



BOE Approved 8/18

Cliffside Park Public Schools

## Literacy: Grade 6

**Unit Name: Unit 1 Focus on Short Story/ Writing Narrative (short story)**

**Duration: 6-8 weeks**

### Essential Questions

- **Is conflict always bad?**
- **How do different types of conflict add to a short story?**

### Enduring Understandings

- Authors use the story element of conflict as the challenge characters need to solve to achieve their goals.
- There are different conflicts an author can choose.
- There are different story elements that an author can choose.

## Reading: Short Story

### Skills and stories that relate to skills:

- Close Reading: Short Story (pages, cc96-cc99)
- Make predictions: Plot (Stray, Cynthia Rylant)
- Make Inferences: (The Tail, Joyce Hansen and Zlateh the Goat, Isaac Bashevis Singer)
  - Characterization
  - Conflict and Resolution
- Draw Conclusions: Theme (The Circuit, Francisco Jimenez)
- Foreshadowing and Flashback (Lob's Girl, Joan Aiken and Jeremiah's Song, Walter Dean Myers)
- Setting (The King of Mazy May, Jack London)
- Alliteration (To Klondyke We've Paid our Fare, H.J. Dunham)
- Tone (A Woman's View of the Gold Rush, Mary B. Ballou)

- Author's Purpose (Chinese and African Americans in the Gold Rush, Johns Hopkins University)
- Imagery (Birds Struggle to Recover from Egg Thefts of 1800s)
- "Adventures of Isabel" p. 322-323

**Desired Results: Students will be able to (focus on reading)**

**Assessments:**

**Formative**

- Literary Analysis questions
- Close Reading Activities
- Selection Test for every story
- Close Reading Rubric (*in textbook*) Close Reading Tool (*Pearsonrealize.com*)
- Observation of Turn and Talk
- Reader's Response notebook
- Exit Tickets
- Anecdotal Notes

**Summative**

- Reading quizzes
- Constructed Responses (in every chapter)
- Response to literature for every story (example on p. 167)
- Pearson literature assessments
- Narrative Short Story

**Benchmarks**

- Edconnect Benchmark Test 1: "Is Conflict Always Bad?"
- DRA

**Alternative:** Students create a Google Slide project

**Core Resources:**

**Pearson Common Core Literature**

- Close Reading:
  - *The Old Grandfather*

**Supplemental Resources:**

**Classroom Novels:**

- The Breadwinner
- Parvana's Journey

**Digital Resources**

- Online Text Sets:
  - *Eleven*
  - *A Backwoods Boy*

<p><i>and His Little Grandson</i></p> <ul style="list-style-type: none"> <li>○ <i>The Wounded Wolf</i></li> </ul> <ul style="list-style-type: none"> <li>● Characters and Conflict: <ul style="list-style-type: none"> <li>○ <i>Stray</i></li> <li>○ <i>The Tail</i></li> <li>○ <i>Zlateh the Goat</i></li> <li>○ <i>The Circuit</i></li> </ul> </li> <li>● Comparing Texts: <ul style="list-style-type: none"> <li>○ <i>Lob's Girl</i></li> <li>○ <i>Jeremiah's Song</i></li> </ul> </li> </ul>	<p><b>Leveled Texts:</b> Below: <i>The Sherlock Holmes Mysteries</i> <i>My Side of the Mountain (810L)</i></p> <p>On: <i>An Island Like you: Stories of the Barrio (910L)</i> <i>Discoveries: Trouble Ahead</i></p> <p>Above: <i>All Creatures Great and Small (990L)</i> <i>Cathedral: The Story of Its Construction (1120L)</i> <i>The Book of Questions</i></p> <p><b>Reader's Notebook</b></p>	<ul style="list-style-type: none"> <li>○ <i>Letter to Scottie</i></li> </ul> <ul style="list-style-type: none"> <li>● Pearsonrealize.com</li> <li>● Newsela.com</li> <li>● A-Z Books</li> <li>● RAZ Kids</li> <li>● Storyworks.com</li> <li>● Readworks.com</li> </ul>
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**READING LITERATURE**

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

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

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

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

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

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

**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.

### **SPEAKING AND LISTENING**

**SL.6.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

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

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

### **21<sup>st</sup> Century Themes and Skills/Career Ready Practices**

**CRP2.** Apply appropriate academic and technical skills.

**CRP4.** Communicate clearly and effectively and with reason.

**CRP6.** Demonstrate creativity and innovation.

**CRP7:** Employ valid and reliable research strategies

**CRP 11:** Use technology to enhance productivity.

### **2014 NJCCCS - Technology**

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

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

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

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

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

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

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

**Technology Integration:**

Pearsononline provides a plethora of resources to challenge students as well as support those who are struggling readers. These resources include supportive teaching materials such as anchor charts, sample student work, assessments, websites, and images. Students have their own chromebooks to conduct research and write essays. Teachers create Google Classrooms for these assignments.

**Interdisciplinary Connections:**

Students will write a personal narrative; they will research and add historical and cultural information.

Students will write a personal narrative; they will research the technological/scientific advances of their generation and how they have affected their life experiences. They will also research how their career choices will impact their life experiences.

**Social Studies NJSL:** 6.1

**Science NJSL:** MS-ESS3-1; MS-LS3 & LS4

**21st Century Life and Careers:** 9.1.8.A.2

**Literacy in History/Social Studies, Science and Technical Subjects**

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

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

RH.6-8.5. Describe how a text presents information

RH.6-8.6. Identify aspects of a text that reveal an author's point of view or purpose.

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

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

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

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

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

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

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

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

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

### **Schoolwide Writing Workshop Model**

#### **Immersion:**

- Engages in collaborative discussions about the unit mentor texts and authors, why writers write, and his or her own writing life
- Understands that writers are storytellers who record personal experiences and feelings to remember, share, and pass along to others
- Comprehends how writers write about their emotions and life lessons, and discusses the importance of a Writer's Notebook and why it will be a vital tool throughout the writing process
- Recognizes the impact writing can have and how it is a powerful way to communicate and connect to others
- Understands how figurative language such as similes, metaphors, onomatopoeia, and personification can create vivid images in readers' minds and how he or she can incorporate these into his or her own writing
- Understands the meaning and purpose of writing workshop, that there are many strategies for generating writing ideas, and the importance of effective listening and sharing as a member of a writing community

#### **Generating Ideas:**

- Examines the personal relationships in his or her life to generate writing Ideas
- Uses his or her interests, hobbies, passions, and what he or she knows and cares about to discover writing ideas to pursue and develop
- Reflects on his or her own life experiences and lessons learned to generate ideas for writing

#### **Selecting:**

- Rereads his or her Writer’s Notebook to select an idea that is important to him or her to develop into a published piece

**Collecting:**

- Collects relevant information from multiple sources to include in his or her draft

**Drafting:**

- Works outside of his or her Writer’s Notebook to create his or her first draft that reflects the chosen genre and vision for a published piece

**Revising:**

- Revises for voice by including inner thoughts and feelings
- Revises his or her draft by elaborating on characters, experiences, and events

**Editing:**

- Uses the standards of English grammar and conventions to ensure that his or her piece is void of errors and ready for publishing

**Publishing:**

- Prepares his or her final piece for sharing and celebrating with peers and understands how to present his or her piece to an audience, provide and accept feedback from peers, and celebrate his or her accomplishments as a writer
- Reflects on the writing he or she has done and its meaning as part of his or her growth as a writer

**Essential Question**

Is conflict always bad?

Is your narrative reflective of you?

Did you find your fictional voice? ( use rubric on pg. 105 of student edition)

**Unit 1- The Short Story**

Short Stories are brief works of fiction meant to entertain, to explore ideas, or to tell truths about life. They often feature a conflict, or a problem faced by one or more characters. You might use one or more elements of a short story in letters, scripts and screenplays.

**Skills**

- Literary Elements (characters, setting, conflict, plot, climax, resolution, and theme)
- Author’s purpose is evident and reflects genre

- Central Idea is evident and focused
- Sufficient details to support central idea or purpose
- Ability to introduce a character or storyline that unfolds naturally and logically
- Writer uses transition words, phrases or clauses to convey sequence or signal shifts from one setting to another
- Produces a sufficient conclusion that supports a narrative experience
- Writer sufficiently uses dialogue and details
- Writer uses precise words and sensory details to convey message
- Writer uses a variety of sentence beginnings, lengths and styles
- Capitalization is mostly correct
- Punctuation is mostly correct
- Student can spell most grade appropriate words
- Student employs standard English grammar most of the time

**Assessments: formative, summative benchmark, alternative**

**Formative:**

- Writing Fundamentals Student Performance Checklists
- Writer's Notebook
- Conferring Notes

**Summative:**

- Writing Fundamentals Standards Based Writing Rubric: Narrative
- Pearson Professional Development Guidebook: Rubrics
- Eval Tool/Essay Scorer

**Benchmark:**

- Narrative short story

**Alternative:** Write a short story using a graphic organizer

**Resources: Primary, additional**

- Pearson Common Core Literature Series
- Pearson Common Core Literature Digital Resource



- Schoolwide Writing Fundamentals Units of Study
- Fundamentals Unlimited

### **NJSLS: WRITING**

**NJSLSA.W3.** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**NJSLSA.W4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**NJSLSA.W5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**NJSLSA.W6.** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**NJSLSA.W7.** Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

**NJSLSA.W8.** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

**NJSLSA.W9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**NJSLSA.W10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

### **Language Study**

#### **Skills:**

**Academic Vocabulary:** argue, battle, challenge, compete, conclude, convince, defend, game, issue, lose, negotiate, resist, resolve, survival, win, anticipate, conclude, refer, reveal, passage, contribute, alter, purpose, challenge, similarities, process, indicated, specific, determine, acquired, established, opinion, support

**Selection Vocabulary:** timidly, trudged, grudgingly, ignore, exhausted, starvation, vow, anxious, routine, gnawing, mauled, spasm, bound, astray, exuded, splendor, trace, flickering, accompanied, drone, instinctively, savoring, enroll, decisively, resolutions, melancholy, diagnosis, endured, liable, summit, defiance, privation, invincible, associate, scouring, tongues, exodus, testify, ambassador, conservatively, entrepreneurs, faltered

**Language Study:** Using a Dictionary and Thesaurus, Word Origins, Words with Multiple Meanings, Connotation and Denotation, Idioms, Dictation and Style, Voice,

**Word Study:** Latin suffix -ation, Latin prefix dis-, Latin prefix ex-, Latin prefix com-

**Conventions:** Common, Proper, Possessive Nouns, Personal and Possessive Pronouns, Interrogative, Indefinite, Reflexive, and Intensive Pronouns, Pronoun Case

**Assessments: formative, summative benchmark, alternative**

**Formative:**

- Using the vocabulary words in a sentence
- Using the vocabulary words appropriately keeping in mind the part of speech
- Identifying the synonym keeping in mind the part of speech
- Identifying the antonym keeping in mind the part of speech
- Write a paragraph using 7-10 vocabulary words
- Define vocabulary using a dictionary
- Generate a riddle for each vocabulary word and work in partnerships to solve the riddles
- Determining meaning based on word parts (suffixes, prefixes, root words, etc.)

**Summative:**

- Formal vocabulary assessment utilizing different applications of the vocabulary taught.

**Benchmark:**

- Identifying Parts of Speech
- Differentiation parts of Speech
- Recognizing multiple meaning words
- Defining vocabulary words
- Using the vocabulary word in a student generated sentence

**Alternative:**

- Creating flashcards
- Assign a movement to each vocabulary word along with a rationale for why the movement was assigned to the word
- Word/Color association

**Resources**

- Pearson Common Core Literature Series
- Pearson Common Core Literature Digital Resource
- Membean.com
- Study Island

**NJSLS for Language:**

**LANGUAGE**

**L.6.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

**L.6.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing

**L.6.3:** Use knowledge of language and its conventions when writing, speaking, reading or listening.

**L.6.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

**L.6.5:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**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.

**Integrated Differentiation/Accommodations/Modifications for ELA**  
*(Alternate Modes of Instruction and Support)*

<b>Modifications to Support Gifted and Talented Students</b>	<b>Modifications to Support English Language Learners</b>	<b>Modifications to Support Students with IEPs/504s and At-Risk Learners</b>
Independent reading project  Students create Google Slides of their narrative	Graphic Organizer "A" (Pearson)  Graphic Organizer "B" (Pearson)  English Reader's Notebook  Spanish Reader's Notebook  Hear It CD-ROM	Adapted Reader's Notebook  Graphic Organizer "B" (Pearson)  Hear It CD-ROM

**Sources**

Pearson Common Core Literature Textbook

- Pearsonrealize.com
- Membean.com

- Study Island
- newsela.com
- RAZ Kids
- Storyworks.com
- Readworks.com
- Achievethecore.com?