

**Reading
Grade 6**

**Prepared by:
Jennifer Stalb & Yaris Chase**

**Superintendent of Schools:
Marie C. Cirasella, Ed.D.**

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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 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	
NJSLA.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.
NJSLA.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.
NJSLA.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.
NJSLA.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.
NJSLA.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.
NJSLA.RL.6.6	Explain how an author develops the point of view of the narrator or speaker in a text.
NJSLA.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.
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., <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.
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.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. 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).
NJLSA.L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
NJLSA.L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
NJLSA.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.
Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)	
9.4.8.DC.2	Provide appropriate citation and attribution elements when creating media products
9.2.8.CAP.12	Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.
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
9.4.8.IML.4	Ask insightful questions to organize different types of data and create meaningful visualizations.
Technology Literacy (standard 8 or 9.4.(TL))	
9.4.8.TL.3	Select appropriate tools to organize and present information digitally.
Interdisciplinary Connection	
6.2.8.CivicsDP.3.a	Compare and contrast the American legal system with the legal systems of classical civilizations and determine the extent to which these early systems influenced our current legal system (e.g., Babylonian Code of Hammurabi, Roman Justinian Code, Israelite Jewish Law).
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.
Cross-cultural Statements/Mandates (<i>Amistad, Holocaust, LGBT/Disabilities, SEL, etc...</i>)	
*Amistad Commission Connection: Focus on the theme of Prejudice and black history in <i>The Cay</i> or <i>Holes</i> and <i>Mighty Times” The Children’s March in Birmingham</i>	

<p>Unit Essential Question(s):</p> <ul style="list-style-type: none"> ● How do literary elements affect a story? ● How do we come to understand consequences for actions? ● What are the causes and consequences of prejudice and social injustice? ● How is a characters true nature revealed? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● Reading expands our understanding of the world and ourselves. ● Readers use strategies to deepen understanding. ● Author’s purpose impacts the theme of a novel.
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Unit Learning Targets/Objectives:

- *Students will...*
- 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:**

- Observations and discussion
- Think, pair, share
- Vocabulary circles
- Fishbowl discussions

Summative/Benchmark Assessment(s):

- Chapter quizzes
- Final test
- Digital notebook

Alternative Assessments:

- Modified versions

Resources/Materials : *The Cay* by Theodore Taylor or *Holes* by Louis Sacher

- Chromebook

Digital notebook template:

<https://docs.google.com/presentation/d/1TXoukk1Zv1GTmXBCLjcD0mP1hAq70DsnsHJs8Huh4/edit#slide=id.p3>

Mighty Times: The Children's March In Birmingham: <https://youtu.be/BT-OkNkMZjk>

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> . (Amistad Mandate)	2 days
Teacher Notes: <ul style="list-style-type: none"> ● 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. 		

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

NJSLSA.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.

NJSLSA.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.

NJSLSA.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.

NJSLSA.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.

NJSLSA.RL. 6.6.

Explain how an author develops the point of view of the narrator or speaker in a text.

NJSLSA.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.

NJSLSA.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.

NJSLSA.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.

NJSLSA.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.

NJSLSA.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.
NJSLSA.SL.6.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
NJSLSA.L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> 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.
NJSLSA.L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> A. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. B. Spell correctly.
NJSLSA.L.6.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ul style="list-style-type: none"> A. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice. B. Maintain consistency in style and tone
NJSLSA.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. <ul style="list-style-type: none"> 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</i>, <i>auditory</i>, <i>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).
NJSLSA.L.6.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none"> 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>).
NJSLSA.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.
NJSLSA.RF.5.4.	Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> 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.

Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)

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.
9.4.8.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

Technology Literacy (standard 8 or 9.4.(TL))

9.4.8.TL.3	Select appropriate tools to organize and present information digitally.
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Interdisciplinary Connection

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.

Cross-cultural Statements/Mandates (*Amistad, Holocaust, LGBT/Disabilities, SEL, etc...*)

SEL: Active Listening

Brief discussion on 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 work in literary circles.

<p>Unit Essential Question(s):</p> <ul style="list-style-type: none"> ● How do literary elements affect a story? ● What distinguishes fantasy from reality? ● How does fantasy and science fiction expose human nature? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● Reading expands our understanding of the world and ourselves. ● Readers use strategies to deepen understanding. ● Themes and understanding is revealed across genres.
<p>Unit Learning Targets/Objectives:</p> <ul style="list-style-type: none"> ● <i>Students will...</i> ● 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

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. SEL Mandate: Active Listening brief discussion.	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	
NJSLSA.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.
NJSLSA.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.
NJSLSA.RL.6.6.	Explain how an author develops the point of view of the narrator or speaker in a text.
NJSLSA.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.
NJSLSA.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.
NJSLSA.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.
NJSLSA.SL.6.5.	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
NJSLSA.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. A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. B. Follow agreed-upon rules for discussions and carry out assigned roles. C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. D. 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. A. 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. 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]”).
NJSLSA.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.
NJSLSA.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.
NJSLSA.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>).
Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)	
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
9.2.8.CAP.12	Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential
Technology Literacy (standard 8 or 9.4.(TL))	
9.4.8.TL.3	Select appropriate tools to organize and present information digitally.
Interdisciplinary Connection	
2.1.8.SSH.3	Demonstrate communication skills that will support healthy relationships.
2.1.8.EH.1	Compare and contrast stress management strategies that are used to address various types of stress-induced situations.
Cross-cultural Statements/Mandates (<i>Amistad, Holocaust, LGBT/Disabilities, SEL, etc...</i>)	

SEL: Collaboration and Relationship Skills

Students will work on forming positive relationships while working in teams to deal effectively with conflict and achieve a common goal during their team building activity and escape room.

Unit Essential Question(s):

- What makes a good team?
- How do novel themes affect understanding?
- How does close reading increase understanding?

Unit Enduring Understandings:

- Readers use different strategies to increase understanding.
- It is human nature to feel that we belong.
- People have different talents that are improved by working together.

Unit Learning Targets/Objectives:

- *Students will...*
- Build their close reading skills and be able to analyze a novel.
- Use text evidence as support for their ideas.
- Answer questions in correct academic format.
- Recognize plot, theme, characters, and setting.
- Recognize literary elements such as symbolism and figurative language.
- Work in collaborative groups to interpret the text
- Use technology to film a scene from the novel.

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

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. SEL: Collaboration and Relationship Skills Discuss the impact of individual skills and teamwork on the outcome. Write reflective journal in Writer's Notebook.	1-2 days
Escape Room	SEL: Collaboration and Relationship Skills 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

Teacher Notes:

*Use Audible version of the book when reading in class.

*Conduct mini lessons on the literary elements in order to help the student recognize them in the text.

*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.

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	
NJSLSA.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.
NJSLSA.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.
NJSLSA.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.
NJSLSA.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.
NJSLSA.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.
NJSLSA.L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none">• 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.
NJSLSA.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.
NJSLSA.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., <i>audience, auditory, audible</i>). 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).
NJSLSA.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.
Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)	
9.2.8.CAP.12	Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.
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.
Technology Literacy (standard 8 or 9.4.(TL))	
9.4.8.TL.3	Select appropriate tools to organize and present information digitally.
Interdisciplinary Connection	
1.4.8.Pr5a	Examine how character relationships assist in telling the story of devised or scripted theatre work.
1.4.8.Pr6a	Perform a rehearsed theatrical work for an audience
Cross-cultural Statements/Mandates (<i>Amistad, Holocaust, LGBT/Disabilities, SEL, etc...</i>)	
Amistad:	
In this unit, students will be immersing themselves into the history and experience of Ruby Bridges and the challenges she faced by performing the Reader’s Theater titled <i>The Ruby Bridges Story: A Simple Act of Kindness</i> .	
Unit Essential Question(s): <ul style="list-style-type: none"> • What is a short story? • How does setting affect the story? • How do literary elements convey theme? • How does conflict create a story? • How does performing a story affect its meaning? 	Unit Enduring Understandings: <ul style="list-style-type: none"> • Reading expands understanding of people and society. • Authors write with different purposes and styles. • Literature reveals truths that relate to themes. • Listening and speaking relate to literature.
Unit Learning Targets/Objectives:	
<ul style="list-style-type: none"> • <i>Students will...</i> • Use close reading skills to analyze short stories. 	

- Apply speaking and listening skills to Reader’s Theater
- 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
- Journals in Writer’s Notebooks

Summative/Benchmark Assessment(s):

- Final test
- Reader’s Theater performance grade

Alternative Assessments:

- Modified versions
- Oral assessment if needed

Resources/Materials :

- “The Monkey’s Paw” by W.W. Jacobs
- “The Tell Tale Heart” by Edgar Allan Poe
- “The Necklace” by Guy De Maupassant
- “Ransom of Red Chief” by O. Henry
- “Rikki Tikki Tavi” by Rudyard Kipling
- “The Red-Headed League” by Sir Arthur Conan Doyle
- “The Ruby Bridges Story: A Simple Act of Kindness” by Scholastic & Storyworks (**Amistad**)
- *Reader’s Theater versions and full text.

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-**

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- 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 research the background of various authors such as Edgar Allan Poe, Ruby Bridges and Rudyard	2 days

	Kipling. Discuss how background influenced literary content. (Amistad)	
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	
NJSLSA.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.
NJSLSA.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.
NJSLSA.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.
NJSLSA.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.
NJSLSA.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.
NJSLSA.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.
NJSLSA.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).
NJSLSA.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
NJSLSA.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.

NJSLSA.SL.6.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
NJSLSA.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.
NJSLSA.L.6.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <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>
NJSLSA.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>
NJSLSA.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>
NJSLSA.L6.4	<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>
Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)	
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.
9.4.8.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

Technology Literacy (standard 8 or 9.4.(TL))

9.4.8.TL.3	Select appropriate tools to organize and present information digitally.
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Interdisciplinary Connection

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.

Cross-cultural Statements/Mandates (*Amistad, Holocaust, LGBT/Disabilities, SEL, etc...*)

Amistad:

While reading the novel *Bull Run* students will learn about the many challenges African Americans faced during the Civil War and how they worked hard to overcome those challenges.

<p>Unit Essential Question(s):</p> <ul style="list-style-type: none"> ● How does fiction help us understand history? ● What were the main causes of the Civil War? ● What is the battle's impact on citizens? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● Reading expands understanding of people and society. ● Literature reflects history. ● War affects many aspects of everyday life..
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- 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 (**Amistad Mandate**)

- 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
- **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
- **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)
Analyzing Text and Close Reading Skills	Readers read the text of <i>Bull Run</i> to improve literacy and close reading skills. (Amistad Mandate)	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

NJSLSA.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.
NJSLSA.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.
NJSLSA.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.
NJSLSA.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.
NJSLSA.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.
NJSLSA.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.
NJSLSA.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.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).
NJSLSA.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)
NJSLSA.SL.6.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
NJSLSA.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., <i>audience</i> , <i>auditory</i> , <i>audible</i>).

	<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 inferred</p>
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.
NJSLSA.R5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
NJSLSA.R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)	
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.
Technology Literacy (standard 8 or 9.4.(TL)	
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
Interdisciplinary Connection	
1.2.8.Cr3c	Refine and modify artistic choices to reflect an understanding of purpose, narrative structures, composition, audience, and context
6.1.8.HistoryCC.5.a	Prioritize the causes and events that led to the Civil War from different perspectives.
6.1.8.HistoryCC5.b	Analyze critical events and battles of the Civil War and from different perspectives.
6.1.8.HistoryUP.5.b	Examine the roles of women, African Americans, and Native Americans in the Civil War.
Cross-cultural Statements/Mandates (<i>Amistad, Holocaust, LGBT/Disabilities, SEL, etc...</i>)	
<p>Amistad: Students will focus on the theme of prejudice throughout black history by using texts “Harlem” and “Mother to Son.” They will also learn more about African American authors whose creations of poetry enhanced the world of literature by completing an author study of Langston Hughes and Yusef Komunyakaa.</p>	

SEL:

During this poetry unit, readers will analyze and discuss various poetic themes such as ‘perseverance’ and connect these themes to their personal lives.

Unit Essential Question(s):

- How do authors create poems?
- How does figurative language affect understanding?
- How does poetry differ from prose?
- How do poetic themes relate to life?

Unit Enduring Understandings:

- Poetry communicates an understanding of ourselves.
- Authors write with different style and purpose.
- Themes and understanding are revealed across genres.

Unit Learning Targets/Objectives:

- *Students will...*
- Use close reading skills to analyze poems in a variety of styles
- Learn and apply poetic terminology
- Discuss and present opinions on content of poems
- Use relevant evidence to support claims
- Make connections to common themes between poems and novels
- Make thematic connections to Social Emotional Learning

Evidence of Learning**Formative Assessments:**

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

Summative/Benchmark Assessment(s):

- Chapter quizzes
- Final test
- Literature Circle cumulative grade

Alternative Assessments:

- Modified versions
- Oral assessment if needed

Resources/Materials :

- “Willow and Ginkgo” by Eve Merriam
- “Mother to Son” by Langston Hughes (**Amistad**)
- “Harlem” by Langston Hughes (**Amistad**)
- “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
- **At-Risk Students -**
 Follow I&RS procedures / action plans
 Encourage participation

Allow extended time
 Allow errors
 Modify literature circle roles
 Provide chapter summaries
 Follow IEP/ 504 accommodations/ modifications
 Provide moderate level novel (LWW)

Contact parents
 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)

- **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. http://www.lvhpog.com/lvhv2/wp-content/uploads/2017/03/Poetry-vocab-funny-presentation.pdf	1 day
Author Study	(Amistad) 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 to other forms of literature and their life.	20 non-consecutive days
Informational Reading	Readers will connect poetry to current affairs or historical events such as The Civil War, Use of NewELA 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
<p>Teacher Notes:</p> <ul style="list-style-type: none"> *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. 		