

**Writing Units of Study**  
**Grade 6**

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**Approved by the Midland Park Board of Education**  
**on**

*August 23, 2022*

Born on August 2017  
Revised June 2019  
Revised March 2020  
Revised August 22, 2022

## **Course Description:**

Sixth grade Writing is taught in five units throughout the year. Each unit of the curriculum focuses on close reading skills, analysis, developing claims, and integrating direct evidence into writing. Writing skills focus on the skills of informational, argument, and narrative writing with expectations focusing on both the proper development of ideas and the mechanics of clear writing style.

The focus of this subject area is to:

Advance the writing skills 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 writing tasks and ways to express themselves and communicate through the written word.

Advance the skills of each student in the area of grammar, usage, and mechanics.

Work cooperatively in groups to share and expand understanding of written expression.

## **Course Sequence:**

Unit 1: Literary Analysis Essay. (14 days)

Unit 2: Create Your Own World. Narrative Writing (5 days)

Unit 3: TED Talks. Research Simulation and Informational writing. (15 days)

Unit 4: Antagonists On Trial. Argument Writing. (12 days)

Unit 5: Bull Run Narrative Writing (15 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: Writing****Unit Title: Literary Analysis Essay****Grade Level: 6****Unit Summary:**

Students will utilize two texts, likely a short story and a poem, and apply compare and contrast analytic skills. They will develop a claim and use the text for direct supporting evidence while looking for the greater themes and lessons within the writing.

**Standards****Standards (Content and Technology):****CPI#:****Statement:****NJSLS Standards**

NJSLSA.W1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
NJSLSA.W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
NJSLSA.W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
NJSLSA.W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
NJSLSA.W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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.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.L5.	Demonstrate understanding of word relationships and nuances in word meanings.
NJSLA.W.6.1.	Write arguments to support claims with clear reasons and relevant evidence. A. Introduce claim(s) and organize the reasons and evidence clearly. B. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. C. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. D. Establish and maintain a formal/academic style, approach, and form. E. Provide a concluding statement or section that follows from the argument presented.
NJSLA.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.)
NJSLA.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.
NJSLA.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.
NJSLA.W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research. A. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”). B. Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).
NJSLA.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.

NJSLA.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., myself, ourselves). C. Recognize and correct inappropriate shifts in pronoun number and person. D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). E. Recognize variations from standard English in their own and others' writing and speaking, and identify and
NJSLA.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.
NJSLA.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.
NJSLA.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., audience, auditory, audible). C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
NSLA.L.6.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Interpret figures of speech (e.g., personification) in context. B. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).
<b>Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)</b>	
9.4.8.DC.2	Provide appropriate citation and attribution elements when creating media products
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect
9.2.8.CAP.5	Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.
<b>Technology Literacy (standard 8 or 9.4.(TL))</b>	
9.4.8.TL.3	Select appropriate tools to organize and present information digitally.
9.4.8.TL.4	Synthesize and publish information about a local or global issue or event
<b>Interdisciplinary Connection</b>	
6.1.5.HistoryUP.4	Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.
6.1.8.CivicsPI.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>Cross-cultural Statements/Mandates (Amistad, Holocaust, LGBT/Disabilities, SEL, etc...)</b>	
<b>Amistad:</b> Students will analyze the texts “ <i>Mother to Son</i> ” by Langston Hughes and “ <i>I cry</i> ” by <i>Tpac Shakur</i> to identify themes of prejudice related to black history.	
<b>Unit Essential Question(s):</b> *How does compare and contrast reflect literary analysis? *How does a writer organize ideas for analysis? *How does a writer develop and support a claim?	<b>Unit Enduring Understandings:</b> *How does comparing and contrasting the themes in different forms or genres help a reader better analyze text?

**Unit Learning Targets/Objectives:**

*Students will...*

- Build their close reading skills to analyze text
- Compare and contrast literature
- Develop a claim
- Use the correct format of a literary analysis essay
- Use the text as support for their claim
- Develop a style and voice within their writing

**Evidence of Learning**

**Formative Assessments:**

Observations and conferencing  
 Think, pair, share  
 Graphic organizers  
 Writing partners

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

Published literary analysis essay

**Alternative Assessments:**

Modified content

**Resources/Materials :**

“Oranges” by Gary Soto  
 “I Cry” by Tpac Shakur (**Amistad**)  
 “Mother to Son” by Langston Hughes (**Amistad**)  
 “Charles” by Shirley Jackson  
 “Blackbird” by The Beatles  
 “Eleven” by Sandra Cisneros  
 “Birthday Box” by Jane Yolen

**Modifications:**

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>● Special Education Student/504 -                     <ul style="list-style-type: none"> <li>Rephrase questions, directions, and explanations</li> <li>Allow extended time</li> <li>Encourage participation</li> <li>Allow errors</li> <li>Create timelines for each step of project</li> <li>Follow IEP/ 504 accommodations/ modifications</li> </ul> </li> <li>● English Language Learners -                     <ul style="list-style-type: none"> <li>Rephrase questions, directions, and explanations</li> <li>Allow extended time to write</li> <li>Accept participation at any level</li> <li>Allow spelling and grammar errors</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>● At-Risk Students -                     <ul style="list-style-type: none"> <li>Provide extended time to complete tasks</li> <li>Follow I&amp;RS procedures / action plans</li> <li>Consult with classroom teacher(s) for specific behavior interventions</li> <li>Encourage participation</li> <li>Contact parents</li> </ul> </li> <li>● Gifted and Talented Students- –                     <ul style="list-style-type: none"> <li>Provide extension activities</li> <li>Provide leadership roles</li> <li>Encourage advanced vocabulary</li> </ul> </li> </ul> |
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**Suggested Pacing Guide**

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Close reading	Students read the text of the two forms of literature and identify essential elements of style, theme, and structure.	2-3 days

Compare and contrast	Students will use the texts to find what is the same and different in various areas of the writing such as style or theme.	2 days
Thesis	Students will develop a claim regarding the compare and contrast element of the prompt.	1 day
Planning	Students will use a graphic organizer to gather evidence related to compare and contrast thesis statement.	1 day
Introductory paragraph	Students will learn the essentials of a good opening paragraph including hook, exposition, and thesis statement.	1-2 days
Body paragraphs	Students will develop strong body paragraphs with transition words, direct text evidence, and expansion sentences.	2 days
Conclusion		1-2 days
Revision and publication	Students will work with both the teacher and writing partner to revise writing and create a final, published version of the essay.	1-2 days

**Teacher Notes:**

**Additional Resources:**

- \*Literary analysis connected to race/prejudice connects well with the reading of *Holes* or *The Cay*.
- \*Provide graphic organizers for compare/contrast
- \*Approve thesis statements before students move on to gathering evidence to make sure they have a strong claim.
- \*Amistad Commission Connection: Prejudice and black history in “*Mother to Son*”, “*Blackbird*”, and “*I Cry*”

<b>UDL Guidelines: Presentation Methods</b>	<b>UDL Guidelines: Action and Expression Methods</b>	<b>UDL Guidelines: Engagement Methods</b>
1.1 Offer ways of customizing the display of information 2.1 Clarify vocabulary and symbols 2.2 Clarify syntax and structure 3.1 Activate or supply background knowledge 3.3 Guide information processing, visualization, and manipulation	4.2 Optimize access to tools and assistive technologies 5.2 Use multiple tools for construction and composition 5.3 Build uencies with graduated levels of support for practice and performance 6.1 Guide appropriate goal-setting 6.2 Support planning and strategy development 6.3 facilitated managing information and resources 6.4 Enhance capacity for monitoring progress	7.1 Optimize individual choice and autonomy 7.2 Optimize relevance, value, and authenticity 8.1 Heighten salience of goals and objectives 8.3 Foster collaboration and community 9.1 Promote expectations and beliefs that optimize motivation 9.3 Develop self-assessment and revision

## Unit 2 - Overview

**Content Area: Writing**

**Unit Title: Create Your Own World Narrative**

**Grade Level: 6**

**Unit Summary:** Students will imagine a unique world of their own imagining, following genre of fantasy novels such as *The Lion, the Witch and the Wardrobe* and *A Wrinkle In Time*. They will generate ideas for a setting, leader, and citizens and then write a creative narrative set in that world.

### Standards

**Standards (Content and Technology):**

**CPI#:**

**Statement:**

#### NJSLS Standards

NJSLSA.W3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
NJSLSA.W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
NJSLSA.W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
NJSLSA.W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
NJSLSA.W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
NJSLSA.L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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.
NJSLSA.L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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.L5.	Demonstrate understanding of word relationships and nuances in word meanings.
NJSLSA.W.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. A. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. D. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. E. Provide a conclusion that follows from the narrated experiences or events.
NJSLSA.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.)
NJSLSA.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.
NJSLSA.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.
NJSLSA.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.

NJSLA.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., myself, ourselves). C. Recognize and correct inappropriate shifts in pronoun number and person. D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). E. Recognize variations from standard English in their own and others' writing and speaking.
NJSLA.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.
NJSLA.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.
NJSLA.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., audience, auditory, audible). C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
NJSLA.L.6.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Interpret figures of speech (e.g., personification) in context. B. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. C. Distinguish among the connotations (associations) of words with similar denotations (definitions)(e.g., stingy, scrimping, economical, unwasteful, thrifty).
NJSLA.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>Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)</b>	
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
9.4.8.IML.3	Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping
9.2.8.CAP.5	Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan
<b>Technology Literacy (standard 8 or 9.4.(TL))</b>	
9.4.8.TL.3	Select appropriate tools to organize and present information digitally.
<b>Interdisciplinary Connection</b>	
1.5.8.Pr5a	Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives.
6.2.8.HistoryCC.3.a	Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.
6.2.8.HistoryUP.3.a	Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.
<b>Cross-cultural Statements/Mandates (Amistad, Holocaust, LGBT/Disabilities, SEL, etc...)</b>	
<b>SEL: Collaboration &amp; Social Awareness</b> Brief discussion on the importance of being open to other's thoughts and suggestions while showing respect by providing constructive feedback in a kind manner.. This is crucial when having students work in Writing Partners to peer edit each	



other's work.		
<b>Unit Essential Question(s):</b> *How does setting affect a story? *How does a writer develop a theme? *How does the protagonist and antagonist function in a story.		<b>Unit Enduring Understandings:</b> *Imagination is an important tool in writing. *Essential story elements impact the effectiveness of narrative writing.
<b>Unit Learning Targets/Objectives:</b> <i>Students will...</i> <ul style="list-style-type: none"> <li>● Create an original setting and characters in the fantasy genre.</li> <li>● Use a graphic organizers to plan a story with all essential elements</li> <li>● Create an original narrative story</li> <li>● Work collaboratively to collect feedback and revise work.</li> <li>● Publish a narrative story.</li> </ul>		
<b>Evidence of Learning</b>		
<b>Formative Assessments:</b> *Observations and conferencing *Graphic organizers *Peer and self assessment  <b>Summative/Benchmark Assessment(s):</b> Narrative short story  <b>Alternative Assessments:</b> Modified content and length of narrative story <b>Resources/Materials :</b> Chromebook, <i>The Lion, the Witch, and the Wardrobe</i> and <i>A Wrinkle In Time</i> , Writer's notebook, story mapping graphic organizer, reflection rubric		
<b>Modifications:</b> <ul style="list-style-type: none"> <li>● Special Education Student/504 -           <ul style="list-style-type: none"> <li>Rephrase questions, directions, and explanations</li> <li>Allow extended time</li> <li>Encourage participation</li> <li>Allow errors</li> <li>Create timelines for each step of project</li> <li>Follow IEP/ 504 accommodations/ modifications</li> </ul> </li> <li>● English Language Learners -           <ul style="list-style-type: none"> <li>Rephrase questions, directions, and explanations</li> <li>Allow extended time to write</li> <li>Accept participation at any level</li> <li>Allow spelling and grammar errors</li> </ul> </li> <li>● At-Risk Students -           <ul style="list-style-type: none"> <li>Provide extended time to complete tasks</li> <li>Follow I&amp;RS procedures / action plans</li> <li>Consult with classroom teacher(s) for specific behavior interventions</li> <li>Encourage participation</li> <li>Contact parents</li> </ul> </li> <li>● Gifted and Talented Students- –           <ul style="list-style-type: none"> <li>Challenging topic choices</li> <li>Provide leadership roles/expert helper</li> <li>Encourage advanced vocabulary.</li> </ul> </li> </ul>		
<b>Suggested Pacing Guide</b>		
<b>Lesson Name/Topic</b>	<b>Lesson Objective(s)</b>	<b>Time frame (day(s) to complete)</b>
Brainstorm	Students will brainstorm ideas for an original fantasy world.	1-2 days
Story mapping	Students will use a graphic organizer to map out the setting, characters, events, and theme for their original story.	1 day
Openings	Students will learn different techniques for opening a story and write their own beginning.	1 day
Show, Don't Tell	Students will learn techniques for showing, rather than telling visual details in their stories	1-2 days

Writing Partners	Teacher will discuss how to be an effective writing partner. Students will work with a writing partner to read and give feedback to each other's work. <b>SEL: Collaboration &amp; Social Awareness</b>	2 days
Conferencing	Students will meet with teacher to conference on story progress.	1-2 days
Revision	Students will revise their writing for both style and mechanics	2 days
Publish	Students will complete a final copy of their stories and publish.	1 day

**Teacher Notes:**

\*The story can work on its own or as part of a larger project.

**Additional Resources:**

\*[https://docs.google.com/document/d/1\\_TX4OArUZ0iN3otkYTva7N\\_6CHc1Zd1JevXqXck4pRU/edit](https://docs.google.com/document/d/1_TX4OArUZ0iN3otkYTva7N_6CHc1Zd1JevXqXck4pRU/edit)

\*<https://docs.google.com/document/d/1Ie5RvbwXxk1KqLjPcJabwu9nlfpezLPlvLWRYIt-juA/edit>

UDL Guidelines: Presentation Methods	UDL Guidelines: Action and Expression Methods	UDL Guidelines: Engagement Methods
1.1 Offer ways of customizing the display of information 2.1 Clarify vocabulary and symbols 2.2 Clarify syntax and structure 3.1 Activate or supply background knowledge 3.3 Guide information processing, visualization, and manipulation	4.2 Optimize access to tools and assistive technologies 5.2 Use multiple tools for construction and composition 5.3 Build with graduated levels of support for practice and performance 6.1 Guide appropriate goal-setting 6.2 Support planning and strategy development 6.3 facilitated managing information and resources 6.4 Enhance capacity for monitoring progress	7.1 Optimize individual choice and autonomy 7.2 Optimize relevance, value, and authenticity 8.1 Heighten salience of goals and objectives 8.3 Foster collaboration and community 9.1 Promote expectations and beliefs that optimize motivation 9.3 Develop self-assessment and revision

**Unit 3 - Overview****Content Area: Writing****Unit Title: TED Talks****Grade Level: 6**

**Unit Summary:** Students will choose an independent topic, identify an angle, complete research, write a script, and give an informative TED talk that presents facts as support for their point of view.

**Standards****Standards (Content and Technology):****CPI#: Statement:****NJSLS Standards**

NJSLSA.W1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
NJSLSA.W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
NJSLSA.W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
NJSLSA.W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
NJSLSA.W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
NJSLSA.R6.	Assess how point of view or purpose shapes the content and style of a text.
.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.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.L5.	Demonstrate understanding of word relationships and nuances in word meanings.
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.SL2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
NJSLSA.SL4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
NJSLSA.SL5.	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
NJSLSA.SL6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
NJSLSA.W.6.1.	Write arguments to support claims with clear reasons and relevant evidence. A. Introduce claim(s) and organize the reasons and evidence clearly. B. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. C. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. D. Establish and maintain a formal/academic style, approach, and form. E. Provide a concluding statement or section that follows from the argument presented.
NJSLSA.W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension. B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. C. Use appropriate transitions to clarify the relationships among ideas and concepts.

	D. Use precise language and domain-specific vocabulary to inform about or explain the topic. E. Establish and maintain a formal/academic style, approach, and form. F. Provide a concluding statement or section that follows from the information or explanation presented.
NJSLA.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.)
NJSLA.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.
NJSLA.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.
NJSLA.W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
NJSLA.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.
NJSLA.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.
NJSLA.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.
NJSLA.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).
NJSLA.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.
NJSLA.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., myself, ourselves). C. Recognize and correct inappropriate shifts in pronoun number and person. D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). E. Recognize variations from standard English in their own and others' writing and speaking.
NJSLA.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.
NJSLA.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.
NJSLA.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>Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)</b>	
9.4.8.DC.2	Provide appropriate citation and attribution elements when creating media products.
9.4.8.IML.3	Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping
9.2.8.CAP.5	Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan
<b>Technology Literacy (standard 8 or 9.4.(TL))</b>	
9.4.8.TL.3	Select appropriate tools to organize and present information digitally.

<b>Interdisciplinary Connection</b>	
1.5.8.Cr2c:	Apply, organize and strategize methods for design and redesign of objects, places, systems, images and words to clearly communicate information to a diverse audience.
1.2.8.Cr3b:	Communicate an intentional purpose and meaning utilizing varying point of view and perspective
<b>Cross-cultural Statements/Mandates (<i>Amistad, Holocaust, LGBT/Disabilities, SEL, etc...</i>)</b>	
<b>SEL: Self awareness &amp; Self Management</b>	
By creating their own Ted Talks students are continuously practicing skills such as goal setting, decision making, self monitoring, and effective communication.	

<b>Unit Essential Question(s):</b> *How the presentation of information influence an audience? *How does information influence our lives and the lives of others?	<b>Unit Enduring Understandings:</b> *Reading/research can deepen understanding of a complex topic. • Determining the central idea of a topic and analyze its development over the course of a research project. Presentation of information requires planning and performance.
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<b>Unit Learning Targets/Objectives:</b> <i>Students will...</i> <ul style="list-style-type: none"> <li>● Writers identify an informational topic to research and present.</li> <li>● Writers narrow topic to a relevant/controversial topic.</li> <li>● Writers research a variety of aspects of a specific topic.</li> <li>● Writers incorporate information into a presentation.</li> <li>● Writers practice speaking skills and effective methods of presenting information to an audience (humor, anecdote, compelling data).</li> <li>● Writers use technology to incorporate visual and/or audio components of the presentation.</li> <li>● Writers develop listening and questioning skills to enhance learning.</li> </ul>
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### Evidence of Learning

<b>Formative Assessments:</b> *Observations and conferencing *Discussion *Research organizers *Peer and self assessment * Practice presentations  <b>Summative/Benchmark Assessment(s):</b> Script for TED Talk *Ted Talk presentation (2-3 minutes)  <b>Alternative Assessments:</b> Modified content and length of TED talk <b>Resources/Materials :</b> Chromebook, menu of Ted Talks for modeling, research organizers, Writer's notebook, props for presentations, reflection rubric
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<b>Modifications:</b> <ul style="list-style-type: none"> <li>● Special Education Student/504 -           <ul style="list-style-type: none"> <li>Rephrase questions, directions, and explanations</li> <li>Allow extended time</li> <li>Encourage participation</li> <li>Allow errors</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● At-Risk Students -           <ul style="list-style-type: none"> <li>Provide extended time to complete tasks</li> <li>Follow I&amp;RS procedures / action plans</li> <li>Consult with classroom teacher(s) for specific behavior interventions</li> </ul> </li> </ul>
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<p>Create timelines for each step of project Follow IEP/ 504 accommodations/ modifications</p> <ul style="list-style-type: none"> <li>English Language Learners -                     <ul style="list-style-type: none"> <li>Rephrase questions, directions, and explanations</li> <li>Allow extended time to write</li> <li>Accept participation at any level</li> <li>Allow spelling and grammar errors</li> </ul> </li> </ul>	<p>Encourage participation Contact parents</p> <ul style="list-style-type: none"> <li>Gifted and Talented Students- –                     <ul style="list-style-type: none"> <li>Challenging topic choices</li> <li>Provide leadership roles/expert helper</li> <li>Encourage advanced vocabulary.</li> <li>Extend length of presentation</li> </ul> </li> </ul>
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**Suggested Pacing Guide**

<b>Lesson Name/Topic</b>	<b>Lesson Objective(s)</b>	<b>Time frame (day(s) to complete)</b>
<b>Writers view and analyze the structure and purpose of a successful TED Talk.</b>	<p>Writers view and analyze the structure and purpose of a successful TED Talk.</p> <p>Writers choose from a menu of TED *Students may watch TED Talks based Talks and analyze: on interest and possible topics that they might choose to research.</p>	2 days
<b>Writers choose a research topic for a TED Talk</b>	<p>Writers use mentor presentation chart to generate ideas:</p> <ul style="list-style-type: none"> <li>Work with partners to discuss ideas and brainstorm areas of interest.</li> <li>Identify social problems,</li> </ul> <p>*Use a brainstorming web to generate ideas: passions, influences.</p> <p>Topic Why would it be Challenges a good TED talk?</p>	1-2 days
<b>Writers identify a focus and point of view for TED Talk.</b>	<p>Show examples of how an existing TED Talk would fall into these categories. Have students practice identifying the issue, audience, and specific topic before they choose their own.</p>	1 day
<b>Writers develop a list of questions to guide research.</b>	<p>Writers use a graphic organizer to focus questions:</p> <ul style="list-style-type: none"> <li>Pros and cons of the topic</li> <li>People, places or things who will benefit from your information How will this topic/information impact the world?</li> <li>Who are the key players?</li> </ul> <p>*Have students prepare answers and then compare them after they do research.</p>	2 days

<b>Writers compile a list of sources</b>	<p>Model the different types of sites/sources.</p> <p>TED Talk.</p> <p>*Discuss the issues with less reliable sites such as Wikipedia, ecommerce, or "fake news"</p> <ul style="list-style-type: none"> <li>• books</li> </ul> <p>magazines</p> <ul style="list-style-type: none"> <li>• websites</li> </ul> <p>blogs</p> <p>News sites university publications</p> <p>interviews</p> <p>videos</p> <p>*Have students create a range of at least three sources to deepen their field of information and perspectives.</p> <p>Writers research a variety of aspects of a specific topic.</p> <p>Writers use Chromebooks and written text to conduct research on their chosen topic.</p>	2 days
<b>Writers plan and draft script for TED Talk</b>	<p>Consider format and style of their TED Talk. For example: how it is, problem, how it could be, what you can do</p> <p>Draft a script of their talk using research</p> <p>Conference with writing partner and/or teacher</p> <p><b>SEL: Self Management</b></p>	3 days
<b>Writers revise and edit TED Talk script</b>	<p>Model some of the aspects to watch out for, such as redundant phrases.</p> <p>.</p> <p>Check script for style and add humor, anecdotes, etc.</p> <p>*Provide a writer's checklist</p> <p>*Have students write a goal for what they want to improve in their final copy.</p> <p>*Support each claim with a fact.</p> <p>*Arrange information so that it flows in a logical sequence</p> <p>*Edit excessive or redundant words and phrases.</p> <p>*Edit points that are not on topic or do not assist the claim. Proofread for correct grammar, usage, and mechanics.</p>	2 days
<b>Writers publish Ted Talk</b>	<p>*Have students work with a partner to rehearse the talk and provide</p>	2-3 days

	<p>feedback.</p> <p>*Decide how talk will be delivered whether in person or via video. Rehearse their presentations Gather props or visuals, if needed Deliver TED Talk</p> <p>*Generate ideas of the types of props or visuals might be effective.</p> <p>*Video record the TED Talks that are delivered in person and consider uploading some online (TeacherTube)</p>	
<b>Writers reflect on writing</b>	<p>Writers reflect on:</p> <p>*Use graphic organizer for reflection purposes. Reflection Rubric</p> <p>*Content</p> <p>*Sources</p> <p>*Thoughtfulness *Conventions</p> <p>Students will identify challenges and areas of growth. Students will set goals for future writing and presentations.</p> <p><b>SEL: Self awareness</b></p>	1 day

**Teacher Notes:**

**Additional Resources:**

Writers choose from a menu of TED \*Students may watch TED Talks based Talks and analyze: on interest and possible topics that they might choose to research.

- How the presenter develops a clear point of view about a topic | [Adam Savage Neuroscience](#)
- How the presenter utilizes facts [Kevin Alloca Viral Videos](#) and research to support their [Rita Wilson Kids Need Champion](#) point of view. [Arthur Benjamin Mathmagic](#)

How the presenter uses style to Create a chart that has each element engage the audience. and students work together to notice how the presenter crafted the TED Talk.

<b>UDL Guidelines: Presentation Methods</b>	<b>UDL Guidelines: Action and Expression Methods</b>	<b>UDL Guidelines: Engagement Methods</b>
<p>1.1 Offer ways of customizing the display of information</p> <p>2.1 Clarify vocabulary and symbols</p> <p>2.2 Clarify syntax and structure</p> <p>3.1 Activate or supply background knowledge</p> <p>3.3 Guide information processing, visualization, and manipulation</p>	<p>4.2 Optimize access to tools and assistive technologies</p> <p>5.2 Use multiple tools for construction and composition</p> <p>5.3 Build uencies with graduated levels of support for practice and performance</p> <p>6.1 Guide appropriate goal-setting</p>	<p>7.1 Optimize individual choice and autonomy</p> <p>7.2 Optimize relevance, value, and authenticity</p> <p>8.1 Heighten salience of goals and objectives</p> <p>8.3 Foster collaboration and community</p>



	<p>6.2 Support planning and strategy development</p> <p>6.3 facilitated managing information and resources</p> <p>6.4 Enhance capacity for monitoring progress</p>	<p>9.1 Promote expectations and beliefs that optimize motivation</p> <p>9.3 Develop self-assessment and revision</p>
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**Unit 4 - Overview****Content Area: Writing****Unit Title: Antagonists On Trial****Grade Level: 6****Unit Summary:** Students will analyze the characteristics of fictional antagonists and write a persuasive argument speech aimed at convincing a jury of their guilt or innocence.**Unit 4 - Standards****Standards (Content and Technology):****CPI#:****Statement:****NJSLS Standards**

NJSLSA.W1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
NJSLSA.W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
NJSLSA.W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
NJSLSA.W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
NJSLSA.W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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.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.L5.	Demonstrate understanding of word relationships and nuances in word meanings.
NJSLA.W.6.1.	Write arguments to support claims with clear reasons and relevant evidence. A. Introduce claim(s) and organize the reasons and evidence clearly. B. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. C. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. D. Establish and maintain a formal/academic style, approach, and form. E. Provide a concluding statement or section that follows from the argument presented.
NJSLA.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.)
NJSLA.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.
NJSLA.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.
NJSLA.W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research. A. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”). B. Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).
NJSLA.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.
NJSLA.L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or

	<p>speaking.</p> <p>A. Ensure that pronouns are in the proper case (subjective, objective, possessive).</p> <p>B. Use intensive pronouns (e.g., myself, ourselves).</p> <p>C. Recognize and correct inappropriate shifts in pronoun number and person.</p> <p>D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</p> <p>E. Recognize variations from standard English in their own and others' writing and speaking</p>
NJSLA.L.6.2.	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</p> <p>B. Spell correctly.</p>
NJSLA.L.6.3.	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>A. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.</p> <p>B. Maintain consistency in style and tone.</p>
NJSLA.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>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.</p> <p>B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</p> <p>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.</p> <p>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).</p>
NJSLA.L.6.5.	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>A. Interpret figures of speech (e.g., personification) in context.</p> <p>B. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p>C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).</p>
<b>Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)</b>	
9.4.8.DC.2	Provide appropriate citation and attribution elements when creating media products
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
9.2.8.CAP.5	Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan
<b>Technology Literacy (standard 8 or 9.4.(TL))</b>	
9.4.8.TL.3	Select appropriate tools to organize and present information digitally.
<b>Interdisciplinary Connection</b>	
6.2.8.HistoryCC.3.a	Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.
6.2.8.HistoryUP.3.a:	Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.
<b>Cross-cultural Statements/Mandates (Amistad, Holocaust, LGBT/Disabilities, SEL, etc...)</b>	
<p><b>SEL: Active Listening</b></p> <p>Students will demonstrate the importance of paying undivided attention to others while they are sharing their ideas by having genuine interest and showing respect. This is crucial when having students present their persuasive thoughts to the class.</p>	

<p><b>Unit Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>* How do we define an antagonist?</li> <li>*How does point of view impact an argument?</li> <li>*How do we use argument to effect change?</li> <li>*How do we use evidence to support a claim?</li> <li>* How does characterization define a role?</li> </ul>	<p><b>Unit Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>*Arguments can be used to display different points of view and effect change.</li> <li>* Argument writing needs clear point of view and focus.</li> <li>* Writing claims need to be supported by textual</li> </ul>
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evidence.  
\*Author's purpose influences a writer's choices.

**Unit Learning Targets/Objectives:**

*Students will...*

- \*Work in groups to gather characteristics of known antagonists from novels.
- \*Choose an antagonist from a novel and analyze their actions from the point of view of guilt or innocence.
- \*Choose a point of view in which to defend or convict the chosen character Use the novel text to gather supporting evidence for their claim.
- \*Follow the writing process to produce a clear and focused argument essay.
- \*Present arguments orally to influence an audience
- \*Listen actively and judge an argument based on fairness, evidence, and tone. **SEL mandate**

**Evidence of Learning**

**Formative Assessments:**

- \*Observations and conferencing,
- \* Discussion
- \*Research organizers,
- \*Peer and self assessment
- \*Practice presentation

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

Opening argument essay \*Presentation of opening argument

**Alternative Assessments:**

Modified content and length of opening presentation.

**Resources/Materials :**

Chromebook, *Hoot* by Carl Hiaasen (or any summer reading novel), fictional novels such as *The Lion, the Witch, and the Wardrobe*, flipped fairy tale such as *The True Story of the Three Little Pigs*, graphic organizers, reflection rubric.

**Modifications:**

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>● Special Education Student/504 -                             <ul style="list-style-type: none"> <li>Rephrase questions, directions, and explanations</li> <li>Modify amount of writing</li> <li>Allow extended time</li> <li>Encourage participation</li> <li>Allow errors</li> <li>Create timelines for each step of project</li> <li>Follow IEP/ 504 accommodations/ modifications</li> </ul> </li> <li>● English Language Learners -                             <ul style="list-style-type: none"> <li>Rephrase questions, directions, and explanations</li> <li>Allow extended time to write</li> <li>Accept participation at any level</li> <li>Allow spelling and grammar errors</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>● At-Risk Students -                             <ul style="list-style-type: none"> <li>Provide extended time to complete tasks</li> <li>Follow I&amp;RS procedures / action plans</li> <li>Consult with classroom teacher(s) for specific behavior interventions</li> <li>Encourage participation</li> <li>Contact parents</li> </ul> </li> <li>● Gifted and Talented Students- –                             <ul style="list-style-type: none"> <li>Write from a challenging point of view</li> <li>Expert helper for struggling student</li> <li>Challenging vocabulary</li> <li>Lead debate questions</li> </ul> </li> </ul> |
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**Suggested Pacing Guide**

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
<b>Writers examine the impact of point of view and make writing choices.</b>	<ul style="list-style-type: none"> <li>• Listen to a flipped fairy tale</li> <li>• Discuss the impact of point of view on the story</li> <li>• Write a short narrative point of view using Dana from the novel <i>Hoot</i>.</li> <li>• Decide whether to defend or prosecute an antagonist of their choice.</li> </ul>	3 days

	<p>*Read <i>The True Story of the Three Little Pigs</i>. *Work in groups to collect facts about a known antagonists such as Dana from <i>Hoot</i>. *Share narratives with partners and discuss point of view and character motivation.</p>	
<p><b>Writers organize their claims and evidence.</b></p>	<p>Brainstorm using a web to generate ideas:</p> <ul style="list-style-type: none"> <li>• View a presentation of opening arguments.</li> <li>• Prosecution</li> </ul> <p>*Claims *Evidence *Defense</p> <p>Work in pairs to complete an organizer that identifies the claims from each side. Work in pairs to decide what evidence would need to be presented to win the argument.</p>	3 days
<p><b>Writers identify a focus and point of view for an opening argument.</b></p>	<p>Writers will use a graphic organizer to identify:</p> <ul style="list-style-type: none"> <li>*Antagonist's guilt or innocence</li> <li>*Three -point claim</li> </ul> <p>Example: Guilt The White Witch The White Witch's job as executioner warped her moral conscience, she exploited others for gain, and committed premeditated murder.</p>	3 days
<p><b>Writers compile evidence to support a claim.</b></p>	<p>Writers use a graphic organizer and novels to compile text evidence: .</p> <p>Students will locate specific text evidence to support each claim.</p>	2 days
<p><b>Writers plan and draft an opening argument</b></p>	<p>Have students use a graphic organizer to help include</p>	1 day

<p><b>for the trial of the antagonist.</b></p>	<p>details. *Provide a writer's checklist for an argument essay</p>	
<p><b>Writers revise and edit opening argument.</b></p>	<p>Writers:          *Model some of the aspects to watch out for, such as redundant phrases.          . *Provide a writer's checklist          • Check address for style and add humor, anecdotes, etc.          Support each claim with a fact from the chosen text Arrange information so that it flows          *Have students write a goal for what they want to improve in their final copy in a logical sequence          • Edit excessive or redundant words and phrases.          • Edit points that are not on topic or do not assist the claim.          • Proofread for correct grammar,</p>	<p>2 days</p>
<p><b>Writers judge other people's arguments.</b></p>	<p>Writers judge an argument for:          . Fairness and bias . Evidence and logic          • Tone Mini lesson on judging an argument.          *View the arguments presented in an episode of Matlock and have students act as a jury.          *Discuss how they reached their conclusion.          *Publish and share opening argument          *Have students work with a partner to rehearse the address and provide feedback.          Writers:          • Produce a final copy of opening address. Rehearse their presentations Deliver their opening argument to a "jury of peers"          • Audience listens actively and offers feedback and conclusions about the argument they just</p>	<p>3 days</p>

	<p>read/heard. <b>SEL Mandate</b></p> <p>*Generate ideas of the types of props or visuals might be effective.</p> <ul style="list-style-type: none"> <li>• Writers take feedback from the audience and consider how it would have strengthened their argument.</li> </ul>	
<b>Writers reflect on their own writing</b>	<p>Writers reflect on:</p> <ul style="list-style-type: none"> <li>*Use graphic organizer for reflection purposes.</li> <li>*Content</li> <li>*Sources</li> <li>*Thoughtfulness</li> <li>*Conventions</li> </ul>	1 day

**Teacher Notes:**

**Writers:** . Break into groups and discuss the characterization of various novel characters.

- Display the positive and negative qualities of each character on a wall poster
- Discuss the potential "crimes" each character might be accused of committing.

\*Model the qualities of a known antagonist from summer reading book such as *Hoot*.

\* Use large poster paper around the room to display characteristics and refresh students' memories about all the antagonists.

**Additional Resources:**

*Hoot, The Cay, Holes, The Lion, the Witch, and the Wardrobe, A Wrinkle In Time, Flipped Fairy Tales*

<b>UDL Guidelines: Presentation Methods</b>	<b>UDL Guidelines: Action and Expression Methods</b>	<b>UDL Guidelines: Engagement Methods</b>
<p>1.1 Offer ways of customizing the display of information</p> <p>2.1 Clarify vocabulary and symbols</p> <p>2.2 Clarify syntax and structure</p> <p>3.1 Activate or supply background knowledge</p> <p>3.3 Guide information processing, visualization, and manipulation</p>	<p>4.2 Optimize access to tools and assistive technologies</p> <p>5.2 Use multiple tools for construction and composition</p> <p>5.3 Build uencies with graduated levels of support for practice and performance</p> <p>6.1 Guide appropriate goal-setting</p> <p>6.2 Support planning and strategy development</p> <p>6.3 facilitated managing information and resources</p> <p>6.4 Enhance capacity for monitoring progress</p>	<p>7.1 Optimize individual choice and autonomy</p> <p>7.2 Optimize relevance, value, and authenticity</p> <p>8.1 Heighten salience of goals and objectives</p> <p>8.3 Foster collaboration and community</p> <p>9.1 Promote expectations and beliefs that optimize motivation</p> <p>9.3 Develop self-assessment and revision</p>

**Unit 5 - Overview****Content Area: Writing****Unit Title: Bull Run Character Writing****Grade Level: 6****Unit Summary:** Create a historically accurate character aligned to the Civil War and create a fictional narrative writing piece.**Unit 5 - Standards****Standards (Content and Technology):****CPI#:****Statement:****NJSLS Standards**

NJSLSA.W3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
NJSLSA.W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
NJSLSA.W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
NJSLSA.W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
NJSLSA.W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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.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.L5.	Demonstrate understanding of word relationships and nuances in word meanings.
NJSLA.W.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. A. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. D. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. E. Provide a conclusion that follows from the narrated experiences or events.
NJSLA.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.)
NJSLA.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.
NJSLA.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.
NJSLA.W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research. A. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”). B. Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).



NJSLA.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.
NJSLA.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., myself, ourselves). C. Recognize and correct inappropriate shifts in pronoun number and person. D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). E. Recognize variations from standard English in their own and others' writing and speaking, and identify and
NJSLA.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.
NJSLA.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.
NJSLA.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., audience, auditory, audible). C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
NJSLA.L.6.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Interpret figures of speech (e.g., personification) in context. B. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, thrifty).
<b>Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)</b>	
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect
9.4.8.IML.3	Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping
9.2.8.CAP.5	Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan
<b>Technology Literacy (standard 8 or 9.4.(TL))</b>	
9.4.8.TL.3	Select appropriate tools to organize and present information digitally.
<b>Interdisciplinary Connection</b>	
6.1.8.HistoryCC.5.c	Assess the human and material costs of the Civil War in the North and South.
6.1.8.HistoryUP.5.b	Examine the roles of women, African Americans, and Native Americans in the Civil War.
<b>Cross-cultural Statements/Mandates (Amistad, Holocaust, LGBT/Disabilities, SEL, etc...)</b>	
<b>Amistad:</b> While reading and writing about the novel <i>Bull Run</i> students will learn about the many challenges African Americans faced during the Civil War and how they worked hard to overcome those challenges.	
<b>Unit Essential Question(s):</b> *How do students respond to historical fiction? *How is a Civil War different for the citizens of a country? *What can be learned through history?	<b>Unit Enduring Understandings:</b> *Civil War is different than other wars. *Historical fiction deepens understanding of events from the past.

**Unit Learning Targets/Objectives:**

*Students will...*

- Research a specific time period in U.S history (Civil War)
- Choose a point of view to write from that supports historical context (North or South)
- Develop a character using methods of characterization and historical context . Produce a story that follows logical sequence and contains essential story elements
- Expand on a theme that connects to the time period and the backdrop of war.

**Evidence of Learning**

**Formative Assessments:**

- \*Observations and conferencing
- \* Discussion
- \*Story mapping organizers
- \*Peer and self assessment

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

Three narrative entries of an original character based on the novel *Bull Run (Amistad)*

**Alternative Assessments:**

Modified content and length of writing assignment.

**Resources/Materials :**

Chromebook, *Bull Run* by Paul Fleishmann, graphic organizer, writer’s checklist, reflection rubric.

**Modifications:**

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| <ul style="list-style-type: none"> <li>● Special Education Student/504 -<br/>Rephrase questions, directions, and explanations<br/>    Modify amount of writing/historical facts<br/>    Allow extended time<br/>    Encourage participation<br/>    Allow errors<br/>    Create timelines for each step of project<br/>    Follow IEP/ 504 accommodations/ modifications</li> <li>● English Language Learners -<br/>Rephrase questions, directions, and explanations<br/>Allow extended time to write<br/>Accept participation at any level<br/>Allow spelling and grammar errors</li> </ul> | <ul style="list-style-type: none"> <li>● At-Risk Students -<br/>Provide extended time to complete tasks<br/>Follow I&amp;RS procedures / action plans<br/>Consult with classroom teacher(s) for specific behavior interventions<br/>Encourage participation<br/>Contact parents</li> <li>● Gifted and Talented Students- –<br/>Extended length of writing entries<br/>Include more historical facts<br/>Expert helper for struggling student<br/>Challenging vocabulary</li> </ul> |
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**Suggested Pacing Guide**

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
<b>Writers expand on a theme that connects to the time period and backdrop of war</b>	Create a chart that maps the theme for each character of Bull Run Writers will read the novel Bull Run and analyze: • How each character reacts to war • How each character changes	3 days
<b>Writers develop a theme to guide their writing.</b>	*Discuss the themes of characters and their connection to the Civil War. Writers choose a point of view to write from that supports historical context. Writers will align study of the	2 days

	<p>Civil War to:</p> <ul style="list-style-type: none"> <li>• choose a point of view</li> <li>• Research historical context based on POV</li> </ul> <p>*Model a character chart *Civil War research sites:</p> <p><a href="https://www.nps.gov/civilwar/people.htm">https://www.nps.gov/civilwar/people.htm</a></p> <p><a href="http://cybersleuth-kids.com/sleuth/History/USHistory/CivilWar/People/">http://cybersleuth-kids.com/sleuth/History/USHistory/Civil War/People/</a></p> <p><a href="http://tennesseencyclopedia.net/entry.php?rec=1013">http://tennesseencyclopedia.net/entry.php?rec=1013</a></p>	
<b>Writers develop a character using methods of characterization and historical context.</b>	<p><b>Writers will use a graphic organizer to plot:</b></p> <p>Physical description          Personality traits          Connection to historical context          Model character traits          Additional details such as age, social status, etc.          Create character organizer in Writer's Notebook</p>	2 days
<b>Writers produce a story that follows logical sequence and contains essential story elements.</b>	<p><b>Writers will use a graphic organizer to plot:</b></p> <p>Exposition          Rising action/conflict          Climax          Falling action          Resolution          Create graphic organizer in Writer's Notebook</p>	3 days
<b>Writers revise and edit writing</b>	<p><b>Writers:</b></p> <ul style="list-style-type: none"> <li>•Determine characterization elements . Incorporate imagery in setting.</li> </ul>	2 days
<b>Writers reflect on writing</b>	<p>Writers:</p> <p>Use graphic organizer for reflection purposes.</p> <ul style="list-style-type: none"> <li>*Content</li> <li>*Sources</li> <li>*Thoughtfulness</li> </ul>	1 day
<b>Writers reflect on their own writing</b>	<p>Writers reflect on:</p> <ul style="list-style-type: none"> <li>*Use graphic organizer for reflection purposes.</li> <li>*Content</li> <li>*Sources</li> <li>*Thoughtfulness *Conventions</li> </ul>	1 day
<b>Teacher Notes:</b>		

<p>Writers research and connect to a historical time period</p> <p>Writers read the novel <i>Bull Run</i> and analyze:</p> <ul style="list-style-type: none"> <li>• How the author creates the narrator and point of view.</li> <li>• How the author creates realistic characters.</li> <li>• How the setting portrays the norms of the historical time period.</li> <li>• How the author portrays the themes.</li> </ul> <p>*Students may read the novel as a Reader's Theater unit</p> <ul style="list-style-type: none"> <li>* Divide the characters into North and South</li> <li>*Create a chart that has each element and students work together to notice how the author crafted the text.</li> </ul>
<p><b>Additional Resources:</b></p> <p><b>*Amistad: Prejudice and black history in <i>Bull Run</i> by Paul Fleishmann</b></p>

UDL Guidelines: Presentation Methods	UDL Guidelines: Action and Expression Methods	UDL Guidelines: Engagement Methods
<p>1.1 Offer ways of customizing the display of information</p> <p>2.1 Clarify vocabulary and symbols</p> <p>2.2 Clarify syntax and structure</p> <p>3.1 Activate or supply background knowledge</p> <p>3.3 Guide information processing, visualization, and manipulation</p>	<p>4.2 Optimize access to tools and assistive technologies</p> <p>5.2 Use multiple tools for construction and composition</p> <p>5.3 Build uencies with graduated levels of support for practice and performance</p> <p>6.1 Guide appropriate goal-setting</p> <p>6.2 Support planning and strategy development</p> <p>6.3 facilitated managing information and resources</p> <p>6.4 Enhance capacity for monitoring progress</p>	<p>7.1 Optimize individual choice and autonomy</p> <p>7.2 Optimize relevance, value, and authenticity</p> <p>8.1 Heighten salience of goals and objectives</p> <p>8.3 Foster collaboration and community</p> <p>9.1 Promote expectations and beliefs that optimize motivation</p> <p>9.3 Develop self-assessment and revision</p>