

**Reading  
Grade 6**

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## 6th Grade Reading Curriculum

### Course Description:

Sixth grade Reading is taught in six units throughout the year. Each unit of the curriculum focuses on close reading skills, analysis, and integrating text into connected writing assignments. Each child is encouraged to think deeply as they explore new novels, short stories, poems, and informational reading. Students learn to analyze the written word through focused understanding of story elements and use of academic language to get express their ideas about the text. The focus of this subject area is to:

- Advance comprehensions skills to be used across all subject areas and meet the standards set by NJ Public Schools.
- Integrate reading and writing to improve in Narrative, Argument, and Informational writing.
- Expose students to a variety of themes to increase awareness of a variety of life experiences and social issues.
- Explore different genres and increase independent reading practices.
- Work cooperatively in groups to share and expand understanding of written text.

### Course Sequence:

Unit 1: *Holes* or *The Cay*: Close Reading Digital Notebook (25 days)

Unit 2: *Wrinkle In Time/The Lion, the Witch, and the Wardrobe*: Literature circles. (25 days)

Unit 3: *The Mysterious Benedict Society*: Comprehension packet/Discussion Groups/Movie Scenes (40 days)

Unit 4: Short Stories (10 days)

Unit 5: *Bull Run* Reader's Theater (20)

Unit 6: Poetry Friday (20 days)

\*The number of instructional days is an estimate based on the information available at this time. One day equals approximately 45 minutes of instructional time. Teachers are strongly encouraged to review the entire unit of study carefully and collaboratively to determine whether adjustments need to be made to this timeline.

## Unit 1 Overview

**Content Area: Reading**

**Unit Title: Unit 1 - Close Reading Digital Notebook**

**4 Weeks**

**Grade Level: 6**

**Unit Summary:** Teachers will choose a novel for study such as *The Cay* or *Holes*. Students will read assigned chapters and use close reading skills to complete a digital notebook focusing on characters and characterization, theme, symbolism, story elements, and original responses using close reading skills. Students are expected to use the text to support all areas of the novel study.

## Unit 1 Standards

**Standards (Content and Technology):**

**CPI#: Statement:**

### NJSLS Standards

RL. 6. 1.	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL. 6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RL. 6.3.	Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
RL. 6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
RL. 6.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
RL.6.6	Explain how an author develops the point of view of the narrator or speaker in a text.
RL.6.9	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.
L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> <li>A. Ensure that pronouns are in the proper case (subjective, objective, possessive).</li> <li>B. Use intensive pronouns (e.g., <i>myself</i>, <i>ourselves</i>).</li> <li>C. Recognize and correct inappropriate shifts in pronoun number and person.</li> <li>D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</li> <li>E. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.</li> </ul>
L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> <li>A. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</li> <li>B. Spell correctly.</li> </ul>
L.6.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ul style="list-style-type: none"> <li>A. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.</li> <li>B. Maintain consistency in style and tone.</li> </ul>
L6.4	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. <ul style="list-style-type: none"> <li>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.</li> <li>B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience</i>, <i>auditory</i>, <i>audible</i>).</li> <li>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.</li> <li>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).</li> </ul>

NJSLSA.L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
NJSLSA.L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
NJSLSA.L3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>21<sup>st</sup> century themes and skills (standard 9)</b>	
9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career
<b>Educational Technology Standards</b>	
8.1.8.A.2	Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more
8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools.
8.1.8.A.5	Create a database query, sort and create a report and describe the process, and explain the report results.
<b>Career Ready Practices</b>	
CRP1.	Act as a responsible and contributing citizen and employee.
CRP2.	Apply appropriate academic and technical skills.
<b>Interdisciplinary Connection</b>	
6.1.8.D.1.a	Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.
6.1.8.A.3.b	Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.

<b>Unit Essential Question(s):</b> <ul style="list-style-type: none"> <li>• How do literary elements affect a story?</li> <li>• How do we come to understand consequences for actions?</li> <li>• What are the causes and consequences of prejudice and social injustice?</li> <li>• How is a characters true nature revealed?</li> </ul>	<b>Unit Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• Reading expands our understanding of the world and ourselves.</li> <li>• Readers use strategies to deepen understanding.</li> <li>• Author’s purpose impacts the theme of a novel.</li> </ul>
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<b>Unit Learning Targets/Objectives:</b> <ul style="list-style-type: none"> <li>• <i>Students will...</i></li> <li>• Build their close reading skills and be able to analyze a novel.</li> <li>• Use text evidence as support for their ideas.</li> <li>• Recognize plot, theme, characters, and setting.</li> <li>• Recognize literary elements such as symbolism and figurative language.</li> </ul>
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**Evidence of Learning**

<b>Formative Assessments:</b> <ul style="list-style-type: none"> <li>• Observations and discussion</li> <li>• Think, pair, share</li> <li>• Vocabulary circles</li> <li>• Fishbowl discussions</li> </ul> <b>Summative/Benchmark Assessment(s):</b> <ul style="list-style-type: none"> <li>• Chapter quizzes</li> <li>• Final test</li> <li>• Digital notebook</li> </ul> <b>Alternative Assessments:</b> <ul style="list-style-type: none"> <li>• Modified versions</li> </ul> <b>Resources/Materials :</b> <i>The Cay</i> by Theodore Taylor or <i>Holes</i> by Louis Sacher <ul style="list-style-type: none"> <li>• Chromebook</li> </ul> Digital notebook template: <a href="https://docs.google.com/presentation/d/1TXoukk1ZvlGTmXBCLjcD0mP1hAq70DsnsHysJs8Huh4/edit#slide=id.p3">https://docs.google.com/presentation/d/1TXoukk1ZvlGTmXBCLjcD0mP1hAq70DsnsHysJs8Huh4/edit#slide=id.p3</a> <i>Mighty Times: The Children’s March In Birmingham:</i> <a href="https://youtu.be/BT-QkNkMZjk">https://youtu.be/BT-QkNkMZjk</a>
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**Modifications:**

- **Special Education Student/504 -**

Rephrase questions, directions, and explanations  
 Allow extended time  
 Encourage participation  
 Allow errors  
 Provide chapter summaries  
 Create timelines for each step of project  
 Follow IEP/ 504 accommodations/ modifications

- **English Language Learners -**

Allow errors in speaking  
 Rephrase questions, directions, and explanations  
 Allow extended time to answer questions  
 Accept participation at any level, even one word

- **At-Risk Students -**

Provide extended time to complete tasks  
 Follow I&RS procedures / action plans  
 Consult with classroom teacher(s) for specific behavior interventions  
 Encourage participation  
 Contact parents

- **Gifted and Talented Students-**

Provide extension activities  
 Provide leadership roles  
 Provide advanced vocabulary.

### Lesson Plans-Suggested Pacing

Lesson Name/ Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Close Reading	Readers read the text of <i>The Cay</i> or <i>Holes</i> to improve literacy and close reading skills.	4 weeks
Digital Notebook	Readers use the text to analyze all the essential elements of the text: plot, theme, characters, and setting.	4 weeks
Novel Vocabulary.	Readers define unfamiliar words from the novels and use them in sentences and writing assignments.	4 weeks
Literary Elements	Readers will explore the text to recognize literary elements and use them to deepen their understanding of the text.	4 weeks
Discussion Groups	Readers meet in groups to share aspects of the digital notebook. Group discussion expands understanding and allows students to practice their speaking and listening skills.	4 weeks
Fishbowl Discussions	Readers take turns tapping in and out to share their answers to discussion questions. Students practice text support, as well as speaking and listening skills.	3 days
Theme Connection: <i>Mighty Times: The Children's March In Birmingham</i>	Students will watch the film and make a connection to the theme of prejudice in <i>Holes</i> or <i>The Cay</i> .	2 days

**Teacher Notes:**

- It is helpful to assign specific parts of the digital notebook to be due throughout the 4 weeks so that the project is manageable.
- Conduct mini lessons on the literary elements in order to help the student recognize them in the text.
- It is helpful to monitor the groups during discussions and allow students to meet with different classmates for more productive and engaging interacting with the text.

\*Amistad Commission Connection: Prejudice and black history in *The Cay* or *Holes* and *Mighty Times*” *The Children's March in Birmingham*

## Unit 2 Overview

**Content Area: Reading**

**Unit Title: Unit 2 - Literature Circles**

**4 Weeks**

**Grade Level: 6**

**Unit Summary:** Teacher will create reading groups of 4-6 students. Each group will be assigned a novel to read over the course of 4 weeks: *The Lion, the Witch, and the Wardrobe* or *A Wrinkle In Time*. Readers will rotate literature circles roles that focus on a specific aspect of novel study: Discussion Director, Literary Luminary, Quiz Master, Connector, Illustrator, and Summarizer. Twice a week, the students will meet in their literature circle groups and hold self-conducted, focused discussions of the assigned chapter reading.

## Unit 2 Standards

**Standards (Content and Technology):**

**CPI#: Statement:**

### NJSLS Standards

RL.6.1.	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL. 6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RL. 6.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
RL. 6.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
RL. 6.6.	Explain how an author develops the point of view of the narrator or speaker in a text.
RL.6.7	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.
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.
SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
SL.6.2.	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
SL.6.3.	Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
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. A. Ensure that pronouns are in the proper case (subjective, objective, possessive). B. Use intensive pronouns (e.g., <i>myself</i> , <i>ourselves</i> ). C. Recognize and correct inappropriate shifts in pronoun number and person. D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). E. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

	B. Spell correctly.
L.6.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice. 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 grade 6 reading and content, choosing flexibly from a range of strategies. A. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i> ). C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.6.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Interpret figures of speech (e.g., personification) in context. B. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy, scrimping, economical, unwasteful, 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.
RF.5.4.	Read with sufficient accuracy and fluency to support comprehension. A. Read grade-level text with purpose and understanding. B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
NJSLSA.L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
NJSLSA.SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.
NJSLSA.SL3.	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.
NJSLSA.L5	Demonstrate understanding of word relationships and nuances in word meanings.
NJSLSA.L6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>21<sup>st</sup> century themes and skills (standard 9)</b>	
9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career
<b>Educational Technology Standards</b>	
8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools.
<b>Career Ready Practices</b>	
CRP12	Work productively in teams while using cultural global competence.
CRP9	Model integrity, ethical leadership and effective management.
CRP3.	Communicate clearly and effectively and with reason
<b>Interdisciplinary Connection</b>	
6.1.8.A.3.g	Evaluate the impact of the Constitution and Bill of Rights on current day issues.
1.3.8.D.2	Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals.
<b>Unit Essential Question(s):</b>	
<ul style="list-style-type: none"> <li>● How do literary elements affect a story?</li> <li>● What distinguishes fantasy from reality?</li> </ul>	
<b>Unit Enduring Understandings:</b>	
<ul style="list-style-type: none"> <li>● Reading expands our understanding of the world and ourselves.</li> </ul>	

- How does fantasy and science fiction expose human nature?

- Readers use strategies to deepen understanding.
- Themes and understanding is revealed across genres.

**Unit Learning Targets/Objectives:**

- *Students will...*
- Work in cooperative discussion groups
- Build speaking and listening skills
- Build their close reading skills and be able to analyze a novel.
- Use text evidence as support for their ideas.
- Recognize plot, theme, characters, and setting.
- Recognize literary elements such as symbolism and figurative language.

**Evidence of Learning**

**Formative Assessments:**

- Targeted questions
- Observations
- Group discussions
- Journals in Writer’s Notebooks

**Summative/Benchmark Assessment(s):**

- Chapter quizzes
- Final test
- Literature Circle cumulative grade

**Alternative Assessments:**

- Modified versions
- Oral assessment if needed

**Resources/Materials :** *The Lion, the Witch, and the Wardrobe* by C.S. Lewis and *A Wrinkle In Time* by Madeleine L’Engle, Chromebook,

Literature Circle guidelines sheet: [https://docs.google.com/document/d/1bs\\_K7JQ8kR15UtapPDI0s-ZoCC517ZWvcNxKDCOV0fw/edit](https://docs.google.com/document/d/1bs_K7JQ8kR15UtapPDI0s-ZoCC517ZWvcNxKDCOV0fw/edit)

Literature Circle Role templates

<https://docs.google.com/document/d/1eNnCmtmM0HAAfotj5Re6HUO78VYLaAuSAxndRCHluHw/edit>

Literature Circle Schedule template

Vocabulary worksheets

**Modifications:**

• **Special Education Student/504 -**

- Rephrase questions, directions, and explanations
- Allow extended time
- Allow errors
- Modify literature circle roles
- Provide chapter summaries
- Follow IEP/ 504 accommodations/ modifications
- Provide moderate level novel (LWW)

• **English Language Learners -**

- Assign a buddy
- Allow errors in speaking
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions
- Accept participation at any level, even one word
- Provide moderate level novel (LWW)

• **At-Risk Students -**

- Follow I&RS procedures / action plans
- Encourage participation
- Contact parents
- Provide moderate level novel (LWW)

• **Gifted and Talented Students-**

- Provide higher level novel (*A Wrinkle In Time*)
- Provide higher order questions
- Provide leadership roles
- Provide advanced vocabulary.

**Lesson Plans-Suggested Pacing**

Lesson Name/ Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Read text by chapter using literature circle schedule.	Readers read the text of <i>The Lion, the Witch, and the Wardrobe</i> and <i>A Wrinkle In Time</i> to improve literacy and close reading skills.	4 weeks

Analyze text using literature circle roles.	Readers use the text to complete a specific literature circle role: Discussion Director, Connector, Quiz Master, Summarizer, Illustrator, and Literary Luminary	4 weeks
Define and expand vocabulary.	Readers define unfamiliar words from the novels and use them in sentences and extension writing assignments.	4 weeks
Work in cooperative literature circle groups to share ideas and discuss the text.	Readers meet in groups to share aspects of the digital notebook. Group discussion expands understanding and allows students to practice their speaking and listening skills.	4 weeks

**Teacher Notes:**

- \*Introduce each role for the literature circle using modeling. Be sure students understand the grading and that it is an individual assignment, though they work as a group.
- \*Have parents sign guidelines for literature circles before the unit begins so they understand the grading.
- \*Use the first chapter of each novel for a practice literature circle. Have the students read the chapter, complete their role, and share. Give feedback, but do not grade this literature circle.
- \*Conduct mini lessons on the literary elements in order to help the student recognize them in the text.

### Unit 3 Overview

**Content Area: Reading**

**Unit Title: Unit 3 - The Mysterious Benedict Society**

**8 Weeks**

**Grade Level: 6**

**Unit Summary:** Students will read *The Mysterious Benedict Society* by Trenton Lee Stewart and complete comprehensive packets by section that encompasses vocabulary, comprehension questions, discussion questions, literary devices, and writing activities. The students will also work together in groups to write a screenplay based on a scene from the book and film it.

### Unit 3 Standards

**Standards (Content and Technology):**

**CPI#: Statement:**

#### NJSLS Standards

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.	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. 6.6.	Explain how an author develops the point of view of the narrator or speaker in a text.
RL. 6.7	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.
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.
SL.6.2.	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
SL.6.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
SL.6.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
NJSLSA.SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively. <b>A.</b> Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. <b>B.</b> Follow agreed-upon rules for discussions and carry out assigned roles. <b>C.</b> Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. <b>D.</b> Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
NJSLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
NJSLSA.R2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
NJSLSA.R3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
NJSLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
NJSLSA.R9.	Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
NJSLSA.W.5. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research. <b>A.</b> Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”). <b>B.</b> Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).

L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Ensure that pronouns are in the proper case (subjective, objective, possessive). B. Use intensive pronouns (e.g., <i>myself</i> , <i>ourselves</i> ). C. Recognize and correct inappropriate shifts in pronoun number and person. D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). E. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. B. Spell correctly.
L.6.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Interpret figures of speech (e.g., personification) in context. B. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i> , <i>scrimping</i> , <i>economical</i> , <i>unwasteful</i> , <i>thrifty</i> ).
<b>21<sup>st</sup> century themes and skills (standard 9)</b>	
9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career
9.2.8.B.7	Evaluate the impact of online activities and social media on employer decisions.
<b>Educational Technology Standards</b>	
8.1.8.A.2	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.
8.1.8.D.1	Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media
<b>Career Ready Practices</b>	
CRP1.	Act as a responsible and contributing citizen and employee.
CRP2.	Apply appropriate academic and technical skills.
CRP11	Use technology to enhance productivity.
<b>Interdisciplinary Connection</b>	
1.3.8.D.2	Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals.

<p><b>Unit Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>● What makes a good team?</li> <li>● How do novel themes affect understanding?</li> <li>● How does close reading increase understanding?</li> </ul>	<p><b>Unit Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● Readers use different strategies to increase understanding.</li> <li>● It is human nature to feel that we belong.</li> <li>● People have different talents that are improved by working together.</li> </ul>
<p><b>Unit Learning Targets/Objectives:</b></p> <ul style="list-style-type: none"> <li>● <i>Students will...</i></li> <li>● Build their close reading skills and be able to analyze a novel.</li> <li>● Use text evidence as support for their ideas.</li> <li>● Answer questions in correct academic format.</li> <li>● Recognize plot, theme, characters, and setting.</li> <li>● Recognize literary elements such as symbolism and figurative language.</li> <li>● Work in collaborative groups to interpret the text</li> <li>● Use technology to film a scene from the novel.</li> </ul>	

**Evidence of Learning**

**Formative Assessments:**

- Observations
- Group discussions
- Targeted questions
- Journals in Writer’s Notebooks
- Exit tickets
- Team building activities

**Summative/Benchmark Assessment(s):**

- Chapter quizzes
- Final test
- Screenplay
- Movie Scene

**Alternative Assessments:**

- Modified versions
- Oral assessment as needed

**Resources/Materials :**

- *The Mysterious Benedict Society* by Trenton Lee Stewart
- Audible version of *The Mysterious Benedict Society*
- Chromebook
- Writer’s Notebook
- Literature Packets: <https://drive.google.com/drive/my-drive>
- Screenplay/Movie Scene Guidelines:  
[https://docs.google.com/document/d/1g8i7NiEuHaU8CivVhK\\_Z989Q8yJ5K9q\\_7MFMf\\_DnYBU/edit?usp=sharing](https://docs.google.com/document/d/1g8i7NiEuHaU8CivVhK_Z989Q8yJ5K9q_7MFMf_DnYBU/edit?usp=sharing)

**Modifications:**

- **Special Education Student/504 -**
  - Rephrase questions, directions, and explanations
  - Allow extended time
  - Allow errors
  - Modify movie scene project
  - Provide chapter summaries
  - Follow IEP/ 504 accommodations/ modifications
- **At-Risk Students -**
  - Follow I&RS procedures / action plans
  - Encourage participation
  - Contact parents
  - Provide extended time to complete tasks
- **English Language Learners -**
  - Assign a buddy, same language or English speaking
  - Allow errors in speaking
  - Rephrase questions, directions, and explanations
  - Allow extended time to answer questions
  - Accept participation at any level, even one word
- **Gifted and Talented Students-**
  - Provide higher order questions
  - Provide leadership roles
  - Provide advanced vocabulary
  - Provide challenge work

**Lesson Plans-Suggested Pacing**

Lesson Name/ Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Sustained Reading	Students read the text of <i>Bull Run</i> to improve literacy and close reading skills.	6 weeks
Analyzing Text and Close Reading Skills	Students use the text to complete literature packets that include vocabulary, comprehension questions, discussion questions, literary devices, and writing activities.	6 weeks
Literary Allusion	Students read poetry connected to <i>The Mysterious Benedict Society</i> such as “No Man Is an Island “by John Donne and discover the meaning and purpose of literary allusions.	1-3 non-consecutive days

Team Building	Students will participate in a Toxic River and Ball Toss activity in groups. Discuss the impact of individual skills and teamwork on the outcome. Write reflective journal in Writer's Notebook.	1-2 days
Escape Room	Students will work cooperatively in teams to work through a simulated escape room that involves clues, puzzles, and observational skills. Connections will be made to <i>The Mysterious Benedict Society</i> mission in Writer's Notebook.	1 day
Screenplays	Students will choose groups and work together to adapt one or more scenes from the book into a screenplay format.	1 week
Movie Scenes	Students will work with their groups and use WeVideo technology to film the screenplay based on <i>The Mysterious Benedict Society</i> .	1 week
<p><b>Teacher Notes:</b></p> <ul style="list-style-type: none"> <li>*Use Audible version of the book when reading in class.</li> <li>*Conduct mini lessons on the literary elements in order to help the student recognize them in the text.</li> <li>*Students should film the movie scenes outside of class. Give an option to perform in class if students are not able to get together to make a filmed version.</li> </ul>		

## Unit 4 Overview

**Content Area: Reading**

**Unit Title: Unit 4 Short Stories**                      **2 weeks**

**Grade Level: 6**

**Unit Summary:** Students will learn to close, analyze, and perform short stories using Reader's Theater.

## Unit 4 Standards

**Standards (Content and Technology):**

**CPI#:**                      **Statement:**

### NJSLS Standards

RL. 6. 1.                      Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

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

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

RL. 6.7.                      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, 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.

NJSLSA.R7                      Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8                      Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R9                      Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

NJSLSA.SL6                      Adapt speech to a variety of contexts and communicative 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.

                                    Ensure that pronouns are in the proper case (subjective, objective, possessive).

                                    Use intensive pronouns (e.g., *myself*, *ourselves*).

                                    Recognize and correct inappropriate shifts in pronoun number and person.

                                    Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

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

                                    Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.

                                    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.

                                    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.

                                    Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience*, *auditory*, *audible*).

                                    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.

                                    Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L 6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
<b>21<sup>st</sup> century themes and skills (standard 9)</b>	
9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career
<b>Educational Technology Standards</b>	
8.1.2.C.1	Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.
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.
<b>Career Ready Practices</b>	
CRP1	Act as a responsible and contributing citizen and employee
CRP2.	Apply appropriate academic and technical skills.
CRP3.	Attend to personal health and financial well-being.
<b>Interdisciplinary Connection</b>	
6.1.8.D.5.c	Examine the roles of women, African Americans, and Native Americans in the Civil War.
6.1.8.C.4.c	Analyze how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted.

<p><b>Unit Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• What is a short story?</li> <li>• How does setting affect the story?</li> <li>• How do literary elements convey theme?</li> <li>• How does conflict create a story?</li> <li>• How does performing a story affect its meaning?</li> </ul>	<p><b>Unit Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• Reading expands understanding of people and society.</li> <li>• Authors write with different purposes and styles.</li> <li>• Literature reveals truths that relate to themes.</li> <li>• Listening and speaking relate to literature.</li> </ul>
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<p><b>Unit Learning Targets/Objectives:</b></p> <ul style="list-style-type: none"> <li>• <i>Students will...</i></li> <li>• Use close reading skills to analyze short stories.</li> <li>• Apply speaking and listening skills to Reader’s Theater</li> <li>• Discuss and present opinions on content of literature</li> <li>• Use relevant evidence to support claims</li> <li>• Make connections to common themes</li> </ul>
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**Evidence of Learning**

<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Targeted questions</li> <li>• Observations</li> <li>• Group discussions</li> <li>• Journals in Writer’s Notebooks</li> </ul> <p><b>Summative/Benchmark Assessment(s):</b></p> <ul style="list-style-type: none"> <li>• Final test</li> <li>• Reader’s Theater performance grade</li> </ul> <p><b>Alternative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Modified versions</li> <li>• Oral assessment if needed</li> </ul> <p><b>Resources/Materials :</b></p> <ul style="list-style-type: none"> <li>• “The Monkey’s Paw” by W.W. Jacobs</li> <li>• “The Tell Tale Heart” by Edgar Allan Poe</li> <li>• “The Necklace” by Guy De Maupassant</li> <li>• “Ransom of Red Chief” by O. Henry</li> <li>• “Rikki Tikki Tavi” by Rudyard Kipling</li> <li>• “The Red-Headed League” by Sir Arthur Conan Doyle</li> <li>• *Reader’s Theater versions and full text.</li> </ul>
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**Modifications:**

- **Special Education Student/504 -**

Rephrase questions, directions, and explanations  
 Allow extended time  
 Allow errors  
 Modify literature circle roles  
 Provide chapter summaries  
 Follow IEP/ 504 accommodations/ modifications  
 Assign lower level reading (Rikki Tikki Tavi)

- **English Language Learners -**

Assign a buddy  
 Allow errors in speaking  
 Rephrase questions, directions, and explanations  
 Allow extended time to answer questions  
 Accept participation at any level, even one word  
 Provide moderate level novel (LWW)

- **At-Risk Students -**

Follow I&RS procedures / action plans  
 Encourage participation  
 Contact parents

- **Gifted and Talented Students-**

)  
 Provide higher order questions  
 Provide leadership roles  
 Provide advanced vocabulary.

### Lesson Plans-Suggested Pacing

Lesson Name/ Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Author Study	Readers will learn the background of various authors such as Edgar Allan Poe and Rudyard Kipling. Discuss how background influenced literary content.	2 days
Cooperative Performance	Readers will work together to take on various roles, practice, and perform short stories.	10 days
Cooperative Listening	Students will practice attentive listening and understanding while viewing short story performances.	10 days
Short Story Form	Readers will learn the defining elements of short story form and how to distinguish them from a novel..	10 days
Figurative Language.	Readers will examine stories for specific forms of figurative language such as simile, metaphor, alliteration, personification, etc.	10 days
Literary Theme	Readers will analyze and discuss what the story teaches and how it connects to other forms of literature and their lives.	10 days
Symbolism.	Readers will learn the purpose of symbolism in short stories and recognize it when close reading.	10
Vocabulary.	Readers define unfamiliar words from short stories for improved comprehension.	2 days

**Teacher Notes:**

- \*Students should read the full text version of stories as homework.
- \*\*Rikki Tikki Tavi “is suitable for lower-level readers.
- \*\*Ransom of Red Chief” is for high level readers.

## Unit 5 Overview

**Content Area: Reading**

**Unit Title: Unit 5 Bull Run**                      **4 weeks**

**Grade Level: 6**

**Unit Summary:** Students will close read the Civil War novel Bull Run and make cross curricular connections to the events of the time.. In addition, students will write original narratives modeling the form of the book.

## Unit 5 Standards

**Standards (Content and Technology):**

**CPI#:**                      **Statement:**

### NJSLS Standards

RL. 6. 1.	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL. 6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RL. 6.3.	Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
RL. 6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
RL.6.7.	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).
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
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.  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.  Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.  Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.  Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
SL.6.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
SL.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
NJSLSA.RL.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
NJSLSA.RL.1.	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
NJSLSA.R2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
NJSLSA.SL3.	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.
L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

	<p>Ensure that pronouns are in the proper case (subjective, objective, possessive).</p> <p>Use intensive pronouns (e.g., <i>myself</i>, <i>ourselves</i>).</p> <p>Recognize and correct inappropriate shifts in pronoun number and person.</p> <p>Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</p> <p>Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.</p>
L.6.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</p> <p>Spell correctly.</p>
L.6.3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.</p> <p>Maintain consistency in style and tone.</p>
L.6.4	<p>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.</p> <p>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.</p> <p>Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience</i>, <i>auditory</i>, <i>audible</i>).</p> <p>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.</p> <p>Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the information)</p>

### 21<sup>st</sup> century themes and skills (standard 9)

9.1.8.A.3	Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.(slavery)
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### Educational Technology Standards

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.
8.1.8.F.1	Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.

### Career Ready Practices

CRP1.	Act as a responsible and contributing citizen and employee.
CRP2.	Apply appropriate academic and technical skills.
CRP5.	Consider the environmental, social and economic impacts of decisions.

### Interdisciplinary Connection

6.1.8.C.5.a	Assess the human and material costs of the Civil War in the North and South.
6.1.8.D.5.c	Examine the roles of women, African Americans, and Native Americans in the Civil War.

### Unit Essential Question(s):

- How does fiction help us understand history?
- What were the main causes of the Civil War?
- What is the battle's impact on citizens?

### Unit Enduring Understandings:

- Reading expands understanding of people and society.
- Literature reflects history.
- War affects many aspects of everyday life..

### Unit Learning Targets/Objectives:

- *Students will...*
- Use close reading skills to analyze a novel.
- Connect fictional content to U.S. History
- Compare and contrast characters.
- Discuss and present opinions on content of literature.

- Use relevant evidence to support claims
- Make connections to common themes.

### Evidence of Learning

**Formative Assessments:**

- Targeted questions
- Observations
- Group discussions
- character organizer

**Summative/Benchmark Assessment(s):**

- Quizzes
- Final test
- Narrative writing

**Alternative Assessments:**

- Modified versions
- Oral assessment if needed

**Resources/Materials :**

- Bull Run by Paul Fleischman
- Character organizer

**Modifications:**

• **Special Education Student/504**

- Rephrase questions, directions, and explanations
- Allow extended time
- Allow errors
- Modify literature circle roles
- Provide chapter summaries
- Follow IEP/ 504 accommodations/ modifications

• **At-Risk Students -**

- Follow I&RS procedures / action plans
- Encourage participation
- Contact parents

• **English Language Learners -**

- Assign a buddy
- Allow errors in speaking
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions
- Accept participation at any level, even one word

• **Gifted and Talented Students-**

- Provide higher order questions
- Provide leadership roles
- Provide advanced vocabulary.

### Lesson Plans-Suggested Pacing

Lesson Name/ Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Analyzing Text and Close Reading Skills	Readers read the text of <i>Bull Run</i> to improve literacy and close reading skills.	20 days
Sustained Reading	Readers read the text of <i>Bull Run</i> to improve literacy and close reading skills.	20 days
Informational Reading	Students will read informational text on the Civil War.	10 days
Literary Theme	Readers will analyze and discuss what the story teaches and how it connects to history.	20 days
Symbolism.	Readers will learn the purpose of symbolism in the novel and how it relates to historical references.	20
Vocabulary.	Readers define unfamiliar words from <i>Bull Run</i> for improved comprehension.	3 days
Narrative Writing	Students will use the text as inspiration for an historical narrative writing piece.	5 days

**Teacher Notes:**

\*Bull Run is best when you choose a character from the North and South for comparison purposes.

\*There is a map of Bull Run in the book and an interactive one online. <https://www.loc.gov/item/9668456>

## Unit 6 Overview

**Content Area: Reading**

**Unit Title: Unit 6 - Poetry Friday**

**20 days**

**Grade Level: 6**

**Unit Summary:** Students will learn how to close read and analyze a series of poems throughout the year focusing on literary elements such as form, style, theme, mood, and figurative language. Poetry will also be used in connection to the novels studies throughout the year.

## Unit 6 Standards

**Standards (Content and Technology):**

**CPI#: Statement:**

### NJSLS Standards

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

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

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

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

RL.6.7. 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.6.10. 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.

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.6.3. 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.6.9. 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)

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

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.  
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.  
  
Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience*, *auditory*, *audible*).  
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.  
Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

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

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

NJLSA.R5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
NJLSA.R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
<b>21<sup>st</sup> century themes and skills (standard 9)</b>	
9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career
<b>Educational Technology Standards</b>	
8.1.5.A.1	Understand and Use Technology Systems-Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
8.1.5.A.2	Select and use applications effectively and productively. - Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
8.1.5.A.3	Use a graphic organizer to organize information about problem or issue.
<b>Career Ready Practices</b>	
CRP1.	Act as a responsible and contributing citizen and employee.
CRP2.	Apply appropriate academic and technical skills.
CRP6.	Demonstrate creativity and innovation.
CRP12	Work productively in teams while using cultural global competence.
CRP5.	Consider the environmental, social and economic impacts of decisions.
<b>Interdisciplinary Connection</b>	
6.1.8.D.5.a	Prioritize the causes and events that led to the Civil War from different perspectives.
6.1.8.D.5.b	Analyze critical events and battles of the Civil War and determine how they contributed to the final outcome of the war.
6.1.8.D.5.c	Examine the roles of women, African Americans, and Native Americans in the Civil War.

<b>Unit Essential Question(s):</b> <ul style="list-style-type: none"> <li>● How do authors create poems?</li> <li>● How does figurative language affect understanding?</li> <li>● How does poetry differ from prose?</li> <li>● How do poetic themes relate to life?</li> </ul>	<b>Unit Enduring Understandings:</b> <ul style="list-style-type: none"> <li>● Poetry communicates an understanding of ourselves.</li> <li>● Authors write with different style and purpose.</li> <li>● Themes and understanding are revealed across genres.</li> </ul>
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<b>Unit Learning Targets/Objectives:</b> <ul style="list-style-type: none"> <li>● <i>Students will...</i></li> <li>● Use close reading skills to analyze poems in a variety of styles</li> <li>● Learn and apply poetic terminology</li> <li>● Discuss and present opinions on content of poems</li> <li>● Use relevant evidence to support claims</li> <li>● Make connections to common themes between poems and novels</li> <li>● Make thematic connections to Social Emotional Learning</li> </ul>
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### Evidence of Learning

<b>Formative Assessments:</b> <ul style="list-style-type: none"> <li>● Targeted questions</li> <li>● Observations</li> <li>● Group discussions</li> <li>● Journals in Writer's Notebook</li> </ul> <b>Summative/Benchmark Assessment(s):</b> <ul style="list-style-type: none"> <li>● Chapter quizzes</li> <li>● Final test</li> <li>● Literature Circle cumulative grade</li> </ul> <b>Alternative Assessments:</b> <ul style="list-style-type: none"> <li>● Modified versions</li> <li>● Oral assessment if needed</li> </ul> <b>Resources/Materials :</b>
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- “Willow and Ginkgo” by Eve Merriam
- “Mother to Son” by Langston Hughes
- “Harlem” by Langston Hughes
- “Oranges” by Gary Soto
- “Famous” by Naomi Shihab Nye
- “The Witches Spell” by William Shakespeare
- “Casey at the Bat” by Lawrence Thayer
- “No Man Is an Island” by John Donne
- “Facing It” by Yusef Komunyakaa

- “Funeral Blues” By W.H. Auden
- “Stopping by Woods On A Snowy Evening” by Robert Frost
- “Nothing Gold Can Stay” by Robert Frost
- “To Satch” by Samuel Allen
- “The Blue and the Gray” by Frances Miles Fitch
- “Invictus” by William Ernest Henley
- “If” by Rudyard Kipling

Poetry Vocabulary link: <http://www.lvhpog.com/lvhv2/wp-content/uploads/2017/03/Poetry-vocab-funny-presentation.pdf>

NewsELA

Nearpod

**Modifications:**

- **Special Education Student/504 -**
  - Rephrase questions, directions, and explanations
  - Allow extended time
  - Allow errors
  - Modify literature circle roles
  - Provide chapter summaries
  - Follow IEP/ 504 accommodations/ modifications
  - Provide moderate level novel (LWW)
- **English Language Learners -**
  - Assign a buddy
  - Allow errors in speaking
  - Rephrase questions, directions, and explanations
  - Allow extended time to answer questions
  - Accept participation at any level, even one word
  - Provide moderate level novel (LWW)
- **At-Risk Students -**
  - Follow I&RS procedures / action plans
  - Encourage participation
  - Contact parents
  - Provide moderate level novel (LWW)
- **Gifted and Talented Students-**
  - Provide higher level novel (*A Wrinkle In Time*)
  - Provide higher order questions
  - Provide leadership roles
  - Provide advanced vocabulary.

**Lesson Plans-Suggested Pacing**

Lesson Name/ Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Define the utilize literary vocabulary for reading and analyzing poetry.	Readers will use learn appropriate vocabulary such as stanza, line, rhyme, and rhythm, etc. Modeling for each term promotes understanding. <a href="http://www.lvhpog.com/lvhv2/wp-content/uploads/2017/03/Poetry-vocab-funny-presentation.pdf">http://www.lvhpog.com/lvhv2/wp-content/uploads/2017/03/Poetry-vocab-funny-presentation.pdf</a>	1 day
Author Study	Readers will learn the background of various poets, such as Langston Hughes and Robert Frost. Connections will be made to the content and themes of poetry.	20 non-consecutive days
Poetic Form	Readers will understand the difference between the many different forms of poetry and how it impacts meaning. Forms include simile, metaphor, sonnet, ballad, haiku and free form.	20 non-consecutive days
Figurative Language.	Readers will examine poetry for specific forms of figurative language such as simile, metaphor, alliteration, personification, etc.	20 non-consecutive days
Literary Theme	Readers will analyze and discuss what the poem teaches and how it connects	20 non-consecutive days

	to other forms of literature and their life.	
Informational Reading	Readers will connect poetry to current affairs or historical events such as The Civil War, Use of NewsELA and Nearpod.	4 non-consecutive days
Social Emotional Learning	Readers will discuss poetic themes such as 'perseverance' and connect theme to lessons in SEL.	5 non-consecutive days
Symbolism.	Readers will learn the purpose of symbolism in poetry and recognize it when close reading.	20 non-consecutive days
Vocabulary.	Readers define unfamiliar words from poetry for improved comprehension.	20 non-consecutive days
.Novel Connection	Readers will learn to make connections in themes to novels they read throughout the year, such as prejudice in <i>Holes</i> by Louis Sachar and "Harlem: by Langston Hughes. They will also connect to literary allusion between works such as "No Man Is an Island" by John Donne and Nomansen Island in <i>The Mysterious Benedict Society</i> .	5 non-consecutive days
<b>Teacher Notes:</b>		
*Many of the poems can be found in video forms online.		
*Always have the students read through the poem twice before working with the text.		
**"The Witches Spell" is a perfect Halloween lesson. Have students write their own spells.		
*Amistad Commission Connection: Prejudice and black history in "Harlem" and "Mother to Son." Author study of Langston Hughes. and Yusef Komunyakaa		