Bi-Borough
New Jersey Student Learning Standards
Language Arts Curriculum

Reading
Grade Six

Revised June 2017

Oradell Public School
River Edge Public Schools

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Sixth Grade Reading/Writing Calendar

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SIXTH GRADE READING
UNIT ONE: LAUNCHING THE READING WORKSHOP
ESTABLISHING PERSONAL GOALS

NEW JERSEY STUDENT LEARNING STANDARDS

RL.6.10   By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

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

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

RI.6.10   By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

SL.6.1   Engage effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

   A.   Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
   B.   Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing

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.

9.1.4.A.1 Apply critical thinking and problem solving skills to solve Problems

9.1.4.B.1 Gather and evaluate knowledge from a variety of sources that fosters creativity and innovative thinking

9.1.4.C.1 Collaborate in teams that allows groups to achieve common goals with greater efficiency

9.1.4.D.3 Understand different cultural perspectives to enhance Community

9.1.4.E.1 Integrate digital media to enhance communication

9.1.4.F.1 Promote ethical behavior and accountability

8.1.4.A.1 Understand how to use digital tools for appropriate applications

8.1.4. Practice cyber safety

BIG IDEAS/COMMON THREADS
All students will sustain reading increasingly complex texts through a variety of genres with comprehension and fluency

ENDURING UNDERSTANDINGS
Readers build a community of readers who can affect the ability to discuss analyze and interpret text

ESSENTIAL QUESTION
How does building a community of readers affect the ability to discuss, analyze and interpret text?

ASSESSMENT
Facilitate a discussion with his/her peers following rules of collegial discussions Leveled reading assessment
Unit quizzes
Written reading response

UNIT OBJECTIVES
Students will be able to...
- Identify a genre
- Identify basic literary elements
- Respond to a text in writing
- Engage in small and large group discussions
- Build upon ideas presented in group discussions
- Question each other to clarify meaning
- Adjust ideas about text, based on class discussions

SKILLS
Students will be able to...

- 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.
- Compare ideas within whole and small groups.
- Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- Use supporting details and text evidence to back up claims.
- Infer and make connections to cite evidence from text.
- Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing

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- Complete graphic organizers before and after texts, to see how ideas have changed.

- Evaluate the ways characters in stories dealt with conflicts
- Synthesize text from multiple sources to design a new solution
- Understand the different perspective of characters in stories who have disabilities and come from different cultures
- Evaluate the factors that contribute to the socioeconomic status of characters in stories
- Read about heroes in current events that contribute to society
- Understand what plagiarism is and how to avoid plagiarizing
- Apply technology to enhance meaning, communication and productivity in accordance to the Acceptable Use Policy

RESOURCES
Multiple levels of text in classroom library
Variety of informational and narrative text

SIXTH GRADE READING
UNIT TWO: CHARACTER ANALYSIS

NEW JERSEY STUDENT LEARNING STANDARDS

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

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

RL.6.6   Explain how an author develops the point of view of the
narrator or speaker in a text.

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.

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 eye
contact, adequate volume, and clear pronunciation

L.6.4   Determine or clarify the meaning of unknown and
multiple-meaning words and phrases based on grade 6
reading and content, choosing flexibly from a range of
strategies.

L.6.5   Demonstrate understanding of figurative
language, word relationships, and nuances in
word meanings.

9.1.4.A.1   Apply critical thinking and problem solving skills to solve
problems

9.1.4.C.1   Collaborate in teams that allows groups to achieve common goals with greater efficiency

9.1.4.D.3   Understand different cultural perspectives to enhance community

9.1.4.E.1   Integrate digital media to enhance communication

9.1.4.F.1   Promote ethical behavior and accountability

8.1.4.A.1   Understand how to use digital tools for appropriate applications

8.1.4.   Practice cyber safety

BIG IDEAS/COMMON THREADS
All students will sustain reading increasingly complex texts through a variety of genres with comprehension and fluency

ENDURING UNDERSTANDINGS
Characters change, respond and react to relationships, situations and events.

ESSENTIAL QUESTIONS
How do characters evolve (change) and respond (react) as a result of situations/ events/relationships?

ASSESSMENT
On demand literary response on an unfamiliar text
Leveled reading assessment
Unit quizzes
Written reading response

UNIT OBJECTIVES

Students will be able to...

- Explain how a character changes from the beginning of a story to the end
- Describe the impact the character has on the plot
- Infer character's motivation based on the context of the story/passage
- Identify the components of multidimensional characters

SKILLS

Students will be able to...

- Create a character timeline to portray how a character changes emotionally and physically
- Make connections to a character's behavior
- Make predictions about a character's reactions
- Explain how a character's actions and personality affect the plot
- Formulate an opinion about a character's actions/decisions, and justify that opinion by citing textual evidence
- Evaluate the ways characters in stories dealt with conflicts
- Understand the different perspective of characters in stories who have disabilities and come from different cultures
- Evaluate the factors that contribute to the socioeconomic status of characters in stories
- Read about heroes in current events that contribute to society
- Apply technology to enhance meaning, communication and productivity in accordance to the Acceptable Use Policy

RESOURCES

Multiple levels of text in classroom library
Variety of narrative text – short stories, novels, etc.

SIXTH GRADE READING
UNIT THREE: CLOSE READING & RESPONDING to TEXTS: LOOKING AT LITERARY ELEMENTS THROUGH SHORT STORIES and POETRY

NEW JERSEY STUDENT LEARNING STANDARDS

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

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

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

RL.6.6   Explain how an author develops the point of view of the narrator or speaker in a text

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.

L.6.4   Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

L.6.5   Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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9.1.4.A.1   Apply critical thinking and problem solving skills to solve problems

9.1.4.B.1   Gather and evaluate knowledge from a variety of sources that fosters creativity and innovative thinking

9.1.4.C.1   Collaborate in teams that allows groups to achieve common goals with greater efficiency

9.1.4.D.3   Understand different cultural perspectives to enhance community

9.1.4.E.1   Integrate digital media to enhance communication

9.1.4.F.1   Promote ethical behavior and accountability

8.1.4.A.1   Understand how to use digital tools for appropriate applications

8.1.4. Practice cyber safety

BIG IDEAS/COMMON THREADS
All students will sustain reading increasingly complex texts through a variety of genres with comprehension and fluency.

ENDURING UNDERSTANDINGS
Plot develops when drama unfolds, characters change, action rises, and conflict is resolved.

ESSENTIAL QUESTIONS
How does the plot develop when drama unfolds, characters change, action rises and conflict is resolved?

ASSESSMENTS
Visual representation (picture book, movie script)
Published literary essay on a short story
Unit quizzes
Written reading response

UNIT OBJECTIVES
Students will be able to...
- Read a variety of narratives that involve drama and conflict
- Comprehend involved plot development and make meaning out of complex stories
- Recognize how literary elements are connected and how they work together to move a story forward
- Cite textual evidence
- Hold onto a storyline, synthesizing meaning as they read
- Compare and contrast how authors use literary elements to move the story forward
- Determine which literary elements are most important in specific stories
- Envision the world of the story
- Identify and empathize with characters
- Respond to reading in notebooks
- Compare how literary elements are utilized in fiction and poetry

SKILLS
Students will be able to...
- Create a chart comparing two stories and the use of literary elements
- Use think aloud opportunities to discuss difficulties in the text
- Keep detailed records or charts to examine how the treatment of literary elements differ by genre, text types and authors
- Engage in problem solving strategies (ie. infer, predict, visualize) when meaning breaks down
- Use knowledge of text structures to make meaning
- Use reading response journals to reflect on reading and grow ideas
- Create character sketches by writing about a particular character

- Act out a scene or a story
- Use whole and small group discussions to interpret plot developments
- Evaluate the ways characters in stories dealt with conflicts
- Understand the different perspective of characters in stories who have disabilities and come from different cultures
- Evaluate the factors that contribute to the socioeconomic status of characters in stories
- Read about heroes in short stories and compare to heroes in society
- Understand what plagiarism is and how to avoid plagiarizing
- Apply technology to enhance meaning, communication and productivity in accordance to the Acceptable Use Policy

RESOURCES

Variety of short stories & short narrative text
Variety of poems

SIXTH GRADE READING
UNIT FOUR: ANALYZING AND INTERPRETING NONFICTION

NEW JERSEY STUDENT LEARNING STANDARDS

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

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

RI.6.3   Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

RI.6.4   Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings

RI.6.5   Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas

RI.6.6   Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

RI.6.7   Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue

RI.6.8   Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons

and evidence, from claims that are not

RI.6.9   Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

RI.6.10   By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

SL.6.1   Engage effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on grade 6

topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.6.2   Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

SL.6.3   Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

SL.6.4   Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation

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

SL.6.6   Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

L.6.4   Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

L.6.5   Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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.

9.1.4.A.1   Apply critical thinking and problem solving skills to solve problems

9.1.4.B.1   Gather and evaluate knowledge from a variety of sources that fosters creativity and innovative thinking

9.1.4.C.1   Collaborate in teams that allows groups to achieve common goals with greater efficiency

9.1.4.D.3   Understand different cultural perspectives to enhance community

9.1.4.E.1   Integrate digital media to enhance communication

9.1.4.F.1   Promote ethical behavior and accountability

8.1.4.A.1   Understand how to use digital tools for appropriate applications

8.1.4.A.4   Understand how to create a simple spreadsheet and interpret information

8.1.4.   Practice cyber safety

BIG IDEAS/COMMON THREADS
All students will sustain reading increasingly complex texts through a variety of genres with comprehension and fluency

ENDURING UNDERSTANDINGS
Readers utilize text structures to comprehend expository, narrative and hybrid nonfiction texts.

ESSENTIAL QUESTIONS
How do readers utilize text structures to comprehend expository, narrative and hybrid nonfiction texts?

ASSESSMENTS
Unit quizzes
Written response (i.e. Comparison piece, opinion piece, informative piece)

UNIT OBJECTIVES
Students will be able to...
- Cite text evidence to support inferences
- Determine the central idea of nonfiction text
- Determine word meanings and connotations within context
- Determine an author's point of view and recognize biased text
- Compare evidence from various sources of text

SKILLS
Students will be able to...

- Analyze informational text to gather and synthesize information
- Synthesize text from multiple sources to design a new solution
- Present claims and findings grounded in evidence from the text
- Create digital public service announcements on different topics
- Understand what plagiarism is and how to avoid plagiarizing

- Engage effectively in a range of collaborative discussions
- Apply technology to enhance meaning, communication and productivity in accordance to the Acceptable Use Policy

RESOURCES
Variety of informational text
Online informational sites (ie. newsela.com)
Magazine articles

SIXTH GRADE READING
UNIT FIVE: READING INFORMATIONAL TEXT IN THE CONTENT AREAS

NEW JERSEY STUDENT LEARNING STANDARDS

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

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

RI.6.3   Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

RI.6.4   Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings

RI.6.5   Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas

RI.6.6   Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

RI.6.7   Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue

RI.6.8   Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence, from claims that are not

RI.6.9   Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

RI.6.10   By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

SL.6.1   Engage effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.6.2   Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

SL.6.3   Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

SL.6.4   Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation

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

SL.6.6   Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

L.6.4   Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of

strategies.

L.6.6   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.

9.1.4.A.1   Apply critical thinking and problem solving skills to solve problems

9.1.4.B.1   Gather and evaluate knowledge from a variety of sources that fosters creativity and innovative thinking

9.1.4.C.1   Collaborate in teams that allows groups to achieve common goals with greater efficiency

9.1.4.D.3   Understand different cultural perspectives to enhance community

9.1.4.E.1   Integrate digital media to enhance communication
9.1.4.F.1   Promote ethical behavior and accountability

8.1.4.A.1   Understand how to use digital tools for appropriate applications

8.1.4.   Practice cyber safety

BIG IDEAS/COMMON THREADS
All students will sustain reading increasingly complex texts through a variety of genres with comprehension and fluency

ENDURING UNDERSTANDINGS
Readers deepen their understanding by integrating knowledge and ideas.

ESSENTIAL QUESTIONS
How do readers deepen understanding and integrate knowledge and ideas?

ASSESSMENTS
Unit quizzes
Written reading response

UNIT OBJECTIVES
Students will be able to...
- Determine central idea
- Locate supporting details
- Determine author's purpose
- Recognize text structures
- Synthesize information gathered from multimedia formats
- Determine word meanings and connotations within context
- Build vocabulary in the content areas Develop listening and speaking skills for instructional presentations and informal discussions

SKILLS
Students will be able to...
- Use strategies to determine the central idea, and the details to support it
- Cite textual evidence – implicit and explicit
- Apply skills to determine the meaning of unknown words (ie. context clues, substitution, analyze prefix, suffix and/or root, etc.)
- Recognize patterns in various text structures and determine how they contribute to the overall meaning of the text
- Determine author's purpose (persuade, inform, entertain)
- Determine point of view, and recognize how it affects text
- Recognize author's bias and separate fact and opinion
- Synthesize previous knowledge to new information learned
- Develop listening and speaking skills for instructional presentations and informal discussions
- Interpret text in multimedia formats
- Determine reliability of claims within text
- Convey ideas effectively in digital presentations
- Apply technology to enhance meaning, communication and productivity in accordance to the Acceptable Use Policy

RESOURCES

Variety of informational text
Online informational sites (ie. newsela.com)
Content-area text/articles

SIXTH GRADE READING
UNIT SIX: STUDYING THEMES ACROSS A VARIETY OF GENRES

NEW JERSEY STUDENT LEARNING STANDARDS

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

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

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

RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text

RL.6.7 Compare and contrast the experience of reading a story, drama or poem to listening to, or viewing an audio, video or live version of a text, including contrasting what they 'see' and 'hear' when reading the text to what they perceive when they listen or watch.

RL.6.9 Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

RL.6.10 By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

SL.6.1   Engage effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

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

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.

9.1.4.A.1   Apply critical thinking and problem solving skills to solve problems

9.1.4.B.1   Gather and evaluate knowledge from a variety of sources that fosters creativity and innovative thinking

9.1.4.C.1   Collaborate in teams that allows groups to achieve common goals with greater efficiency

9.1.4.D.3   Understand different cultural perspectives to enhance community

9.1.4.E.1   Integrate digital media to enhance communication

9.1.4.F.1   Promote ethical behavior and accountability

8.1.4.A.1   Understand how to use digital tools for appropriate applications

8.1.4.   Practice cyber safety

BIG IDEAS/COMMON THREADS

All students will sustain reading increasingly complex texts through a variety of genres with comprehension and fluency

ENDURING UNDERSTANDINGS

Readers will infer the theme of the story by analyzing the journeys characters take and the lessons they learn.

ESSENTIAL QUESTIONS

How do readers infer the theme of the story by analyzing the journeys characters take and the lessons they learn?

ASSESSMENTS

Unit quizzes
Written reading response

UNIT OBJECTIVES

Students will be able to...
- Compare and contrast
- Infer theme
- Summarize text
- Build vocabulary within context
- Analyze word choice
- Identify genre and type of text

SKILLS

Students will be able to...
- Determine theme of a text and explain how it's conveyed through details
- Provide a summary of the text distinct from author's or reader's opinion
- Cite textual evidence to support ideas
- Determine meaning of words and phrases as they are used in the text

- Analyze the impact of a specific word choice on meaning and tone
- Analyze how chapters fit together to develop a theme
- Determine how scenes and stanzas contribute to the development of the theme in a story or poem
- Compare and contrast literature that has been read to one that has been viewed or heard
- Compare and contrast themes and topics across a variety of genres
- Compare and contrast a fictional character to a realistic character of the same and/or different time period
- Understand the different perspective of characters in stories who have disabilities and come from different cultures
- Read about heroic themes in stories and compare to heroes in current events that contribute to society
- Use reading strategies taught to comprehend text
- Participate in a range of collaborative discussions
- Interpret information presented in diverse media formats
- Apply technology to enhance meaning, communication and productivity in accordance to the Acceptable Use Policy

RESOURCES
Literary text in a variety of genres

SIXTH GRADE READING
UNIT SEVEN: EXPLORING SOCIAL ISSUES THROUGH BOOK CLUBS

NEW JERSEY STUDENT LEARNING STANDARDS

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

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

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

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

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

RL.6.6   Explain how an author develops the point of view of the narrator or speaker in a text

RL.6.9   Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) texts in different forms or genres (e.g., stories

and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

RL.6.10 By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

SL.6.1 Engage effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally), explaining how it contributes to a topic, text, or issue under study.

SL.6.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation

SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

9.1.4.A.1 Apply critical thinking and problem solving skills to solve problems

9.1.4.B.1 Gather and evaluate knowledge from a variety of sources that fosters creativity and innovative thinking

9.1.4.C.1 Collaborate in teams that allows groups to achieve common goals with greater efficiency

9.1.4.D.3 Understand different cultural perspectives to enhance community

9.1.4.E.1   Integrate digital media to enhance communication

9.1.4.F.1   Promote ethical behavior and accountability

9.2.4.A.1   Link educational achievement, career choice, and entrepreneurial skills to achieve a desired level of income and lifestyle choices

9.2.4.F.1   Understand the positive impact of civic and financial contributions on community development as it relates to philanthropy, volunteer services, and charitable contributions

8.1.4.A.1   Understand how to use digital tools for appropriate applications

8.1.4.   Practice cyber safety

BIG IDEAS/COMMON THREADS
All students will sustain reading increasingly complex texts through a variety of genres with comprehension and fluency

ENDURING UNDERSTANDINGS
Readers will analyze and interpret ideas about social issues through the exploration of books around similar themes and topics.

ESSENTIAL QUESTIONS
How do readers analyze and interpret ideas about social issues?

ASSESSMENTS
Unit quizzes
Written reading response
Blog or editorials highlighting both sides of a social
issue Written responses to peer's writing

UNIT OBJECTIVES

Students will be able to...
- Distinguish between personal bias and author's perspective
- Recognize and respect cultural differences
- Demonstrate openness toward differing opinions and behaviors
- Evaluate how gender roles, economic status, and beliefs are portrayed in literature
- Determine how social issues define a character's motivations and actions

SKILLS

Students will be able to...
- Use agreed upon rules for discussion to lead and participate in class discussions
- Agree and disagree with classmates in a collegial way
- Compare and contrast personal beliefs with the beliefs of characters and authors
- Write essays in response to class discussions about social issues, citing textual evidence
- Brainstorm possible solutions to social conflicts
- Evaluate the ways characters in stories dealt with conflicts
- Achieve task completion in Book Clubs
- Understand the different perspective of characters in stories who have disabilities and come from different cultures
- Create digital public service announcements on different topics
- Evaluate the factors that contribute to the socioeconomic status of characters in stories
- Read about heroes in stories and in current events that contribute to society
- Respond to class blogs or digital editorials using etiquette and rules for online commenting
- Apply technology to enhance meaning, communication and productivity in accordance to the Acceptable Use Policy

RESOURCES

Multiple copies of leveled text focusing on social issues

Differentiation

Differentiation is a process teachers use to increase achievement by improving the match between the learner's unique characteristics: prior knowledge, cognitive level, learning style, motivation, strength or interest and various curriculum components: Nature of the objective, teaching activities, learning activities, resources and products.

This broad notion applies to learners from a diverse range of abilities, including: Gifted and Talented, English Language Learners, Students with Disabilities, and Students at Risk of School Failure. This addendum reveals pathways for differentiation specific to four distinct student populations.

Teachers can differentiate

- **Content** What we teach and how we give students access to the information and ideas that matter
- **Process** How students come to understand and "own" the knowledge, understanding, and skills essential to a topic
- **Product** How a student demonstrates what he or she has come to know, understand and be able to do as a result of a segment of study

According to students'

- **Readiness** The current knowledge, understanding, and skill level a student has related to a particular sequence of learning
- **Interest** What a student enjoys learning about, thinking about, and doing
- **Learning Style** A student's preferred mode of learning. It is influenced by learning style, intelligence preference, gender and culture

Modifications

Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their community.

Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques-auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling).

Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies).

Provide multiple grouping opportunities for students to share their ideas and to encourage work among various backgrounds and cultures (e.g. multiple representation and multimodal experiences).

Use project-based science learning to connect social studies with real-life experiences.

Structure the learning around explaining or solving a social or community-based issue.

Provide ELL students with multiple literacy strategies.

Collaborate with after-school programs or clubs to extend learning opportunities.

Restructure lesson using UDL principles
> http://www.cast.org/our-work/about-udl.html#.VXmoXcfD_UA

Oradell and River Edge Public School Districts
OPS BOE Approved
RE BOE Approved (7/26/17)

<mark>Gifted and Talented</mark> *(content, process, product and learning environment)*

N.J.A.C. 6A:8-‐3.1 Curriculum and instruction

District boards of education shall develop appropriate curricular and instructional modifications used for gifted and talented students indicating content, process, products, and learning environment.

Sample Differentiation Strategies and Techniques

Learning Agendas/Contracts
A learning contract is an agreement established between a student and the teacher; it sometimes involves the student's parents. The contract specifies concrete learning and/or behavioral objectives for the student that all parties agree need to be achieved. The contract also specifies:
- the goals of the contract
- the obligations of each party to the contract
- the time frame within which the terms of the learning contract are to be fulfilled
- the basis on which it will be determined that the conditions of the contract were met

Self-Directed Learning Specific ongoing activities in which students work independently

Curriculum Compacting Curriculum Compacting is an instructional technique that is specifically designed to make appropriate curricular adjustments for students in any curricular area and at any grade level.

Sample resource: *http://www.gifted.uconn.edu/sem/semart08.html*

RAFT Assignments RAFT is an acronym for a structured technique used to guide student writing. RAFT assignments are used to demonstrate a student's knowledge using a defined point of view. This strategy requires students to write using an assigned format to an audience other than the teacher.

Flexible Grouping Flexible grouping is a range of grouping students together for delivering instruction. This can be as a whole class, a small group, or with a partner. Flexible grouping creates temporary groups that can last an hour, a week, or even a month.

Jigsaw Activities Jigsaw is a strategy that emphasizes cooperative learning by providing students an opportunity to actively help each other build comprehension. Use this technique to assign students to reading groups composed of varying skill levels. Each group member is responsible for becoming an "expert" on one section of the assigned material and then

Graphic Organizers/Extension Menus Students select from a set of possible assignments (3 to 9 choices is common). Students may be required to select more than one choice. Choices offer differentiated objectives. Choices are often grouped by complexity of thinking skill. Activities are independent so students have freedom as well as responsibility. A variety of options enable students to work in the mode that most interests them.

<mark>Students at Risk of School Failure</mark>

Districts are required to administer grade level benchmark and/or interim assessments in content areas. After each administration, districts should analyze the data to identify which students are at-risk in this content area. Any of the strategies outlined in the other differentiation/modification categories may be used to address the needs of these students who may be at risk.

<mark>English Language Learners</mark>

The purpose of adapting content lessons for LEP students is to lower the language barrier and make the English used in such lessons as comprehensible as possible. LEP students' capacity to learn can be greatly inhibited by the academic vocabulary and, sometimes, lack of cultural experience living in the United States for short periods of time. Every student deserves an education that culturally relevant and meaningful to his/her present and future lives.

Educators provide various grouping strategies such as flexible grouping and/or paired learning being sensitive to the language proficiency level of the LEP students. A student's capacity to become fluent in English will be greatly enhanced by activities in oral and written language that connect one's own life in meaningful and engaging ways.

Instructional Supports:
Hands-on materials
- Bilingual dictionaries
- Visual aids
- Teacher made adaptations, outlines, study guides
- Varied leveled texts of the same content

Preparing students for the lesson:
- *Building Background Information* Done through brainstorming, semantic webbing, use of visual aids and other comprehension strategies.
- *Simplifying Language for Presentation* Using speech that is appropriate to students' language proficiency level. Avoid jargon and idiomatic speech.
- *Developing Content Area Vocabulary* Done through the use of word walls and labeling classroom objects. Students encounter new academic vocabulary.
- *Concept Development* Enduring understanding requires thorough and contextualized study of subjects across grades and courses.
- *Giving Directions* Stated clearly and distinctly and delivered in both written and oral forms to ensure that LEP students understand the task. In addition, students should be provided with/or have access to directional words such as: circle, write, draw, cut, underline, etc.

Presenting the Lesson:
- Use multiple strategies and varied instructional tools to increase the opportunities for students to develop meaningful connections between content and the language used in instruction.
- Provide students with opportunities to express new knowledge and learning using written, verbal, and nonverbal communication.

- Provide students with opportunities to participate in numerous discussions to increase ELLs competency and confidence in verbal discourse; frame classroom conversations on subjects of interest and cultural relevance.

WIDA -- https://www.wida.us/

<mark>Students with Disabilities</mark> *(appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)*

Instructional adaptations for students with disabilities include, but are not limited to, the below approaches. These general suggestions are particularly resonant with students in classroom settings, grades K-12. The primary aim of education is cultivating active and informed citizens. For students with disabilities, self-determination and interdependence are two core principles of citizenship education that applies directly to their educational needs and interests.

Student Motivation Expanding student motivation to learn content can occur through: activity choice, appeal to diverse learning styles, choice to work with others or alone, hands-on activities, and multimodal activities.

Instructional Presentations The primary purpose of these adaptations is to provide special education students with teacher-- initiated and teacher-directed interventions that prepare students for learning and engage students in the learning process (Instructional Preparation); structure and organize information to aid comprehension and recall (Instructional Prompts); and foster understanding of new concepts and processes (Instructional Application) e.g. relating to personal experiences, advance organizers, pre--teaching vocabulary and/or strategies; visual demonstrations, illustrations, models.

Instructional Monitoring Instruction should include opportunities for students to engage in goal setting, work with rubrics and checklists, reward systems, conferences.

Classroom Organization The primary purpose of these classroom organization adaptations is to maximize student attention, participation, independence, mobility, and comfort; to promote peer and adult communication and interaction; and to provide accessibility to information, materials, and equipment.

Student Response The primary purpose of student performance responses is to provide students with disabilities a means of demonstrating progress toward lesson/unit objectives.