

Long Beach Island Consolidated School District Curriculum Guide

Grade: 6

Content Area: ELA

Introduction:

Students in sixth grade English Language Arts will complete 5 units in which they explore a variety of informational/nonfiction and fiction texts including more complex science and social studies texts to develop required skills such as summarizing, comparison of texts, analysis of text structure regarding theme, setting, and plot development, determining the meaning of words, narrative writing, and engagement in collaborative discussions. All English Language Arts units follow the NJ Student Learning Objectives. Student progress will be measured in a variety of methods.

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Original Adoption: October 23, 2018
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Revised On: August 5, 2019
Revised By: C. McBride

Recommended Pacing Guide		
Unit 1: Reading Fiction Informational (literary nonfiction)	Unit 1: Writing Narrative Literary Analysis Task	45 Days
Unit 2: Reading Informational (literary nonfiction) Fiction	Unit 2: Writing Arguments (Persuasive) Literary Analysis Task Research Simulation	45 Days
Unit 3: Reading Informational (literary nonfiction) Fiction	Unit 3: Writing Informative/ Explanatory Research Simulation	40 Days
Unit 4: Reading Complex Texts (stories, dramas, poems)	Unit 4: Writing Short Research Project Narrative Task	30 Days
Unit 5: Reading Fiction	Unit 5: Writing Narrative task	20 Days

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Unit 1: Reading Fiction Informational (literary nonfiction)	Duration: 45 Days
Unit 1: Writing Narrative Literary Analysis Task	

Standards/Learning Targets

New Jersey Student Learning Standards

Reading Literature

- **RL.6.1** Key Ideas and Details Cite textual evidence 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** Craft and Structure 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** Integration of Knowledge and Ideas 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.

Reading Informational

- **RI.6.1** Key Ideas and Details Cite textual evidence 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 (e.g., through examples or anecdotes).
- **RI.6.4** Craft and Structure 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.6.9** Integration of Knowledge and Ideas Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

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Speaking and Listening

- **SL.6.1** Comprehension and Collaboration 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.6.2 2.** Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
- **SL.6.6** Presentation of Knowledge and Ideas 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 on page 52 for specific expectations.)

Language

- **L.6.1** Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Ensure that pronouns are in the proper case (subjective, objective, possessive). b. Use intensive pronouns (e.g., myself, ourselves). c. Recognize and correct inappropriate shifts in pronoun number and person. d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).* e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*
- **L.6.2 2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. b. Spell correctly.
- **L.6.3** Knowledge of Language 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Vary sentence patterns for meaning, reader/ listener interest, and style. b. Maintain consistency in style and tone. L.6.4 Vocabulary Acquisition and Use. 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. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
- **L.6.6** 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.

Writing Standards: (Production and Distribution of Writing, Research to Build and Present Knowledge, and Range of Writing)

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- **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; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), 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 style. f. Provide a concluding statement or section that follows from the information or explanation presented.
- **W.6.4** Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- **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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 on page 52.)
- **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 setting.
- **W.6.9b.** Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and research. 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”).
- **W.6.10** Range of Writing 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 discipline-specific tasks, purposes, and audiences.

Primary Interdisciplinary Connections: <https://www.nj.gov/education/cccs/>

Social Studies

<https://www.state.nj.us/education/cccs/2014/ss/standards.pdf>

Read fictional texts related to Social Studies curriculum using and informational paired texts to analyze events and point of view. Use examples, anecdotes, and quotes to prompt students in their writing task.

SOC.6.1.4.A.9 Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).

SOC.6.1.4.A.10 Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.

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Science

<https://www.state.nj.us/education/cccs/2016/science/>

Analyze main idea and details in Science text to draw conclusions, make inferences, and interpret information. Examine text features. Use examples, anecdotes, and quotes to prompt students in their writing task.

- Engineering Design Challenge: "A Long Walk to Water"
- "Storyworks" articles
- Primary Source Documents

WHST.6-8.5. 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, focusing on how well purpose and audience have been addressed.

WHST.6-8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently

WHST.6-8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

WHST.6-8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation

Dance

- Create and perform dances alone and in small groups that communicate meaning on a variety of themes, using props or artwork as creative stimuli.

Amistad Mandate

Black Storm Comin'

Wilson, Diane L

Into the Land of Freedom : African Americans in Reconstruction

Greene, Meg

Holocaust Studies

Daniel's Story

Carol Matas

Technology Standards:

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

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

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- 8.1.8.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
- 8.1.8.A.3 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

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

- 8.1.8.B.1 Synthesize and publish information about a local or global issue or event

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.

- 8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.
- 8.1.8.D.2 Demonstrate the application of appropriate citations to digital content.
- 8.1.8.D.3 Demonstrate an understanding of fair use and Creative Commons to intellectual property.
- 8.1.8.D.4 Assess the credibility and accuracy of digital content.
- 8.1.8.D.5 Understand appropriate uses for social media and the negative consequences of misuse.

21st Century Themes/Career Readiness:

<https://www.state.nj.us/education/cccs/2014/career/92.pdf>

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

21st Century Life and Career Ready Practices:

<https://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf>

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11. Use technology to enhance productivity.

Evidence of Student Learning

Formative Tasks:

- Assessment of Key Comprehension Strategies
- Reader's Notebooks/Reading Log

Alternative Assessments:

- My Reading Log and Reflections
- Running Record

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Summative Assessments: <ul style="list-style-type: none"> ● Unit Tests 	Benchmark Assessments: <ul style="list-style-type: none"> ● Beginning of Year SGO ● Mid-year SGO ● End of year SGO
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Knowledge & Skills

Enduring Understandings: <i>Students will understand ...</i> <ul style="list-style-type: none"> ● that citing textual evidence helps support analysis. ● to interpret meaning of phrases and words as used in a text ● how to use narrative techniques to develop real or imagined experiences or events. ● Descriptive writing strategies. 	Essential Questions: <ul style="list-style-type: none"> ● How do good readers analyze fiction to deepen understanding? ● How does discussion improve understanding of fictional works? ● What makes a narrative writing piece effective? ● How do students demonstrate command of the conventions of Standard English grammar and usage when writing or speaking?
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Core Instructional & Supplemental Materials

Suggested Activities/Resources: <ul style="list-style-type: none"> ● <u>Core Instructional and Supplemental Materials:</u> Pearson Prentice Hall, “Literature”, “Out of My Mind”, “Maniac Magee”, “A Long Walk to Water”, “Daniel’s Story”, and various mentor texts for modeling writing traits. 	Varied Levels of Text: <ul style="list-style-type: none"> ● Leveled readers
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Accommodations/Modifications

English Language Learners: Suggested / possible modifications for ELL <ul style="list-style-type: none"> ● choral reading ● chants, songs ● use charts, posters, videos ● use a highlighter for key ideas, vocabulary ● write helpful hints in margins of copied materials ● provide copy of all notes ● preferential seating

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- use manipulatives
- use graphic organizers
- reinforce vocabulary within the content
- assign a picture or movement to vocabulary words
- small group instruction
- use print, not cursive
- use books on tape

Special Education/504 Plans/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan
- Strategic grouping for reading (Guided Reading, Strategy Groups)
- Small group for assessments
- Check in's during reading group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.
- Access prior knowledge before reading
- Be given outline of lesson or written directions
- Use visual presentations
- Provide responses in a form that is easier for student
- Teach study skills
- Use planner for organizing assignments
- Mark text with highlighter
- Work in alternate setting
- Leveled Guided Reading Books
- Paired partner reading
- Literacy Projects
- Student choice for publication
- Differentiated Instruction/Layered Curriculum/Tiered Lessons
- Computer Based Programs (i.e., Study Island, Learnia, KidBiz, Accelerated Reader, Core K-12)

Students at Risk of Failure:

- Strategic grouping
- Pre-teach concepts
- Small group for reading and writing assessments
- Check in's during reading/writing group collaboration to help refocus
- Incorporate social/emotional discussions
- Encourage and monitor positive peer collaboration
- Provide academic resources for both home and school use
- Provide incentives to increase motivation and collaboration

Economically Disadvantaged:

- Provide clear, achievable expectations, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Be flexible with assignments
- Offer several alternatives from which all students can choose
- Allow students to finish assignments independently, or give them the opportunity to complete tasks at their own pace.

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- Provide increased knowledge base and vocabulary use about real world experiences
- Share the decision-making in class.
- Maintain expectations while offering choice and soliciting input

Culturally Diverse:

- Involve families in student learning
- Provide home letters in native language
- Provide social/emotional support
- Respect cultural traditions
- Build in more reading and writing group work to encourage interaction with peers
- Show photos, videos, and definitions when possible for culturally unique vocabulary
- Teach reading study skills
- Provide students with necessary academic resources and materials

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<p style="text-align: center;">Unit 2</p> <p>Reading Informational (literary nonfiction) Fiction</p> <p>Writing Arguments (Persuasive) Literary Analysis Task Research Simulation</p>	<p>Duration: 45 Days</p>
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Standards/Learning Targets

New Jersey Student Learning Standards:

Reading Informational

- **RI.6.1** Key Ideas and Details Cite textual evidence 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 (e.g., through examples or anecdotes).
- **RI.6.4** Craft and Structure 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.6.9** Integration of Knowledge and Ideas Compare and contrast 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** Comprehension and Collaboration 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.6.2** Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
- **SL.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 on page 52 for specific expectations.)

Language

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- **L.6.1** Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Ensure that pronouns are in the proper case (subjective, objective, possessive). b. Use intensive pronouns (e.g., myself, ourselves). c. Recognize and correct inappropriate shifts in pronoun number and person.* d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
- **L.6.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. b. Spell correctly.
- **L.6.3** Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Vary sentence patterns for meaning, reader/listener interest, and style. b. Maintain consistency in style and tone.*
- **L.6.4** Vocabulary Acquisition and Use 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. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). 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. 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).
- **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.

Writing Standards: (Production & Distribution of Writing, Research to Build & Present Knowledge, Range of Writing)

- **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; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), 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 style. f. Provide a concluding statement or section that follows from the information or explanation presented.
- **W.6.4** Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- **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

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approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 on page 52.)

- **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.
- **W.6.9b.** Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and research. 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”).
- **W.6.10** Range of Writing 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 discipline-specific tasks, purposes, and audiences.

Primary Interdisciplinary Connections:

Social Studies

<https://www.state.nj.us/education/cccs/2014/ss/standards.pdf>

Social Studies: Read informational paired texts to analyze cause and effect and read fictional texts related to S.S. curriculum. Students will utilize various reading strategies to read Social Studies texts with fluency and comprehension.

Science: Analyze main idea and details in Science text to draw conclusions, make inferences, and interpret information. Examine text features. Students will utilize various reading strategies to read Science texts with fluency and comprehension. Students will cite specific textual evidence to support analysis of science and technical texts. Construct and present arguments to support claims with evidence. Conduct short research projects using print and digital resources.

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.

WHST.6-8.5. 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, focusing on how well purpose and audience have been addressed.

WHST.6-8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently

WHST.6-8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

WHST.6-8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation

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Math: Through Research Simulation Tasks, students can analyze statistics and use critical thinking skills to interpret various word problems.

Technology Standards:

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

- 8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.
- 8.1.8.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
- 8.1.8.A.3 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

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

- 8.1.8.B.1 Synthesize and publish information about a local or global issue or event

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.

- 8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.
- 8.1.8.D.2 Demonstrate the application of appropriate citations to digital content.
- 8.1.8.D.3 Demonstrate an understanding of fair use and Creative Commons to intellectual property.
- 8.1.8.D.4 Assess the credibility and accuracy of digital content.
- 8.1.8.D.5 Understand appropriate uses for social media and the negative consequences of misuse.

21st Century Themes/Career Readiness:

<https://www.state.nj.us/education/cccs/2014/career/92.pdf>

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

21st Century Career Ready Practices:

<https://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf>

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

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CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
 CRP11. Use technology to enhance productivity.

Evidence of Student Learning

Formative Tasks: <ul style="list-style-type: none"> • Assessment of Key Comprehension Strategies • Reader’s Notebooks/Reading Log 	Alternative Assessments: <ul style="list-style-type: none"> • My Reading Log and Reflections • Running Record
Summative Assessments: <ul style="list-style-type: none"> • Unit Tests 	Benchmark Assessments: <ul style="list-style-type: none"> • Baseline SGO • Mid-year SGO • End of year SGO

Knowledge & Skills

Enduring Understandings: <i>Students will understand that...</i> <ul style="list-style-type: none"> • Informational texts are structured as events, ideas, factual information. • There are a variety of informational texts on the same subject. • Authors read a variety of texts to learn effective writing techniques • An author will use a variety of cited evidence to support his or her argument • Writers express themselves through a variety of figurative language techniques. • Writers use knowledge of language and its conventions when writing, speaking, reading, or listening. 	Essential Questions: <ul style="list-style-type: none"> • How does reading informational text differ from reading fictional texts? • How can reading examples of articles, advertisements, and everyday text influence our own writing? • How does a writer provide an effective argument when writing an argumentative piece? • How do effective writers express themselves? • How do students demonstrate command of the conventions of Standard English grammar and usage when writing or speaking?
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Core Instructional & Supplemental Materials

Suggested Activities/Resources: <ul style="list-style-type: none"> • Core Instructional and Supplemental Materials: Pearson Prentice Hall, “Literature”, “Out of My Mind”, “Maniac Magee”, “A Long Walk to Water”, “Daniel’s Story”, and various mentor texts for modeling writing traits. 	Varied Levels of Text: <ul style="list-style-type: none"> • Leveled readers
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Accommodations/Modifications

English Language Learners:

Suggested / possible modifications for ELL

- choral reading
- chants, songs
- use charts, posters, videos
- use a highlighter for key ideas, vocabulary
- write helpful hints in margins of copied materials
- provide copy of all notes
- preferential seating
- use manipulatives
- use graphic organizers
- reinforce vocabulary within the content
- assign a picture or movement to vocabulary words
- small group instruction
- use print, not cursive
- use books on tape

Special Education/504 Plans/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan
- Strategic grouping for reading (Guided Reading, Strategy Groups)
- Small group for assessments
- Check in's during reading group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.
- Access prior knowledge before reading
- Be given outline of lesson or written directions
- Use visual presentations
- Provide responses in a form that is easier for student
- Teach study skills
- Use planner for organizing assignments
- Mark text with highlighter
- Work in alternate setting
- Leveled Guided Reading Books
- Paired partner reading
- Literacy Projects
- Student choice for publication
- Differentiated Instruction/Layered Curriculum/Tiered Lessons
- Computer Based Programs (i.e., Study Island, Learnia, KidBiz, Accelerated Reader, Core K-12)

Students at Risk of Failure:

- Strategic grouping

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Grade: 6

Content Area: ELA

- Pre-teach concepts
- Small group for reading and writing assessments
- Check in's during reading/writing group collaboration to help refocus
- Incorporate social/emotional discussions
- Encourage and monitor positive peer collaboration
- Provide academic resources for both home and school use
- Provide incentives to increase motivation and collaboration

Economically Disadvantaged:

- Provide clear, achievable expectations, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Be flexible with assignments
- Offer several alternatives from which all students can choose
- Allow students to finish assignments independently, or give them the opportunity to complete tasks at their own pace.
- Provide increased knowledge base and vocabulary use about real world experiences
- Share the decision-making in class.
- Maintain expectations while offering choice and soliciting input

Culturally Diverse:

- Involve families in student learning
- Provide home letters in native language
- Provide social/emotional support
- Respect cultural traditions
- Build in more reading and writing group work to encourage interaction with peers
- Show photos, videos, and definitions when possible for culturally unique vocabulary
- Teach reading study skills
- Provide students with necessary academic resources and materials

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Grade: 6	Content Area: ELA
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Unit 3 Reading Fiction Informational (historical/scientific/technical) Writing Opinion Research Simulation	Duration: 45 Days
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Standards/Learning Targets

**New Jersey Student Learning Standards
Reading Information**

- **RI.6.1** Key Ideas and Details Cite textual evidence 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 (e.g., through examples or anecdotes).
- **RI.6.4** Craft and Structure 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** Integration of Knowledge and Ideas 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.

Speaking and Listening

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Content Area: ELA

- **SL.6.1** Comprehension and Collaboration 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.6.2 2.** Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
- **SL.6.3 3.** Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
- **SL.6.6 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 on page 52 for specific expectations.)

Language

- **L.6.1** Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Ensure that pronouns are in the proper case (subjective, objective, possessive). b. Use intensive pronouns (e.g., myself, ourselves). c. Recognize and correct inappropriate shifts in pronoun number and person.* d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
- **L.6.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. b. Spell correctly
- **L.6.3** Knowledge of Language 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Vary sentence patterns for meaning, reader/ listener interest, and style. b. Maintain consistency in style and tone.
- **L.6.4** Vocabulary Acquisition and Use 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. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
- **L.6.6** 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.

Writing Standards: Production & Distribution of Writing, Research to Build & Present Knowledge, and Range of Writing

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Content Area: ELA

- **W.6.1** Text Types and Purposes 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; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), 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 style. f. Provide a concluding statement or section that follows from the information or explanation presented.
- **W.6.4** Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- **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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 on page 52.)
- **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.
- **W.6.8** Research to Build and Present Knowledge Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
- **W.6.9b.** Draw evidence from literary or informational texts to support analysis, reflection, and research. 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”).
- **W.6.10** Range of Writing 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.

Primary Interdisciplinary Connections:

Social Studies <https://www.state.nj.us/education/cccs/2014/ss/standards.pdf>

Read fictional texts related to S.S. curriculum and informational paired texts to analyze theme. Use short stories, news articles, and novels to add depth to and reinforce lessons learned in social studies as well as add to their writing. Use examples, anecdotes, and quotes from past and current events to prompt students in their writing task.

Science: Analyze main idea and details in Science text to draw conclusions, make inferences, and interpret information. Examine text features. Use short stories, news articles, and novels to add depth to and reinforce lessons learned in science. Use examples, anecdotes, and quotes to prompt students in their writing task. Students will use prior knowledge from science to enrich their writing and will integrate quantitative or technical information expressed in words in a text.

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WHST.6-8.5. 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, focusing on how well purpose and audience have been addressed.

WHST.6-8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently

WHST.6-8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

WHST.6-8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation

Math: Through Research Simulation Tasks, students can analyze statistics and use critical thinking skills to interpret various word problems.

Holocaust Resource:

- Yellow Star Roy, Jennifer Rozines

Amistad Resources:

- Black storm comin' Wilson, Diane L.
- Into the Land of Freedom : African Americans in Reconstruction Greene, Meg

Technology Standards:

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

- 8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.
- 8.1.8.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
- 8.1.8.A.3 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

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

- 8.1.8.B.1 Synthesize and publish information about a local or global issue or event

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.

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

- 8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.
- 8.1.8.D.2 Demonstrate the application of appropriate citations to digital content.
- 8.1.8.D.3 Demonstrate an understanding of fair use and Creative Commons to intellectual property.
- 8.1.8.D.4 Assess the credibility and accuracy of digital content.
- 8.1.8.D.5 Understand appropriate uses for social media and the negative consequences of misuse.

21st Century Themes/Career Readiness:

<https://www.state.nj.us/education/cccs/2014/career/92.pdf>

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

21st Century Life and Career Standards:

<https://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf>

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11. Use technology to enhance productivity.

Evidence of Student Learning

Formative Tasks:

- Assessment of Key Comprehension Strategies
- Reader's Notebooks/Reading Log

Alternative Assessments:

- My Reading Log and Reflections
- Running Record

Summative Assessments:

- Unit Tests

Benchmark Assessments:

- Baseline SGO
- Mid-year SGO
- End of year SGO

Knowledge & Skills

Enduring Understandings:

Students will understand ...

- How to create a citation for a reference.
- How to effectively participate in a

Essential Questions:

- How can you analyze a specific sentence, paragraph, piece of nonfiction to identify its central ideas?
- What are the elements of

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<p>collaborative group.</p> <ul style="list-style-type: none"> ● How to recognize and determine a credible source. ● How to analyze texts ● A variety of reading comprehension strategies. ● The conventions of Standard English grammar and usage when writing or speaking. 	<p>informative and explanatory writing effectively communicate ideas?</p> <ul style="list-style-type: none"> ● How do you recognize a credible source? ● Why conduct research? ● How do students demonstrate command of the conventions of Standard English grammar and usage when writing or speaking?
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Core Instructional & Supplemental Materials
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<p>Suggested Activities/Resources:</p> <ul style="list-style-type: none"> ● Core Instructional and Supplemental Materials: Pearson Prentice Hall, “Literature”, “Out of My Mind”, “Maniac Magee”, “A Long Walk to Water”, “Daniel’s Story”, and various mentor texts for modeling writing traits. 	<p>Varied Levels of Text:</p> <ul style="list-style-type: none"> ● Leveled readers
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Accommodations/Modifications

<p>English Language Learners:</p> <p>Suggested / possible modifications for ELL</p> <ul style="list-style-type: none"> ● choral reading ● chants, songs ● use charts, posters, videos ● use a highlighter for key ideas, vocabulary ● write helpful hints in margins of copied materials ● provide copy of all notes ● preferential seating ● use manipulatives ● use graphic organizers ● reinforce vocabulary within the content ● assign a picture or movement to vocabulary words ● small group instruction ● use print, not cursive ● use books on tape <p>Special Education/504 Plans/Students with Disabilities:</p> <ul style="list-style-type: none"> ● Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan ● Strategic grouping for reading (Guided Reading, Strategy Groups) ● Small group for assessments

Long Beach Island Consolidated School District Curriculum Guide

Grade: 6

Content Area: ELA

- Check in's during reading group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.
- Access prior knowledge before reading
- Be given outline of lesson or written directions
- Use visual presentations
- Provide responses in a form that is easier for student
- Teach study skills
- Use planner for organizing assignments
- Mark text with highlighter
- Work in alternate setting
- Leveled Guided Reading Books
- Paired partner reading
- Literacy Projects
- Student choice for publication
- Differentiated Instruction/Layered Curriculum/Tiered Lessons
- Computer Based Programs (i.e., Study Island, Learnia, KidBiz, Accelerated Reader, Core K-12)

Students at Risk of Failure:

- Strategic grouping
- Pre-teach concepts
- Small group for reading and writing assessments
- Check in's during reading/writing group collaboration to help refocus
- Incorporate social/emotional discussions
- Encourage and monitor positive peer collaboration
- Provide academic resources for both home and school use
- Provide incentives to increase motivation and collaboration

Economically Disadvantaged:

- Provide clear, achievable expectations, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Be flexible with assignments
- Offer several alternatives from which all students can choose
- Allow students to finish assignments independently, or give them the opportunity to complete tasks at their own pace.
- Provide increased knowledge base and vocabulary use about real world experiences
- Share the decision-making in class.
- Maintain expectations while offering choice and soliciting input

Culturally Diverse:

- Involve families in student learning
- Provide home letters in native language
- Provide social/emotional support
- Respect cultural traditions
- Build in more reading and writing group work to encourage interaction with peers
- Show photos, videos, and definitions when possible for culturally unique vocabulary
- Teach reading study skills
- Provide students with necessary academic resources and materials

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Content Area: ELA

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Unit 4:	Duration: 40 Days
Reading Complex Texts (stories, dramas, poems)	
Writing Short Research Project Narrative Task	

Standards/Learning Targets

New Jersey Student Learning Standards:

Reading Literature

- **RL.6.1** Key Ideas and Details Cite textual evidence 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** Craft and Structure 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** Integration of Knowledge and Ideas Compare and contrast the experience of reading a story, drama, or poem to listen 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.

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- **RL.6.8** 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.
- **RL.6.10** Range of Reading and Level of Text Complexity By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing

- **W.6.3** Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. e. Provide a conclusion that follows from the narrated experiences or events.
- **W.6.4** Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- **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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 on page 52.)
- **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.
- **W.6.9a.** Draw evidence from literary or informational texts to support analysis, reflection, and research. 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”).
- **W.6.10** Range of Writing 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.

Speaking and Listening

- **SL.6.1** Comprehension and Collaboration 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

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

- **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.
- **SL.6.4** Presentation of Knowledge and Ideas Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to **accentuate main** ideas or themes; 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.
- **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 on page 52 for specific expectations.)

Language

- **L.6.1** Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Ensure that pronouns are in the proper case (subjective, objective, possessive). b. Use intensive pronouns (e.g., myself, ourselves). c. Recognize and correct inappropriate shifts in pronoun number and person. d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
- **L.6.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. b. Spell correctly. **L.6.3** Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Vary sentence patterns for meaning, reader/ listener interest, and style. b. Maintain consistency in style and tone.
- **L.6.4** Vocabulary Acquisition and Use 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. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). 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. 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).
- **L.6.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., personification) in context. b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).
- **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. and no (e.g., Yes, thank you), to set

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off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).

Primary Interdisciplinary Connections:

Social Studies <https://www.state.nj.us/education/cccs/2014/ss/standards.pdf>

Read complex texts and analyze the overall structure of a text. Use short stories, news articles, and novels to add depth to and reinforce lessons learned in social studies. Use examples, anecdotes, and quotes from past and current events to prompt students in their writing task.

Science: Use short stories, news articles, and novels to add depth to and reinforce lessons learned in science. Use examples, anecdotes, and quotes to prompt students in their writing task. Conduct research.

WHST.6-8.5. 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, focusing on how well purpose and audience have been addressed.

WHST.6-8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently

WHST.6-8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

WHST.6-8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation

Holocaust Resource:

- [Yellow Star](#) Roy, Jennifer Rozines

Amistad Resources:

- [Black storm comin'](#) Wilson, Diane L.
- [Into the Land of Freedom : African Americans in Reconstruction](#) Greene, Meg

Technology Standards:

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

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Content Area: ELA

- 8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.
- 8.1.8.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
- 8.1.8.A.3 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

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

- 8.1.8.B.1 Synthesize and publish information about a local or global issue or event

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.

- 8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.
- 8.1.8.D.2 Demonstrate the application of appropriate citations to digital content.
- 8.1.8.D.3 Demonstrate an understanding of fair use and Creative Commons to intellectual property.
- 8.1.8.D.4 Assess the credibility and accuracy of digital content.
- 8.1.8.D.5 Understand appropriate uses for social media and the negative consequences of misuse

21st Century Themes/Career Readiness:

<https://www.state.nj.us/education/cccs/2014/career/92.pdf>

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

21st Century Life and Career Standards:

<https://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf>

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11. Use technology to enhance productivity.

Evidence of Student Learning

Formative Tasks:

- Assessment of Key Comprehension Strategies
- Reader's Notebook/Reading Log

Alternative Assessments:

- My Reading Log and Reflections
- Running Record

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Grade: 6	Content Area: ELA
Summative Assessments: <ul style="list-style-type: none"> • Unit Tests 	Benchmark Assessments: <ul style="list-style-type: none"> • Baseline SGO • Mid-year SGO • End of year SGO
Knowledge & Skills	
Enduring Understandings: <i>Students will understand that...</i> <ul style="list-style-type: none"> • Poets use literary elements to enhance their writing. • A reader uses inductive and deductive reasoning in order to analyze and evaluate a text. • Using a variety of reading comprehension strategies increases reading fluency. • Writers use knowledge of language and its conventions when writing, speaking, reading, or listening. • Research requires citations from several sources • writing a narrative tasks requires the reader to infer, analyze character traits, structure and to formulate a response. 	Essential Questions: <ul style="list-style-type: none"> • What is required for an effective research project? • How can citing evidence substantiate my argument? • How does analyzing texts increase understanding? • What strategies can be used to decode complex texts? • How does reading complex texts require more from the reader?
Core Instructional & Supplemental Materials	
Suggested Activities/Resources: <ul style="list-style-type: none"> • <u>Core Instructional and Supplemental Materials:</u> Pearson Prentice Hall, "Literature", "Out of My Mind", "Maniac Magee", "A Long Walk to Water", "Daniel's Story", and various mentor texts for modeling writing traits. 	Varied Levels of Text: <ul style="list-style-type: none"> • Leveled readers

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Accommodations/Modifications

English Language Learners:

Suggested / possible modifications for ELL

- choral reading
- chants, songs
- use charts, posters, videos
- use a highlighter for key ideas, vocabulary
- write helpful hints in margins of copied materials
- provide copy of all notes
- preferential seating
- use manipulatives
- use graphic organizers
- reinforce vocabulary within the content
- assign a picture or movement to vocabulary words
- small group instruction
- use print, not cursive
- use books on tape

Special Education/504 Plans/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan
- Strategic grouping for reading (Guided Reading, Strategy Groups)
- Small group for assessments
- Check in's during reading group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.
- Access prior knowledge before reading
- Be given outline of lesson or written directions
- Use visual presentations
- Provide responses in a form that is easier for student
- Teach study skills
- Use planner for organizing assignments
- Mark text with highlighter
- Work in alternate setting
- Leveled Guided Reading Books
- Paired partner reading
- Literacy Projects
- Student choice for publication
- Differentiated Instruction/Layered Curriculum/Tiered Lessons
- Computer Based Programs (i.e., Study Island, Learnia, KidBiz, Accelerated Reader, Core K-12)

Students at Risk of Failure:

- Strategic grouping
- Pre-teach concepts
- Small group for reading and writing assessments
- Check in's during reading/writing group collaboration to help refocus

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<ul style="list-style-type: none"> ● Incorporate social/emotional discussions ● Encourage and monitor positive peer collaboration ● Provide academic resources for both home and school use ● Provide incentives to increase motivation and collaboration <p>Economically Disadvantaged:</p> <ul style="list-style-type: none"> ● Provide clear, achievable expectations, do not lower academic requirements for them. ● Build a safe and nurturing atmosphere ● Be flexible with assignments ● Offer several alternatives from which all students can choose ● Allow students to finish assignments independently, or give them the opportunity to complete tasks at their own pace. ● Provide increased knowledge base and vocabulary use about real world experiences ● Share the decision-making in class. ● Maintain expectations while offering choice and soliciting input <p>Culturally Diverse:</p> <ul style="list-style-type: none"> ● Involve families in student learning ● Provide home letters in native language ● Provide social/emotional support ● Respect cultural traditions ● Build in more reading and writing group work to encourage interaction with peers ● Show photos, videos, and definitions when possible for culturally unique vocabulary ● Teach reading study skills ● Provide students with necessary academic resources and materials
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<p style="text-align: center;">Unit 5</p> <p>Reading Fiction</p> <p>Writing Narrative Task</p>	<p>Duration: 20 Days</p>
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Standards/Learning Targets

<p>New Jersey Student Learning Standards:</p> <p>Reading Literature</p> <ul style="list-style-type: none"> ● RL.6.1 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.6.2 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.
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- **RL.6.3** 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.6.4** 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.6.5** 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.
- **RL.6.9** By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **RL.6.10** 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.

Reading Information

- **RI.6.1** Key Ideas and Details Cite textual evidence 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 (e.g., through examples or anecdotes).
- **RI.6.4** Craft and Structure 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.6.8** 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 and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
- **RI.6.10** Range of Reading and Level of Text Complexity By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing

- **W.6.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. e. Provide a conclusion that follows from the narrated experiences or events.
- **W.6.1** Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the

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- relationships among claim(s) and reasons. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from the argument presented.
- **W.6.4** Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
 - **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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 on page 52.)
 - **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.
 - **W.6.8** Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
 - **W.6.9a.b.** Draw evidence from literary or informational texts to support analysis, reflection, and research. 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”). 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”).
 - **W.6.10** Range of Writing 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.

Speaking and Listening

- **SL.6.1** Comprehension and Collaboration 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.6.2** Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
- **SL.6.3** Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
- **SL.6.4** Presentation of Knowledge and Ideas Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

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- **SL.6.5** Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
- **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 on page 52 for specific expectations.)

Language

- **L.6.1** Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Ensure that pronouns are in the proper case (subjective, objective, possessive). b. Use intensive pronouns (e.g., myself, ourselves). c. Recognize and correct inappropriate shifts in pronoun number and person. d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*
- **L.6.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. b. Spell correctly
- **L.6.3** Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Vary sentence patterns for meaning, reader/listener interest, and style. b. Maintain consistency in style and tone.
- **L.6.4** Vocabulary Acquisition and Use 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. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). 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. 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).
- **L.6.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., personification) in context. b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).
- **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.

Primary Interdisciplinary Connections:

Social Studies: Read informational texts and write opinion pieces introducing the topic clearly and providing logically ordered reasons. Use examples, anecdotes, and quotes from past and current events to prompt students in their writing task. Students will use prior knowledge from social studies to enrich their writing.

Science: Use examples, anecdotes, and quotes to prompt students in their writing task.

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Students will use prior knowledge from science to enrich their writing.

WHST.6-8.5. 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, focusing on how well purpose and audience have been addressed.

WHST.6-8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently

WHST.6-8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

WHST.6-8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Holocaust Resource:

- Yellow Star Roy, Jennifer Rozines

Amistad Resources:

- Black storm comin' Wilson, Diane L.
- Into the Land of Freedom : African Americans in Reconstruction Greene, Meg

Technology Standards:

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

- 8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.
- 8.1.8.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
- 8.1.8.A.3 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

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

- 8.1.8.B.1 Synthesize and publish information about a local or global issue or event

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

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technology and practice legal and ethical behavior.

- 8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.
- 8.1.8.D.2 Demonstrate the application of appropriate citations to digital content.
- 8.1.8.D.3 Demonstrate an understanding of fair use and Creative Commons to intellectual property.
- 8.1.8.D.4 Assess the credibility and accuracy of digital content.
- 8.1.8.D.5 Understand appropriate uses for social media and the negative consequences of misuse

21st Century Themes/Career Readiness:

<https://www.state.nj.us/education/cccs/2014/career/92.pdf>

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

21st Century Life and Career Standards:

<https://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf>

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11. Use technology to enhance productivity.

Evidence of Student Learning

Formative Tasks:

- Assessment of Key Comprehension Strategies
- Reader’s Notebooks/Reading Log

Alternative Assessments:

- My Reading Log and Reflections
- Running Record

Summative Assessments:

- Unit Tests

Benchmark Assessments:

- Baseline SGO
- Mid-year SGO
- End of year SGO

Knowledge & Skills

Enduring Understandings:

Students will understand that...

- Authors use literary elements and

Essential Questions:

- How are literary elements used in fiction?

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<p>techniques to enhance their writing.</p> <ul style="list-style-type: none"> ● Similarities and differences in works of fiction mirror similarities and differences in real life. ● People bring their own cultural identities, beliefs, and traditions into everyday encounters. ● Writing is a multi-step process that authors employ in order to produce a quality piece of work. ● Writers use knowledge of language and its conventions when writing, speaking, reading, or listening. 	<ul style="list-style-type: none"> ● How can we learn to appreciate similarities and differences through literature? ● How can reading a variety of materials broaden your understanding of the world and self? ● How does reflection make me a better writer? ● How does analyzing narrative texts influence a reader’s understanding of plot, theme, and purpose? ● How do students demonstrate command of the conventions of Standard English grammar and usage when writing or speaking?
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Core Instructional & Supplemental Materials
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<p>Suggested Activities/Resources:</p> <ul style="list-style-type: none"> ● <u>Core Instructional and Supplemental Materials:</u> Pearson Prentice Hall, “Literature”, “Out of My Mind”, “Maniac Magee”, “A Long Walk to Water”, “Daniel’s Story”, and various mentor texts for modeling writing traits. 	<p>Varied Levels of Text:</p> <ul style="list-style-type: none"> ● Level readers
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Accommodations/Modifications

<p>English Language Learners:</p> <p>Suggested / possible modifications for ELL</p> <ul style="list-style-type: none"> ● choral reading ● chants, songs ● use charts, posters, videos ● use a highlighter for key ideas, vocabulary ● write helpful hints in margins of copied materials ● provide copy of all notes ● preferential seating ● use manipulatives ● use graphic organizers ● reinforce vocabulary within the content ● assign a picture or movement to vocabulary words ● small group instruction ● use print, not cursive

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- use books on tape

Special Education/504 Plans/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan
- Strategic grouping for reading (Guided Reading, Strategy Groups)
- Small group for assessments
- Check in's during reading group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.
- Access prior knowledge before reading
- Be given outline of lesson or written directions
- Use visual presentations
- Provide responses in a form that is easier for student
- Teach study skills
- Use planner for organizing assignments
- Mark text with highlighter
- Work in alternate setting
- Leveled Guided Reading Books
- Paired partner reading
- Literacy Projects
- Student choice for publication
- Differentiated Instruction/Layered Curriculum/Tiered Lessons
- Computer Based Programs (i.e., Study Island, Learnia, KidBiz, Accelerated Reader, Core K-12)

Students at Risk of Failure:

- Strategic grouping
- Pre-teach concepts
- Small group for reading and writing assessments
- Check in's during reading/writing group collaboration to help refocus
- Incorporate social/emotional discussions
- Encourage and monitor positive peer collaboration
- Provide academic resources for both home and school use
- Provide incentives to increase motivation and collaboration

Economically Disadvantaged:

- Provide clear, achievable expectations, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Be flexible with assignments
- Offer several alternatives from which all students can choose
- Allow students to finish assignments independently, or give them the opportunity to complete tasks at their own pace.
- Provide increased knowledge base and vocabulary use about real world experiences
- Share the decision-making in class.
- Maintain expectations while offering choice and soliciting input

Culturally Diverse:

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- Involve families in student learning
- Provide home letters in native language
- Provide social/emotional support
- Respect cultural traditions
- Build in more reading and writing group work to encourage interaction with peers
- Show photos, videos, and definitions when possible for culturally unique vocabulary
- Teach reading study skills
- Provide students with necessary academic resources and materials