



BOE Approved 8/18

Cliffside Park Public Schools

**Literacy: Grade 6**

**Unit Name: Unit 4 Reading Fiction/Writing Information**

**Duration: 6-8 weeks**

**Essential Questions**

- How do we decide who we are?

**Enduring Understandings**

- Literature helps us reflect on who we really are.
- Informational text is meant to inform with relevant, sufficient and sound evidence.

**Reading: Short Story**

**Skills and stories that relate to skills:**

- Gluskabe and Old Man Winter (close reading drama)
- The Phantom Tollbooth Act I (summary; dialogue in drama)
- The Phantom Tollbooth Act II (compare and contrast; stage directions)
- *From You're a Good Man, Charlie Brown* (author's purpose)
- The Prince and the Pauper (theme)
- My Papa, Mark Twain (point of view)
- Mark Twain's First "Vacation" (plot)
- An Encounter with an Interviewer (tone)
- "The Walrus and the Carpenter" p. 326-330

**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
- Compare-Contrast 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 a part of the play

**Core Resources:****Pearson Common Core Literature**

- Gluskabe and Old Man Winter (close reading drama)
- The Phantom Tollbooth Act I (summary; dialogue in drama)
- The Phantom Tollbooth Act II

**Supplemental Resources:****Classroom Novels:**

- Glommers, Norks and Me
- Kidnapped, Gordon Korman

**Leveled Texts:**

Below:  
Welcome to the Globe! (710L)

**Digital Resources**

- **Online Text Sets:**

- My Heart is in the Highlands
- Excerpt from Roll of Thunder, Hear My Cry
- "Alphabet"

**Online**

- Pearsonrealize.com

<p>(compare and contrast; stage directions)</p> <ul style="list-style-type: none"> <li>• <i>From You're a Good Man, Charlie Brown</i> (author's purpose)</li> <li>• <i>The Prince and the Pauper</i> (theme)</li> <li>• <i>My Papa, Mark Twain</i> (point of view)</li> <li>• <i>Mark Twain's First "Vacation"</i> (plot)</li> <li>• <i>An Encounter with an Interviewer</i> (tone)</li> <li>• "The Walrus and the Carpenter" p. 326-330</li> </ul>	<p><i>James and the Giant Peach: A Play On Level:</i>  <i>You're a Good Man, Charlie Brown</i>  <i>Seven Plays of Mystery and Suspense</i>  <i>The Collected Poems of Langston Hughes</i></p> <p>Advanced:  <i>Small Things Considered: Why There is No Perfect Design</i>  <i>Tiger Tales (820L)</i></p> <p><b>Reader's Notebook</b></p>	<ul style="list-style-type: none"> <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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**NJSLS: READING LITERATURE**

**NJSLSA.R1.** Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

**NJSLSA.R2.** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**NJSLSA.R3.** Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**NJSLSA.R4.** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

**NJSLSA.R5.** Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

**NJSLSA.R6.** Assess how point of view or purpose shapes the content and style of a text.

**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.

### **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:**

Pearsonrealize.com 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.

**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.

**Interdisciplinary Connections:**

Students will write an informational essay; they will research relevant, accurate facts for introduction with thesis statement, body and concluding paragraphs.

Students will write an informational essay; they will research the technological/scientific advances of their generation and how they have affected their life experiences. Students will also integrate how income affects spending decisions and incorporate information into the plot of their stories.

**Social Studies NJSL:** 6.1-6.3

**Science NJSL:** MS-ESS3-1; MS-LS3 & LS4; MS-PS1-PSI3

**21st Century Life and Careers:** 9.1.8.A.6

**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
- Structure sentences and paragraphs

**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 convey my ideas?

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

## Unit 2- Nonfiction

Nonfiction is meant to inform, to explore ideas, or to tell truths about life.

### 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:**

- Problem-Solution Argumentative Essay: Identify and explain a problem (p. 538-539)

**Alternative:** Problem-Solution Essay using 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.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.

B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

C. Use appropriate transitions to clarify the relationships among ideas and concepts.

D. Use precise language and domain-specific vocabulary to inform about or explain the topic.

E. Establish and maintain a formal/academic style, approach, and form.

F. Provide a concluding statement or section that follows from the information or explanation presented.

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 and Denotation p. 534

**Academic Vocabulary:** diverse, perspective, reaction, reflect, respond, similar, unique, appearance, expectations, personality, conscious, ideals, trend, custom, individuality

**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:** Greek root *eth*; prefix *trans*; *multiple meaning words*

**Conventions:** prepositions and appositives; participles and gerunds; combining sentences; adverbs

### 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
- quizlet

**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>
Students debate their essay topics	Graphic Organizer "A" (Pearson) Graphic Organizer "B" (Pearson)	Adapted Reader's Notebook Graphic Organizer "B" (Pearson)

Students use 3-4 extra sources to write an indepth research essay	English Reader's Notebook Spanish Reader's Notebook Hear It CD-ROM	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