking

9.4 Life Literacies and Key Skills

- Digital Citizenship
- Information and Media Literacy
- Technology Literacy

Effective Integration of Media Arts: [Visual and Performing Arts Performance Standards](#)

1.2 Media Arts

- Creating-Conceive, Develop, and/or Construct
- Performing-Integrate, Practice, and/or Present
- Responding-Perceive, Evaluate, and/or Interpret
- Connecting-Synthesize and/or Relate

Greenwich Stow Creek Partnership School, Grade 6

Unit: 6

30 Days

Unit Goals: Hidden Truths

- Analyze Informational Texts
- Analyze Central Ideas
- Analyze Elements of Drama
- Analyze Theme
- Analyze Poetic Forms
- Analyze Allusions
- Compare Poems
- Analyze Plot

- Explain Narrator and Point of View
- Analyze Purpose and Text Structure
- Compare Themes

Learning Targets
New Jersey Student Learning Standards

Focus Standards:

Reading Literature:

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

RL.CI.6.2. Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.

RL.IT.6.3. Describe how a particular text's structure unfolds in a series of episodes and use textual evidence to describe how the characters respond or change as the plot moves toward a resolution.

RL.TS.6.4. Analyze how a particular piece (e.g., sentence, chapter, scene, stanza, or section) fits into the overall structure of a text and contributes to the development of the ideas, theme, setting, or plot.

Reading Informational Text:

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

RI.CI.6.2. Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.

RI.IT.6.3. Analyze how a particular text's (e.g., article, brochure, technical manual, procedural text) structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.

RI.PP.6.5. Identify author's purpose perspective or potential bias in a text and explain the impact on the reader's interpretation.

RI.MF.6.6. Integrate information when presented in different media or formats (e.g., visually, quantitatively) to develop a coherent understanding of a topic or issue.

Writing:

W.AW.6.1. Write arguments on discipline-specific content (e.g., social studies, science, math, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

- A. Introduce claim(s) about a topic or issue 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 link and clarify the relationships among claim(s), reasons and evidence.
- 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.IW.6.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) 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 aid in 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. Acknowledge and attempt a formal/academic style, approach, and form.
- F. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows from and supports the information or explanation presented.

W.NW.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

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Speaking and Listening:

SL.PE.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.II.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.PI.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).
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- D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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- B. Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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- D. Maintain consistency in style and tone.

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- 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. Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings.
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- E. 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.VI.6.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- A. Interpret figures of speech (e.g., personification) in context.
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- C. Analyze the impact of a specific word choice on meaning and tone.
- D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).

Essential Questions

Enduring Understandings

<p>What hidden truths about people and the world are revealed in stories?</p>	<ul style="list-style-type: none"> • As students read each selection, they will look for details related to the Essential Question. • At the end of each selection, students will answer text analysis questions that are related to the Essential Question. • Throughout the unit, students will deepen their knowledge of the selections and their understanding of the Essential Question through reading, speaking, listening, researching, and writing. By the end of the unit, students should understand how each selection relates to the Essential Question individually and how the selections connect to one another through the Essential Question. • Tell students that their goal will be to gain a deeper understanding of literature and to develop a more sophisticated way of discussing the Essential Question. Ultimately, students should use the Essential Question as a springboard for their own questions that relate to their interests and concerns.
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District Learning Plan

<p>Materials:</p> <ul style="list-style-type: none"> • HMH Into Literature Grade 6 • Assessments • Teacher Resources • Online Resources • Video Clips • Close Reading Tool • Online Literature Library • Teacher created topics 	
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<p>Reading Learning Plan:</p> <p>Analyze & Apply</p> <ul style="list-style-type: none"> • <i>From</i> Storytelling (book introduction) • The Prince and the Pauper (story) <p>Collaborate & Compare</p> <ul style="list-style-type: none"> • Archetype (poem) • The Boatman’s Flute (folktale) • The Mouse Bride (folktale) <p>Reader’s Choice</p> <ul style="list-style-type: none"> • The Golden Serpent (fable) • Echo and Narcissus (myth) 	<p>Writing Learning Plan:</p> <ul style="list-style-type: none"> • Journal Writing Activities • Explanatory Text • Conventions: Using commas, prepositions and prepositional phrases, pronouns
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- The Fisherman and the Chamberlain (folktale)
- Urban Legends, Suburban Myths (informational)

Assessments:

- Applying the Essential Question
- Online Selection Tests
- Open-Ended Responses
- Close Reading Activities
- Teacher-Made Assessments/Projects

Special Ed, 504, ELL, GT:

- Small group instruction
- Close Reading Workshop
- Teacher Modeling
- Computer resources (Internet/smartboard)
- Highlight key words/ concepts
- Text to Speech Tool
- Review frequently using reinforcement strategies
- Review key concepts every paragraph or two
- Read aloud
- Group discussion
- Graphic organizers
- Simplify steps when writing essays
- Essay and Summary Scorer
- Extension activities
- Independent practice in small groups
- Internet activities

Lesson Components

Interdisciplinary Connections

Whole Group-Close read, discuss cultural information for reading comprehension enhancement

Individual- Connect to literature through writer's response

Social Studies:

6.1.8.A.1.a - Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.

6.3.8.CS8 - Challenge unfair viewpoints and behaviors by taking action.

6.3.8.CS7 - Recognize that the actions or inactions of individuals, groups, and nations can have intended and unintended consequences.

6.3.8.CS5 - Collaboratively develop and practice strategies for managing and resolving conflict.

6.3.8.CS2 - Recognize the value of cultural diversity, as well as the potential for misunderstanding.

21st Century and Career Education

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.

NJSLS Technology Standards:

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

Integration of 21st Century Skills: [Career Readiness, Life Literacy, and Key Skills](#)

9.1 Personal Financial Literacy

Financial Health: *Financial Psychology, Civic Financial Responsibility*

Financial Landscape: *Financial Institutions, Economic & Government Influences*

Money Management: *Planning & Budgeting, Risk Management & Insurance, Credit and Debit Management, Credit Profile*

9.2 Career Awareness and Planning

9.4 Life Literacies and Key Skills

Creativity and Innovation

Critical Thinking and Problem Solving

Global and Cultural Awareness

Effective Integration of Technology: [Computer Science and Design Thinking & Life Literacies and Key Skills](#)

8.1 Computer Science

9.4 Design Thinking

9.4 Life Literacies and Key Skills

Digital Citizenship

Information and Media Literacy

Technology Literacy

Effective Integration of Media Arts: [Visual and Performing Arts Performance Standards](#)

1.2 Media Arts

Creating-Conceive, Develop, and/or Construct

Performing-Integrate, Practice, and/or Present

Responding-Perceive, Evaluate, and/or Interpret

Connecting-Synthesize and/or Relate

