

Created on:	July 16, 2015
Created by:	Lisa Chapman, Lakehurst; Loreen Reiman, Manchester; Jenna Risten, Ocean Twp
Revised on:	September 2017
Revised by:	Carmen Quaglia

LAKEHURST ELEMENTARY SCHOOL NEW JERSEY STUDENT LEARNING STANDARDS ENGLISH LANGUAGE ARTS CURRICULUM		
Content Area: English Language Arts		
Course Title: English Language Arts		Grade Level: 6th
Unit 1		
Reading Fiction Informational (literary nonfiction)	Writing Narrative Literary Analysis Task	September-October-November
Unit 2		
Reading Informational (literary nonfiction) Fiction	Writing Arguments (Persuasive) Literary Analysis Task Research Simulation	November-December-January
Unit 3		
Reading Informational (literary nonfiction) Fiction	Writing Informative/ Explanatory Research Simulation	February-March
Unit 4		
Reading Complex Texts (stories, dramas, poems)	Writing Short Research Project Narrative Task	April-May
Unit 5		

Reading
Fiction

Writing
Narrative Task

June

LAKEHURST ELEMENTARY SCHOOL
ENGLISH LANGUAGE ARTS CURRICULUM
Unit Overview

Content Area: English Language Arts

Unit Title: Unit 1-Fiction and Informational/Literary Nonfiction Texts; Narrative Writing and Literary Analysis

Target Course/Grade Level: 6th

Unit Summary :

Unit 1 explores the required skills for the successful comprehension and analysis of fictional reading in a variety of forms. Students will also be required to read and analyze literary nonfiction (e.g., memoirs, biographies). Convey experiences through narrative writing tasks that are constructed effectively (using description, figurative language, character development, and appropriate structure) through the writing process. Literary Analysis in the form of writing should also occur in this unit and be extended through unit 2. Portfolio development begins in this unit and continues throughout the year. Students will demonstrate competence in keyboarding in preparation for computer-based assessments.

Interdisciplinary connections:

<http://www.state.nj.us/education/NJSLS/2014/ss/>

http://www.nextgenscience.org/search-standards-dci?tid_1%5B%5D=13

Social Studies: Read fictional texts related to S.S. curriculum using and informational paired texts to analyze events and point of view.

Science: Analyze main idea and details in Science text to draw conclusions, make inferences, and interpret information. Examine text features.

Technology: Interactive games; keyboarding practice when typing compositions; related videos & websites; use of online readers.

21st century themes:

All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and genetics. For further clarification see <http://www.p21.org/our-work/p21-framework>

Theme: Civic Literacy

Activity: Establish a classroom community that reflects rights and responsibilities as citizens in the classroom to create classroom climate (e.g., rules, expectations, consequences).

Theme: Communication and Collaboration

Activity: Students will discuss and present their analysis of literary analysis; students will compare and work collaboratively to analyze text.

College and Career Readiness:

Note that the Common Core State Standards provide for College and Career Readiness Anchor Standards in Reading, Writing, Speaking and Listening, which are listed specifically at the beginning of each section of the grade-level standards and then infused throughout the grade-level standards. For specific College and Career Readiness Anchor Standards, see <http://www.corestandards.org/the-standards/english-language-arts-standards>

**LAKEHURST ELEMENTARY SCHOOL
ENGLISH LANGUAGE ARTS
Learning Targets**

Content Standards: RL – Reading Literature, RI – Reading Informational, W – Writing, SL – Speaking and Listening, L – Language

Number	NJ Student Learning Standards for Mastery
RL.6.1	

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.
W.6.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
W.6.3a	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.
W.6.3b	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
W.6.3c	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
W.6.3d	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
W.6.3e	Provide a conclusion that follows from the narrated experiences or events
W.6.4	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.
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.
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.6.10	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
SL.6.1a	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.
SL.6.1b	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

SL.6.1c	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
SL.6.1d	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, and orally) and explain how it contributes to a topic, text, or issue under study.
SL.6.3	Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
SL.6.4	.. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).
SL.6.5	Include multimedia components (e.g., graphics, images, music, and 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.
L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.6.1a	Ensure that pronouns are in the proper case (subjective, objective, and possessive).
L.6.1b	Use intensive pronouns (e.g., myself, ourselves).
L.6.1c	Recognize and correct inappropriate shifts in pronoun number and person.
L.6.1d	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
L.6.1e	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.
L.6.2a	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
L.6.2b	Spell correctly.
L.6.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.6.3a	Vary sentence patterns for meaning, reader/listener interest, and style/voice.
L.6.3b	Maintain consistency in style and tone.
L.6.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
L.6.4a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
L.6.4b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
L.6.4c	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
L.6.4d	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.
L.6.5a	Interpret figures of speech (e.g., personification) in context.
L.6.5b	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
L.6.5c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i> , <i>scrimping</i> , <i>economical</i> , <i>unwasteful</i> , <i>thrifty</i>).
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.
Number	New Jersey Student Learning Standards
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 judgements.
RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative language and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
RL.6.7	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.
RI.6.1	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
W.6.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.6.9.a	Apply <i>grade 6 Reading standards</i> 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.6.9.b	Apply <i>grade 6 Reading standards</i> 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.”).
TECHNOLOGY	<p>8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.</p> <p>8.1.8.A.2-3 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.</p> <p>Use and/or develop a simulation that provides an environment to solve a real world problem or theory.</p> <p>8.1.8.C.1 Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries.</p> <p>8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.</p>

<p>Unit Essential Questions</p> <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? 	
<p>Unit Objectives</p> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● 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. 	

<p>LAKEHURST ELEMENTARY SCHOOL ENGLISH LANGUAGE ARTS CURRICULUM Evidence of Learning</p>							
<p>Formative Assessments</p> <ul style="list-style-type: none"> ● Journal Writing ● Class discussion ● Teacher Observations/Conferences ● Do-Nows ● Exit Cards ● Projects ● Literature Circles ● Graphic Organizers ● Multiple Choice Tests ● Timed Readings/Writing Tasks ● Running Records/Anecdotal Notes ● Writer’s Workshop ● Performance-Based Checklists ● Higher Order Questioning ● Reader/Writer Workshops ● Reading Response Entries ● Rubric Assessments ● Peer Editing ● Portfolio Reflection Process/Self Evaluation ● Teacher Conferences ● Pair & Share Activities ● Cooperative Learning Groups ● Literature Responses/Reader's Notebook ● Open-Ended Questions ● Note-Taking ● Quizzes ● Self-Assessments/Reflections ● Literary Projects 							
<p>Summative Assessments</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Novel/unit projects</td> <td>District benchmark or interim assessments</td> </tr> <tr> <td>End of unit assessments</td> <td>Portfolios</td> </tr> <tr> <td>State assessments</td> <td>Unit Tests/Project</td> </tr> </table>		Novel/unit projects	District benchmark or interim assessments	End of unit assessments	Portfolios	State assessments	Unit Tests/Project
Novel/unit projects	District benchmark or interim assessments						
End of unit assessments	Portfolios						
State assessments	Unit Tests/Project						

Modifications (ELLs, Special Education, Gifted and Talented)

Suggested / possible modifications for *ELL and Special Education*:

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

Suggested / possible modifications for *Gifted and Talented*:

ask open-ended questions
encourage upper level intellectual behavior based on Bloom's Taxonomy (analyzing, evaluating, creating)
<http://edorigami.wikispaces.com/Bloom's+Digital+Taxonomy>
do not always be explicit, allow for discovery
use centers and group students according to ability or interest
propose interest-based extension activities
use leveled texts and offer an advanced reader reading list
ask "why" and "what if" questions
use varied modes of pre-assessment and assessment

Always follow all IEP and/or 504 Plan modifications.

Suggested Activities for lesson plans:

- Novels and short stories including historical fiction, adventure, mystery, myths, science fiction, realistic fiction, allegory, parody, satire, graphic novels
- Books on tape
- Video clips
- Writing rubrics (PARCC and/or 6+1 Traits)
- Teacher-created materials
- Reading and writing workshop programs supported by district
- Technology including computers, SmartBoards, Webquests, etc.
- Textbooks

MLA Resources

Ocean County AVA Media Resources

<http://www.liketoread.com>

http://www.corestandards.org/assets/Appendix_B.pdf) - Lists of optional texts

www.readwritethink.org – Language arts lesson plans

www.writingfix.com – Lessons and resources for 6+1 writing traits

www.scholastic.com – Reading resources

www.enotes.com – Subscription-only site for various literary resources

www.readworks.org – Lessons for literary elements

www.ttms.org – (Teaching that makes sense) reading and writing strategies and prompts

www.quizlet.com – Teacher tool—vocabulary flashcards and games to reinforce which can be embedded to teacher's website, also in other languages

Exemplars of Reading Text

http://www.corestandards.org/assets/Appendix_B.pdf

- www.readwritethink.org – Language arts lesson plans
- www.writingfix.com – Lessons and resources for 6+1 writing traits
- www.scholastic.com – Reading resources
- www.enotes.com – Subscription-only site for various literary resources
- www.readworks.org – Lessons for literary elements
- <http://www.pbs.org/teachers> social studies /science/ language arts resources

Content Area: English Language Arts

Unit Title: Unit 2 - Informational Reading: Literary Nonfiction and Fiction; Argumentative Writing, Literary Analysis, Research Simulation

Target Course/Grade Level: 6th

Unit Summary :

Unit 2 explores the required skills for the successful comprehension of informational/literary non-fiction (e.g., memoirs, biographies, autobiographies) reading in a variety of forms. Students will determine themes and central ideas of texts, cite textual evidence, and analyze texts. Fiction should also continue to be read, analyzed, and explored in this unit in a variety of forms. Convey ideas and point of view through argumentative writing tasks that are constructed effectively through the writing process. Literary analysis should be practiced in the form of writing throughout this unit. Students should compare and contrast texts in the same genre, on the same topic, etc. unit, and students should be able to use information from related sources to form a written analysis. Portfolio development continues in this unit. Students will demonstrate competence in keyboarding in preparation for computer-based assessments.

Interdisciplinary connections:

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

http://www.nextgenscience.org/search-standards-dci?tid_1%5B%5D=13

<http://www.corestandards.org/Math/>

Social Studies: Read informational paired texts to analyze cause and effect and read fictional texts related to S.S. curriculum.

Science: Analyze main idea and details in Science text to draw conclusions, make inferences, and interpret information. Examine text features.

Technology: Interactive games; keyboarding practice when typing compositions; related videos & websites; use of online readers.

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

21st Century Themes:

All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and genetics. For further clarification see <http://www.state.nj.us/education/aps/cccs/career/>.

Theme: Health Literacy

Activity: Discuss global health issues that are currently happening. Have the students view videos, read articles, interpret news clips through research simulation to draw conclusions about public health and safety issues. Students can do a writing piece that may argue for or against vaccines or flu shots.

Theme: Critical Thinking and Problem Solving

Activity: Students will use various types of reasoning to solve math problems, life problems, make inferences about texts they're reading, etc.

College and Career Readiness:

Note that the Common Core State Standards provide for College and Career Readiness Anchor Standards in Reading, Writing, Speaking and Listening, which are listed specifically at the beginning of each section of the grade-level standards and then infused throughout the grade-level standards. For specific College and Career Readiness Anchor Standards, see <http://www.corestandards.org/the-standards/english-language-arts-standards>

**Learning
Targets**

Content Standards: RL – Reading Literature, RI – Reading Informational, W – Writing, SL – Speaking and Listening, L – Language

Number	Common Core Standard for Mastery
RL.6.1	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgements.
RL.6.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
RI.6.1	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

W.6.1	Write arguments to support claims with clear reasons and relevant evidence.
W.6.1a	Introduce claim(s) and organize the reasons and evidence clearly.
W.6.1b	Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
W.6.1c	Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
W.6.1d	Establish and maintain a formal/academic style, approach and form.
W.6.1e	Provide a concluding statement or section that follows from the argument presented.
W.6.4	Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.
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.
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.6.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.6.9.a	Apply <i>grade 6 Reading standards</i> 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.6.9.b	Apply <i>grade 6 Reading standards</i> 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	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
--------	--

L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.6.1a	Ensure that pronouns are in the proper case (subjective, objective, and possessive).
L.6.1b	Use intensive pronouns (e.g., myself, ourselves).
L.6.1c	Recognize and correct inappropriate shifts in pronoun number and person.
L.6.1d	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
L.6.1e	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.
L.6.2a	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
L.6.2b	Spell correctly.
L.6.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.6.3.a	Vary sentence patterns for meaning, reader/listener interest, and style/voice.
L.6.3.b	Maintain consistency in style and tone.
L.6.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i> , choosing flexibly from a range of strategies.
L.6.4.a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
L.6.4.b	Use common, grade-appropriate Greek or Latin affixes and root as clues to the meaning of a word (e.g., <i>audience</i> , <i>auditory</i> , <i>audible</i>).
L.6.4.c	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
L.6.4.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.6.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.6.5.a	Interpret figures of speech (e.g., personification) in context.
L.6.5.b	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
L.6.5.c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i> , <i>scrimping</i> , <i>economical</i> , <i>unwasteful</i> , <i>thrifty</i>).
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.

Number	New Jersey Student Learning Standards for Introduction
RL.6.3	
RL.6.7	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.
RL.6.9	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.
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.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
RI.6.7	Integrate information presented in different media or formats (e.g. visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
RI.6.8	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
RI.6.9	Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
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.
TECHNOLOGY	<p>8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.</p> <p>8.1.8.A.2-3 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.</p> <p>Use and/or develop a simulation that provides an environment to solve a real world problem or theory.</p> <p>8.1.8.C.1 Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries.</p> <p>8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.</p>

<p>Unit Essential Questions</p> <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? 	<p>Unit Enduring Understandings</p> <p><i>Students will understand that...</i></p> <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
---	---

<ul style="list-style-type: none"> ● How do effective writers express themselves? ● How do students demonstrate command of the conventions of Standard English grammar and usage when writing or speaking? 	<p>figurative language techniques.</p> <ul style="list-style-type: none"> ● Writers use knowledge of language and its conventions when writing, speaking, reading, or listening.
--	---

<p>Unit Objectives</p> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● How to cite textual evidence when expressing opinions or arguments in discussion or writing. ● Argumentative strategies to present information to an audience. ● A variety of reading comprehension strategies. ● Figurative language techniques. ● The conventions of Standard English grammar and usage when writing or speaking. 	<p>Unit Objectives</p> <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Integrate information presented in different media forms ● Trace and evaluate the argument and specific claims ● Recognize and apply effective writing techniques and strategies through reading a variety of texts. ● Compare and contrast presentation of events with another ● Write arguments to support claims with clear reasons and evidence. ● Apply a variety of reading comprehension strategies. ● Apply the conventions of Standard English grammar and usage when writing or speaking.
---	---

LAKEHURST ELEMENTARY SCHOOL
NEW JERSEY STUDENT LEARNING STANDARDS
ENGLISH LANGUAGE ARTS CURRICULUM
Evidence of Learning

Formative Assessments

Journal Writing	Reader/Writer Workshops
Class discussion	Reading Response Entries
Teacher Observations/Conferences	Rubric Assessments
Do-Nows	Peer Editing
Exit Cards	Portfolio Reflection Process/Self Evaluation
Projects	Teacher Conferences
Literature Circles	Pair & Share Activities
Graphic Organizers	Cooperative Learning Groups
Multiple Choice Tests	Literature Responses/Reader's Notebook
Timed Readings/Writing Tasks	Open-Ended Questions
Running Records/Anecdotal Notes	Note-Taking
Writer's Workshop	Quizzes
Performance-Based Checklists	Self-Assessments/Reflections
Higher Order Questioning	Literary Projects

Summative Assessments

Novel/unit projects	District benchmark or interim assessments
End of unit assessments	Portfolios
State assessments	Unit Tests/Project

Modifications (ELLs, Special Education, Gifted and Talented)

Suggested / possible modifications for *ELL and Special Education*:

- 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

Suggested / possible modifications for *Gifted and Talented*:

- ask open-ended questions
- encourage upper level intellectual behavior based on Bloom's Taxonomy (analyzing, evaluating, creating) <http://edorigami.wikispaces.com/Bloom's+Digital+Taxonomy>
- do not always be explicit, allow for discovery
- use centers and group students according to ability or interest
- propose interest-based extension activities
- use leveled texts and offer an advanced reader reading list
- ask "why" and "what if" questions
- use varied modes of pre-assessment and assessment

Always follow all IEP and/or 504 Plan modifications.

Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:

- Nonfiction and everyday text including essays, speeches, biographies/autobiographies, scientific and historical accounts, digital/paper sources, newspaper and magazine articles
- Video clips
- Writing rubrics (PARCC and/or 6+1 Traits)
- Teacher-created materials
- Reading and writing workshop programs supported by district
- Technology including computers, SmartBoards, Webquests, etc.
- Textbooks
- MLA Resources
- Ocean County AVA Media Resources
- <http://www.liketoread.com>
- http://www.corestandards.org/assets/Appendix_B.pdf) - Lists of optional texts
- www.readwritethink.org – Language arts lesson plans

- www.writingfix.com – Lessons and resources for 6+1 writing traits
- www.scholastic.com – Reading resources
- www.enotes.com – Subscription-only site for various literary resources
- www.readworks.org – Lessons for literary elements
- www.ttms.org – (Teaching that makes sense) reading and writing strategies and prompts
- www.quizlet.com – Teacher tool—vocabulary flashcards and games to reinforce which can be embedded to teacher’s website, also in other languages

Unit Overview

Content Area: English Language Arts

Unit Title: Unit 3 - Informational Reading: Literary Nonfiction, Informative/Explanatory Writing, and Research-simulation Tasks

Target Course/Grade Level: 6th

Unit Summary :

Unit 3 explores the required skills for the successful comprehension of informational/literary non-fiction reading in a variety of forms. Students will analyze texts by examining structure, themes, central ideas, and cite evidence to support analysis through writing and discussion. Fiction will continue to be read through this unit and all analysis should be applied. Convey experiences through informative and explanatory writing tasks that are constructed effectively through the writing process. Research simulation should be practiced and mastered in this unit in preparation for PARCC assessment. Portfolio development continues in this unit. Students will demonstrate competence in keyboarding in preparation for computer-based assessments.

Interdisciplinary connections:

<https://www.state.nj.us/educationc2014/ss>

http://www.nextgenscience.org/search-standards-dci?tid_1%5B%5D=13

<http://www.corestandards.org/Math/>

Social Studies: Read fictional texts related to S.S. curriculum and informational paired texts to analyze theme.

Science: Analyze main idea and details in Science text to draw conclusions, make inferences, and interpret information. Examine text features.

Technology: Interactive games; keyboarding practice when typing compositions; related videos & websites; use of online readers.

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

21st Century Themes:

All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and genetics. For further clarification see <http://www.state.nj.us/education/aps/cccs/career/>.

Theme: Financial, economic, business, and entrepreneurial literacy

Activity: Read texts that relate to current economical issues (multimedia videos/Scholastic news/Brainpop). Have the students solve word problems related to banking accounts/balancing checkbooks.

Theme: Media Literacy

Activity: Students will analyze media literacy and interpret messages to construct opinion pieces and research simulation. Teachers can also have the students view media versions of a text and analyze the similarities and differences.

College and Career Readiness:

Note that the Common Core State Standards provide for College and Career Readiness Anchor Standards in Reading, Writing, Speaking and Listening, which are listed specifically at the beginning of each section of the grade-level standards and then infused throughout the grade-level standards. For specific College and Career Readiness Anchor Standards, see <http://www.corestandards.org/the-standards/english-language-arts-standards>

Learning Targets

Content Standards: RL – Reading Literature, RI – Reading Informational, W – Writing, SL – Speaking and Listening, L – Language	
Number	New Jersey Student Learning Standard for Mastery
RL.6.1	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.6.7	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.
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.
RI.6.1	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RI.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
RI.6.5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

RI.6.6	Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.
RI.6.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
RI.6.8	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
RI.6.9	Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
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.
W.6.2a	Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.
W.6.2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
W.6.2c	Use appropriate transitions to clarify the relationships among ideas and concepts.
W.6.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
W.6.2e	Establish and maintain a formal/academic style, approach, and form.
W.6.2f	Provide a concluding statement or section that follows from the information or

W.6.4	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectation 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.
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.6.10	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences
L.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
SL.6.1a	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.
SL.6.1b	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
SL.6.1c	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
SL.6.1d	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, and orally) and explain how it contributes to a topic, text, or issue under study.
SL.6.3	Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
SL.6.4	. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).

SL.6.5	Include multimedia components (e.g., graphics, images, music, and 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.
L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.6.1a	Ensure that pronouns are in the proper case (subjective, objective, and possessive).
L.6.1b	Use intensive pronouns (e.g., myself, ourselves).
L.6.1c	Recognize and correct inappropriate shifts in pronoun number and person.
L.6.1d	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

L.6.1e	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.
L.6.2a	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
L.6.2b	Spell correctly.
L.6.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.6.3a	Vary sentence patterns for meaning, reader/listener interest, and style/voice.
L.6.3b	Maintain consistency in style and tone.
L.6.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i> , choosing flexibly from a range of strategies.
L.6.4a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
L.6.4b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
L.6.4c	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
L.6.4d	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.
L.6.5a	Interpret figures of speech (e.g., personification) in context.
L.6.5b	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.

L.6.5c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, 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.
TECHNOLOGY	<p>8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.</p> <p>8.1.8.A.2-3 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.</p> <p>Use and/or develop a simulation that provides an environment to solve a real world problem or theory.</p> <p>8.1.8.C.1 Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries.</p> <p>8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases</p>

to find information to solve a real world problem.

Unit Essential Questions

- How can you analyze a specific sentence, paragraph, piece of nonfiction to identify its central ideas?
- What are the elements of informative and explanatory writing effectively communicate ideas?
- 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?

Unit Objectives

Students will know...

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

**LAKEHURST ELEMENTARY SCHOOL
ENGLISH LANGUAGE ARTS CURRICULUM
Evidence of Learning**

Formative Assessments

Journal Writing	Reader/Writer Workshops
Class discussion	Reading Response Entries
Teacher Observations/Conferences	Rubric Assessments
Do-Nows	Peer Editing
Exit Cards	Portfolio Reflection Process/Self Evaluation
Projects	Teacher Conferences
Literature Circles	Pair & Share Activities
Graphic Organizers	Cooperative Learning Groups
Multiple Choice Tests	Literature Responses/Reader's Notebook
Timed Readings/Writing Tasks	Open-Ended Questions
Running Records/Anecdotal Notes	Note-Taking
Writer's Workshop	Quizzes
Performance-Based Checklists	Self-Assessments/Reflections
Higher Order Questioning	Literary Projects

Summative Assessments

Novel/unit projects	District benchmark or interim assessments
End of unit assessments	Portfolios
State assessments	Unit Tests/Project

Modifications (ELLs, Special Education, Gifted and Talented)

Suggested / possible modifications for ELL and Special Education:

- 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

Suggested / possible modifications for *Gifted and Talented*:

ask open-ended questions
encourage upper level intellectual behavior based on Bloom's Taxonomy (analyzing, evaluating, creating) <http://edorigami.wikispaces.com/Bloom's+Digital+Taxonomy>
do not always be explicit, allow for discovery
use centers and group students according to ability or interest
propose interest-based extension activities
use leveled texts and offer an advanced reader reading list
ask "why" and "what if" questions
use varied modes of pre-assessment and assessment

Always follow all IEP and/or 504 Plan modifications.

Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:

- Nonfiction and everyday text including essays, speeches, biographies/autobiographies, scientific and historical accounts, digital/paper sources, newspaper and magazine articles
- Video clips
- Writing rubrics (PARCC and/or 6+1 Traits)
- Teacher-created materials
- Reading and writing workshop programs supported by district
- Technology including computers, SmartBoards, Webquests, etc.
- Textbooks
- MLA Resources
- Ocean County AVA Media Resources
- <http://www.liketoread.com>
- http://www.corestandards.org/assets/Appendix_B.pdf) - Lists of optional texts
- www.readwritethink.org – Language arts lesson plans
- www.writingfix.com – Lessons and resources for 6+1 writing traits
- www.scholastic.com – Reading resources
- www.enotes.com – Subscription-only site for various literary resources
- www.readworks.org – Lessons for literary elements
- www.ttms.org – (Teaching that makes sense) reading and writing strategies and prompts
- www.quizlet.com – Teacher tool—vocabulary flashcards and games to reinforce which can be embedded to teacher's website, also in other languages

LAKEHURST ELEMENTARY SCHOOL
ENGLISH LANGUAGE ARTS CURRICULUM
Unit Overview

Content Area: English Language Arts

Unit Title: Unit 4 - Reading Complex Texts, Short Research Project and Writing Narrative Task

Target Course/Grade Level: 6th

Unit Summary :

Unit 4 is comprised of reading and analyzing complex texts (e.g., stories, dramas, poems). Students will examine plot, characters, and structure to draw inferences from the text, using citations and evidence to support their ideas. It explores the required skills for the successful comprehension of poetry and dramas. A short research project will be conducted (to answer a question, drawing on several sources, and refocusing inquiry). Narrative Task writing will also be mastered in this unit, which requires students to read a text, provide an analysis, and formulate a response. Portfolio development continues in this unit. Students will demonstrate competence in keyboarding in preparation for computer- based assessments.

Interdisciplinary connections:

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

Social Studies: Read complex texts and analyze the overall structure of a text.

Technology: Interactive games; keyboarding practice when typing compositions; related videos & websites; use of online readers; research & citing sources.

21st Century Themes:

All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and genetics. For further clarification see <http://www.state.nj.us/education/aps/cccs/career/>.

Theme: Global Awareness

Activity: Analyze non-Western texts and texts set in different locations, read articles on diverse cultures and religions (Scholastic news, CNN kids), set up blogs with students from other countries.

Theme: Information Literacy

Activity: Students will access and interpret information through texts, websites, videos, and other sources to evaluate and interpret for use of writing opinion pieces.

Theme: Creativity and Innovation

Activity: Use of brainstorming, analyzing drama, collaborative analysis of dramas, collaborative writing.

College and Career Readiness:

Note that the Common Core State Standards provide for College and Career Readiness Anchor Standards in Reading, Writing, Speaking and Listening, which are listed specifically at the beginning of each section of the grade-level standards and then infused throughout the grade-level standards. For specific College and Career Readiness Anchor Standards, see <http://www.corestandards.org/the-standards/english-language-arts-standards>

Learning Targets

Content Standards: RL – Reading Literature, RI – Reading Informational, W – Writing, SL – Speaking and Listening, L – Language

Number

New Jersey Student Learning Standard for Mastery

RL.6.3

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

RL.6.4

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

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

W.6.4	Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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.
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.6.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
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.6.10	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
SL.6.1a	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.
SL.6.1b	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
SL.6.1c	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
SL.6.1d	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, and orally) and explain how it contributes to a topic, text, or issue under study.
SL.6.3	Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
SL.6.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).
SL.6.5	Include multimedia components (e.g., graphics, images, music, and 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.
L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.6.1.a	Ensure that pronouns are in the proper case (subjective, objective, possessive).
L.6.1b	Use intensive pronouns (e.g., myself, ourselves).
L.6.1c	Recognize and correct inappropriate shifts in pronoun number and person.
L.6.1d	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
L.6.1e	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.
L.6.2a	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
L.6.2b	Spell correctly.

L.6.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.6.3a	Vary sentence patterns for meaning, reader/listener interest, and style/voice.
L.6.3b	Maintain consistency in style and tone.
L.6.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
L.6.4a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
L.6.4b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
L.6.4c	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
L.6.4d	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.
L.6.5a	Interpret figures of speech (e.g., personification) in context.
L.6.5b	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
L.6.5c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i> , <i>scrimping</i> , <i>economical</i> , <i>unwasteful</i> , <i>thrifty</i>).
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.

TECHNOLOGY	8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.
	8.1.8.A.2-3 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.
	Use and/or develop a simulation that provides an environment to solve a real world problem

	<p>or theory.</p> <p>8.1.8.C.1 Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries.</p> <p>8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.</p>
--	--

<p>Unit Essential Questions</p> <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? 	<p>Unit Enduring Understandings</p> <p><i>Students will understand that...</i></p> <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.
<p>Unit Objectives</p> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● The literary elements used in poetry. ● Inductive and deductive reading strategies. ● A variety of reading comprehension strategies. ● The conventions of Standard English grammar and usage when writing or speaking. 	<p>Unit Objectives</p> <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Use the literary elements used in poetry. ● Analyze and evaluate a text using inductive and deductive reading strategies. ● Evaluate a text and formulate conclusions using a variety of reading comprehension strategies. ● conduct short research projects to answer a question ● Gather relevant information from multiple sources to quote, paraphrase, and support conclusions. ● Determine the meaning of words and phrases as used in a text. ● Apply the conventions of Standard English grammar and usage when writing or speaking.

Formative Assessments

Journal Writing
Class discussion
Teacher Observations/Conferences
Do-Nows
Exit Cards
Projects
Literature Circles
Graphic Organizers
Multiple Choice Tests
Timed Readings/Writing Tasks
Running Records/Anecdotal Notes
Writer's Workshop
Performance-Based Checklists
Higher Order Questioning
Reader/Writer Workshops
Reading Response Entries
Rubric Assessments
Peer Editing
Portfolio Reflection Process/Self Evaluation
Teacher Conferences
Pair & Share Activities
Cooperative Learning Groups
Literature Responses/Reader's Notebook
Open-Ended Questions
Note-Taking
Quizzes
Self-Assessments/Reflections
Literary Projects

Summative Assessments

Novel/unit projects	District benchmark or interim assessments
End of unit assessments	Portfolios
State assessments	Unit Tests/Project

Modifications (ELLs, Special Education, Gifted and Talented)

Suggested / possible modifications for *ELL and Special Education*:

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

Suggested / possible modifications for *Gifted and Talented*:

ask open-ended questions
encourage upper level intellectual behavior based on Bloom's Taxonomy (analyzing, evaluating,

creating) <http://edorigami.wikispaces.com/Bloom's+Digital+Taxonomy>

do not always be explicit, allow for discovery

use centers and group students according to ability or interest

propose interest-based extension activities

use leveled texts and offer an advanced reader reading list

ask “why” and “what if” questions

use varied modes of pre-assessment and assessment

Always follow all IEP and/or 504 Plan modifications.

Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:

- Novels and short stories including historical fiction, adventure, mystery, myths, science fiction, realistic fiction, allegory, parody, satire, graphic novels
- Nonfiction and everyday text including essays, speeches, biographies/autobiographies, scientific and historical accounts, digital/paper sources, newspaper and magazine articles
- Poems
- Video clips
- Writing rubrics (PARCC and/or 6+1 Traits)
- Teacher-created materials
- Reading and writing workshop programs supported by district
- Technology including computers, SmartBoards, Webquests, etc.
- Textbooks
- MLA Resources
- Ocean County AVA Media Resources
- <http://www.liketoread.com>
- http://www.corestandards.org/assets/Appendix_B.pdf) - Lists of optional text
- www.readwritethink.org – Language arts lesson plans
- www.writingfix.com – Lessons and resources for 6+1 writing traits
- www.scholastic.com – Reading resources
- www.enotes.com – Subscription-only site for various literary resources
- www.readworks.org – Lessons for literary elements
- www.ttms.org – (Teaching that makes sense) reading and writing strategies and prompts
- www.quizlet.com – Teacher tool—vocabulary flashcards and games to reinforce which can be embedded to teacher’s website, also in other languages

LAKEHURST ELEMENTARY SCHOOL
ENGLISH LANGUAGE ARTS CURRICULUM
Unit Overview

Content Area: English Language Arts

Unit Title: Unit 5 - Literature: Fiction and Narrative Writing

Target Course/Grade Level: 6th

Unit Summary :

Unit 5 explores the required skills for the successful comprehension of Fiction (fantasy stories, historical novels, poems, folk tales, legends, myths and dramas). Narrative tasks will be the writing focus, which requires reading, analysis, and formulation of a response. Students should use characters traits, structure, and theme to construct their narrative response. Convey experiences through reflective writing tasks that are constructed effectively through the writing process. Portfolio development is completed in this unit. Students will demonstrate competence in keyboarding in preparation for computer-based assessments.

Interdisciplinary connections:

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

Social Studies: Read informational texts and write opinion pieces introducing the topic clearly and providing logically ordered reasons.

Technology: Interactive games; keyboarding practice when typing compositions; related videos & websites; use of online readers; research & citing sources.

21st Century Themes:

All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and genetics. For further clarification see <http://www.state.nj.us/education/aps//career/>.

Theme: Global Awareness

Activity: Analyze non-Western texts and texts set in different locations, read articles on diverse cultures and religions (Scholastic news, CNN kids), set up blogs with students from other countries.

Theme: Information Literacy

Activity: Students will access and interpret information through texts, websites, videos, and other sources to evaluate and interpret for use of writing opinion pieces.

Theme: Creativity and Innovation

Activity: Use of brainstorming, analyzing drama, collaborative analysis of dramas, collaborative writing.

College and Career Readiness:

Note that the Common Core State Standards provide for College and Career Readiness Anchor Standards in Reading, Writing, Speaking and Listening, which are listed specifically at the beginning of each section of the grade-level standards and then infused throughout the grade-level standards. For specific College and Career Readiness Anchor Standards, see

<http://www.corestandards.org/the-standards/english-language-arts-standards>

Learning Targets

Content Standards: RL – Reading Literature, RI – Reading Informational, W – Writing, SL – Speaking and Listening, L – Language

Number	Common Core Standard for Mastery
--------	----------------------------------

RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

RL.6.9	Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
RL.6.10	By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.
RI.6.1	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.6.10	By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
W.6.4	Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.
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.
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.6.10	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
SL.6.1a	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.
SL.6.1b	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
SL.6.1c	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
SL.6.1d	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, and orally) and explain how it contributes to a topic, text, or issue under study.
SL.6.3	Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

SL.6.4	. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).
SL.6.5	Include multimedia components (e.g., graphics, images, music, and 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.
L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.6.1a	Ensure that pronouns are in the proper case (subjective, objective, and possessive).
L.6.1b	Use intensive pronouns (e.g., myself, ourselves).
L.6.1c	Recognize and correct inappropriate shifts in pronoun number and person.
L.6.1d	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
L.6.1e	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.
L.6.2a	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

L.6.2b	Spell correctly.
L.6.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.6.3a	Vary sentence patterns for meaning, reader/listener interest, and style/voice.
L.6.3b	Maintain consistency in style and tone.
L.6.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i> , choosing flexibly from a range of strategies.
L.6.4a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
L.6.4b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
L.6.4c	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
L.6.4d	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.
L.6.5a	Interpret figures of speech (e.g., personification) in context.
L.6.5b	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
L.6.5c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwhasteful, 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.
TECHNOLOGY	<p>8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.</p> <p>8.1.8.A.2-3 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.</p> <p>Use and/or develop a simulation that provides an environment to solve a real world problem or theory.</p> <p>8.1.8.C.1 Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries.</p> <p>8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.</p>

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • How are literary elements used in fiction? • 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? 	<p>Unit Enduring Understandings</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Authors use literary elements and techniques to enhance their writing. • 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.
--	---

<p>Unit Objectives</p> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> • Literary elements and techniques of different genres of fiction. • Similarities and differences exist in literature regardless of age or ethnicity. • A variety of reading comprehension strategies. • The more you read the better reader you become. • That self editing through proofreading and revising helps to improve their craft. • analyzing a text requires use of various reading skills. • The conventions of Standard English grammar and usage when writing or speaking. 	<p>Unit Objectives</p> <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Identify and analyze literary elements and techniques in folk tales, legends, myths, and dramas. • Evaluate their own similarities and differences in comparison with characters in literature. • Read a wide range of literature by different authors, and from many time periods, cultures, and genres to build an understanding of the human experience. • Evaluate a text and formulate conclusions using a variety of reading comprehension strategies. • Formulate a published piece of writing. • Analyze narrative texts by looking at structure, characters, and theme. • Compare and contrast genres in fiction. • Cite textual evidence to support an idea or argument. • Write routinely over various time frames. • • Apply the conventions of Standard English grammar and usage when writing or speaking.
---	--

LAKEHURST ELEMENTARY SCHOOL ENGLISH LANGUAGE ARTS CURRICULUM Evidence of Learning	
Formative Assessments	
Journal Writing	Reader/Writer Workshops
Class discussion	Reading Response Entries
Teacher Observations/Conferences	Rubric Assessments
Do-Nows	Peer Editing
Exit Cards	Portfolio Reflection Process/Self Evaluation
Projects	Teacher Conferences
Literature Circles	Pair & Share Activities
Graphic Organizers	Cooperative Learning Groups
Multiple Choice Tests	Literature Responses/Reader's Notebook
Timed Readings/Writing Tasks	Open-Ended Questions
Running Records/Anecdotal Notes	Note-Taking
Writer's Workshop	Quizzes
Performance-Based Checklists	Self-Assessments/Reflections
Higher Order Questioning	Literary Projects
Summative Assessments	
Novel/unit projects	District benchmark or interim assessments
End of unit assessments	Portfolios
State assessments	Unit Tests/Project

Modifications (ELLs, Special Education, Gifted and Talented)

Suggested / possible modifications for *ELL and Special Education*:

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

Suggested / possible modifications for *Gifted and Talented*:

ask open-ended questions
encourage upper level intellectual behavior based on Bloom's Taxonomy (analyzing, evaluating, creating) <http://edorigami.wikispaces.com/Bloom's+Digital+Taxonomy>
do not always be explicit, allow for discovery
use centers and group students according to ability or interest
propose interest-based extension activities
use leveled texts and offer an advanced reader reading list
ask "why" and "what if" questions
use varied modes of pre-assessment and assessment

Always follow all IEP and/or 504 Plan modifications.

Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:

- Folk tales, myths, legends and dramas
- Books on tape
- Video clips
- Writing rubrics (PARCC or 6+1 Traits)
- Teacher-created materials
- Reading and writing workshop programs supported by district
- Technology including computers, SmartBoards, Webquests, etc.
- Textbooks
- MLA Resources
- Ocean County AVA Media Resources
- (http://www.corestandards.org/assets/Appendix_B.pdf) Lists of Optional texts
- www.readwritethink.org – Language arts lesson plans
- www.writingfix.com – Lessons and resources for 6+1 writing traits
- www.scholastic.com – Reading resources
- www.enotes.com – Subscription-only site for various literary resources
- www.readworks.org – Lessons for literary elements
- www.ttms.org – (Teaching that makes sense) reading and writing strategies and prompts
- www.quizlet.com – Teacher tool—vocabulary flashcards and games to reinforce which can be embedded to teacher's website, also in other languages

Teacher Notes:

- In addition to the Unit focus, the expectation is that multi-genre studies will be integrated into

each unit.

- Infuse various literary genres throughout this unit.
- Start a writing portfolio for each student.
- The following foundational skills should be developed continuously throughout the year:

Reading:

- Make use of schema
- Reread for clarification
- Seeking meaning of unknown vocabulary
- Make and revise predictions
- Draw conclusions
- Make connections: text to text, text to self, text to world

Writing

- Use written and oral English appropriate for various purposes and audiences.
- Create and develop texts that include the following text features:
 - Development: the topic, theme, stand/perspective, argument or character is fully developed
 - Organization: the text exhibits a discernible progression of ideas
 - Style: the writer demonstrates a quality of imagination, individuality, and a distinctive voice
 - Word choice: the words are precise and vivid
- Create and develop texts that include the following language conventions:
 - Sentence formation: sentences are complete and varied in length and structure
 - Conventions: appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text.

IMPORTANT NOTE: If you are in a school where many or all teachers are setting up proficient reader classrooms, you will no longer need this monthly timeline. When your kids come to you with a great working understanding of a strategy, you will only need to fine-tune with harder texts. That will give you more time to work on the more difficult strategies like determining importance and synthesis. And remember, **THERE IS NO ORDER FOR TEACHING THESE STRATEGIES.** Since we use them all at once anyway, create a timeline that works for you.

1. Children will use a variety of fix-up strategies to read unfamiliar words. Students will learn to pronounce words, determine meanings in context, and figure out words using knowledge of root words, prefixes and suffixes, among other strategies. They will learn to figure out the meaning of an unfamiliar word. Sometimes that results from figuring out how to pronounce the word. Sometimes that is by inferring from context. Of the two skills, students need to know that figuring out the meaning is more important.
2. Children will deepen their comprehension by accessing their prior knowledge before reading a selection. While reading, they will learn to make connections from the text to themselves, the text to other texts and movies, and the text to world. By recognizing what is unknown in the text and thinking about what is known from personal experience, other texts and the world, the reader will build confidence in using personal connections to get meaning from what was originally unknown. By explaining how these connections help them understand the text, their comprehension will improve.
3. Students will build on their knowledge of retelling to recall important details. Students will learn to discern what is most important to use in the retelling.
4. Students will learn to summarize a small selection in as few words as possible. Students will break longer selections into smaller parts and summarize as they read. By summarizing in this headline- writing fashion, students will begin to sort out main ideas from details of the text.
5. Students will learn to ask questions before, during and after reading and to seek answers to

deepen their understanding of the text. By bringing their own questions to small groups, students will examine what they don't know and get help in comprehending.

6. Students will learn to visualize the details of a text. They will use other sensory images like dramatizing and drawing to help them better understand what they are reading.
7. Children will learn to infer (and predict) information before, during, and after reading. Children will learn to distinguish between inferences, assumptions, and opinions by backing up their conclusions with evidence.
8. Children will be able to discriminate what is important from what is not. Children will be able to use this information to determine main ideas and themes of texts.
9. Students will stop often while reading to synthesize the information gained from texts to form opinions, change perspectives, develop new ideas, find evidence, and, in general, enhance a personal understanding of the concepts presented in a text.
10. Students will demonstrate competence in keyboarding in preparation for computer-based assessments.

Exemplar Unit

Grade 6 – Unit One

Courageous Characters

In this unit, students select a fictional story with a courageous character and pair it with related informational text from the same historical time period.

Overview

Students can choose stories about a variety of circumstances in which people acted with tremendous courage: in times of slavery, instances of shipwrecks, or during the days of unfair child labor practices. Students recognize that acts of courage may have an everlasting effect on others. In this unit, students have the opportunity to refine their definition of courage by examining how characters—real and fictional—grow from the obstacles they overcome. After reading about outwardly courageous people, students consider quiet acts of courage, and class discussions reveal the importance of those people who often remain unnoticed or behind the scenes. Students examine how language and vocabulary enhance the reader's experience, cite specific passages of text to justify their thoughts, and critically examine the artistic licenses often taken in historical fiction. The culminating project for this unit is for students to write and publish their own stories of courageous characters.

ESSENTIAL QUESTION



How are acts of courage revealed in literature and informational text? TERMINOLOGY

- antagonist
- character development
- protagonist

Summary

Students can choose stories about a variety of circumstances in which people acted with tremendous courage: in times of slavery, instances of shipwrecks, or during the days of unfair child labor practices. Students recognize that acts of courage may have an everlasting effect on others. In this unit, students have the opportunity to refine their definition of courage by examining how characters—real and fictional—grow from the obstacles they overcome. After reading about outwardly courageous people, students consider quiet acts of courage, and class discussions reveal the importance of those people who often remain unnoticed or behind the scenes. Students examine how language and vocabulary enhance the reader’s experience, cite specific passages of text to justify their thoughts, and critically examine the artistic licenses often taken in historical fiction. The culminating project for this unit is for students to write and publish their own stories of courageous characters.

Focus Standards: These Focus Standards have been selected for the unit from the Common Core State Standards.

- **RL.6.9:** Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
- **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 and judgments.
- **W.6.1:** Write arguments to support claims with clear reasons and relevant evidence.
- **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.
- **SL.6.2:** Interpret information presented in diverse formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
- **L.6.3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Suggested Student Objectives:

- Define “courage.”
- Read a variety of literature and informational text about challenging events and experiences.
- Compare and contrast stories with courageous characters.
- Write a variety of responses to literature and informational text.
- Perform a favorite scene from *The People Could Fly* or other story for classmates.
- Read informational text to provide a historical context for the setting of a story with courageous characters.
- Write an opinion paper about a challenging event studied.

- Continue defining relationships between words (e.g., courage, courageous, courageousness; conviction, convince, etc.).
- Participate in group discussions.

Suggested Works:

**Based on district approved available resources

Novels

Anthology Readings

Magazine Selections (Scope, Action, Time for Kids, etc) Poetry

Drama

Informational Text

Web Sources

Sample Activities and Assessments:

Class Discussion

What is meant by the word “courage?” Look up the word in a dictionary (in print or online) and write your ideas down on a Post-It note. (*Teacher Note: Answers may include the quality of mind or spirit that enables a person to face difficulty, danger, pain, or sorrow.*) Let’s create a class word map of the word “courage.” As you find examples of courage in texts read during this unit, write them on Post-It notes and add them to our word map. (SL.6.1a, b, c, d)

Literary Response

While reading one of the stories about a courageous character, keep notes in your journal about:

- What obstacles does he/she overcome and how does he/she does it?
- How does the protagonist respond to different events?
- What/who is the antagonist?
- Does the character grow in the novel, or was he/she always “courageous”?
- What does the protagonist learn about him/herself?

You may have the opportunity to share your ideas with a partner before class discussion. Be sure to write down the page numbers of relevant information, or mark your text with Post-It notes, so you can go back and cite the text during class discussion. (RL.6.2, RL.6.3, RI.6.8)

Class Discussion

How do stories you have read in the past provide insight into courageous characters? How are these stories alike? Different? Cite specific information from the text read to justify your response. (RL.6.9, SL.6.1a, b, c, d, RL.6.1)

Literature Response

Create a Venn diagram in your journal of a courageous character compared with a non-courageous, or cowardly, character. The differences between courageous and cowardly characters seem obvious, but are there ways in which these characters are similar? Discuss your insights with a partner. (RL.6.1, RL.6.3, RL.6.6)

Journal Response/Start a Blog

Does courage always require overt acts of bravery? What are other ways of thinking about courageous characters? Read about this blog: <http://athousandcheeringstrangers.weebly.com/index.html> and this blog post: <http://mothereseblog.com/2010/05/10/random-acts-of-courage/>. Write your ideas in your journal and share them with a partner. Then, work with classmates to create your own class blog about unrecognized courageous characters, either in literature or real life. (RI.6.8, W.6.4, W.6.9a, b)

Dramatization/Fluency

Choose an emotional passage from a story we've read that exemplifies a character's courageousness. Work with classmates to present it as a dramatic reading. After the reading, ask your classmates to point out language that enhanced meaning, conveyed style, and helped achieve a feeling of strong emotion. (SL.6.6, RL.6.4, L.6.5a, b, c)

Literary Response

After reading one of the stories with a courageous character, write about how the character had "the courage to follow his/her convictions." What were his/her convictions? What was the challenge faced by following them? Be sure to cite specific examples from the text to justify your response. (W.6.9a, RL.6.3)

Informational Text Response

Read a variety of stories and interviews from the same time period (i.e., Titanic survivors or slaves, or children who worked during the Depression, etc.). How are their accounts similar? Different? Why would accounts of the same event vary? Trace and evaluate the specific claims in a text, and decide if they are sound and if there is sufficient evidence to support the claims. Write responses in your journal, and share with a partner who read about the time period. (RI.6.5, RI.6.6, W.6.8, W.6.9a, b, RI.6.8, SL.6.2)

Fact or Fiction Graphic Organizer

Historical fiction gets its name from the idea that the story is based on true events, but the author is free to modify events to make a good story. Read informational text about the historical setting behind the story read, and create a T-chart or Venn diagram in your journal outlining historical facts and historical fiction from the story. Cite specific information from the texts read, or mark your book with Post-It notes, to justify your response. (RL.6.9, RI.6.2, RI.6.5, RI.6.6)

Oral Presentation

Choose a story to read, summarize, and present to the class. Part of the presentation should include the meaning of the story, the qualities of the courageous character, and how the dialect affects the story. (L.6.3a,b, L.6.1e, SL.6.6)

Essay (Option 1)

Survivors from the *Titanic* reported that musicians on the ship played music to keep the passengers calm as the crew loaded lifeboats. None of the band members survived the sinking. A newspaper at the time reported, "The part played by the orchestra on board the *Titanic* in her last dreadful moments will rank among the noblest in the annals of heroism at sea." Do you think this was an act of courage? Why or why not? Write an argument that supports your claim based on what you learned about your own courageous character. Include clear reasons and relevant evidence from texts read. (W.6.1a, b, c, d, e, SL.6.4, RL.6.4, W.6.4)

Essay (Option 2) – Poem attached

The poem "Casabianca" by Felicia Dorothea Hemans was based on a true incident. In your opinion, was she courageous or crazy? Write an argument that supports your claim based on what you learned about your own courageous character. Include clear reasons and relevant evidence from texts read. (W.6.1a, b, c, d, e, SL.6.4, W.6.4, L.6.2a, b)

Word Study

Keep an index card file of words studied while reading about courageous characters. Keeping the words on index cards will help you when we sort words by prefix, suffix, root words, meaning, country of origin, spelling feature, etc. Focus on words that help describe the overt and quiet courageousness of characters and historical figures. (e.g., bravery, conviction, oppression, etc.) (Note: This will be an ongoing activity all year long.) (RI.6.4, RL.6.4, L.6.4a, b, c, d)

Class Discussion

One reason for storytelling, art, and music is to help people to push through sorrow and pain. Choose selections from this unit and talk with a partner about if and how the character from your story would find comfort in this creative form of expression. (SL.6.1, SL.6.4)

Reflective Essay

Write your own essay of an exemplary courageous character. Include some graphics or visuals that demonstrate the setting (either historical or present day), and publish it so that others can enjoy it. Write an introduction that answers the essential question: "How are acts of courage revealed in literature and informational text?" (W.6.6, W.6.4, W.6.3a, b, c, d, e, L.6.1a, b, c, d, L.6.2a, b, SL.6.6)

Additional Resources:

A Hypertext Writing Experience (ReadWriteThink) (W.6.3)

In this unit, students meet in literature circles to read an adventure story and then combine both reading and writing skills to write an original "choose your own adventure" story.

Families in Bondage (National Endowment for the Humanities) (RL.6.9)

This two-part lesson plan draws on letters written by African Americans in slavery and by free blacks to loved ones still in bondage, singling out a few among the many slave experiences to offer students a glimpse into slavery and its effects on African-American family life.

Slave Narratives: Constructing U.S. History Through Analyzing Primary Sources (National Endowment for the Humanities) (RI.6.7)

In these activities, students research narratives from the Federal Writers' Project and describe the lives of former African slaves in the U.S.—both before and after emancipation.

[Susan B. Anthony voted on this date in 1872, leading to her arrest](#) (ReadWriteThink) (RI.6.3)

This lesson addresses two of the most important lessons that we can draw from Susan B. Anthony's experiences: To understand the effects of prejudice and to appreciate the courage of acting on one's convictions.

[Heroes Around Us](#) (ReadWriteThink) (RL.6.2)

In this lesson, students will explore the distinction between a hero and an idol.

[Titanic: The RMS *Titanic* sank on this day in 1912](#) (ReadWriteThink)

This lesson provides some websites to help build students' background knowledge about the *Titanic*.

[Spirituals](#) (National Endowment for the Humanities)

This lesson plan introduces students to the role that spirituals have played in African American history and religion.

[Africans in America](#) (PBS)

This is a website that contains information about a four-part PBS series. For each era, you'll find a historical Narrative, a Resource Bank of images, documents, stories, biographies, and commentaries, and a Teacher's Guide for using the content of the Web site and television series in U.S. history courses.

[In Motion: The African-American Migration Experience](#) (Schomburg Center for Research in Black Culture, The New York Public Library)

Note: This interactive resource presents a new interpretation of African-American history, one that focuses on the self-motivated activities of peoples of African descent to remake themselves and their worlds.

Casabianca

The boy stood on the burning deck
Whence all but he had fled;
The flame that lit the battle's
wreck Shone round him o'er the
dead. Yet beautiful and bright he
stood, As born to rule the storm;
A creature of heroic blood,
A proud, though childlike form.

The flames roll'd on...he would not
go Without his father's word;
That father, faint in death below,
His voice no longer heard.

He call'd aloud..."Say, father,say
If yet my task is done!"
He knew not that the chieftain lay
Unconscious of his son.

"Speak, father!" once again he cried
"If I may yet be gone!"
And but the booming shots replied,
And fast the flames roll'd on.

Upon his brow he felt their
breath, And in his waving hair,
And looked from that lone post of
death, In still yet brave despair;

And shouted but one more aloud,
"My father, must I stay?"
While o'er him fast, through sail and
shroud The wreathing fires made way,

They wrapt the ship in splendour
wild, They caught the flag on high,
And stream'd above the gallant child,
Like banners in the sky.

There came a burst of thunder sound...
The boy-oh! where was he?
Ask of the winds that far around
With fragments strewed the sea.

With mast, and helm, and pennon fair,
That well had borne their part;
But the noblest thing which perished
there Was that young faithful heart.

Felicia Dorothea Hemans (1793-1835)