

Winslow Township School District
English Language Arts
Grade 6

Overview: English Language Arts curriculum is developed to provide comprehensive and differentiated instruction and practice for all learners. Effective English Language Arts routines are based upon research and best practices and integrate a multi-discipline approach to ensure that all students make meaningful connections between literacy and other content areas. The goal of literacy instruction is to promote critical thinking, reading proficiency, writing proficiency, and the communication skills necessary to thrive in a global and technological society.

Overview	Reading	Writing	Speaking and Listening	Language
Unit 1	Primary Focus NJLS: RL.6.1 RI.6.1 RL.6.2 RI.6.2 RL.6.4 RI.6.4 RL.6.5 RI.6.5 RL.6.6 RI.6.6 WIDA Standards 1, 2, 4, 5	Primary Focus NJSLS: W.6.2A,B,C,D,E,F W.6.4 W.6.5 W.6.6 W.6.10 Select at least one from W.6.7, 6.8, 6.9A,B	Primary Focus NJSLS: SL.6.1A,B,C,D SL.6.4 SL.6.6	Primary Focus NJSLS: L.6.1A,E L.6.2A,B L.6.3A,B L.6.4A,C,D L.6.6
	Text Type: (fiction and nonfiction) <ul style="list-style-type: none"> • 1 - 2 Extended Texts • 4-8 shorter texts depending upon length and complexity 	Writing Genre: <ul style="list-style-type: none"> • Informational/Explanatory • Literary Analysis • Research • Routine Writing 	Task Types: <ul style="list-style-type: none"> • Small and whole group discussions 	These standards are embedded within the writing process
	Enduring Understandings <ol style="list-style-type: none"> 1. With grit, imagination, and help from others, individuals can achieve amazing things. (Module 1) 2. Well-written stories contain characters and problems that can emotionally hook and interest readers. (Module 2) 3. Imagination, hard work, and a desire to help others can lead to a better future for all. (Module 3) 		Essential Questions <ol style="list-style-type: none"> 1. What is the path to success? 2. What makes a story worth reading? 3. What inspires the most amazing inventions? 	
Unit 2	Primary Focus NJSLS: RL.6.1 RI.6.1 RL.6.2 RI.6.2 RL.6.6 RI.6.3 RI.6.4 RI.6.5 RI.6.6 RI.6.7	Primary Focus NJSLS: W.6.1A,B,C,D,E W.6.4 W.6.5 W.6.6 W.6.10 Select at least one from W.6.7, 6.8, 6.9A,B	Primary Focus NJSLS: SL.6.1A,B,C,D SL.6.3 SL.6.4 SL.6.6	Primary Focus NJSLS: L.6.1B,E L.6.2A,B L.6.3A,B L.6.4A,C,D L.6.5B L.6.6

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Unit 2 (cont.)	RI 6.8 RI. 6.9 WIDA Standards 1, 2, 4, 5			
	Text Type: (fiction and nonfiction) <ul style="list-style-type: none"> • 1 - 2 Extended Texts • 4-8 shorter texts depending upon length and complexity 	Writing Genre: <ul style="list-style-type: none"> • Research • Arguments • Routine Writing 	Task Type: <ul style="list-style-type: none"> • Discuss, analyze and present effectiveness of media messages in small groups and whole class 	These standards are embedded within the writing process
	Enduring Understandings <ol style="list-style-type: none"> 1. While we cannot control the obstacles in our paths, we can choose how we meet and overcome them. (Module 4) 2. Tough times that are faced by an entire nation forge an identity that makes us who we are. (Module 5) 3. Outer space offers exciting avenues for exploration and learning. (Module 6) 		Essential Questions <ol style="list-style-type: none"> 1. How can a journey be more important than the destination? 2. What in our American spirit helps us survive tough times? 3. What does it take to explore outer space? 	
Unit 3	Primary Focus NJSLs: RL.6.1 RI.6.1 RL.6.2 RI.6.2 RL.6.3 RI.6.6 RL.6.4 RL.6.5 RL.6.6 RL.6.7 RL. 6.9 WIDA Standards 1, 2, 4, 5	Primary Focus NJSLs: W.6.3A,B,C,D,E W.6.4 W.6.5 W.6.6 W.6.10 Select at least one from W.6.7, 6.8, 6.9A,B	Primary Focus NJSLs: SL.6.1A,B,C,D SL.6.2 SL.6.4 SL.6.6	Primary Focus NJSLs: L.6.1C,D,E L.6.2A,B L.6.3A,B L.6.4A,C,D L.6.5A,C L.6.6
	Text Type: (fiction and nonfiction) <ul style="list-style-type: none"> • 1 - 2 Extended Texts • 4-8 shorter texts depending upon length and complexity 	Writing Genre: <ul style="list-style-type: none"> • Narrative • Literary Analysis • Routine Writing 	Task type: <ul style="list-style-type: none"> • Project-based presentations focusing on use of multimedia and visual displays 	These standards are embedded within the writing process

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<p><u>Unit 3</u> <u>(cont.)</u></p>	<p>Enduring Understandings</p> <ol style="list-style-type: none"> The ocean is critical to human survival and our understanding of our world. (Module 7) Sports teach us how we can build character and achieve personal and team greatness. (Module 8) The remains of ancient peoples help us understand the society and culture in which they lived. (Module 9) 		<p>Essential Questions</p> <ol style="list-style-type: none"> What fascinates us about our seas and shorelines? How do sports test an athlete’s character? How can the remains of ancient peoples give us a window into their lives? 	
	<p><u>Unit 4</u></p>	<p>Primary Focus NJSLs: RL.6.1 RI.6.1 RL.6.2 RI.6.2 RL.6.3 RI.6.3 RL.6.4 RI.6.4 RL.6.5 RI.6.5 RL.6.6 RI.6.6 RL.6.10 RI.6.10</p> <p>WIDA Standards 1, 2, 3, 5</p>	<p>Primary Focus NJSLs: W.6.2A,B,C,D,E,F W.6.4 W.6.5 W.6.6 W.6.10 Select at least one from W.6.7, 6.8, 6.9A,B</p>	<p>Primary Focus NJSLs: SL.6.1A,B,C,D SL.6.2 SL.6.4 SL.6.5 SL.6.6</p>
<p>Text Type: (fiction and nonfiction)</p> <ul style="list-style-type: none"> 1 - 2 Extended Texts 4-8 shorter texts depending upon length and complexity 	<p>Writing Genre:</p> <ul style="list-style-type: none"> Research Informative and Explanatory Routine Writing 		<p>Task type:</p> <ul style="list-style-type: none"> Socratic Seminars and Debates 	<p>These standards are embedded within the writing process</p>
<p><u>Unit 4</u></p>	<p>Enduring Understandings</p> <ol style="list-style-type: none"> Voting rights are the core of the American ideal of equality and many Americans have had to fight to secure those rights. (Module 10) Reading non-fiction is different from reading other genres. Knowing the characteristics of non-fiction including informational text, biography, and persuasive text can enhance our understanding and learning new facts and information. (Module 11) Reading fiction is different from reading other genres. Knowing the characteristics of fiction including poetry, realistic fiction, and historical fiction can enhance our understanding and learning new facts and information. (Module 12) 		<p>Essential Questions</p> <ol style="list-style-type: none"> Why does voting matter? What makes reading non-fiction different from other genres? <ul style="list-style-type: none"> Week one: What are the characteristics of informational text? Week two: What are the characteristics of biography? Week three: What are the characteristics of persuasive text? What makes reading fiction different from other genres? <ul style="list-style-type: none"> Week one: What are the characteristics of poetry? Week two: What are the characteristics of realistic fiction? Week three: What are the characteristics of historical fiction? 	

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<p>Suggested Open Educational Resources</p>	<p>Reading</p> <ul style="list-style-type: none"> • Close In on Close Reading • How To Close Reading Video • Teaching Channel: Thinking Notes Strategy For Close Reading • Common Core Reading Strategies Informational Text • Writing Summary • Summary-Non-Fiction Text • YouTube Reading Lessons Middle School • Common Core Strategies • Teaching Reading • Close Reading Model Lessons • Teaching Theme • Character Analysis • Teaching Vocabulary 	<p>Writing/Language</p> <ul style="list-style-type: none"> • Evidence Based Arguments • Writing Resources by Strand • Argumentative Writing YouTube • Writing Exemplars - Argument/Opinion • PARCC Writing Resources • Writing Exemplars by Grade Level and Aspects to Consider in Writing • Thesis Writing • Grammar • Purdue OWL Writing Lab • Writing a Book Summary 	<p>Speaking & Listening</p> <ul style="list-style-type: none"> • Inquiry Based Learning (Edutopia) • Engaging Students Using Discussion • Socratic Seminar: ReadWriteThink • Fishbowl Strategy • Stems on Fostering Class Discussion • Fishbowl Strategies: Teach Like This • Accountable Talk • AVID Socratic Seminar 	<p>Critical Thinking</p> <ul style="list-style-type: none"> • Levels of Thinking in Bloom’s and Webb’s Depth of Knowledge • Cognitive Rigor Chart • 5 Strategies For Middle School Classrooms
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Unit 1 Grade 6		
Unit 1 Reading Standards		Unit1 Reading Critical Knowledge and Skills
<p>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.</p>	<p>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.</p>	<ul style="list-style-type: none"> • Closely read the text (questioning, determining importance, looking for patterns) to extract quality evidence to support a claim • Use evidence from the text to make and check predictions when reading • Make personal connections, make connections to other texts, and/or make global connections when relevant • Gather evidence from the text to support inferences or explicit meaning. • Read and analyze a variety of literary genres and informational texts • Closely examine the text’s explicit content • Probe a segment of text in order to study and evaluate its multiple, deeper, and varied meanings • Reconstruct and understand the text segment’s new meaning • Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences • Refer to the text for support when analyzing and drawing inferences • Correctly cite evidence from the text (this is the first time the term “cite” is used, before that it says quote accurately and refer to)

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<p>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.</p>	<p>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.</p>	<ul style="list-style-type: none"> • Determine the theme or central message • Explain the theme or central idea using key details from the text as evidence, including details from the beginning, middle, and end of the text • Identify and use knowledge of common graphic features (charts, maps, diagrams, captions, illustrations) to help determine the central idea of a text • Summarize texts by evaluating key details in which the central idea or theme is located • Distinguish key (thematic) details from all other details • Evaluate recurring ideas and changes in the characters and plot over the course of the text • Evaluate why the author made those changes, the impact the changes had on the reader, and the effectiveness of the author’s choices • Distinguish between essential and nonessential details of a text to support creating unbiased summaries withholding personal opinion and judgment
<p>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</p>	<p>RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p>	<ul style="list-style-type: none"> • Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical) • Provide an analysis of the impact of specific word choice on meaning and/or tone (possibly break this down more, see bullets below) • Analyze why the author made a specific word choice • Analyze the impact of the word choice on the reader • Evaluate the effectiveness of the author’s word choice • Identify poetic devices used in text • Provide an analysis of the impact of poetic devices (rhyme scheme, alliteration, consonance, etc) on a particular section of a text
<p>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.</p>	<p>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.</p>	<ul style="list-style-type: none"> • Determine how individual elements of a work (section, chapter, scene, or stanza, etc.) contribute to a text’s overall scope • Recognize how form relates to function and how a part relates to a whole • Distinguish between different text structures • Identify part to whole and whole to part relationships • Observe how the individual components of the text add to the development of the theme, setting, and plot • Analyze why the author included a specific section (chapter, scene, or stanza, etc.) of the text • Analyze the impact the specific section (chapter, scene, or stanza, etc.) has on you, the reader • Evaluate the effectiveness of the author’s choice to include this section (chapter, scene, or stanza, etc.)

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<p>RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.</p>	<p>RI.6.6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p>	<ul style="list-style-type: none"> • Identify various points of view • Determine how the author develops the point-of-view of the narrator or speaker in the text • Reflect upon certain scenes or portions within a text and imagine how their content/style would change if the narrator’s or speaker’s point-of-view shifted to an alternate point-of-view, including the effect of these changes on the reader • Determine how the author’s word choice helps develop the narrator or speaker’s point of view • Evaluate the effectiveness of the author’s choice in point of view
Unit 1 Writing Standards		Unit 1 Writing Critical Knowledge and Skills
<p>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.</p> <p>W.6.2.A. Introduce a topic; 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.</p> <p>W.6.2.B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>W.6.2.C. Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>W.6.2.D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>W.6.2.E. Establish and maintain a formal/academic style, approach, and form.</p> <p>W.6.2.F. Provide a concluding statement or section that follows from the information or explanation presented.</p>		<ul style="list-style-type: none"> • Introduce a topic • Compose a well-developed thesis statement • Select appropriate text structures and text features for clarity • Include formatting, graphics, and multimedia when useful to aid comprehension • Add relevant facts, definitions, concrete details, quotations, or other information and examples to develop the topic • Cite information correctly by following the proper format • Transition between ideas and concepts using appropriate words and phrases • Select specific vocabulary to inform about or explain the topic • Consistently use a formal style • Write a conclusion to bring all ideas to a close
<p>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.)</p>		<ul style="list-style-type: none"> • Identify defining characteristics of different genres of writing • Unpack a writing prompt • Write for a specific purpose and audience • Select an appropriate text structure or format for the task • Use language that is precise and powerful to create voice • Create a tone that is appropriate for one’s audience
<p>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.</p>		<ul style="list-style-type: none"> • Revise and edit intentionally to improve writing • Generate ideas to develop topic • Revise writing with a partner or self-editing checklists • Distinguish between editing and revising

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<p>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.</p>	<ul style="list-style-type: none"> • Use technological resources to enhance writing • Give and receive feedback using technology • Seek out authentic publishing opportunities • Use tools including blogs and wikis, to develop writing and communicate with students in their classes • Type a minimum of three pages in a single sitting • Use keyboarding skills to make typing more efficient • Type three pages in an appropriate amount of time
<p>W.6.7. (Choice) Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p>	<ul style="list-style-type: none"> • Explore inquiry topics through short research projects • Research and synthesize information from several sources • Conduct research and synthesize multiple sources of information • Compile a list of sources to use for a project • Refocus the intent of the research when appropriate
<p>W.6.8. (Choice) 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.</p>	<ul style="list-style-type: none"> • Use search terms effectively • Assess the credibility and accuracy of each source • Select direct and indirect quotations that relate to the topic as evidence • Explain quotations used as support to enhance meaning • Cite direct and indirect quotations • Identify examples of plagiarism in writing • Avoid plagiarism in writing • Follow typing appropriate typing format and conventions
<p>W.6.9. (Choice) Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.6.9.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").</p> <p>W.6.9.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").</p>	<ul style="list-style-type: none"> • Write a clear thesis statement • Identify evidence that supports claims in literary analysis • Incorporate evidence into written pieces, using introductory phrases and transitions • Logically connect evidence to claims in writing • Select direct and indirect quotations that relate to the topic as evidence • Cite in-text direct and indirect quotations appropriately • Explain quotations used as support to enhance meaning • Provide adequate supporting details for each main idea in writing • Use and maintain a formal style in writing • Choose specific language to explain a topic • Write a concluding statement/section that follows from and supports analysis • Revise and edit the written piece for improvement • Apply a specific organizational strategy to a compare-contrast essay

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Unit 1 Grade 6	
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.	<ul style="list-style-type: none"> • Practice writing in a myriad of situations (journals, dialogues, creative tasks, etc.) • Reflect on and be able to explain purposeful decisions made while writing • Respond to a wide-variety of topics for an array of purposes and audiences • Produce written reflections
Unit 1 Speaking and Listening Standards	Unit 1 Speaking and Listening Critical Knowledge and Skills
<p>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.</p> <p>SL.6.1.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.</p> <p>SL.6.1.B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>SL.6.1.C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>SL.6.1.D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>	<ul style="list-style-type: none"> • Read required texts prior to discussions • Prepare for discussions • Use previous knowledge to expand discussions about a topic • Engage in conversations about grade-appropriate topics and texts • Participate in a variety of rich, structured conversations • Define and identify rules for discussions, including group and individual roles • Model appropriate behavior during discussions • Craft and respond to specific questions based on the topic or text, elaborating when necessary • Reflect on and paraphrase what was discussed • Summarize the ideas expressed
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).	<ul style="list-style-type: none"> • Utilize skills that are common to the language production domain of writing • Organize ideas in a logical, sequential order • Present information using sound, detailed, and relevant evidence in a coherent manner • Use appropriate eye contact, adequate volume, and clear pronunciation
SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)	<ul style="list-style-type: none"> • Orally present information, using appropriate speech, in a variety of situations • Manipulate the speech based upon context
Unit 1 Language Standards	Unit 1 Language Critical Knowledge and Skills
<p>L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.6.1.A. Ensure that pronouns are in the proper case (subjective, objective, possessive).</p> <p>L.6.1.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.</p>	<ul style="list-style-type: none"> • Identify pronouns in writing • Ensure that pronouns are in the proper case (subjective, objective, possessive) • Revise grammatical errors in writing • Perform peer reviews of writing to identify and correct grammatical errors • Identify and use strategies to revise writing
L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<ul style="list-style-type: none"> • Define and identify nonrestrictive/parenthetical elements in writing

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<p>L.6.2.A. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</p> <p>L.6.2.B. Spell correctly.</p>	<ul style="list-style-type: none"> • Determine the appropriate punctuation to set off nonrestrictive/parenthetical elements • Apply common rules and patterns to spell words correctly in writing
<p>L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.6.3.A. Vary sentence patterns for meaning, reader/listener interest, and style/voice.</p> <p>L.6.3.B. Maintain consistency in style and tone.</p>	<ul style="list-style-type: none"> • Identify various sentence patterns in reading • Incorporate various sentence patterns to create style and voice in writing • Use a consistent style and tone when writing or speaking
<p>L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 6 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>L.6.4.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.</p> <p>L.6.4.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.</p> <p>L.6.4.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).</p>	<ul style="list-style-type: none"> • Use a word's position in a sentence as a clue to the meaning of a word • Use a combination of context clues, structural clues, and the word's position in the sentence to determine the meaning of an unknown word or phrase • Use dictionaries, glossaries, and/or thesauruses to find the pronunciation of a word • Use dictionaries, glossaries, and/or thesauruses to determine the actual meaning of a word or its part of speech. • Use reference materials to check the inferred meaning of words
<p>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.</p>	<ul style="list-style-type: none"> • Understand and apply conversational, academic, and domain specific vocabulary • 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 • Acquire and use accurately grade appropriate general academic and domain specific words and phrases • Dissect assignments and determine the key processes required
<p>WIDA English Language Development Standard 1</p>	<p>English language learners communicate for Social and Instructional purposes within the school setting</p>
<p>WIDA English Language Development Standard 2</p>	<p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts</p>

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Unit 1 Grade 6	
WIDA English Language Development Standard 4	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science
WIDA English Language Development Standard 5	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies

Unit 1 Grade 6	
District/School Formative Assessment Plan	District/School Summative Assessment Plan
<p><i>Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.</i></p> <ul style="list-style-type: none"> • Correct & Redirect • Class Discussions • Student Participation • Teacher Observation • Self-Assessments • Verbalization • Anecdotal Notes • Performance-Based Assessments/Tasks • Oral Reading/Running Records • Exit Tickets • Intervention Assessments • Graphic Organizers • Literacy Centers • Think-Pair-Share • Scoring Rubrics • Weekly Assessments • Benchmark Assessments • Selection & Leveled Reader Quizzes • Text Responses • Conferences 	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Diagnostic Assessments:</p> <ul style="list-style-type: none"> • AimsWeb • LinkIt! • Guided Reading Benchmark Assessment Kit • HMH Adaptive Growth Measure <p>Summative Assessments</p> <ul style="list-style-type: none"> • Module Assessments • Guided Reading Benchmark Assessment Kit • Summative Assessments <p>Performance Based Assessments</p> <ul style="list-style-type: none"> • Informational Writing • Inquiry and Research Project <p>Alternative Assessments</p> <ul style="list-style-type: none"> • Inquiry and Research Projects • Hands-On Activities
Enduring Understandings	Essential Questions
<ol style="list-style-type: none"> 1. With grit, imagination, and help from others, individuals can achieve amazing things. (Module 1) 2. Well-written stories contain characters and problems that can emotionally hook and interest readers. (Module 2) 3. Imagination, hard work, and a desire to help others can lead to a better future for all. (Module 3) 	<ol style="list-style-type: none"> 1. What is the path to success? 2. What makes a story worth reading? 3. What inspires the most amazing inventions?

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Unit 1 Grade 6	
District/School Texts and Resources	Aligned Skills and Activities
<p><i>The following texts and resources are utilized in Unit 1.</i></p> <p>Module 1: Eyes on the Prize Houghton Mifflin Harcourt Into Reading Print/Online Resources</p> <ul style="list-style-type: none"> • Teacher’s Guide (TG) pp. T1-T190 • Week at a Glance <ul style="list-style-type: none"> ○ Week 1: TG pp. T21-T79 ○ Week 2: TG pp. T81-T135 ○ Week 3: TG pp. T137-T190 • Ed Your Friend in Learning: https://www.hmhco.com/one/login/ <p>Resources for Module 1:</p> <ul style="list-style-type: none"> • Ed Your Friend in Learning (Ed Online) - Access to all online resources • Teacher’s Guides • Writer’s Workshop Teacher’s Guide • Teacher Resource Book • Teaching Pal (teacher text) • myBook (student text) • Read Aloud Books with Matching Bookstix • Sound/Spelling Cards, Picture Cards, Letter Cards, Word Cards • Articulation Videos • Vocabulary Cards • Anchor Charts • Display and Engage Organizers (online resource) • Get Curious Videos (online resource) • Rigby Readers with matching Take and Teach Lessons • Start Right Readers • Tabletop Minilessons • Printables 	<p><i>Activities for the following skills are found in the corresponding texts and resources.</i></p> <p>Module 1: Eyes on the Prize Learning Mindset: Seeking Challenges</p> <p><u>Build Knowledge & Language</u></p> <ul style="list-style-type: none"> • Access Prior Knowledge/Build Background • Vocabulary <ul style="list-style-type: none"> ○ Big Idea Words: eminent, dedication, attain, initiatives • Multimedia <ul style="list-style-type: none"> ○ Active Listening and Viewing: <ul style="list-style-type: none"> ➤ Get Curious Video: <i>Movers, Shakers, Difference Makers</i> <p><u>Foundational Skills</u></p> <ul style="list-style-type: none"> • Decoding <ul style="list-style-type: none"> ○ VCCV Syllable Division Pattern ○ VCV and VCCV Syllable Division Pattern ○ Vowel Sounds /ou/, /oo/, /o/, /oi/ • Spelling <ul style="list-style-type: none"> ○ Short Vowels ○ Long Vowels ○ Vowel Sounds /ou/, /oo/, /o/, /oi/ • Fluency <ul style="list-style-type: none"> ○ Accuracy and Self-Correction ○ Reading Rate ○ Phrasing <p><u>Reading Workshop & Vocabulary</u></p> <ul style="list-style-type: none"> • Vocabulary <ul style="list-style-type: none"> ○ Academic Vocabulary ○ Generative Vocabulary <ul style="list-style-type: none"> ➤ Prefixes <i>ex/e-</i>, Latin Root <i>miser</i> ➤ Latin Roots <i>tract, duc, tribute</i>; Greek Root <i>graph</i> ➤ Prefixes <i>semi- and sur-</i>

Winslow Township School District
English Language Arts
Grade 6

Unit 1 Grade 6

- Focal Texts (Writer’s Workshop)
- Writers Notebook

- **Vocabulary Strategy**
 - Context Clues
 - Reference Materials
- **Multiple Genres**
 - **Genre Focus: Informational**
 - Informational Article
 - Realistic Fiction
 - Video
 - Photo Essay
 - Video Interview
- **Comprehension**
 - **Use Metacognitive Skills**
 - Retell
 - Ask and Answer Questions
 - Make Inferences
 - **Literary Elements/Author’s Purpose and Craft**
 - Central Idea
 - Literary Elements
 - Theme
 - Author’s Craft
 - Media Techniques
 - Text Structure
 - Author’s Purpose
 - Text and Graphic Features
- **Respond to Text**
 - Write a Personal Note
 - Write About a Trait
 - Write a News Report
 - Write a Letter
- **Performance Task**
 - Write an Informational Motivational Speech

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Unit 1 Grade 6

Module 2: Here's the Story

- Houghton Mifflin Harcourt Into Reading Print/Online Resources
- Teacher's Guide (TG) pp. T191-T380
- Week at a Glance
 - Week 1: TG pp. T211-T269
 - Week 2: TG pp. T271-T325
 - Week 3: TG pp. T327-T380
- Ed Your Friend in Learning: <https://www.hmhco.com/one/login/>

Resources for Module 2:

- Ed Your Friend in Learning (Ed Online) - Access to all online resources
- Teacher's Guides
- Writer's Workshop Teacher's Guide
- Teacher Resource Book
- Teaching Pal (teacher text)
- myBook (student text)
- Read Aloud Books with Matching Bookstix
- Sound/Spelling Cards, Picture Cards, Letter Cards, Word Cards

• **Communication**

- Speaking and Listening: Engage in a Discussion/Give a Presentation: Opinion
- Research Skills: Generate a Plan

Writing Workshop

• **Writing Form**

- Personal Narrative

• **Focal Text**

- *Isabella for Real*, by Margie Palatini

• **Grammar Minilessons**

- Subjects & Predicates
- Simple Sentences
- Kinds of Sentences

Module 2: Here's the Story

Learning Mindset: Wonder

Build Knowledge & Language

• **Access Prior Knowledge/Build Background**

• **Vocabulary**

- **Big Idea Words:** voracious, discipline, persevere, intrepid

• **Multimedia**

- **Active Listening and Viewing:**
 - Get Curious Video: *Word Play*

Foundational Skills

• **Decoding**

- Vowel + /r/ sounds
- Words with *ie* or *ei*
- Words with /en/, /el/, /er/

• **Spelling**

- Vowel + /r/ sounds
- Words with *ie* or *ei*
- Words with /en/, /el/, /er/

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Unit 1 Grade 6

- Articulation Videos
- Vocabulary Cards
- Anchor Charts
- Display and Engage Organizers (online resource)
- Get Curious Videos (online resource)
- Rigby Readers with matching Take and Teach Lessons
- Start Right Readers
- Tabletop Minilessons
- Printables
- Focal Texts (Writer’s Workshop)
- Writers Notebook

- **Fluency**
 - Expression
 - Intonation
- **Reading Workshop & Vocabulary**
- **Vocabulary**
 - **Academic Vocabulary**
 - **Generative Vocabulary**
 - Prefixes *gen-*, *en-*; Suffixes *-y*, *-ly*, *-ily*
 - Latin Root *ject*; Prefixes *trans-*, *inter-*
 - Suffixes *-ful*, *-less*, *-ment*, *-ness*
- **Vocabulary Strategy**
 - Context Clues
 - Antonyms/Synonyms
- **Multiple Genres**
 - **Genre Focus: Narrative**
 - Realistic Fiction
 - Science Fiction/ Fantasy
 - Persuasive Text
 - Drama
- **Comprehension**
 - **Use Metacognitive Skills**
 - Retell
 - Ask and answer questions
 - Visualize
 - **Literary Elements/Author’s Purpose and Craft**
 - Point of View
 - Literary Elements
 - Theme
 - Figurative Language
 - Ideas and Support
 - Elements of Drama

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Unit 1 Grade 6

- **Respond to Text**
 - Write a News Article
 - Write a Letter of Apology
 - Write a List of Character Names
 - Write a Review
- **Performance Task**
 - Write a Story Sequel
- **Communication**
 - Speaking and Listening: Work Collaboratory and Engage in Discussion
 - Media Literacy: Interpret/ Analyze Media

Writing Workshop

- **Writing Process - Narrative**
- **Writing Form**
 - Imaginative Story
- **Focal Text**
 - *Dragons at Crumbling Castle*, by Terry Pratchett
- **Grammar Minilessons**
 - Compound and Complex Sentences
 - Common and Proper Nouns
 - Singular, Plural, and Possessive Nouns

Module 3: Designing the Future

Learning Mindset: Trying Again

Build Knowledge & Language

- **Access Prior Knowledge/Build Background**
- **Vocabulary**
 - **Big Idea Words:** innovations, blueprint, manufacturer, advances
- **Multimedia**
 - **Active Listening and Viewing:**
 - Get Curious Video: *A Smart Invention*

Module 3: Designing the Future

Houghton Mifflin Harcourt Into Reading Print/Online Resources

- Teacher’s Guide (TG) pp. T1-T190
- Week at a Glance
 - Week 1: TG pp. T21-T79
 - Week 2: TG pp. T81-T135
 - Week 3: TG pp. T137-T190
- Ed Your Friend in Learning: <https://www.hmhco.com/one/login/>

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Unit 1 Grade 6

Resources for Module 3:

- Ed Your Friend in Learning (Ed Online) - Access to all online resources
- Teacher’s Guides
- Writer’s Workshop Teacher’s Guide
- Teacher Resource Book
- Teaching Pal (teacher text)
- myBook (student text)
- Read Aloud Books with Matching Bookstix
- Sound/Spelling Cards, Picture Cards, Letter Cards, Word Cards
- Articulation Videos
- Vocabulary Cards
- Anchor Charts
- Display and Engage Organizers (online resource)
- Get Curious Videos (online resource)
- Rigby Readers with matching Take and Teach Lessons
- Start Right Readers
- Tabletop Minilessons
- Printables
- Focal Texts (Writer’s Workshop)
- Writers Notebook

Foundational Skills

- **Decoding**
 - VV Syllable Division Pattern
 - Commonly Confused Words
 - Words with Final /iz/, /iv/, or /ii/
- **Spelling**
 - Commonly Confused Words
 - Plurals
 - Words with Final /iz/, /iv/, or /ii/
- **Fluency**
 - Expression
 - Reading Rate
 - Phrasing

Reading Workshop & Vocabulary

- **Vocabulary**
 - **Academic Vocabulary**
 - **Generative Vocabulary**
 - Prefixes *tele-*, *com-*, *con-*
 - Greek Roots *electro*, *phon*, *aero*
 - Latin Roots *sol*, *rad*
- **Vocabulary Strategy**
 - Multiple- Meaning Words
 - Antonyms/Synonyms
- **Multiple Genres**
 - **Genre Focus: Informational**
 - Biography
 - Graphic Novel
 - Article
 - Video
 - Informational Text
- **Comprehension**
 - **Use Metacognitive Skills**
 - Retell
 - Ask and answer questions
 - Summarize
 - Make and Confirm Predictions

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Unit 1 Grade 6

- **Literary Elements/Author's Purpose and Craft**

- Text Structure
- Literary Elements
- Author's Purpose
- Media Techniques
- Text and Graphic Features

- **Respond to Text**

- Write an Advertisement
- Write a Letter
- Write a List
- Write a Project Proposal

- **Performance Task**

- Write a News Report

- **Communication**

- Research: Plan and Gather Information and Evaluate Information
- Media Literacy: Interpret/ Analyze Media

Writing Workshop

- **Writing Process - Argument**

- **Writing Form**

- Opinion Essay

- **Focal Text**

- *Toilets, Toasters and Telephones*, by Elsa Warnick

- **Grammar Minilessons**

- Subject and Object Pronouns
- Using Pronouns Correctly
- More Kinds of Pronouns

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Unit 1 Grade 6

District/School Supplementary Resources

Tween Tribune: <https://www.tweentribune.com/>
 Read Works: <https://www.readworks.org/>
 Newsela: <https://newsela.com/>
 Freckle: <https://www.freckle.com/ela/>
 Dogo News: <https://www.dogonews.com/>

Actively Learn: <https://www.activelylearn.com/>
 FunEnglishGames.com: <http://www.funenglishgames.com/>
 Quill: <https://www.quill.org/>
 Brainpop: <https://www.brainpop.com/>
 Diversity, Equity & Inclusion Educational Resources
<https://www.nj.gov/education/standards/dei/>

District/School Writing Tasks

Primary Focus

- **Module 1: Narrative Writing**
Personal Narrative
- **Module 2: Narrative Writing**
Imaginative story
- **Module 3: Argument**
Opinion Writing

District Requirement: Complete one process piece for Unit/MP 1 for district writing portfolio.
State Requirement: Complete one piece of research, literary analysis, informational/explanatory, and routine writing.

Secondary Focus

- **Literary Analysis**
- **Informational/Explanatory**
- **Research**
- Response to text
- Inquiry and research projects

Routine Writing

- Response to text
 - MyBook
 - Writing prompts
- Literacy centers
 - Listening and reading logs
 - Annotate the text
 - Response journal
 - Inquiry and research projects

Instructional Best Practices and Exemplars

Instructional Best Practices

- | | |
|---|---|
| <ul style="list-style-type: none"> • Identifying similarities and differences • Summarizing and note taking • Reinforcing effort and providing recognition • Homework and practice • Nonlinguistic representations | <ul style="list-style-type: none"> • Cooperative learning • Setting objectives and providing feedback • Generating and testing hypotheses • Cues, questions, and advance organizers • Manage response rates • Use data to drive instruction |
|---|---|

Exemplars

- <https://www.readingrockets.org/strategies#skill1042>
- <http://www.readwritethink.org/>
- <https://www.noredink.com/>
- <https://eleducation.org/>
- <https://parcc-assessment.org/ela-literacy/>
- <https://parcc-assessment.org/released-items/>

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9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training & 9.4 Life Literacies and Key Skills

9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.

9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.

9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.

9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.

9.2.8.CAP.6: Compare the costs of postsecondary education with the potential increase in income from a career of choice.

9.2.8.CAP.10: Evaluate how careers have evolved regionally, nationally, and globally.

9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.

9.2.8.CAP.15: Present how the demand for certain skills, the job market, and credentials can determine an individual's earning power.

9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.

9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).

9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.

9.4.8.TL.2: Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4).

9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.

The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.

Additional opportunities to address 9.1, 9.2 & 9.4:

Philadelphia Mint

<https://www.usmint.gov/learn/kids/resources/educational-standards>

Different ways to teach Financial Literacy.

<https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/>

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Modifications for Special Education/504 Students

Students with special needs: All lessons are differentiated to accommodate the individual needs of a diverse student population. Modifications and accommodations will be implemented as documented in students' IEP and 504 Plans. Universal Design for Learning (UDL) principles and practices will be considered when determining strategies to improve and optimize teaching and learning for all students. Modifications/accommodations may include:

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| <ul style="list-style-type: none"> ○ Small group instruction ○ Audio books ○ Text-to-speech platforms ○ Leveled texts ○ Modeling and guided practice ○ Targeted phonics practice ○ Targeted Phonological Awareness Instruction ○ Scaffolding strategies ○ Shortened assignments ○ Extend time as needed ○ Read directions aloud ○ Repeat, rephrase and clarify directions | <ul style="list-style-type: none"> ○ Provide graphic organizers ○ Verbalize before writing ○ Provide sentence starters ○ Use technology i.e. Chromebooks and iPads ○ Provide consistent structured routine ○ Provide simple and clear classroom rules ○ Provide frequent feedback ○ Provide support staff as needed ○ Assist w/ organization ○ Recognize success ○ Modify testing format ○ Provide alternative assessment |
|---|---|

Modifications for At Risk Students

Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review, and differentiation strategies. Universal Design for Learning (UDL) principles and practices will be considered when determining strategies to improve and optimize teaching and learning for all students. With the recognition that time may be a factor in overcoming developmental considerations, more time may with a certified instructor be made available to aid students in reaching the standards.

Modifications/accommodations may include:

- | | |
|---|---|
| <ul style="list-style-type: none"> ○ Small group instruction ○ Audio books ○ Text-to-speech platforms | <ul style="list-style-type: none"> ○ Provide timelines for work completion ○ Break down multi-step tasks into smaller chunks ○ Provide copy of class notes |
| <ul style="list-style-type: none"> ○ Leveled texts ○ Extended time as needed ○ Read directions aloud ○ Assist with organization ○ Use of technology i.e. Chromebooks and iPads | <ul style="list-style-type: none"> ○ Emphasize/highlight key concepts ○ Graphic organizers ○ Sentence Starters ○ Targeted phonics practice ○ Targeted Phonological Awareness Instruction |

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English Language Learners	Modifications for Gifted Students
<p>All WIDA Can Do Descriptors can be found at this link: https://wida.wisc.edu/teach/can-do/descriptors</p> <p>WIDA Can Do Descriptors: <input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Oral Language</p> <p>Students will be provided with accommodations and modifications as determined by NJ DOE Bilingual and ESL policies. These may include:</p> <ul style="list-style-type: none"> ● Use of bilingual dictionaries ● Personal dictionary ● Word wall ● Manipulatives ● Pictures, photographs ● Modeling and guided practice ● Sentence starters ● Response frames ● Adapted text/ Leveled Readers ● Repeated reading ● Graphic organizers ● Background knowledge experience ● Vocabulary (cognates) exposure ● Fluency strategies ● Targeted phonics practice ● Additional SIOP Strategies as described in the following book: <ul style="list-style-type: none"> ○ <i>Making Content Comprehensible for English Language Learners: The SIOP Model</i> ○ <i>99 Activities for Teaching English Language Arts to English Language Learners</i> 	<p>Students excelling in mastery of standards will be challenged with complex, high level tasks. Enrichment activities designed to challenge the more advanced students include independent study and project-based learning through active exploration of real-world challenges and problems. Students will be provided with modifications that:</p> <ul style="list-style-type: none"> ● Require higher order thinking, communication, and leadership skills ● Differentiate content, process, or product according to student’s readiness, interests, and/or learning styles ● Provide higher level texts ● Expand use of open-ended, abstract questions ● Require critical and creative thinking activities with emphasis on research and in-depth study ● Provide Enrichment Activities/Project-Based Learning/ Independent Study <p>Additional strategies may be located at the following links:</p> <ul style="list-style-type: none"> ● Gifted Programming Standards ● Webb’s Depth of Knowledge Levels and/or Revised Bloom’s Taxonomy ● REVISED Bloom’s Taxonomy Action Verbs

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Interdisciplinary Connections

Science:

MS-ETS1-1: Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions. (Module 3, Week 1)

MS-ETS1-2: Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem. (Module 3, Week 3)

Social Studies:

NJSLS 6.1.8.CivicsPI.3.c: Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts. (Module 1, Week 3)

NJSLS 6.1.8.EconNE.4.b: Analyze how technological innovations affected the status and social class of different groups of people and explain the outcomes that resulted. (Module 1, Week 3)

NJSLS 6.3.8.CivicsPI.3: Use a variety of sources from multiple perspectives to examine the role of individuals, political parties, interest groups, and the media in a local or global issue and share this information with a governmental or nongovernmental organization as a way to gain support for addressing the issue. (Module 1, Weeks 1-3)

NJSLS 6.3.8.CivicsPI.4: Investigate the roles of political, civil, and economic organizations in shaping people’s lives and share this information with individuals who might benefit from this information. (Module 1, Weeks 1-3)

NJSLS 6.3.8.CivicsPD.3: Construct a claim as to why it is important for democracy that individuals are informed by facts, aware of diverse viewpoints, and willing to take action on public issues. (Module 1, Weeks 1-3)

NJSLS 6.3.8.CivicsDP.1: Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body. (Module 1, Weeks 1-3)

NJSLS 6.3.8.CivicsHR.1: Construct an argument as to the source of human rights and how they are best protected. (Module 1, Weeks 1-3)

Arts:

NJSLS 1.5.8.Cr1a: Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media. (Module 2, Week 1-3)

NJSLS 1.5.8.Cr1b: Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design. (Module 2, Week 1-3)

Integration of Computer Science and Design Thinking NJSLS 8

Technology is integrated into instruction in meaningful ways. Students and teachers use digital tools and information to solve problems individually and collaboratively to create and communicate knowledge. Embedded resources and activities provide a variety of differentiated learning opportunities to meet the needs of individual students. Activities range in levels outside of grade level to meet the academic needs and learning styles of all students. Resources include: Internet, Web Quests, content-related websites, wireless laptop computers, computer laboratory, classroom computers, SMART Boards, iPads, and video streaming.

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- 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.
- 8.2.8.ITH.2: Compare how technologies have influenced society over time.
- 8.2.8.ITH.3: Evaluate the impact of sustainability on the development of a designed product or system.
- 8.2.8.ITH.4: Identify technologies that have been designed to reduce the negative consequences of other technologies and explain the change in impact.
- 8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.
- 8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.
- 8.2.8.EC.2: Examine the effects of ethical and unethical practices in product design and development.

Unit 2 Grade 6		
Unit 2 Reading Standards	Unit 2 Reading Critical Knowledge and Skills	
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.	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.	<ul style="list-style-type: none"> • Closely read the text (questioning, determining importance, looking for patterns) to extract quality evidence to support a claim • Use evidence from the text to make and check predictions when reading • Make personal connections, make connections to other texts, and/or make global connections when relevant • Gather evidence from the text to support inferences or explicit meaning. • Read and analyze a variety of literary genres and informational texts • Closely examine the text’s explicit content • Probe a segment of text in order to study and evaluate its multiple, deeper, and varied meanings • Reconstruct and understand the text segment’s new meaning • Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences • Refer to the text for support when analyzing and drawing inferences • Correctly cite evidence 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.	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.	<ul style="list-style-type: none"> • Explain the theme or central idea using key details from the text as evidence, including details from the beginning, middle, and end of the text • Identify and use knowledge of common graphic features (charts, maps, diagrams, captions, illustrations) to help determine the central idea of a text • Summarize texts by evaluating key details in which the central idea or theme is located • Distinguish key (thematic) details from all other details

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		<ul style="list-style-type: none"> • Evaluate recurring ideas and changes in the characters and plot over the course of the text (why did the author make those changes, impact on the reader, effectiveness of the author’s choices) • distinguish between essential and nonessential details of a text to support in creating unbiased summaries withholding personal opinion and judgment
	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).	<ul style="list-style-type: none"> • Use a note taking structure to track key individuals, events, and/or ideas in informational texts. • Identify the structure of a text • Distinguish between different text structures • Analyze how a key individual, event, or idea is introduced, illustrated, and elaborated in a text • Analyze an author’s method of developing a topic over the course of a text (including how the method impacts the reader, and evaluating the effectiveness of the method) • Analyze how the text structure affects the relationships between individuals, ideas, or events. • Analyze a writer’s style and presentation • Determine the relationship between individuals, ideas, or events
	RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	<ul style="list-style-type: none"> • Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical) • Provide an analysis of the impact of specific word choice on meaning and/or tone • Analyze why the author made a specific word choice • Analyze the impact of the word choice on the reader • Evaluate the effectiveness of the author’s word choice
	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.	<ul style="list-style-type: none"> • Determine how individual elements of a work (section, chapter, etc.) contribute to a text’s overall scope • Distinguish between different text structures • Observe how the individual components of the text add to the development of the theme, setting, and plot • Analyze why the author included a specific section of the text • Analyze the impact the specific section has on you, the reader • Evaluate the effectiveness of the author’s choice to include this section
RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.	RI.6.6. Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.	<ul style="list-style-type: none"> • Identify various points of view • Determine how the author develops the point-of-view of the narrator or speaker in the text • Reflect upon certain scenes or portions within a text and imagine how their content/style would change if the narrator’s or speaker’s point-of-view shifted to an alternate point-of-view, including the effect of these changes on the reader

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		<ul style="list-style-type: none"> • Determine how the author’s word choice helps develop the narrator or speaker’s point of view • Evaluate the effectiveness of the author’s choice in point of view
	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.	<ul style="list-style-type: none"> • Compare and contrast texts across various genres on the same theme or topic • Gain a well-rounded perspective on issues presented in informational text • Gather information from all media to assess and better understand how each is presented • Interpret the meaning of text features, charts, graphs, etc • Highlight information from articles and note-taking from live media to gain insight into the overall scope of an 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.	<ul style="list-style-type: none"> • Evaluate data, arguments and claims in a text • Distinguish those supported by evidence from those which are not • Evaluate the effectiveness of different claims (one that is supported with facts, one that is supported with opinions, and one that is not supported) • Evaluate if there is enough evidence to support a particular claim within an informational text
	RI.6.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	<ul style="list-style-type: none"> • Compare and contrast two author’s presentations of similar events • Determine the similarities and differences of how information is presented depending on the “lens” through which it is being portrayed • Make connections across different authors’ perspectives • Explore the implications of the differences • Analyze the impact of the differences in presentations on the reader • Evaluate the effectiveness of each author’s presentation of events
Unit 2 Writing Standards		Unit 2 Writing Critical Knowledge and Skills
<p>W.6.1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>W.6.1.A. Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>W.6.1.B. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>W.6.1.C. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p>W.6.1.D. Establish and maintain a formal/academic style, approach, and form.</p> <p>W.6.1.E. Provide a concluding statement or section that follows from the argument presented.</p>		<ul style="list-style-type: none"> • Introduce claim(s) • Write a clear thesis statement • Write arguments to support claims • Organize the reasons and evidence logically • Support claim(s) with logical reasoning and evidence • Use accurate, credible sources to support claims • Demonstrate an understanding of the topic or text • Use transitional words and phrases • Use a consistent formal or academic style, approach, and form • Write a conclusion to bring the writing to a close

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<p>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.)</p>	<ul style="list-style-type: none"> • Identify defining characteristics of different genres of writing • Unpack a writing prompt • Write for a specific purpose and audience • Select an appropriate text structure or format for the task • Use language that is precise and powerful to create voice • Create a tone that is appropriate for one’s audience
<p>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.</p>	<ul style="list-style-type: none"> • Revise and edit intentionally to improve writing • Generate ideas to develop topic • Revise writing with a partner or self-editing checklists • Distinguish between editing and revising
<p>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.</p>	<ul style="list-style-type: none"> • Use technological resources to enhance writing • Give and receive feedback using technology • Seek out authentic publishing opportunities • Use tools including blogs and wikis, to develop writing and communicate with students in their classes • Type a minimum of three pages in a single sitting • Use keyboarding skills to make typing more efficient • Type three pages in an appropriate amount of time
<p>W.6.7. (Choice) Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p>	<ul style="list-style-type: none"> • Explore inquiry topics through short research projects • Research and synthesize information from several sources • Conduct research and synthesize multiple sources of information • Compile a list of sources to use for a project • Refocus the intent of the research when appropriate
<p>W.6.8. (Choice) 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.</p>	<ul style="list-style-type: none"> • Use search terms effectively • Assess the credibility and accuracy of each source • Select direct and indirect quotations that relate to the topic as evidence • Explain quotations used as support to enhance meaning • Cite direct and indirect quotations • Identify examples of plagiarism in writing • Avoid plagiarism in writing • Follow typing appropriate typing format and conventions
<p>W.6.9. (Choice) Draw evidence from literary or informational texts to support analysis, reflection, and research. W.6.9.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</p>	<ul style="list-style-type: none"> • Write a clear thesis statement • Identify evidence that supports claims in literary analysis • Incorporate evidence into written pieces, using introductory phrases and transitions

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<p>novels and fantasy stories] in terms of their approaches to similar themes and topics").</p> <p>W.6.9.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").</p>	<ul style="list-style-type: none"> • Logically connect evidence to claims in writing • Select direct and indirect quotations that relate to the topic as evidence • Cite in-text direct and indirect quotations appropriately • Explain quotations used as support to enhance meaning • Provide adequate supporting details for each main idea in writing • Use and maintain a formal style in writing • Choose specific language to explain a topic • Write a concluding statement/section that follows from and supports analysis • Revise and edit the written piece for improvement • Apply a specific organizational strategy to a compare-contrast essay
<p>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.</p>	<ul style="list-style-type: none"> • Practice writing in a myriad of situations (journals, dialogues, creative tasks, etc.) • Reflect on and be able to explain purposeful decisions made while writing • Respond to a wide-variety of topics for an array of purposes and audiences • Produce written reflections
<p>Unit 2 Speaking and Listening Standards</p>	<p>Unit 2 Speaking and Listening Critical Knowledge and Skills</p>
<p>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.</p> <p>SL.6.1.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.</p> <p>SL.6.1.B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>SL.6.1.C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>SL.6.1.D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>	<ul style="list-style-type: none"> • Read required texts prior to discussions • Prepare for discussions • Use previous knowledge to expand discussions about a topic • Engage in conversations about grade-appropriate topics and texts • Participate in a variety of rich, structured conversations • Define and identify rules for discussions, including group and individual roles • Model appropriate behavior during discussions • Craft and respond to specific questions based on the topic or text, elaborating when necessary • Reflect on and paraphrase what was discussed • Summarize the ideas expressed
<p>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.</p>	<ul style="list-style-type: none"> • Determine the speaker's argument and claims • Unpack the arguments and claims • Evaluate whether the speaker's reasoning is rational and legitimate • Evaluate whether there is enough evidence to support the claims
<p>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).</p>	<ul style="list-style-type: none"> • Utilize skills that are common to the language production domain of writing • Organize ideas in a logical, sequential order • Present information using sound, detailed, and relevant evidence in a coherent manner • Use appropriate eye contact, adequate volume, and clear pronunciation

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<p>SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)</p>	<ul style="list-style-type: none"> • Orally present information, using appropriate speech, in a variety of situations • Manipulate the speech based upon context
<p>Unit 2 Language Standards</p>	<p>Unit 2 Language Critical Knowledge and Skills</p>
<p>L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.6.1.B. Use intensive pronouns (e.g., myself, ourselves). L.6.1.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.</p>	<ul style="list-style-type: none"> • Define and identify intensive pronouns in reading • Determine the appropriate instance to use intensive pronouns in writing • Revise grammatical errors in writing • Perform peer reviews of writing to identify and correct grammatical errors • Identify and use strategies to revise writing
<p>L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.6.2.A. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. L.6.2.B. Spell correctly.</p>	<ul style="list-style-type: none"> • Define and identify nonrestrictive/parenthetical elements in writing • Determine the appropriate punctuation to set off nonrestrictive/parenthetical elements • Apply common rules and patterns to spell words correctly
<p>L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.6.3.A. Vary sentence patterns for meaning, reader/listener interest, and style/voice. L.6.3.B. Maintain consistency in style and tone.</p>	<ul style="list-style-type: none"> • Identify various sentence patterns • Incorporate various sentence patterns to create style and voice • Use a consistent style and tone when writing or speaking
<p>L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 6 reading and content</i>, choosing flexibly from a range of strategies. L.6.4.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. L.6.4.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. L.6.4.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).</p>	<ul style="list-style-type: none"> • Use a word's position in a sentence as a clue to the meaning of a word • Use a combination of context clues, structural clues, and the word's position in the sentence to determine the meaning of an unknown word or phrase • Use dictionaries, glossaries, and/or thesauruses to find the pronunciation of a word • Use dictionaries, glossaries, and/or thesauruses to determine the actual meaning of a word or its part of speech. • Use reference materials to check the inferred meaning of words
<p>L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L.6.5.B. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p>	<ul style="list-style-type: none"> • Identify the relationship of words in reading • Clarify words by using the relationship between them in writing
<p>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.</p>	<ul style="list-style-type: none"> • Understand and apply conversational, academic, and domain specific vocabulary

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	<ul style="list-style-type: none"> • 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 • Acquire and use accurately grade appropriate general academic and domain specific words and phrases • Dissect assignments and determine the key processes required
WIDA English Language Development Standard 1	English language learners communicate for Social and Instructional purposes within the school setting
WIDA English Language Development Standard 2	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts
WIDA English Language Development Standard 4	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science
WIDA English Language Development Standard 5	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies

Unit 2 Grade 6

District/School Formative Assessment Plan	District/School Summative Assessment Plan
<p>Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.</p> <ul style="list-style-type: none"> • Correct & Redirect • Class Discussions • Student Participation • Teacher Observation • Self-Assessments • Verbalization • Anecdotal Notes • Performance-Based Assessments/Tasks • Oral Reading/Running Records • Exit Tickets • Intervention Assessments • Graphic Organizers • Literacy Centers • Think-Pair-Share • Scoring Rubrics • Weekly Assessments • Benchmark Assessments • Selection & Leveled Reader Quizzes • Text Responses • Conferences 	<p>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</p> <p>Diagnostic Assessments:</p> <ul style="list-style-type: none"> • LinkIt! • AimsWeb <p>Summative Assessments</p> <ul style="list-style-type: none"> • Module Assessments • Guided Reading Benchmark Assessment Kit • Summative Assessments <p>Performance Based Assessments</p> <ul style="list-style-type: none"> • Informational Writing • Inquiry and Research Project <p>Alternative Assessments</p>

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	<ul style="list-style-type: none"> • Inquiry and Research Projects • Hands-On Activities
Enduring Understandings	Essential Questions
<ol style="list-style-type: none"> 1. While we cannot control the obstacles in our paths, we can choose how we meet and overcome them. (Module 4) 2. Tough times that are faced by an entire nation forge an identity that makes us who we are. (Module 5) 3. Outer space offers exciting avenues for exploration and learning. (Module 6) 	<ol style="list-style-type: none"> 1. How can a journey be more important than the destination? 2. What in our American spirit helps us survive tough times? 3. What does it take to explore outer space?
District/School Texts and Resources	Aligned Activities
<p><i>The following texts and resources are utilized in Unit 2.</i></p> <p>Module 4: On a Journey</p> <ul style="list-style-type: none"> • Houghton Mifflin Harcourt Into Reading Print/Online Resources • Teacher’s Guide (TG) pp. T191-T380 • Week at a Glance <ul style="list-style-type: none"> ○ Week 1: TG pp. T218-T269 ○ Week 2: TG pp. T271-T325 ○ Week 3: TG pp. T327-T380 • Ed Your Friend in Learning: https://www.hmhco.com/one/login/ <p>Resources for Module 4:</p> <ul style="list-style-type: none"> • Ed Your Friend in Learning (Ed Online) - Access to all online resources • Teacher’s Guides • Writer’s Workshop Teacher’s Guide • Teacher Resource Book • Teaching Pal (teacher text) • myBook (student text) • Read Aloud Books with Matching Bookstix 	<p><i>Activities for the following skills are found in the corresponding texts and resources.</i></p> <p>Module 4: On a Journey Learning Mindset: Growth Mindset</p> <p><u>Build Knowledge & Language</u></p> <ul style="list-style-type: none"> • Access Prior Knowledge/Build Background • Vocabulary <ul style="list-style-type: none"> ○ Big Idea Words: passage, craft, metropolitan, destination • Multimedia <ul style="list-style-type: none"> ○ Active Listening and Viewing: <ul style="list-style-type: none"> ➤ Get Curious Video: <i>A Marathon of Hope</i> <p><u>Foundational Skills</u></p> <ul style="list-style-type: none"> • Decoding <ul style="list-style-type: none"> ○ Recognize Base Words ○ Prefixes <i>in-, im-, ir-, il-</i> ○ Prefixes <i>com-, con-</i> • Spelling <ul style="list-style-type: none"> ○ Adding <i>-ion</i> ○ Prefixes <i>in-, im-, ir-, il-</i> ○ Prefixes <i>com-, con-</i>

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<ul style="list-style-type: none">• Sound/Spelling Cards, Picture Cards, Letter Cards, Word Cards• Articulation Videos• Vocabulary Cards• Anchor Charts• Display and Engage Organizers (online resource)• Get Curious Videos (online resource)• Rigby Readers with matching Take and Teach Lessons• Start Right Readers• Tabletop Minilessons• Printables• Focal Texts (Writer’s Workshop)• Writers Notebook	<ul style="list-style-type: none">• Fluency<ul style="list-style-type: none">○ Accuracy and Self-Correction○ Intonation○ Expression• <u>Reading Workshop & Vocabulary</u><ul style="list-style-type: none">• Vocabulary<ul style="list-style-type: none">○ Academic Vocabulary○ Generative Vocabulary<ul style="list-style-type: none">➢ Suffixes <i>-al, -ic, -ous, -ious</i>; Prefix <i>im-</i>➢ Greek Root <i>log/logue</i>; Latin Root <i>magn</i>• Vocabulary Strategy<ul style="list-style-type: none">○ Connotation- Denotation○ Multiple Meaning Words• Multiple Genres<ul style="list-style-type: none">○ Genre Focus: Narrative<ul style="list-style-type: none">➢ Realistic Fiction➢ Informational Article➢ Play➢ Historical Fiction➢ Poetry• Comprehension<ul style="list-style-type: none">○ Use Metacognitive Skills<ul style="list-style-type: none">➢ Monitor and Clarify➢ Make and Confirm Predictions➢ Visualize○ Literary Elements/Author’s Purpose and Craft<ul style="list-style-type: none">➢ Point of View➢ Literary Elements➢ Text Structure➢ Figurative Language➢ Author’s Craft➢ Elements of Poetry➢ Elements of Drama• Respond to Text
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Module 5: Good Times, Bad Times

- Houghton Mifflin Harcourt Into Reading Print/Online Resources
- Teacher’s Guide (TG) pp. T2-T190
 - Week at a Glance
 - Week 1: TG pp. T21-T79
 - Week 2: TG pp. T81-T135
 - Week 3: TG pp. T137-T190
- Ed Your Friend in Learning: <https://www.hmhco.com/one/login/>

Resources for Module 5:

- Ed Your Friend in Learning (Ed Online) - Access to all online resources
- Teacher’s Guides

- Write a Postcard
- Write a Diary Entry
- Write a Resume
- Write a Super Short Story
- **Performance Task**
 - Write a Narrative
- **Communication**
 - Speaking and Listening: Oral Instructions and Use Formal Language and Informal Language
 - Media Literacy: Interpret/ Analyze Media

Writing Workshop

- **Writing Process - Informative Text**
- **Writing Form**
 - Biography
- **Focal Text**
 - *The Circuit*, by Francisco Jimenez
- **Grammar Minilessons**
 - Kings of Verbs
 - Verbs and Objects
 - Verb Tenses

Module 5: Good Times, Bad Times

Learning Mindset: Grit

Build Knowledge & Language

- **Access Prior Knowledge/Build Background**
- **Vocabulary**
 - **Big Idea Words:** persisted, industry, stocks, investors
- **Multimedia**
 - **Active Listening and Viewing:**
 - Get Curious Video: *A Century of Change*

Foundational Skills

- **Decoding**
 - Prefixes *dis-*, *ex-*, *inter-*
 - Prefixes *pre-*, *pro-*

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<ul style="list-style-type: none">• Writer’s Workshop Teacher’s Guide• Teacher Resource Book• Teaching Pal (teacher text)• myBook (student text)• Read Aloud Books with Matching Bookstix• Sound/Spelling Cards, Picture Cards, Letter Cards, Word Cards• Articulation Videos• Vocabulary Cards• Anchor Charts• Display and Engage Organizers (online resource)• Get Curious Videos (online resource)• Rigby Readers with matching Take and Teach Lessons• Start Right Readers• Tabletop Minilessons• Printables• Focal Texts (Writer’s Workshop)• Writers Notebook	<ul style="list-style-type: none">○ Suffix <i>-ion</i>• Spelling<ul style="list-style-type: none">○ Commonly Confused Words○ Plurals○ Words with Final <i>/iz/</i>, <i>/iv/</i>, or <i>/ii/</i>• Fluency<ul style="list-style-type: none">○ Expression○ Reading Rate○ Phrasing<u>Reading Workshop & Vocabulary</u>• Vocabulary<ul style="list-style-type: none">○ Academic Vocabulary○ Generative Vocabulary<ul style="list-style-type: none">➤ Prefixes <i>into-</i>, <i>im-</i>➤ Suffixes <i>-ence-</i>, <i>-ance</i>, <i>-able</i>➤ Latin Roots <i>migr</i> and <i>voc</i>• Vocabulary Strategy<ul style="list-style-type: none">○ Analogies○ Connotation/Denotation• Multiple Genres<ul style="list-style-type: none">○ Genre Focus: Informational<ul style="list-style-type: none">➤ Historical Fiction➤ Narrative Nonfiction➤ Informational Text➤ Media: Video➤ Informational Text• Comprehension<ul style="list-style-type: none">○ Use Metacognitive Skills<ul style="list-style-type: none">➤ Visualize➤ Ask and answer questions○ Literary Elements/Author’s Purpose and Craft<ul style="list-style-type: none">➤ Central Idea➤ Literary Elements
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- Theme
- Author’s Craft
- Media Techniques
- Content-Area Words
- Text Structure
- Text and Graphic Features

- **Respond to Text**
 - Write a Thank-You Note
 - Write a Letter
 - Write a List
 - Write a Personal Statement
- **Performance Task**
 - Write an informational Article
- **Communication**
 - Research: Summarizing/
 - Media Literacy: Interpret/ Analyze Media

Writing Workshop

- **Writing Process - Correspondence**
- **Writing Form**
 - Letter
- **Focal Text**
 - *Diary of an Early American Boy*, by Eric Sloane
- **Grammar Minilessons**
 - Subject- Verb Agreement
 - Regular and Irregular Verbs
 - Principal Parts of Verbs

Module 6: To the Moon and Beyond

Learning Mindset: Setting Goals

Build Knowledge & Language

- **Access Prior Knowledge/Build Background**
- **Vocabulary**
 - **Big Idea Words:** craters, satellite, orbit, launched

Module 6: To the Moon and Beyond

- Houghton Mifflin Harcourt Into Reading Print/Online Resources
- Teacher’s Guide (TG) pp. T192-T380
 - Week at a Glance
 - Week 1: TG pp. T211-T269
 - Week 2: TG pp. T271-T325

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○ Week 3: TG pp. T327-T380

- Ed Your Friend in Learning: <https://www.hmhco.com/one/login/>

Resources for Module 6:

- Ed Your Friend in Learning (Ed Online) - Access to all online resources
- Teacher's Guides
- Writer's Workshop Teacher's Guide
- Teacher Resource Book
- Teaching Pal (teacher text)
- myBook (student text)
- Read Aloud Books with Matching Bookstix
- Sound/Spelling Cards, Picture Cards, Letter Cards, Word Cards
- Articulation Videos
- Vocabulary Cards
- Anchor Charts
- Display and Engage Organizers (online resource)
- Get Curious Videos (online resource)
- Rigby Readers with matching Take and Teach Lessons
- Start Right Readers
- Tabletop Minilessons
- Printables
- Focal Texts (Writer's Workshop)
- Writers Notebook

● **Multimedia**

- **Active Listening and Viewing:**

➤ Get Curious Video: *The Mind Power Behind the Launch*

Foundational Skills

● **Decoding**

- Word Parts
- Vowel Changes in Related Words
- Latin Roots

● **Spelling**

- Word Parts
- Vowel Changes in Related Words
- Latin Roots

● **Fluency**

- Expression
- Accuracy and Self-Correction
- Phrasing

Reading Workshop & Vocabulary

● **Vocabulary**

- **Academic Vocabulary**
- **Generative Vocabulary**
 - Prefixes *de-*; Suffixes *-ion, -ism*
 - Greek Roots *cosmo, astro*; Latin Root *orbit*
 - Latin Root *mit*

● **Vocabulary Strategy**

- Reference Materials
- Analogies

● **Multiple Genres**

- **Genre Focus: Opinion Text**
 - Narrative Nonfiction
 - Biography
 - Personal Narrative
 - Persuasive Text

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- **Comprehension**
 - **Use Metacognitive Skills**
 - Make Inferences
 - Ask and Answer Questions
 - **Literary Elements/Author's Purpose and Craft**
 - Central Idea
 - Literary Elements
 - Ideas and Support
 - Point of View
 - Author's Craft
 - **Respond to Text**
 - Write an Opinion Letter
 - Write a Job Posting
 - Write a Thank You Email
 - Write a Letter to the Editor
 - **Performance Task**
 - Write an Opinion Essay
 - **Communication**
 - Speaking and Listening: Oral Instructions
 - Media Literacy: Create Multimedia Presentations
 - Research Skills: Organize Information
- Writing Workshop**
- **Writing Process - Argument**
 - **Writing Form**
 - Researched Argument
 - **Focal Text**
 - *Mars and the Search for Life*, by Eloine Scoll
 - **Grammar Minilessons**
 - Progressive Verbs
 - Adjectives and Adverbs
 - Making Comparisons

Additional Amistad Resources:

<https://nj.gov/education/amistad/resources/literacy.pdf>

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		<p>Amistad Activities: <i>Bud, Not Buddy</i> (Module 5, Week 1); <i>Men of the Woods: The Civilian Conservation Corps</i> (Module 5, Week 2); <i>Children of the Great Depression</i> (Module 5, Week 3)</p> <ul style="list-style-type: none"> • Additional activities found in <i>The Amistad Commission’s Literacy Components for Primary Grades</i> (NJDOE)
District/School Supplementary Resources		
<p>Tween Tribune: https://www.tweentribune.com/ Read Works: https://www.readworks.org/ Newsela: https://newsela.com/ Freckle: https://www.freckle.com/ela/ Dogo News: https://www.dogonews.com/</p>		<p>Actively Learn: https://www.activelylearn.com/ FunEnglishGames.com: http://www.funenglishgames.com/ Quill: https://www.quill.org/ Brainpop: https://www.brainpop.com/ Diversity, Equity & Inclusion Educational Resources https://www.nj.gov/education/standards/dei/</p>
District/School Writing Tasks		
<p>Primary Focus</p> <ul style="list-style-type: none"> • Module 4: Informational Text <i>Biography</i> • Module 5: Correspondence <i>Letter</i> • Module 6: Argument <i>Research Argument</i> <p>District Requirement: Complete one process piece for Unit/MP 1 for district writing portfolio.</p> <p>State Requirement: Complete one piece of research, argument, and routine writing.</p>	<p>Secondary Focus</p> <ul style="list-style-type: none"> • Research Inquiry • Response to text • Inquiry and research projects 	<p>Routine Writing</p> <ul style="list-style-type: none"> • Response to text <ul style="list-style-type: none"> ○ MyBook ○ Writing prompts • Literacy centers <ul style="list-style-type: none"> ○ Listening and reading logs ○ Annotate the text ○ Response journal ○ Inquiry and research projects

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Instructional Best Practices and Exemplars		
Instructional Best Practices		Exemplars
<ul style="list-style-type: none"> • Identifying similarities and differences • Summarizing and note taking • Reinforcing effort and providing recognition • Homework and practice • Nonlinguistic representations 	<ul style="list-style-type: none"> • Cooperative learning • Setting objectives and providing feedback • Generating and testing hypotheses • Cues, questions, and advance organizers • Manage response rates • Use data to drive instruction 	<ul style="list-style-type: none"> • https://www.readingrockets.org/strategies#skill_1042 • http://www.readwritethink.org/ • https://www.noredink.com/ • https://eeducation.org/ • https://parcc-assessment.org/ela-literacy/ • https://parcc-assessment.org/released-items/

9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training & 9.4 Life Literacies and Key Skills
<p>9.1.8.CR.3: Relate the importance of consumer, business, and government responsibility to the economy and personal finance.</p> <p>9.1.8.CR.4: Examine the implications of legal and ethical behaviors when making financial decisions.</p> <p>9.1.8.CDM.2: Demonstrate an understanding of the terminology associated with different types of credit (e.g., credit cards, installment loans, mortgages, lines of credit) and compare and calculate the interest rates associated with each.</p> <p>9.1.8.CDM.3: Compare and contrast loan management strategies, including interest charges and total principal repayment costs.</p> <p>9.1.8.CP.2: Analyze how spending habits affect one’s ability to save.</p> <p>9.1.8.EG.3: Explain the concept and forms of taxation and evaluate how local, state and federal governments use taxes to fund public activities and initiatives.</p> <p>9.1.8.EG.7: Explain the effect of the economy (e.g., inflation, unemployment) on personal income, individual and family security, and consumer decisions.</p> <p>9.1.8.FP.2: Evaluate the role of emotions, attitudes, and behavior (rational and irrational) in making financial decisions.</p> <p>9.1.8.FP.5: Determine how spending, investing, and using credit wisely contributes to financial well-being.</p> <p>9.2.8.CAP.10: Evaluate how careers have evolved regionally, nationally, and globally.</p> <p>9.2.8.CAP.15: Present how the demand for certain skills, the job market, and credentials can determine an individual’s earning power.</p> <p>9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.</p> <p>9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).</p> <p>9.4.8.TL.2: Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4).</p> <p>9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.</p>

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The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.

Additional opportunities to address 9.1, 9.2 & 9.4:

Philadelphia Mint

<https://www.usmint.gov/learn/kids/resources/educational-standards>

Different ways to teach Financial Literacy.

<https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/>

Modifications for Special Education/504 Students

Students with special needs: All lessons are differentiated to accommodate the individual needs of a diverse student population. Modifications and accommodations will be implemented as documented in students' IEP and 504 Plans. Universal Design for Learning (UDL) principles and practices will be considered when determining strategies to improve and optimize teaching and learning for all students. Modifications/accommodations may include:

- | | |
|---|---|
| ○ Small group instruction | ○ Provide graphic organizers |
| ○ Audio books | ○ Verbalize before writing |
| ○ Text-to-speech platforms | ○ Provide sentence starters |
| ○ Leveled texts | ○ Use technology i.e. Chromebooks and iPads |
| ○ Modeling and guided practice | ○ Provide consistent structured routine |
| ○ Targeted phonics practice | ○ Provide simple and clear classroom rules |
| ○ Targeted Phonological Awareness Instruction | ○ Provide frequent feedback |
| ○ Scaffolding strategies | ○ Provide support staff as needed |
| ○ Shortened assignments | ○ Assist w/ organization |
| ○ Extend time as needed | ○ Recognize success |
| ○ Read directions aloud | ○ Modify testing format |
| ○ Repeat, rephrase and clarify directions | ○ Provide alternative assessment |

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Modifications for At Risk Students

Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review, and differentiation strategies. Universal Design for Learning (UDL) principles and practices will be considered when determining strategies to improve and optimize teaching and learning for all students. With the recognition that time may be a factor in overcoming developmental considerations, more time may with a certified instructor be made available to aid students in reaching the standards.

Modifications/accommodations may include:

- Small group instruction
- Audio books
- Text-to-speech platforms
- Leveled texts
- Extended time as needed
- Read directions aloud
- Assist with organization
- Use of technology i.e. Chromebooks and iPads
- Emphasize/highlight key concepts
- Provide timelines for work completion
- Break down multi-step tasks into smaller chunks
- Provide copy of class notes
- Graphic organizers
- Sentence Starters
- Targeted phonics practice
- Targeted Phonological Awareness Instruction

English Language Learners

All WIDA Can Do Descriptors can be found at this link:
<https://wida.wisc.edu/teach/can-do/descriptors>

WIDA Can Do Descriptors:

- Listening Speaking Reading Writing Oral Language
- Students will be provided with accommodations and modifications as determined by NJ DOE Bilingual and ESL policies. These may include:
- Use of bilingual dictionaries
 - Personal dictionary
 - Word wall
 - Manipulatives

Modifications for Gifted Students

Students excelling in mastery of standards will be challenged with complex, high level tasks. Enrichment activities designed to challenge the more advanced students include independent study and project-based learning through active exploration of real-world challenges and problems. Students will be provided with modifications that:

- Require higher order thinking, communication, and leadership skills
- Differentiate content, process, or product according to student's readiness, interests, and/or learning styles
- Provide higher level texts
- Expand use of open-ended, abstract questions

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<ul style="list-style-type: none"> ● Pictures, photographs ● Modeling and guided practice ● Sentence starters ● Response frames ● Adapted text/ Leveled Readers ● Repeated reading ● Graphic organizers ● Background knowledge experience ● Vocabulary (cognates) exposure ● Fluency strategies ● Targeted phonics practice ● Additional SIOP Strategies as described in the following book: <ul style="list-style-type: none"> ○ <i>Making Content Comprehensible for English Language Learners: The SIOP Model</i> ○ <i>99 Activities for Teaching English Language Arts to English Language Learners</i> 	<ul style="list-style-type: none"> ● Require critical and creative thinking activities with emphasis on research and in-depth study ● Provide Enrichment Activities/Project-Based Learning/ Independent Study <p>Additional strategies may be located at the following links:</p> <ul style="list-style-type: none"> ● Gifted Programming Standards ● Webb’s Depth of Knowledge Levels and/or Revised Bloom’s Taxonomy ● REVISED Bloom’s Taxonomy Action Verbs
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Interdisciplinary Connections

Science:
MS-ESS1-2: Develop and use a model to describe the role of gravity in the motions within galaxies and the solar system. (Module 6, Week 1)
MS-ESS1-1: Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons. (Module 6, Week 1)

Social Studies:
NJSLS 6.3.8.CivicsPI.3: Use a variety of sources from multiple perspectives to examine the role of individuals, political parties, interest groups, and the media in a local or global issue and share this information with a governmental or nongovernmental organization as a way to gain support for addressing the issue. (Module 5, Weeks 1-3)
NJSLS 6.3.8.CivicsPI.4: Investigate the roles of political, civil, and economic organizations in shaping people’s lives and share this information with individuals who might benefit from this information. (Module 5, Weeks 1-3)
NJSLS 6.3.8.CivicsPD.3: Construct a claim as to why it is important for democracy that individuals are informed by facts, aware of diverse viewpoints, and willing to take action on public issues. (Module 5, Weeks 1-3)
NJSLS 6.3.8.EconET.1: Using quantitative data, evaluate the opportunity cost of a proposed economic action, and take a position and support it (e.g., healthcare, education, transportation). (Module 6, Weeks 1-3)

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Arts:
NJSLS 1.5.8.Cr1a: Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media. (Module 4, Week 1-3)
NJSLS 1.5.8.Cr1b: Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design. (Module 4, Week 1-3)

Integration of Computer Science and Design Thinking NJSLS 8

Technology is integrated into instruction in meaningful ways. Students and teachers use digital tools and information to solve problems individually and collaboratively to create and communicate knowledge. Embedded resources and activities provide a variety of differentiated learning opportunities to meet the needs of individual students. Activities range in levels outside of grade level to meet the academic needs and learning styles of all students. Resources include: Internet, Web Quests, content-related websites, wireless laptop computers, computer laboratory, classroom computers, SMART Boards, iPads, and video streaming.

- 8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual’s everyday activities and career options.
- 8.1.8.IC.2: Describe issues of bias and accessibility in the design of existing technologies.
- 8.2.8.ED.1: Evaluate the function, value, and aesthetics of a technological product or system, from the perspective of the user and the producer.
- 8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem.
- 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.
- 8.2.8.ITH.2: Compare how technologies have influenced society over time.
- 8.2.8.ITH.3: Evaluate the impact of sustainability on the development of a designed product or system.
- 8.2.8.ITH.4: Identify technologies that have been designed to reduce the negative consequences of other technologies and explain the change in impact.
- 8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.

Unit 3 Grade 6		
Unit 3 Reading Standards		Unit 3 Reading Critical Knowledge and Skills
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.	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.	<ul style="list-style-type: none"> • Closely read the text (questioning, determining importance, looking for patterns) to extract quality evidence to support a claim • Use evidence from the text to make and check predictions as you read • Make personal connections, make connections to other texts, and/or make global connections when relevant • Gather evidence from the text to support inferences or explicit meaning. • Read and analyze a variety of literary genres and informational texts • Closely examine the text’s explicit content

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		<ul style="list-style-type: none"> • Probe a segment of text in order to study and evaluate its multiple, deeper, and varied meanings • Reconstruct and understand the text segment’s new meaning • Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences • Refer to the text for support when analyzing and drawing inferences • Correctly cite evidence 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.	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.	<ul style="list-style-type: none"> • Explain the theme or central idea using key details from the text as evidence, including details from the beginning, middle, and end of the text • Identify and use knowledge of common graphic features (charts, maps, diagrams, captions, illustrations) to help determine the central idea of a text • Summarize texts by evaluating key details in which the central idea or theme is located • Distinguish key (thematic) details from all other details • Evaluate recurring ideas and changes in the characters and plot over the course of the text (why did the author make those changes, impact on the reader, effectiveness of the author’s choices) • Distinguish between essential and nonessential details of a text to support in creating unbiased summaries withholding personal opinion and judgment
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.		<ul style="list-style-type: none"> • Explain the parts of a plot; provide a summary of each part • Observe and analyze how story characters and plot interact and develop throughout a given text • Read and evaluate texts with the goal of understanding how the story’s events and setting impact and shape the characters in different ways • Determine how particular episodes may trigger various responses in characters, revealing one or more of the characters’ traits
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		<ul style="list-style-type: none"> • Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative) • Provide an analysis of the impact of specific word choice on meaning and/or tone • Analyze why the author made a specific word choice • Analyze the impact of the word choice on the reader • Evaluate the effectiveness of the author’s word choice • Identify poetic devices used in text • Provide an analysis of the impact of poetic devices (rhyme scheme, alliteration, consonance, etc) on a particular section of a text

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<p>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.</p>		<ul style="list-style-type: none"> • Determine how individual elements of a work (section, chapter, scene, or stanza, etc.) contribute to a text’s overall scope • Recognize how form relates to function and how a part relates to a whole • Distinguish between different text structures • Observe how the individual components of the text add to the development of the theme, setting, and plot • Analyze why the author included a specific section (chapter, scene, or stanza, etc.) of the text • Analyze the impact the specific section (chapter, scene, or stanza, etc.) has on you, the reader • Evaluate the effectiveness of the author’s choice to include this section (chapter, scene, or stanza, etc.)
<p>RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.</p>	<p>RI.6.6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p>	<ul style="list-style-type: none"> • Identify various points of view • Determine how the author develops the point-of-view of the narrator or speaker in the text • Reflect upon certain scenes or portions within a text and imagine how their content/style would change if the narrator’s or speaker’s point-of-view shifted to an alternate point-of-view, including the effect of these changes on the reader • Determine how the author’s word choice helps develop the narrator or speaker’s point of view • Evaluate the effectiveness of the author’s choice in point of view
<p>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.</p>		<ul style="list-style-type: none"> • Compare and contrast texts across various genres on the same theme or topic • Evaluate multiple approaches to the same subject • Compare text to multimedia as it impacts the audience
<p>RL.6.9. Compare and 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.</p>		<ul style="list-style-type: none"> • Compare and contrast texts of different genres that share similar themes • Analyze how each author conveys the same message through different avenues • Investigate the authors’ dissimilar backgrounds that inspire such works (themes) • Compare/contrast how each author infuses their philosophy and persona into their work • Analyze the impact of the differences in forms or genres on the reader • Evaluate the effectiveness of each author’s approach to the theme and topic

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Unit 3 Grade 6	
Unit 3 Writing Standards	Unit 3 Writing Critical Knowledge and Skills
<p>W.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>W.6.3.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.</p> <p>W.6.3.B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>W.6.3.C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>W.6.3.D. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>W.6.3.E. Provide a conclusion that follows from the narrated experiences or events.</p>	<ul style="list-style-type: none"> • Engage and orient the reader by establishing a context • Engage the reader with a story hook • Introduce a narrator and/or characters • Organize an event sequence that unfolds naturally and logically • Use narrative techniques effectively to develop experiences, events, and/or characters • Transition from one idea to the next by using appropriate words and phrases • Use figurative language to aid in description • Describe ideas by using sensory and specific language • Write a conclusion that brings the story events to a meaningful close • Clearly convey a conflict and a resolution to the conflict
<p>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.)</p>	<ul style="list-style-type: none"> • Identify defining characteristics of different genres of writing • Unpack a writing prompt • Write for a specific purpose and audience • Select an appropriate text structure or format for the task • Use language that is precise and powerful to create voice • Create a tone that is appropriate for one’s audience
<p>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.</p>	<ul style="list-style-type: none"> • Revise and edit intentionally to improve writing • Generate ideas to develop topic • Revise writing with a partner or self-editing checklists • <u>Distinguish between editing and revising</u>
<p>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.</p>	<ul style="list-style-type: none"> • Use technological resources to enhance writing • Give and receive feedback using technology • Seek out authentic publishing opportunities • Use tools including blogs and wikis, to develop writing and communicate with students in their classes • Type a minimum of three pages in a single sitting • Use keyboarding skills to make typing more efficient • Type three pages in an appropriate amount of time
<p>W.6.7. (Choice) Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p>	<ul style="list-style-type: none"> • Explore inquiry topics through short research projects • Research and synthesize information from several sources • Conduct research and synthesize multiple sources of information • Compile a list of sources to use for a project • Refocus the intent of the research when appropriate

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<p>W.6.8. (Choice) 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.</p>	<ul style="list-style-type: none"> • Use search terms effectively • Assess the credibility and accuracy of each source • Select direct and indirect quotations that relate to the topic as evidence • Explain quotations used as support to enhance meaning • Cite direct and indirect quotations • Identify examples of plagiarism in writing • Avoid plagiarism in writing • Follow typing appropriate typing format and conventions
<p>W.6.9. (Choice) Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.6.9.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").</p> <p>W.6.9.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").</p>	<ul style="list-style-type: none"> • Write a clear thesis statement • Identify evidence that supports claims in literary analysis • Incorporate evidence into written pieces, using introductory phrases and transitions • Logically connect evidence to claims in writing • Select direct and indirect quotations that relate to the topic as evidence • Cite in-text direct and indirect quotations appropriately • Explain quotations used as support to enhance meaning • Provide adequate supporting details for each main idea in writing • Use and maintain a formal style in writing • Choose specific language to explain a topic • Write a concluding statement/section that follows from and supports analysis • Revise and edit the written piece for improvement • Apply a specific organizational strategy to a compare-contrast essay
<p>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.</p>	<ul style="list-style-type: none"> • Practice writing in a myriad of situations (journals, dialogues, creative tasks, etc.) • Reflect on and be able to explain purposeful decisions made while writing • Respond to a wide-variety of topics for an array of purposes and audiences • Produce written reflections
Unit 3 Speaking and Listening Standards	Unit 3 Speaking and Listening Critical Knowledge and Skills
<p>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.</p> <p>SL.6.1.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.</p> <p>SL.6.1.B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>SL.6.1.C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p>	<ul style="list-style-type: none"> • Read required texts prior to discussions • Prepare for discussions • Use previous knowledge to expand discussions about a topic • Engage in conversations about grade-appropriate topics and texts • Participate in a variety of rich, structured conversations • Define and identify rules for discussions, including group and individual roles • Model appropriate behavior during discussions • Craft and respond to specific questions based on the topic or text, elaborating when necessary • Reflect on and paraphrase what was discussed

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Unit 3 Grade 6	
SL.6.1.D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	<ul style="list-style-type: none"> Summarize the ideas expressed
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.	<ul style="list-style-type: none"> Interpret and evaluate information presented in diverse media and formats Explain how each medium shapes or influences the audience’s perception and understanding of the information presented Evaluate the effectiveness of the chosen format for presenting the information Observe how various mediums appeal to one or more senses with varying levels of intensity Compare the reading of a speech to watching a video of the speech
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).	<ul style="list-style-type: none"> Utilize skills that are common to the language production domain of writing Organize ideas in a logical, sequential order Present information using sound, detailed, and relevant evidence in a coherent manner Use appropriate eye contact, adequate volume, and clear pronunciation
SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)	<ul style="list-style-type: none"> Orally present information, using appropriate speech, in a variety of situations Manipulate the speech based upon context
Unit 3 Language Standards	Unit 3 Language Critical Knowledge and Skills
L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.6.1.C. Recognize and correct inappropriate shifts in pronoun number and person. L.6.1.D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). L.6.1.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.	<ul style="list-style-type: none"> Recognize and correct inappropriate shifts in pronoun number and person Recognize and correct vague pronouns Revise grammatical errors in writing Perform peer reviews of writing to identify and correct grammatical errors Identify and use strategies to revise writing
L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.6.2.A. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. L.6.2.B. Spell correctly.	<ul style="list-style-type: none"> Define and identify nonrestrictive/parenthetical elements in writing Determine the appropriate punctuation to set off nonrestrictive/parenthetical elements Apply common rules and patterns to spell words correctly
L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.6.3.A. Vary sentence patterns for meaning, reader/listener interest, and style/ voice . L.6.3.B. Maintain consistency in style and tone.	<ul style="list-style-type: none"> Identify various sentence patterns Incorporate various sentence patterns to create style and voice Use a consistent style and tone when writing or speaking

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<p>L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 6 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>L.6.4.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.</p> <p>L.6.4.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.</p> <p>L.6.4.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).</p>	<ul style="list-style-type: none"> • Use a word’s position in a sentence as a clue to the meaning of a word • Use a combination of context clues, structural clues, and the word’s position in the sentence to determine the meaning of an unknown word or phrase • Use dictionaries, glossaries, and/or thesauruses to find the pronunciation of a word • Use dictionaries, glossaries, and/or thesauruses to determine the actual meaning of a word or its part of speech. • Use reference materials to check the inferred meaning of words
<p>L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.6.5.A. Interpret figures of speech (e.g., personification) in context.</p> <p>L.6.5.C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).</p>	<ul style="list-style-type: none"> • Define and identify figures of speech • Determine the meaning of and purpose of figures of speech in context • Define the term <i>connotation</i> • Discern the difference in meaning between closely related words
<p>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.</p>	<ul style="list-style-type: none"> • Understand and apply conversational, academic, and domain specific vocabulary • 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 • Acquire and use accurately grade appropriate general academic and domain specific words and phrases • Dissect assignments and determine the key processes required
WIDA English Language Development Standard 1	English language learners communicate for Social and Instructional purposes within the school setting
WIDA English Language Development Standard 2	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts
WIDA English Language Development Standard 4	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science
WIDA English Language Development Standard 5	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies

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Unit 3 Grade 6	
District/School Formative Assessment Plan	District/School Summative Assessment Plan
<p>Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.</p> <ul style="list-style-type: none"> • Correct & Redirect • Class Discussions • Student Participation • Teacher Observation • Self-Assessments • Verbalization • Anecdotal Notes • Performance-Based Assessments/Tasks • Oral Reading/Running Records • Exit Tickets • Intervention Assessments • Graphic Organizers • Literacy Centers • Think-Pair-Share • Scoring Rubrics • Weekly Assessments • Benchmark Assessments • Selection & Leveled Reader Quizzes • Text Responses • Conferences 	<p>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</p> <p>Diagnostic Assessments:</p> <ul style="list-style-type: none"> • Guided Reading Benchmark Assessment Kit • HMH Adaptive Growth Measure <p>Summative Assessments</p> <ul style="list-style-type: none"> • Module Assessments • Guided Reading Benchmark Assessment Kit • Summative Assessments <p>Performance Based Assessments</p> <ul style="list-style-type: none"> • Informational Writing • Inquiry and Research Project <p>Alternative Assessments</p> <ul style="list-style-type: none"> • Inquiry and Research Projects • Hands-On Activities
Enduring Understandings	Essential Questions
<ol style="list-style-type: none"> 1. The ocean is critical to human survival and our understanding of our world. (Module 7) 2. Sports teach us how we can build character and achieve personal and team greatness. (Module 8) 3. The remains of ancient peoples help us understand the society and culture in which they lived. (Module 9) 	<ol style="list-style-type: none"> 1. What fascinates us about our seas and shorelines? 2. How do sports test an athlete’s character? 3. How can the remains of ancient peoples give us a window into their lives?
District/School Texts and Resources	Aligned Skills and Activities
<p>The following texts and resources are utilized in Unit 3.</p> <p>Module 7: Into the Deep</p> <ul style="list-style-type: none"> • Houghton Mifflin Harcourt Into Reading Print/Online Resources • Teacher’s Guide (TG) pp. T2-T190 <ul style="list-style-type: none"> ○ Week at a Glance ○ Week 1: TG pp. T21-T79 	<p>Activities for the following skills are found in the corresponding texts and resources.</p> <p>Module 7: Into the Deep Learning Mindset: Questioning <u>Build Knowledge & Language</u></p> <ul style="list-style-type: none"> • Access Prior Knowledge/Build Background

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- Week 2: TG pp. T81-T135
- Week 3: TG pp. T137-T190
- Ed Your Friend in Learning: <https://www.hmhco.com/one/login/>

Resources for Module 7:

- Ed Your Friend in Learning (Ed Online) - Access to all online resources
- Teacher's Guides
- Writer's Workshop Teacher's Guide
- Teacher Resource Book
- Teaching Pal (teacher text)
- myBook (student text)
- Read Aloud Books with Matching Bookstix
- Sound/Spelling Cards, Picture Cards, Letter Cards, Word Cards
- Articulation Videos
- Vocabulary Cards
- Anchor Charts
- Display and Engage Organizers (online resource)
- Get Curious Videos (online resource)
- Rigby Readers with matching Take and Teach Lessons
- Start Right Readers
- Tabletop Minilessons
- Printables
- Focal Texts (Writer's Workshop)
- Writers Notebook

- **Vocabulary**
 - **Big Idea Words:** inhabit, aquatic, invertebrates, vast
- **Multimedia**
 - **Active Listening and Viewing:**
 - Get Curious Video: *Postcards from the Deep Blue Sea*

Foundational Skills

- **Decoding**
 - Latin Roots
 - Suffixes *-ic, -ure, -ous*
 - Prefixes *de-, trans-*
- **Spelling**
 - Latin Roots
 - Suffixes *-ic, -ure, -ous*
 - Prefixes *de-, trans-*
- **Fluency**
 - Accuracy and Self-Correction
 - Reading Rate
 - Intonation

Reading Workshop & Vocabulary

- **Vocabulary**
 - **Academic Vocabulary**
 - **Generative Vocabulary**
 - Prefixes *octo-, sub-, com-, con-*
 - Latin Roots *terr, hab*
- **Vocabulary Strategy**
 - Context Clues
 - Reference Materials
- **Multiple Genres**
 - **Genre Focus: Informational**
 - Narrative Nonfiction
 - Poetry
 - Informational Text
 - Persuasive Text

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- **Comprehension**
 - **Use Metacognitive Skills**
 - Monitor and Clarify
 - **Visualize**
 - Ask and Answer Questions
 - **Literary Elements/Author's Purpose and Craft**
 - Text and Graphic Features
 - Text Structure
 - Author's Craft
 - Elements of Poetry
 - Central Idea
 - Ideas and Support
 - Author's Purpose
- **Respond to Text**
 - Write a Script
 - Write a Poem
 - Write a List
 - Write a Conversation Transcript
- **Performance Task**
 - Write an informational Article
- **Communication**
 - Research Skills: Paraphrase
 - Speaking and Listening: Use Formal and Informal Language
 - Speaking and Listening: Summarizing/ Paraphrasing
- Writing Workshop**
- **Writing Process - Informational Writing**
- **Writing Form**
 - Research Project
- **Focal Text**
 - *The Incredible Record Setting Deep Sea Dive of the Bathysphere*, by Brad Matsen
- **Grammar Minilessons**
 - Prepositions and Prepositional Phrases

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Module 8: Champions of the Game

- Houghton Mifflin Harcourt Into Reading Print/Online Resources
- Teacher’s Guide (TG) pp. T192-T380
 - Week at a Glance
 - Week 1: TG pp. T211-T269
 - Week 2: TG pp. T271-T325
 - Week 3: TG pp. T327-T380
- Ed Your Friend in Learning: <https://www.hmhco.com/one/login/>

Resources for Module 8:

- Ed Your Friend in Learning (Ed Online) - Access to all online resources
- Teacher’s Guides
- Writer’s Workshop Teacher’s Guide
- Teacher Resource Book
- Teaching Pal (teacher text)
- myBook (student text)
- Read Aloud Books with Matching Bookstix
- Sound/Spelling Cards, Picture Cards, Letter Cards, Word Cards
- Articulation Videos
- Vocabulary Cards
- Anchor Charts
- Display and Engage Organizers (online resource)
- Get Curious Videos (online resource)
- Rigby Readers with matching Take and Teach Lessons
- Start Right Readers
- Tabletop Minilessons
- Printables
- Focal Texts (Writer’s Workshop)
- Writers Notebook

- Coordinating Correlative Conjunctions
- Subordinating Conjunction

Module 8: Champions of the Game

Learning Mindset: Noticing

Build Knowledge & Language

- **Access Prior Knowledge/Build Background**
- **Vocabulary**
 - **Big Idea Words:** attributes, rivals, leagues, statistics
- **Multimedia**
 - **Active Listening and Viewing:**
 - Get Curious Video: *Wilma’s Win*

Foundational Skills

- **Decoding**
 - Greek Roots
 - Greek and Latin Roots
 - Words from Other Languages
- **Spelling**
 - Greek Roots
 - Greek and Latin Roots
 - Words from Other Languages
- **Fluency**
 - Expression
 - Phrasing
 - Intonation

Reading Workshop & Vocabulary

- **Vocabulary**
 - **Academic Vocabulary**
 - **Generative Vocabulary**
- Latin Roots *scrib/scrip*
- Prefixes *uni-, pro-, multi-*; Latin Root *man*
- **Vocabulary Strategy**
 - Connotations/Denotations
 - Context Clues

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- **Multiple Genres**
 - **Genre Focus: Opinion Text**
 - Informational Text
 - Narrative Nonfiction
 - Poetry
 - Persuasive Text
- **Comprehension**
 - **Use Metacognitive Skills**
 - Monitor and Clarify
 - Ask and Answer Questions
 - Make Inferences
 - **Literary Elements/Author's Purpose and Craft**
 - Text and Graphic Features
 - Literary Elements
 - Theme
 - Point of View
 - Figurative Language
 - Identify Claim
 - Central Idea
 - Author's Craft
- **Respond to Text**
 - Write a List
 - Write a Sports Poem
 - Write a Letter to the Editor
 - Write an Advertisement
- **Performance Task**
 - Write a Persuasive Speech
- **Communication**
 - Research Skills: Cite Sources
 - Speaking and Listening: Work Collaboratively
 - Speaking and Listening: Give a Presentation: Story

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Module 9: Mummies and Bones

- Houghton Mifflin Harcourt Into Reading Print/Online Resources
- Teacher’s Guide (TG) pp. T2-T190
 - Week at a Glance
 - Week 1: TG pp. T21-T79
 - Week 2: TG pp. T81-T135
 - Week 3: TG pp. T137-T190
- Ed Your Friend in Learning: <https://www.hmhco.com/one/login/>

Resources for Module 9:

- Ed Your Friend in Learning (Ed Online) - Access to all online resources
- Teacher’s Guides
- Writer’s Workshop Teacher’s Guide
- Teacher Resource Book
- Teaching Pal (teacher text)
- myBook (student text)
- Read Aloud Books with Matching Bookstix
- Sound/Spelling Cards, Picture Cards, Letter Cards, Word Cards
- Articulation Videos
- Vocabulary Cards
- Anchor Charts
- Display and Engage Organizers (online resource)
- Get Curious Videos (online resource)

Writing Workshop

- **Writing Process - Informational Writing**
- **Writing Form**
 - Biography
- **Focal Text**
 - *Baseball Heroes*, by Gleen Stout
- **Grammar Minilessons**
 - Quotations Marks and Dialogue
 - Writing Titles and Abbreviations
 - Apostrophes and Contractions

Module 9: Mummies and Bones

Learning Mindset: Problem Solving

Build Knowledge & Language

- **Access Prior Knowledge/Build Background**
- **Vocabulary**
 - **Big Idea Words:** remains, alarmed, archaeologist, relics
- **Multimedia**
 - **Active Listening and Viewing:**
 - Get Curious Video: *Marvelous Mummies*

Foundational Skills

- **Decoding**
 - Words with Silent Letters
 - Suffixes *-ent, -ant*
 - Prefixes *-able, -ible*
- **Spelling**
 - Words with Silent Letters
 - Suffixes *-ent, -ant*
 - Prefixes *-able, -ible*
- **Fluency**
 - Expression
 - Accuracy and Self- Correction
 - Intonation

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- Rigby Readers with matching Take and Teach Lessons
- Start Right Readers
- Tabletop Minilessons
- Printables
- Focal Texts (Writer’s Workshop)
- Writers Notebook

Reading Workshop & Vocabulary

- **Vocabulary**
 - **Academic Vocabulary**
 - **Generative Vocabulary**
 - Prefixes *ex-*; Suffixes *-ful, -less, -ence*
 - Greek Roots *pyro, archaeo*; Latin Root *civ*
- **Vocabulary Strategy**
 - Multiple-Meaning Words
 - Connotations/Denotations
- **Multiple Genres**
 - **Genre Focus: Narrative**
 - Informational Text
 - Narrative Nonfiction
 - Persuasive Text
 - Mystery
 - Poetry
- **Comprehension**
 - **Use Metacognitive Skills**
 - Make and Confirm Predictions
 - Monitor and Clarify
 - Retell
 - **Literary Elements/Author’s Purpose and Craft**
 - Central Idea
 - Text Structure
 - Text and Graphic Features
 - Ideas and Support
 - Literary Elements
 - Elements of Poetry
- **Respond to Text**
 - Write a Postcard from Pompeii
 - Write Quiz Questions
 - Write a Press Statement
 - Write the Beginning of a New Chapter

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Unit 3 Grade 6

- **Performance Task**
 - Write a Personal Narrative
- **Communication**
 - Brainstorm and Research
 - Write and Create
 - Practice and Present/Assess
- Writing Workshop**
- **Writing Process - Narrative**
- **Writing Form**
 - Science Fiction
- **Focal Text**
 - *Bodies from the Bog Bathysphere*, by James M. Deem
- **Grammar Minilessons**
 - Capitalization and End Punctuation
 - Commas, Parentheses, and Dashes
 - Commas in Sentences

District/School Supplementary Resources

<p>Tween Tribune: https://www.tweentribune.com/ Read Works: https://www.readworks.org/ Newsela: https://newsela.com/ Freckle: https://www.freckle.com/ela/ Dogo News: https://www.dogonews.com/</p>	<p>Actively Learn: https://www.activelylearn.com/ FunEnglishGames.com: http://www.funenglishgames.com/ Quill: https://www.quill.org/ Brainpop: https://www.brainpop.com/ Diversity, Equity & Inclusion Educational Resources https://www.nj.gov/education/standards/dei/</p>
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District/School Writing Tasks

<p>Primary Focus</p> <ul style="list-style-type: none"> • Module 7: Informational Text <i>Research Report</i> • Module 8: Informational Writing <i>Biography</i> • Module 9: Narrative <i>Science Fiction</i> <p>District Requirement: Complete one process piece for Unit/MP 1 for district writing portfolio.</p>	<p>Secondary Focus</p> <ul style="list-style-type: none"> • Literary Analysis • Response to text • Inquiry and research projects 	<p>Routine Writing</p> <ul style="list-style-type: none"> • Response to Text <ul style="list-style-type: none"> ○ MyBook ○ Writing Prompts • Literacy Centers <ul style="list-style-type: none"> ○ Listening and Reading Logs ○ Annotate the Text ○ Response Journal
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State Requirement: Complete one piece of narrative, literary analysis, and routine writing.

○ Inquiry and Research Projects

Instructional Best Practices and Exemplars

Instructional Best Practices

- Identifying similarities and differences
- Summarizing and note taking
- Reinforcing effort and providing recognition
- Homework and practice
- Nonlinguistic representations
- Cooperative learning
- Setting objectives and providing feedback
- Generating and testing hypotheses
- Cues, questions, and advance organizers
- Manage response rates
- Use data to drive instruction

Exemplars

- https://www.readingrockets.org/strategies#skill_1042
- <http://www.readwritethink.org/>
- <https://www.noredink.com/>
- <https://eleducation.org/>
- <https://parcc-assessment.org/ela-literacy/>
- <https://parcc-assessment.org/released-items/>

9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training & 9.4 Life Literacies and Key Skills

- 9.1.8.EG.3:** Explain the concept and forms of taxation and evaluate how local, state and federal governments use taxes to fund public activities and initiatives.
- 9.1.8.FP.6:** Compare and contrast advertising messages to understand what they are trying to accomplish.
- 9.2.8.CAP.11:** Analyze potential career opportunities by considering different types of resources, including occupation databases, and state and national labor market statistics.
- 9.4.8.CI.1:** Assess data gathered on varying perspectives on causes of climate change (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions (e.g., RI.7.9, 6.SP.B.5, 7.1.NH.IPERS.6, 8.2.8.ETW.4).
- 9.4.8.CT.2:** Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).
- 9.4.8.IML.8:** Apply deliberate and thoughtful search strategies to access high-quality information on climate change (e.g., 1.1.8.C1b).
- 9.4.8.TL.4:** Synthesize and publish information about a local or global issue or event (e.g., MS-LS4-5, 6.1.8.CivicsPI.3).

The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.

Additional opportunities to address 9.1, 9.2 & 9.4:

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Philadelphia Mint

<https://www.usmint.gov/learn/kids/resources/educational-standards>

Different ways to teach Financial Literacy.

<https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/>

Modifications for Special Education/504 Students

Students with special needs: All lessons are differentiated to accommodate the individual needs of a diverse student population. Modifications and accommodations will be implemented as documented in students' IEP and 504 Plans. Universal Design for Learning (UDL) principles and practices will be considered when determining strategies to improve and optimize teaching and learning for all students. Modifications/accommodations may include:

- | | |
|---|---|
| ○ Small group instruction | ○ Provide graphic organizers |
| ○ Audio books | ○ Verbalize before writing |
| ○ Text-to-speech platforms | ○ Provide sentence starters |
| ○ Leveled texts | ○ Use technology i.e. Chromebooks and iPads |
| ○ Modeling and guided practice | ○ Provide consistent structured routine |
| ○ Targeted phonics practice | ○ Provide simple and clear classroom rules |
| ○ Targeted Phonological Awareness Instruction | ○ Provide frequent feedback |
| ○ Scaffolding strategies | ○ Provide support staff as needed |
| ○ Shortened assignments | ○ Assist w/ organization |
| ○ Extend time as needed | ○ Recognize success |
| ○ Read directions aloud | ○ Modify testing format |
| ○ Repeat, rephrase and clarify directions | ○ Provide alternative assessment |

Modifications for At Risk Students

Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review, and differentiation strategies. Universal Design for Learning (UDL) principles and practices will be considered when determining strategies to improve and optimize teaching and learning for all students. With the recognition that time may be a factor in overcoming developmental considerations, more time may with a certified instructor be made available to aid students in reaching the standards.

Modifications/accommodations may include:

- | | |
|----------------------------|---|
| ○ Small group instruction | ○ Emphasize/highlight key concepts |
| ○ Audio books | ○ Provide timelines for work completion |
| ○ Text-to-speech platforms | ○ Break down multi-step tasks into smaller chunks |
| ○ Leveled texts | ○ Provide copy of class notes |
| ○ Extended time as needed | ○ Graphic organizers |

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<ul style="list-style-type: none"> ○ Read directions aloud ○ Assist with organization ○ Use of technology i.e. Chromebooks and iPads 	<ul style="list-style-type: none"> ○ Sentence Starters ○ Targeted phonics practice ○ Targeted Phonological Awareness Instruction
English Language Learners	Modifications for Gifted Students
<p>All WIDA Can Do Descriptors can be found at this link: https://wida.wisc.edu/teach/can-do/descriptors</p> <p>WIDA Can Do Descriptors: <input checked="" type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking <input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing <input checked="" type="checkbox"/> Oral Language</p> <p>Students will be provided with accommodations and modifications as determined by NJ DOE Bilingual and ESL policies. These may include:</p> <ul style="list-style-type: none"> ● Use of bilingual dictionaries ● Personal dictionary ● Word wall ● Manipulatives ● Pictures, photographs ● Modeling and guided practice ● Sentence starters ● Response frames ● Adapted text/ Leveled Readers ● Repeated reading ● Graphic organizers ● Background knowledge experience ● Vocabulary (cognates) exposure ● Fluency strategies ● Targeted phonics practice ● Additional SIOP Strategies as described in the following book: <ul style="list-style-type: none"> ○ <i>Making Content Comprehensible for English Language Learners: The SIOP Model</i> ○ <i>99 Activities for Teaching English Language Arts to English Language Learners</i> 	<p>Students excelling in mastery of standards will be challenged with complex, high level tasks. Enrichment activities designed to challenge the more advanced students include independent study and project-based learning through active exploration of real-world challenges and problems. Students will be provided with modifications that:</p> <ul style="list-style-type: none"> ● Require higher order thinking, communication, and leadership skills ● Differentiate content, process, or product according to student’s readiness, interests, and/or learning styles ● Provide higher level texts ● Expand use of open-ended, abstract questions ● Require critical and creative thinking activities with emphasis on research and in-depth study ● Provide Enrichment Activities/Project-Based Learning/ Independent Study <p>Additional strategies may be located at the following links:</p> <ul style="list-style-type: none"> ● Gifted Programming Standards ● Webb’s Depth of Knowledge Levels and/or Revised Bloom’s Taxonomy ● REVISED Bloom’s Taxonomy Action Verbs
Interdisciplinary Connections	

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Science:

MS-LS3-1: Develop and use a model to describe why structural changes to genes (mutations) located on chromosomes may affect proteins and may result in harmful, beneficial, or neutral effects to the structure and function of the organism. (Module 8, Week 3)

MS-ESS2-3: Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions. (Module 7, Week 1, Week 3)

MS-ESS3-3: Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment. (Module 7, Week 1)

Social Studies:

NJSLS 6.2.8.GeoSV.2.a: Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts and determine the geopolitical impact of these civilizations, then and now (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China). (Module 9, Weeks 1-3)

NJSLS 6.2.8.CivicsHR.2.a: Determine the role of slavery in the economic and social structures of early river valley civilizations. (Module 9, Weeks 1-3)

NJSLS 6.2.8.GeoHE.4.b: Use geographic models to determine the impact of environmental modifications made by earlier civilizations on the current day environmental challenges. (Module 9, Weeks 1-3)

NJSLS 6.2.8.HistoryCC.4.f: Analyze the role of religion and economics in shaping each empire’s social hierarchy and evaluate the impact these hierarchical structures had on the lives of various groups of people. (Module 9, Weeks 1-3)

Arts:

NJSLS 1.5.8.Re7b: Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions. (Module 9, Weeks 1-3)

NJSLS 1.5.8.Cn11a: Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture. (Module 9, Weeks 1-3)

Integration of Computer Science and Design Thinking NJSLS 8

Technology is integrated into instruction in meaningful ways. Students and teachers use digital tools and information to solve problems individually and collaboratively to create and communicate knowledge. Embedded resources and activities provide a variety of differentiated learning opportunities to meet the needs of individual students. Activities range in levels outside of grade level to meet the academic needs and learning styles of all students. Resources include: Internet, Web Quests, content-related websites, wireless laptop computers, computer laboratory, classroom computers, SMART Boards, iPads, and video streaming.

8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual’s everyday activities and career options.

8.1.8.IC.2: Describe issues of bias and accessibility in the design of existing technologies.

8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.

8.2.8.ITH.4: Identify technologies that have been designed to reduce the negative consequences of other technologies and explain the change in impact.

Unit 4 Grade 6

Unit 4 Reading Standards

Unit 4 Reading Critical Knowledge and Skills

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<p>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.</p>	<p>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.</p>	<ul style="list-style-type: none"> • Closely read the text (questioning, determining importance, looking for patterns) to extract quality evidence to support a claim • Use evidence from the text to make and check predictions when reading • Make personal connections, make connections to other texts, and/or make global connections when relevant • Gather evidence from the text to support inferences or explicit meaning. • Read and analyze a variety of literary genres and informational texts • Closely examine the text’s explicit content • Probe a segment of text in order to study and evaluate its multiple, deeper, and varied meanings • Reconstruct and understand the text segment’s new meaning • Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences • Refer to the text for support when analyzing and drawing inferences • Correctly cite evidence from the text
<p>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.</p>	<p>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.</p>	<ul style="list-style-type: none"> • Explain the theme or central idea using key details from the text as evidence, including details from the beginning, middle, and end of the text • Identify and use knowledge of common graphic features (charts, maps, diagrams, captions, illustrations) to help determine the central idea of a text • Summarize texts by evaluating key details in which the central idea or theme is located • Distinguish key (thematic) details from all other details • Evaluate recurring ideas and changes in the characters and plot over the course of the text (why did the author make those changes, impact on the reader, effectiveness of the author’s choices) • Distinguish between essential and nonessential details of a text to support in creating unbiased summaries withholding personal opinion and judgment
<p>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.</p>	<p>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).</p>	<p>RL.6.3:</p> <ul style="list-style-type: none"> • Explain the parts of a plot; provide a summary of each part • Observe and analyze how story characters and plot interact and develop throughout a given text • Read and evaluate texts with the goal of understanding how the story’s events and setting impact and shape the characters in different ways • Determine how particular episodes may trigger various responses in characters, revealing one or more of the characters’ traits <p>RI.6.3:</p>

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Unit 4 Grade 6		
		<ul style="list-style-type: none"> • Use a note taking structure to track key individuals, events, and/or ideas in informational texts. • Identify the structure of a text • Distinguish between different text structures • Analyze how a key individual, event, or idea is introduced, illustrated, and elaborated in a text • Analyze an author’s method of developing a topic over the course of a text (including how the method impacts the reader, and evaluating the effectiveness of the method) • Analyze how the text structure affects the relationships between individuals, ideas, or events. • Analyze a writer’s style and presentation • Determine the relationship between individuals, ideas, or events
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	RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	<ul style="list-style-type: none"> • Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical) • Provide an analysis of the impact of specific word choice on meaning and/or tone • Analyze why the author made a specific word choice • Analyze the impact of the word choice on the reader • Evaluate the effectiveness of the author’s word choice • Identify poetic devices used in text • Provide an analysis of the impact of poetic devices (rhyme scheme, alliteration, consonance, etc) on a particular section of a text
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.	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.	<ul style="list-style-type: none"> • Determine how individual elements of a work (section, chapter, scene, or stanza, etc.) contribute to a text’s overall scope • Recognize how form relates to function and how a part relates to a whole • Distinguish between different text structures • Identify part to whole and whole to part relationships • Observe how the individual components of the text add to the development of the theme, setting, and plot • Analyze why the author included a specific section (chapter, scene, or stanza, etc.) of the text • Analyze the impact the specific section (chapter, scene, or stanza, etc.) has on you, the reader • Evaluate the effectiveness of the author’s choice to include this section (chapter, scene, or stanza, etc.)

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<p>RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.</p>	<p>RI.6.6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p>	<ul style="list-style-type: none"> • Identify various points of view • Determine how the author develops the point-of-view of the narrator or speaker in the text • Reflect upon certain scenes or portions within a text and imagine how their content/style would change if the narrator's or speaker's point-of-view shifted to an alternate point-of-view, including the effect of these changes on the reader • Determine how the author's word choice helps develop the narrator or speaker's point of view • Evaluate the effectiveness of the author's choice in point of view
<p>RL.6.1.0 By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (See Appendix A) or above, scaffolding as needed.</p>	<p>RI.6.10. By the end of the year read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above, with scaffolding as needed.</p>	<ul style="list-style-type: none"> • Determine difficulties in comprehending and making meaning • Apply appropriate strategies in order to increase comprehension when encountering text • Encounter appropriate texts at each grade level in order to develop the mature language skills and the conceptual knowledge needed for success in school and life • Make an increasing number of connections among ideas and between texts • Use scaffolding when necessary
Unit 4 Writing Standards		Unit 4 Writing Critical Knowledge and Skills
<p>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.</p> <p>W.6.2.A. Introduce a topic; 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.</p> <p>W.6.2.B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>W.6.2.C. Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>W.6.2.D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>W.6.2.E. Establish and maintain a formal/academic style, approach, and form.</p> <p>W.6.2.F. Provide a concluding statement or section that follows from the information or explanation presented.</p>		<ul style="list-style-type: none"> • Introduce a topic • Compose a well-developed thesis statement • Select appropriate text structures and text features for clarity • Include formatting, graphics, and multimedia when useful to aid comprehension • Add relevant facts, definitions, concrete details, quotations, or other information and examples to develop the topic • Cite information correctly by following the proper format • Transition between ideas and concepts using appropriate words and phrases • Select specific vocabulary to inform about or explain the topic • Consistently use a formal style • Write a conclusion to bring all ideas to a close
<p>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.)</p>		<ul style="list-style-type: none"> • Identify defining characteristics of different genres of writing • Unpack a writing prompt • Write for a specific purpose and audience • Select an appropriate text structure or format for the task • Use language that is precise and powerful to create voice

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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.	<ul style="list-style-type: none"> • Create a tone that is appropriate for one’s audience • Revise and edit intentionally to improve writing • Generate ideas to develop topic • Revise writing with a partner or self-editing checklists • Distinguish between editing and revising
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.	<ul style="list-style-type: none"> • Use technological resources to enhance writing • Give and receive feedback using technology • Seek out authentic publishing opportunities • Use tools including blogs and wikis, to develop writing and communicate with students in their classes • Type a minimum of three pages in a single sitting • Use keyboarding skills to make typing more efficient • Type three pages in an appropriate amount of time
W.6.7. (Choice) Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	<ul style="list-style-type: none"> • Explore inquiry topics through short research projects • Research and synthesize information from several sources • Conduct research and synthesize multiple sources of information • Compile a list of sources to use for a project • Refocus the intent of the research when appropriate
W.6.8. (Choice) 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.	<ul style="list-style-type: none"> • Use search terms effectively • Assess the credibility and accuracy of each source • Select direct and indirect quotations that relate to the topic as evidence • Explain quotations used as support to enhance meaning • Cite direct and indirect quotations • Identify examples of plagiarism in writing • Avoid plagiarism in writing • Follow typing appropriate typing format and conventions
<p>W.6.9. (Choice) Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.6.9.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").</p> <p>W.6.9.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").</p>	<ul style="list-style-type: none"> • Write a clear thesis statement • Identify evidence that supports claims in literary analysis • Incorporate evidence into written pieces, using introductory phrases and transitions • Logically connect evidence to claims in writing • Select direct and indirect quotations that relate to the topic as evidence • Cite in-text direct and indirect quotations appropriately • Explain quotations used as support to enhance meaning • Provide adequate supporting details for each main idea in writing • Use and maintain a formal style in writing

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	<ul style="list-style-type: none"> • Choose specific language to explain a topic • Write a concluding statement/section that follows from and supports analysis • Revise and edit the written piece for improvement • Apply a specific organizational strategy to a compare-contrast essay
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.	<ul style="list-style-type: none"> • Practice writing in a myriad of situations (journals, dialogues, creative tasks, etc.) • Reflect on and be able to explain purposeful decisions made while writing • Respond to a wide-variety of topics for an array of purposes and audiences • Produce written reflections
Unit 4 Speaking and Listening Standards	Unit 4 Speaking and Listening Critical Knowledge and Skills
<p>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.</p> <p>SL.6.1.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.</p> <p>SL.6.1.B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>SL.6.1.C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>SL.6.1.D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>	<ul style="list-style-type: none"> • Read required texts prior to discussions • Prepare for discussions • Use previous knowledge to expand discussions about a topic • Engage in conversations about grade-appropriate topics and texts • Participate in a variety of rich, structured conversations • Define and identify rules for discussions, including group and individual roles • Model appropriate behavior during discussions • Craft and respond to specific questions based on the topic or text, elaborating when necessary • Reflect on and paraphrase what was discussed • Summarize the ideas expressed
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.	<ul style="list-style-type: none"> • Interpret and evaluate information presented in diverse media and formats • Explain how each medium shapes or influences the audience's perception and understanding of the information presented • Evaluate the effectiveness of the chosen format for presenting the information • Observe how various mediums appeal to one or more senses with varying levels of intensity • Compare the reading of a speech to watching a video of the speech
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).	<ul style="list-style-type: none"> • Utilize skills that are common to the language production domain of writing • Organize ideas in a logical, sequential order • Present information using sound, detailed, and relevant evidence in a coherent manner • Use appropriate 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.	<ul style="list-style-type: none"> • Incorporate multimedia and visual displays into presentations to add clarity to their content

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	<ul style="list-style-type: none"> • Incorporate posters outlining charts/graphs to clarify information and captivate their audience • Incorporate music and/or sound effects into their presentation to bring the information “to life” and allow for greater engagement with the audience • Incorporate technology to enhance the presentation
SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)	<ul style="list-style-type: none"> • Orally present information, using appropriate speech, in a variety of situations • Manipulate the speech based upon context
Unit 4 Language Standards	Unit 4 Language Critical Knowledge and Skills
L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.6.1.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.	<ul style="list-style-type: none"> • Revise grammatical errors in writing • Perform peer reviews of writing to identify and correct grammatical errors • Identify and use strategies to revise writing
L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.6.2.A. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. L.6.2.B. Spell correctly.	<ul style="list-style-type: none"> • Define and identify nonrestrictive/parenthetical elements in writing • Determine the appropriate punctuation to set off nonrestrictive/parenthetical elements • Apply common rules and patterns to spell words correctly
L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.6.3.A. Vary sentence patterns for meaning, reader/listener interest, and style/ voice . L.6.3.B. Maintain consistency in style and tone.	<ul style="list-style-type: none"> • Identify various sentence patterns • Incorporate various sentence patterns to create style and voice • Use a consistent style and tone when writing or speaking
L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 6 reading and content</i> , choosing flexibly from a range of strategies. L.6.4.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. L.6.4.B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). L.6.4.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. L.6.4.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).	<ul style="list-style-type: none"> • Use a word’s position in a sentence as a clue to the meaning of a word • Use a combination of context clues, structural clues, and the word’s position in the sentence to determine the meaning of an unknown word or phrase • Determine the meaning of commonly used prefixes and suffixes • Separate a base word from the prefix or suffix • Use the definition of known prefixes and suffixes to define new words • Identify root words in unknown words • Use known root words to aid in defining unknown words • Use dictionaries, glossaries, and/or thesauruses to find the pronunciation of a word • Use dictionaries, glossaries, and/or thesauruses to determine the actual meaning of a word or its part of speech. • Use reference materials to check the inferred meaning of words

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Unit 4 Grade 6	
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.	<ul style="list-style-type: none"> • Understand and apply conversational, academic, and domain specific vocabulary • 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 • Acquire and use accurately grade appropriate general academic and domain specific words and phrases • Dissect assignments and determine the key processes required
WIDA English Language Development Standard 1	English language learners communicate for Social and Instructional purposes within the school setting
WIDA English Language Development Standard 2	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts
WIDA English Language Development Standard 3	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Math
WIDA English Language Development Standard 5	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies

Unit 4 Grade 6	
District/School Formative Assessment Plan	District/School Summative Assessment Plan
<p><i>Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.</i></p> <ul style="list-style-type: none"> • Correct & Redirect • Class Discussions • Student Participation • Teacher Observation • Self-Assessments • Verbalization • Anecdotal Notes • Performance-Based Assessments/Tasks • Oral Reading/Running Records • Intervention Assessments • Graphic Organizers • Literacy Centers • Think-Pair-Share • Scoring Rubrics • Weekly Assessments • Benchmark Assessments • Selection & Leveled Reader Quizzes • Text Responses 	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Diagnostic Assessments:</p> <ul style="list-style-type: none"> • LinkIt! • AimsWeb • Guided Reading Benchmark Assessment Kit • HMH Adaptive Growth Measure <p>Summative Assessments</p> <ul style="list-style-type: none"> • Module Assessments • Guided Reading Benchmark Assessment Kit • Summative Assessments <p>Performance Based Assessments</p> <ul style="list-style-type: none"> • Informational Writing

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Unit 4 Grade 6	
<ul style="list-style-type: none"> • Exit Tickets • Conferences 	<ul style="list-style-type: none"> • Inquiry and Research Project <p>Alternative Assessments</p> <ul style="list-style-type: none"> • Inquiry and Research Projects • Hands-On Activities
Enduring Understandings	Essential Questions
<ol style="list-style-type: none"> 1. Voting rights are the core of the American ideal of equality and many Americans have had to fight to secure those rights. (Module 10) 2. Reading non-fiction is different from reading other genres. Knowing the characteristics of non-fiction including informational text, biography, and persuasive text can enhance our understanding and learning new facts and information. (Module 11) 3. Reading fiction is different from reading other genres. Knowing the characteristics of fiction including poetry, realistic fiction, and historical fiction can enhance our understanding and learning new facts and information. (Module 12) 	<ol style="list-style-type: none"> 1. Why does voting matter? 2. What makes reading non-fiction different from other genres? <ul style="list-style-type: none"> • Week one: What are the characteristics of informational text? • Week two: What are the characteristics of biography? • Week three: What are the characteristics of persuasive text? 3. What makes reading fiction different from other genres? <ul style="list-style-type: none"> • Week one: What are the characteristics of poetry? • Week two: What are the characteristics of realistic fiction? • Week three: What are the characteristics of historical fiction?
District/School Texts and Resources	Aligned Skills and Activities
<p><i>The following texts and resources are utilized in Unit 4.</i></p> <p>Module 10: Get the Vote Out</p> <ul style="list-style-type: none"> • Houghton Mifflin Harcourt Into Reading Print/Online Resources • Teacher’s Guide (TG) pp. T192-T380 <ul style="list-style-type: none"> ○ Week at a Glance ○ Week 1: TG pp. T211-T269 ○ Week 2: TG pp. T271-T325 ○ Week 3: TG pp. T327-T380 • Ed Your Friend in Learning: https://www.hmhco.com/one/login/ <p>Resources for Module 10</p> <ul style="list-style-type: none"> • Ed Your Friend in Learning (Ed Online) - Access to all online resources • Teacher’s Guides 	<p><i>Activities for the following skills are found in the corresponding texts and resources.</i></p> <p>Module 10: Get Out the Vote Learning Mindset: Belonging</p> <p><u>Build Knowledge & Language</u></p> <ul style="list-style-type: none"> • Access Prior Knowledge/Build Background • Vocabulary <ul style="list-style-type: none"> ○ Big Idea Words: prohibits, eligible, naturalized, suffrage • Multimedia <ul style="list-style-type: none"> ○ Active Listening and Viewing: <ul style="list-style-type: none"> ➤ Get Curious Video: <i>Marvelous Mummies</i> <p><u>Foundational Skills</u></p> <ul style="list-style-type: none"> • Decoding

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Unit 4 Grade 6

- Writer’s Workshop Teacher’s Guide
- Teacher Resource Book
- Teaching Pal (teacher text)
- myBook (student text)
- Read Aloud Books with Matching Bookstix
- Sound/Spelling Cards, Picture Cards, Letter Cards, Word Cards
- Articulation Videos
- Vocabulary Cards
- Anchor Charts
- Display and Engage Organizers (online resource)
- Get Curious Videos (online resource)
- Rigby Readers with matching Take and Teach Lessons
- Start Right Readers
- Tabletop Minilessons
- Printables
- Focal Texts (Writer’s Workshop)
- Writers Notebook

- Homophones
- Final *-ary, -ery, -ory*
- Singular and Plural Suffixes
- **Spelling**
 - Homophones
 - Final *-ary, -ery, -ory*
 - Singular and Plural Suffixes
- **Fluency**
 - Reading Rate
 - Intonation
 - Phrasing
- [Reading Workshop & Vocabulary](#)
- **Vocabulary**
 - **Academic Vocabulary**
 - **Generative Vocabulary**
 - Prefixes *ex-, con-*
 - Review Greek and Latin Roots
 - Greek and Latin Roots *duc, scrib/script*
- **Vocabulary Strategy**
 - Antonyms/Synonyms
 - Multiple-Meaning Words
- **Multiple Genres**
 - **Genre Focus: Opinion**
 - Biography
 - Autobiography
 - Multigene
 - Informational
- **Comprehension**
 - **Use Metacognitive Skills**
 - Summarize
 - Ask and Answer Questions
 - Make Inferences

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- **Literary Elements/Author's Purpose and Craft**
 - Text and Graphic Features
 - Literary Elements
 - Ideas and Support
 - Author's Craft
 - Text Structure
 - Central Idea
- **Respond to Text**
 - Write an Informational Sign
 - Write an Explanation for a Job Application
 - Write Notes for a Newspaper Article
 - Write a Billboard Advertisement
- **Performance Task**
 - Write a Letter to the Editor
- **Communication**
 - Research: Plan and Gather Information
 - Media Literacy: Interpret/Analyze Media
 - Speaking and Listening: Give a Presentation: Experience

Writing Workshop

- **Writing Process - Argument**
- **Writing Form**
 - Editorial
- **Focal Text**
 - *Votes for Women*, by Charlotte Guillain
- **Grammar Minilessons**
 - More Commas
 - Other Punctuation
 - Commonly Misspelled Words

Module 11: Genre Study: Nonfiction

Learning Mindset: Resilience

Foundational Skills

Module 11: Genre Study: Nonfiction

- Houghton Mifflin Harcourt Into Reading Print/Online Resources

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Unit 4 Grade 6

- Teacher’s Guide (TG) pp. T4-T190
 - Week at a Glance
 - Week 1: TG pp. T5-T23
 - Week 2: TG pp. T25-T43
 - Week 3: TG pp. T45-T63
- Ed Your Friend in Learning: <https://www.hmhco.com/one/login/>

Resources for Module 11

- Ed Your Friend in Learning (Ed Online) - Access to all online resources
- Teacher’s Guides
- Writer’s Workshop Teacher’s Guide
- Teacher Resource Book
- Teaching Pal (teacher text)
- myBook (student text)
- Read Aloud Books with Matching Bookstix
- Sound/Spelling Cards, Picture Cards, Letter Cards, Word Cards
- Articulation Videos
- Vocabulary Cards
- Anchor Charts
- Display and Engage Organizers (online resource)
- Get Curious Videos (online resource)
- Rigby Readers with matching Take and Teach Lessons
- Start Right Readers
- Tabletop Minilessons
- Printables
- Focal Texts (Writer’s Workshop)
- Writers Notebook

- **Decoding**
 - Vowel and Consonant Changes in Related Words
 - Recognize Base words
- **Spelling**
 - Spelling-Meaning Patterns
 - Vowel and Consonants Changes in Related Words
- **Fluency**
 - Accuracy and Self- Correction
 - Reading Rate
 - Intonation

Reading Workshop

- Central Idea
- Text and Graphic Features
- Text Structure
- Literary Elements
- Point of View
- Ideas and Support
- Author’s Purpose
- Central Idea

Writing Workshop

- **Writing Form**
 - Expository Essay
- **Grammar Minilessons**
 - Review Complete Sentences
 - Review Sentence Types
 - Review Subjects and Predicates
 - Review Compound, Complex and Compound-Complex Sentences
 - Review Common and Proper Nouns
 - Review Singular, Plural, and Possessive Nouns
 - Review Kinds of Pronouns
 - Review Using Correct Pronouns
 - Review Kinds of Pronouns
 - Review Verbs and Verb Phrases

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Module 12: Genre Study: Fiction

- Houghton Mifflin Harcourt Into Reading Print/Online Resources
- Teacher’s Guide (TG) pp. T66-T190
 - Week at a Glance
 - Week 1: TG pp. T69-T87
 - Week 2: TG pp. T89-T107
 - Week 3: TG pp. T109-T127
- Ed Your Friend in Learning: <https://www.hmhco.com/one/login/>

Resources for Module 12

- Ed Your Friend in Learning (Ed Online) - Access to all online resources
- Teacher’s Guides
- Writer’s Workshop Teacher’s Guide
- Teacher Resource Book
- Teaching Pal (teacher text)
- myBook (student text)
- Read Aloud Books with Matching Bookstix
- Sound/Spelling Cards, Picture Cards, Letter Cards, Word Cards
- Articulation Videos
- Vocabulary Cards
- Anchor Charts
- Display and Engage Organizers (online resource)
- Get Curious Videos (online resource)
- Rigby Readers with matching Take and Teach Lessons
- Start Right Readers
- Tabletop Minilessons
- Printables

- Review Verbs and Objects
- Review Verb Tenses
- Review Subject-Verb Agreement
- Review Regular and Irregular Verbs
- Review Easily Confused verbs

Module 12: Genre Study: Fiction

Learning Mindset: Self- Reflection

Foundational Skills

- **Decoding**
 - Recognize Base Words
 - Roots in Words with Absorbed Prefixes
 - Recognize Roots
- **Spelling**
 - Noun Suffixes
 - Absorbed Prefixes
- **Fluency**
 - Phrasing
 - Expression
 - Accuracy and Self-Corrections

Reading Workshop

- Elements of Poetry
- Figurative Language
- Point of View
- Theme
- Author’s Craft
- Literary Elements

Writing Workshop

- **Writing Form**
 - Poem
- **Grammar Minilessons**
 - Review Progressive Verbs
 - Review Adjectives and Adverbs

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<ul style="list-style-type: none"> • Focal Texts (Writer’s Workshop) • Writers Notebook <p>Additional Holocaust Resources: https://www.state.nj.us/education/holocaust/911/k12curr.pdf</p>	<ul style="list-style-type: none"> ○ Review Making Comparisons ○ Review Prepositional Phrases ○ Review Coordinating and Correlative Conjunctions ○ Review Subordinating Conjunctions ○ Review Writing Questions ○ Review Titles and Abbreviations ○ Review Contractions ○ Review Punctuation ○ Review Using Commas, Parentheses and Dashes ○ Review Commas in Sentences ○ Review Commas ○ Review Punctuation ○ Review Spelling <p>Holocaust Activity: <i>Why Couldn’t Susan B. Anthony Vote?</i> (Module 10, Week 1) <i>We Shall Overcome</i> (Module 10, Week 2) <i>Why Vote?</i> (Module 10, Week 3)</p> <ul style="list-style-type: none"> • Additional activities found in (NJDOE) • Additional activities found in <i>Universal Design for Learning – Teaching About the Holocaust/Genocide, Prejudice & Bullying Using UDL</i> (NJDOE) • Additional activities found in <i>Caring Makes a Difference</i> (NJDOE)
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District/School Supplementary Resources

<p>Tween Tribune: https://www.tweentribune.com/</p> <p>Read Works: https://www.readworks.org/</p> <p>Newsela: https://newsela.com/</p> <p>Freckle: https://www.freckle.com/ela/</p> <p>Dogo News: https://www.dogonews.com/</p>	<p>Actively Learn: https://www.activelylearn.com/</p> <p>FunEnglishGames.com: http://www.funenglishgames.com/</p> <p>Quill: https://www.quill.org/</p> <p>Brainpop: https://www.brainpop.com/</p> <p>Diversity, Equity & Inclusion Educational Resources https://www.nj.gov/education/standards/dei/</p>
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Unit 4 Grade 6

District/School Writing Tasks

Primary Focus

- **Module 10: Argument**
Editorial
- **Module 11: Expository**
Expository Essay
- **Module 12: Poetry**
Poem

District Requirement: Complete one process piece for Unit/MP 1 for district writing portfolio.

State Requirement: Complete one piece of research, informational/explanatory, and routine writing.

Secondary Focus

- **Informational/Explanatory**
- **Research**
- Response to text
- Inquiry and Research Projects

Routine Writing

- Response to text
 - MyBook
 - Writing prompts
- Literacy centers
 - Listening and reading logs
 - Annotate the text
 - Response journal
 - Inquiry and research projects

Instructional Best Practices and Exemplars

Instructional Best Practices

- | | |
|---|---|
| <ul style="list-style-type: none"> • Identifying similarities and differences • Summarizing and note taking • Reinforcing effort and providing recognition • Homework and practice • Nonlinguistic representations | <ul style="list-style-type: none"> • Cooperative learning • Setting objectives and providing feedback • Generating and testing hypotheses • Cues, questions, and advance organizers • Manage response rates • Use data to drive instruction |
|---|---|

Exemplars

- https://www.readingrockets.org/strategies#skill_1042
- <http://www.readwritethink.org/>
- <https://www.noredink.com/>
- <https://eleducation.org/>
- <https://parcc-assessment.org/ela-literacy/>
- <https://parcc-assessment.org/released-items/>

9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training & 9.4 Life Literacies and Key Skills

- 9.1.8.EG.3: Explain the concept and forms of taxation and evaluate how local, state and federal governments use taxes to fund public activities and initiatives.
- 9.2.8.CAP.9: Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts post- secondary options.
- 9.2.8.CAP.10: Evaluate how careers have evolved regionally, nationally, and globally.
- 9.2.8.CAP.18: Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process.
- 9.2.8.CAP.19: Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability and to potential level
- 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).

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- 9.4.8.DC.6: Analyze online information to distinguish whether it is helpful or harmful to reputation.
- 9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.
- 9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.
- 9.4.8.IML.3: Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping (e.g., 6.SP.B.4, 7.SP.B.8b).
- 9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations.
- 9.4.8.IML.5: Analyze and interpret local or public data sets to summarize and effectively communicate the data.
- 9.4.8.IML.9: Distinguish between ethical and unethical uses of information and media (e.g., 1.5.8.CR3b, 8.2.8.EC.2).
- 9.4.8.IML.11: Predict the personal and community impact of online and social media activities.
- 9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.
- 9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages.
- 9.4.8.TL.2: Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4).
- 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.
- 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.
- 9.4.8.TL.4: Synthesize and publish information about a local or global issue or event (e.g., MS-LS4-5, 6.1.8.CivicsPI.3).
- 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.

The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.

Additional opportunities to address 9.1, 9.2 & 9.4:

Philadelphia Mint

<https://www.usmint.gov/learn/kids/resources/educational-standards>

Different ways to teach Financial Literacy.

<https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/>

Modifications for Special Education/504 Students

Students with special needs: All lessons are differentiated to accommodate the individual needs of a diverse student population. Modifications and accommodations will be implemented as documented in students' IEP and 504 Plans. Universal Design for Learning (UDL) principles and practices will be considered when determining strategies to improve and optimize teaching and learning for all students. Modifications/accommodations may include:

- Small group instruction
- Provide graphic organizers

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- Audio books
- Text-to-speech platforms
- Leveled texts
- Modeling and guided practice
- Targeted phonics practice
- Targeted Phonological Awareness Instruction
- Scaffolding strategies
- Shortened assignments
- Extend time as needed
- Read directions aloud
- Repeat, rephrase and clarify directions
- Verbalize before writing
- Provide sentence starters
- Use technology i.e. Chromebooks and iPads
- Provide consistent structured routine
- Provide simple and clear classroom rules
- Provide frequent feedback
- Provide support staff as needed
- Assist w/ organization
- Recognize success
- Modify testing format
- Provide alternative assessment

Modifications for At Risk Students

Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review, and differentiation strategies. Universal Design for Learning (UDL) principles and practices will be considered when determining strategies to improve and optimize teaching and learning for all students. With the recognition that time may be a factor in overcoming developmental considerations, more time may with a certified instructor be made available to aid students in reaching the standards.

Modifications/accommodations may include:

- Small group instruction
- Audio books
- Text-to-speech platforms
- Leveled texts
- Extended time as needed
- Read directions aloud
- Assist with organization
- Use of technology i.e. Chromebooks and iPads
- Emphasize/highlight key concepts
- Provide timelines for work completion
- Break down multi-step tasks into smaller chunks
- Provide copy of class notes
- Graphic organizers
- Sentence Starters
- Targeted phonics practice
- Targeted Phonological Awareness Instruction

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English Language Learners	Modifications for Gifted Students
<p>All WIDA Can Do Descriptors can be found at this link: https://wida.wisc.edu/teach/can-do/descriptors</p> <p>WIDA Can Do Descriptors: <input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Oral Language</p> <p>Students will be provided with accommodations and modifications as determined by NJ DOE Bilingual and ESL policies. These may include:</p> <ul style="list-style-type: none"> ● Use of bilingual dictionaries ● Personal dictionary ● Word wall ● Manipulatives ● Pictures, photographs ● Modeling and guided practice ● Sentence starters ● Response frames ● Adapted text/ Leveled Readers ● Repeated reading ● Graphic organizers ● Background knowledge experience ● Vocabulary (cognates) exposure ● Fluency strategies ● Targeted phonics practice ● Additional SIOP Strategies as described in the following book: <ul style="list-style-type: none"> ○ <i>Making Content Comprehensible for English Language Learners: The SIOP Model</i> ○ <i>99 Activities for Teaching English Language Arts to English Language Learners</i> 	<p>Students excelling in mastery of standards will be challenged with complex, high level tasks. Enrichment activities designed to challenge the more advanced students include independent study and project-based learning through active exploration of real-world challenges and problems. Students will be provided with modifications that:</p> <ul style="list-style-type: none"> ● Require higher order thinking, communication, and leadership skills ● Differentiate content, process, or product according to student’s readiness, interests, and/or learning styles ● Provide higher level texts ● Expand use of open-ended, abstract questions ● Require critical and creative thinking activities with emphasis on research and in-depth study ● Provide Enrichment Activities/Project-Based Learning/ Independent Study <p>Additional strategies may be located at the following links:</p> <ul style="list-style-type: none"> ● Gifted Programming Standards ● Webb’s Depth of Knowledge Levels and/or Revised Bloom’s Taxonomy ● REVISED Bloom’s Taxonomy Action Verbs

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Interdisciplinary Connections

- Math:**
NJSLS 6.RP.A.C: Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent. (Module 11)
NJSLS 6.RP.A.D: Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities. (Module 11)
- Social Studies:**
NJSLS 6.1.8.CivicsPI.3.b: Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time. (Module 10)
NJSLS 6.1.8.CivicsPI.3.c: Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts. (Module 10)
NJSLS 6.3.8.CivicsPI.1: Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve. (Module 10)
NJSLS 6.3.8.CivicsPI.3: Use a variety of sources from multiple perspectives to examine the role of individuals, political parties, interest groups, and the media in a local or global issue and share this information with a governmental or nongovernmental organization as a way to gain support for addressing the issue. (Module 10)
NJSLS 6.3.8.CivicsPI.4: Investigate the roles of political, civil, and economic organizations in shaping people’s lives and share this information with individuals who might benefit from this information. (Module 10)
NJSLS 6.3.8.CivicsPD.1: Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion. (Module 10)
NJSLS 6.3.8.CivicsPD.2: Propose and defend a position regarding a public policy issue at the appropriate local, state, or national level. (Module 10)
NJSLS 6.3.8.CivicsPD.3: Construct a claim as to why it is important for democracy that individuals are informed by facts, aware of diverse viewpoints, and willing to take action on public issues. (Module 10)
NJSLS 6.3.8.CivicsDP.1: Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body. (Module 10)
NJSLS 6.3.8.CivicsDP.2: Make a claim based on evidence to determine the extent and the limitations of First Amendment rights (e.g., U.S. Supreme Court decisions). (Module 10)
NJSLS 6.3.8.CivicsDP.3: Use historical case studies and current events to explain why due process is essential for the protection of individual rights and maintenance of limited government. (Module 10)
NJSLS 6.3.8.CivicsPR.3: Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality). (Module 10)
NJSLS 6.3.8.CivicsPR.5: Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society. (Module 10)
NJSLS 6.3.8.CivicsPR.7: Compare how ideas become laws at the local, state, and national level. (Module 10)

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Arts:
NJSLS 1.5.8.Cr2c: Apply, organize and strategize methods for design and redesign of objects, places, systems, images and words to clearly communicate information to a diverse audience. (Modules 11 and 12)

Integration of Computer Science and Design Thinking NJSLS 8

Technology is integrated into instruction in meaningful ways. Students and teachers use digital tools and information to solve problems individually and collaboratively to create and communicate knowledge. Embedded resources and activities provide a variety of differentiated learning opportunities to meet the needs of individual students. Activities range in levels outside of grade level to meet the academic needs and learning styles of all students. Resources include: Internet, Web Quests, content-related websites, wireless laptop computers, computer laboratory, classroom computers, SMART Boards, iPads, and video streaming.

NJSLS 8.1.8.CS.4: Systematically apply troubleshooting strategies to identify and resolve hardware and software problems in computing systems.

NJSLS 8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.

NJSLS 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.

NJSLS 8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.