



BOE Approved 8/18

Cliffside Park Public Schools

Literacy: Grade 6

Unit Name: Unit 3 Focus on Reading Nonfiction/Writing Arguments

Duration: 6-8 weeks

Essential Questions

- Do we need words to communicate well?

Enduring Understandings

- It is important to have information before making a decision.
- Argumentative text is meant to persuade with relevant, sufficient and sound evidence.

Reading: Short Story

Skills and stories that relate to skills:

- Birds Struggle to Recover from Egg Thefts of 1800s (imagery)
- Chinese and African Americans in the Gold Rush (author's purpose)
- "A Dream Within a Dream" (context clues, rhythm and rhyme)
- "Life Doesn't Frighten Me" (context clues, rhythm and rhyme)
- "Oranges" (close reading poetry)
- "Ode to a Family Photographs" (close reading poetry)
- Angela Duckworth and the Research on "Grit" (direct quotations)
- From Letter on Thomas Jefferson (central idea)
- Water, Helen Keller (author's purpose)
- Drama: Brighton Beach Memoirs (close reading drama)

- “Abuelito Who” (context clues; figurative language)
- Race to the End of the Earth (foreshadowing)

Assessments:

Formative

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

Summative

- DRA
- Reading quizzes
- Response to literature (example on p. 167)
- Pearson literature assessments
- Argumentative Essay
- Response to literature for every story (example on p. 167)
- Constructed Responses (in every chapter)

Benchmarks

- Edconnect Benchmark 2
- DRA

Alternative:

- Students act out parts of the story or play

Core Resources:

Pearson Common Core Literature

Supplemental Resources:

Classroom Novels:

Digital Resources

- Online Text Sets:

- Birds Struggle to Recover from Egg Thefts of 1800s (imagery)
- Chinese and African Americans in the Gold Rush (author's purpose)
- "A Dream Within a Dream" (context clues, rhythm and rhyme)
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- "Oranges" (close reading poetry)
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Leveled Texts:

Below:

- The Fields of Praise: New and Selected Poems
- Code Talker

On Level:

- Free at Last! The Story of Martin Luther King, Jr.
- Acolytes

Advanced:

- Restless Spirit: The Life and Work of Dorothea Lange (970L)
- A Short Walk Around the Pyramids & Through the World of Art (1110L)

Reader's Notebook

- The Lady and the Spider
- Dragon, Dragon
- "Ankylosaurus"

Online:

- Pearsonrealize.com
- Newsela.com
- A-Z Books
- RAZ Kids
- Storyworks.com
- Readworks.com

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NJSLS: READING INFORMATION

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

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

RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text

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

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

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

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

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

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

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.

21st 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 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 an argumentative essay; they will research relevant, accurate facts for introduction with thesis statement, body and concluding paragraphs.

Students will write an argumentative essay; they will research the technological/scientific advances of their generation and how they have affected their life experiences. Students will also evaluate how careers have evolved through these significant occurrences.

Social Studies NJSLs: 6.1-6.3

Science NJSLs: MS-ESS3-1; MS-LS3 & LS4

21st Century Life and Careers: 9.2.8.B.4

NJSLS 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.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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

NJSLSA.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 clear thesis statement and relevant facts
- Sentence and paragraph structure

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

- How do I use information to persuade?

Rubric for self-assessment (use rubric on pg.383)

Unit 2- Nonfiction

Arguments are meant to persuade the reader.

Skills

- Gather information to state a claim and support it
- Gather information from multiple credible sources
- Assess the accuracy of each source
- Integrate information selectively
- Synthesize information from multiple sources
- Central Idea is evident and focused
- Write a thesis, to support a strong opening paragraph
- Organization pattern that clearly claim and evidence to validate claim
- Facts and examples that support your assertion
- Sufficient details to support central idea or purpose
- Transition words, phrases or clauses to convey sequence or signal shifts from one setting to another
- Produces a well-supported conclusion
- Writer uses precise words and relevant facts 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 does it have argumentative rubric pearson rubric; district rubric
- Pearson Professional Development Guidebook: Argumentative Rubric and self-evaluation guide
- Eval Tool/Essay Scorer

Benchmark:

- Argumentative Essay: State and support a claim (p. 376-377)

Alternative: Writing Argumentative Essay 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.W.6.1. Write arguments to support claims with clear reasons and relevant evidence.

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

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: Connotation/Denotation/Figurative Language p. 316

Academic Vocabulary: communicate, connection, correspond, dialogue, expression, gesture, language, message, nonverbal, quote, reveal, share, symbolize, verbal, visual

Selection Vocabulary: (specific vocabulary for each story)

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

Word Study: Latin root, mal; suffix, ant; Greek prefix, auto; suffix, y

Conventions: adjectives and adverbs, comparisons with adjectives and adverbs, conjunction and interjections, sentence parts and types

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 sentence parts and types
- Recognizing adjectives and adverbs
- Identifying conjunctions and interjections
- Defining vocabulary words

- Using the vocabulary word in a student generated sentence

Alternative:

- Creating flashcards

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)

Modifications to Support Gifted and Talented Students	Modifications to Support English Language Learners	Modifications to Support Students with IEPs/504s and At-Risk Learners
	Graphic Organizer "A" (Pearson)	Adapted Reader's Notebook

	Graphic Organizer "B" (Pearson) English Reader's Notebook Spanish Reader's Notebook Hear It CD-ROM	Graphic Organizer "B" (Pearson) Hear It CD-ROM
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Sources

Pearson Common Core Literature Textbook

Membean (2017)-<http://membean.com/>

- Pearsonrealize.com
- newsela.com
- RAZ Kids
- Storyworks.com
- Readworks.com