

Subject Area: English Language Arts	Grade Level: 6	
Unit Name: Reading - Launching	Dates: September-Early October	Time Frame: 4-5 Weeks
<p>Lessons & Writing Activities:</p> <p><u>Interactive Read Aloud Lessons</u></p> <p><u>Lesson 1: What is a Reading Workshop?</u> Rationale: Reading workshop is the time of day to focus on developing reading.. Students will learn about the structure, expectations, and routines in the reading workshop and make plans for themselves as readers.</p> <p>New Jersey State Learning Standards: RL.6.2, SL 6.1</p> <p>New Jersey Social and Emotional Learning Competencies: Self-Management, Social Awareness, Responsible Decision-Making, Relationship Skills</p> <p>Skills & Strategies: Text and Genre Features/Structure, Using Schema, Making Inferences, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating</p> <hr/> <p><u>Lesson 2: Considering Our Reading Identities</u> Rationale: Readers understand that all readers have unique identities and histories. Students will develop an understanding of their own identities and reflect on their interests and histories as readers.</p> <p>New Jersey State Learning Standards: RL.6.1, RL.6.2, SL.6.1</p> <p>New Jersey Social and Emotional Learning Competencies: Self-Management, Social Awareness, Responsible Decision-Making, Relationship Skills</p> <p>Skills & Strategies: Using Schema, Determining Importance, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating</p> <hr/> <p><u>Lesson 3: Crafting a Reading Life</u> Rationale: Readers are individuals with different strengths, challenges, and interests. Students will use their own identities to self-select texts</p>		

across genres.

New Jersey State Learning Standards: RL.6.1, RL.6.2, RL.6.10, SL.6.1, SL.6.4

New Jersey Social and Emotional Learning Competencies: Self-Management, Social Awareness, Responsible Decision-Making, Relationship Skills

Skills & Strategies: Using Schema, Visualizing, Speaking to Communicate, Listening and Responding, Engaging in Conversation

Lesson 4: Understanding Feels Like

Rationale: Readers know what it feels like to understand what they read. Having thoughts and asking questions reflects understanding. Students will pay attention to when meaning breaks down and they do work to clear up confusion.

New Jersey State Learning Standards: RL.6.2, RL 6.4, SL.6.1,

New Jersey Social and Emotional Learning Competencies: Self-Management, Social Awareness, Responsible Decision-Making, Relationship Skills

Skills & Strategies: Questioning, Making Inferences, Monitoring and Repairing Comprehension, Finding Word Meaning (Vocabulary), Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 5: Tapping Into What You Know

Rationale: Readers bring what they know or have experienced to their reading. Students will learn that they understand their reading more deeply when they activate prior knowledge about the genre, author and topic.

New Jersey State Learning Standards: RL.6.1, RL.6.2, SL.6.1,

New Jersey Social and Emotional Learning Competencies: Self-Management, Social Awareness, Responsible Decision-Making, Relationship Skills

Skills & Strategies: Text and Genre Features/Structure, Using Schema, Visualizing, Making Inferences, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaboration, Writing About Text

Lesson 6: Building Ideas Through Conversation

Rationale: Readers come together to have conversations in order to both share thinking and grow ideas together. Students will learn how to follow a clear protocol during conversations.

New Jersey State Learning Standards: RL.6.2, SL.6.1

New Jersey Social and Emotional Learning Competencies: Self-Management, Social Awareness, Responsible Decision-Making, Relationship Skills

Skills & Strategies: Text and Genre Features/Structure, Questioning, Making Inferences, Determining Importance, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 7: Starting a Conversation

Rationale: When readers know they will be speaking about a text, they prepare for conversation by collecting their thinking and ideas. Readers pay attention to characters, conflicts, and elements of the genre to gather ideas for discussion. Students will use their collected thinking to start a conversation in a variety of ways.

New Jersey State Learning Standards: RL.6.1, RL.6.2, SL.6.1

New Jersey Social and Emotional Learning Competencies: Self-Management, Social Awareness, Responsible Decision-Making, Relationship Skills

Skills & Strategies: Text and Genre Features/Structure, Making Inferences, Synthesizing, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 8: Growing Ideas Through Conversation

Rationale: Readers grow ideas about their reading by talking to other readers. Students will grow ideas about their reading and use evidence to support their ideas.

New Jersey State Learning Standards: RL.6.1, RL.6.2, SL.6.1,

New Jersey Social and Emotional Learning Competencies: Self-Management, Social Awareness, Responsible Decision-Making, Relationship Skills

Skills & Strategies: Making Inferences, Determining Importance, Synthesizing, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Mini-Lessons

Lesson 1: Studying Ourselves as Readers

Rationale: Readers make both short-term and long-term plans to help drive their reading lives. Students will consider what they read and when they will read it.

New Jersey State Learning Standards: RL.6.10

New Jersey Social and Emotional Learning Competencies: Self-Awareness, Self-Management, Responsible Decision-Making

Skills & Strategies: Text and Genre Features/Structure, Monitoring and Repairing Comprehension

Lesson 2: Making a Plan for Ourselves as Readers

Rationale: Readers have both short-term and long-term plans for their reading lives. Students will keep a running list of books to read in order to develop their reading identities and build independence as readers.

New Jersey State Learning Standards: RL.6.10, RI. 6.10, SL.6.1

New Jersey Social and Emotional Learning Competencies: Self-Awareness, Self-Management, Social Awareness, Responsible Decision-Making, Relationship Skills

Skills & Strategies: Determining Importance, Synthesizing, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 3: Book Talks

Rationale: Readers share books that they love and expect to get recommendations from other readers. Students will understand the importance of book recommendations, and identify a book that would warrant a “book talk.”

New Jersey State Learning Standards: RL.6.1, RL.6.9, RL.6.10, RI. 6.10, SL.6.4, SL.6.6, W.6.10

New Jersey Social and Emotional Learning Competencies: Social Awareness, Responsible Decision-Making, Relationship Skills

Skills & Strategies: Determining Importance, Synthesizing, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 4: Partner Talk

Rationale: Readers discuss their thinking about their reading with partners in order to support comprehension. Students will jot down ideas and share with a partner using conversation protocol.

New Jersey State Learning Standards: RL.6.1, SL.6.1, SL.6.4

New Jersey Social and Emotional Learning Competencies: Self-Management, Social Awareness, Responsible Decision-Making, Relationship Skills

Skills & Strategies: Questioning, Making Inferences, Determining Importance

Lesson 5: What to Consider When Reading Fiction

Rationale: Readers of fiction pay attention to story elements to monitor understanding and help build the world of the story. Students will identify the elements of a story as a strategy for building comprehension.

New Jersey State Learning Standards: RL.6.2, RL.6.3, L.6.6, SL.6.1

New Jersey Social and Emotional Learning Competencies: Self-Management, Responsible Decision-Making

Skills & Strategies: Text and Genre Features/Structure, Making Inferences, Determining Importance, Monitoring and Repairing Comprehension

Lesson 6: Examining Characters

Rationale: Readers of fiction examine and analyze characters. Students will compare and contrast characters to develop a deeper understanding of the text.

New Jersey State Learning Standards: RL.6.1, RL.6.2, RL.6.3, RL.6.5, SL.6.1, L. 6.6

New Jersey Social and Emotional Learning Competencies: Self-Management, Responsible Decision-Making

Skills & Strategies: Making Inferences, Determining Importance, Synthesizing

Lesson 7: Reviewing Reading Data

Rationale: Readers reflect on their notes and reading records to gain insight into their habits and behaviors as readers. Students will reflect on their reading logs to better understand their own stamina and pacing and the circumstances that best support their reading.

New Jersey State Learning Standards: RL.6.10, RI. 6.10

New Jersey Social and Emotional Learning Competencies: Self-Awareness, Self-Management, Responsible Decision-Making

Skills & Strategies: Making Inferences, Synthesizing

Lesson 8: Key Questions When Reading Poetry

Rationale: Readers of poetry respond and react to poems while also building an overall understanding of the genre. Students will ask questions to notice elements of poetry and determine the meaning of the poems.

New Jersey State Learning Standards: RL.6.1, RL.6.2,, RL.6.4, RL.6.10, L.6.5,

New Jersey Social and Emotional Learning Competencies: Self-Management, Responsible Decision-Making

Skills & Strategies: Making Inferences, Synthesizing, Monitoring and Repairing Comprehension, Finding Word Meaning (Vocabulary)

Lesson 9: Finding the Main Idea in Non-Fiction

Rationale: Readers of non-fiction understand that they will learn new information from their reading. Students will use text features and the text to determine the main idea of a section and the central idea of a nonfiction text.

New Jersey State Learning Standards: RI.6.1, RI.6.2, RI.6.10, SL.6.1

New Jersey Social and Emotional Learning Competencies: Self-Management, Responsible Decision-Making

Skills & Strategies: Making Inferences, Determining Importance, Synthesizing

Lesson 10: Setting Goals and Making Plans

Rationale: Readers set goals to support their individual growth. Students will reflect on their learning in order to set goals and make plans for themselves in order to grow as readers.

New Jersey State Learning Standards: RL.6.10 RI. 6.10

New Jersey Social and Emotional Learning Competencies: Self-Management, Responsible Decision-Making

Skills & Strategies: Synthesizing

Assessment:

Benchmark: Renaissance ELA, Fall and Spring [Winter, as needed]

Observations, Teacher-Student Conferences, Student-Student Conferences, Turn-and-Talks, Written Reading Responses, Reading Notebook Checklists, Self-Assessment Tools, Formative Assessment Note Sheets, Student Performance Checklists, Sticky Notes, Reading Logs, Reflection Sheets, Goal Sheets, Reading Strategies Checklists

Rubric:

Student Performance Checklist

Where are My Students in the Reading Process? (Formative Assessment Note Sheet)

Reading Notebook Checklist

My Reading Life: Reflection and Goals

Differentiate Instruction:

Will vary according to student readiness/interest/learning profile, ELL, IEP, or 504:

- Leveled Reading Material
- Checklists
- Graphic Organizers
- Reteaching
- Extension Activities
- Questioning
- Tiered Tasks
- Flexible Grouping Options
- Student Choice
- Cubing
- Think-Pair-Share
- Mini-Lectures/Lessons
- Activity/Project Menus

8.1 Educational Technology Infusion:

- 8.1.B. Creativity and Innovation
- 8.1.C. Communication and Collaboration
- 8.1 D. Digital Citizenship

9.1 Personal Financial Literacy Standard Infusion:

- Characters in read alouds and independent reading texts learn money management skills.
- The plot or theme in read alouds and independent reading texts revolves around money management skills and financial independence.

9.2 Career Awareness Infusion:

- In read alouds and independent reading texts, students are introduced to a variety of careers that characters have.

Science - MS-ESS3-D Global Climate Change, LS2.C Ecosystem Dynamics, Functioning, and Resilience:

- Nonfiction texts used as read aloud and for independent reading raises awareness on global climate change.
- Fiction texts used as read alouds and for independent reading revolve around protecting our environment and ecosystem, whether it's specific characters or the plot.

LGBTQ Awareness Infusion:

- Fiction texts used as read alouds and for independent reading will feature LGBTQ characters and/or written by prominent LGBTQ authors.

- Non-fiction texts used as read alouds and for independent reading are based on prominent LGBTQ figures and/or about the history and progression of the LGBTQ movement.

Subject Area: English Language Arts (ELA)	Grade Level: 6	
Unit Name: Reading - Fiction	Dates: October - January	Time Frame: 12-14 Weeks
<p>Lessons & Reading Activities:</p> <p><u>Interactive Read Aloud Lessons</u></p> <p><u>Lesson 1: Building the World of the Story</u></p> <p>Rationale: Readers understand that there are different types of fiction, they all share the same purpose of entertaining the audience. Students will build the world of the story by asking questions and gathering information to understand the elements of the story.</p> <p>New Jersey State Learning Standards: RL.6.1, SL.6.1, RL.6.10, SL.6.4, SL.6.6</p> <p>New Jersey Social and Emotional Learning Competencies: Self-Management, Social Awareness, Responsible Decision-Making, Relationship Skills</p> <p>Skills & Strategies: Text and Genre Features/Structure, Questioning, Monitoring and Repairing Comprehension, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating</p> <hr/> <p><u>Lesson 2: The Big Picture</u></p> <p>Rationale: Readers understand that fiction is often organized chronologically. Students will pay attention to time shift signals and the way the chapters fit together to create the overall structure of the narrative.</p> <p>New Jersey State Learning Standards: RL.5.1, RL.5.5, SL.5.1, RL.5.10, SL.5.4, SL.5.6, L.5.4, W.5.10</p> <p>New Jersey Social and Emotional Learning Competencies: Self-Management, Social Awareness, Responsible Decision-Making, Relationship Skills</p>		

Skills & Strategies: Text and Genre Features/Structures, Making Inferences, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 3: Who's Telling the Story?

Rationale: Readers recognize a narrator's point of view and how it is developed across a text. Students will learn about the influence that a writer's point of view has on a story.

New Jersey State Learning Standards: RL.6.1, RL.6.6, SL.6.1, RL.6.10, RI.6.10, SL6.4, SL6.6, W.6.10

New Jersey Social and Emotional Learning Competencies: Self-Management, Social Awareness, Responsible Decision-Making, Relationship Skills

Skills & Strategies: Text and Genre Features/Structure, Visualizing, Making Inferences, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 4: Character Change

Rationale: Readers understand characters and consider how and why they change. Students will examine characters and their growth or change across a story.

New Jersey State Learning Standards: RL.6.1, RL.6.3, SL.6.1, RL.6.10, SL.6.4, SL.6.6

New Jersey Social and Emotional Learning Competencies: Self-Management, Social Awareness, Responsible Decision-Making, Relationship Skills

Skills & Strategies: Using Schema, Visualizing, Making Inferences, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 5: Stories are Fiction

Rationale: Readers of fiction pay attention to clues that reveal the conflict, the nature of the conflict, and how the conflict gets resolved. Students will learn to differentiate between internal and external conflicts.

New Jersey State Learning Standards: RL.6.2, RL.6.3, SL6.1, RL.6.10, RI.6.10, SL.6.4, SL.6.6, L.6.6, W.6.10

New Jersey Social and Emotional Learning Competencies: Self-Management, Social Awareness, Responsible Decision-Making,

Relationship Skills

Skills & Strategies: Text and Genre Features/Structure, Making Inferences, Determining Importance, Synthesizing, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating,

Lesson 6: The Power of Setting in Historical Fiction

Rationale: Readers of historical fiction pay attention to the setting's influence on the characters and conflict. Students will analyze the relationship between conflict and setting.

New Jersey State Learning Standards: RL.6.3, RL.6.6, S.L.6.1, RL.6.10, RI.6.10, SL.6.4, SL.6.6

New Jersey Social and Emotional Learning Competencies: Self-Management, Social Awareness, Responsible Decision-Making, Relationship Skills

Skills & Strategies: Text and Genre Features/Structure, Using Schema, Monitoring and Repairing Comprehension, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 7: Uncovering Theme and Big Ideas

Rationale: Readers recognize that stories address larger themes. Students will identify the theme of a story and articulate big ideas that address the theme.

New Jersey State Learning Standards: RL.6.1, RL.6.2, SL.6.1, RL.6.10, RI.6.10, SL.6.4, SL.6.6, L.6.6

New Jersey Social and Emotional Learning Competencies: Self-Management, Social Awareness, Responsible Decision-Making, Relationship Skills

Skills & Strategies: Making Inferences, Determining Importance, Synthesizing, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 8: Under a Thematic Umbrella

Rationale: Readers understand that many stories are connected by common themes. Students will identify these themes and consider how each text addresses them differently.

New Jersey State Learning Standards: RL.6.1, RL.6.2, SL.6.1, RL.6.10, SL.6.4, SL.6.6, W.6.10

New Jersey Social and Emotional Learning Competencies: Self-Management, Social Awareness, Responsible Decision-Making, Relationship Skills

Skills & Strategies: Making Inferences, Determining Importance, Synthesizing, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Mini-Lessons

Lesson 1: A Reader's Work

Rationale: Readers have different jobs at the beginning, middle, and end of a fiction story. Students will focus on building their understanding of the elements of a story at the beginning of the text and developing thinking throughout the text.

New Jersey State Learning Standards: RL.6.1, RI.6.10, SL.6.1

New Jersey Social and Emotional Learning Competencies: Self-Management, Responsible Decision-Making

Skills & Strategies: Text and Genre Features/Structure, Making Inferences, Monitoring and Repairing Comprehension

Lesson 2: Characters React, Respond, and Change

Rationale: Readers of fiction analyze character change. Students will describe how characters respond or change as the plot moves toward a resolution.

New Jersey State Learning Standards: RL.6.1, RL.6.2, RL. 6.3, RL.6.10, SL.6.1

New Jersey Social and Emotional Learning Competencies: Self-Management, Responsible Decision-Making

Skills & Strategies: Text and Genre Features/Structure, Making Inferences, Synthesizing

Lesson 3: The Shape of a Story

Rationale: Readers of fiction understand how the plot builds around the conflict. Students will identify key points in the plot structure and identify how much time passes between events..

New Jersey State Learning Standards: RL.6.3, RL.6.5, RL.6.10, SL.6.1

New Jersey Social and Emotional Learning Competencies: Self-Management, Responsible Decision-Making

Skills & Strategies: Text and Genre Features/Structure, Making Inferences, Determining Importance

Lesson 4: The Power of Rereading

Rationale: Effective Readers reread texts to deepen their understanding and thinking. Students will do close readings to examine symbols.

New Jersey State Learning Standards: RL.6.1, RL 6.5,, RI.6.10, SL. 6.1

New Jersey Social and Emotional Learning Competencies: Self-Management, Responsible Decision-Making

Skills & Strategies: Making Inferences, Synthesizing, Monitor and Repairing Comprehension

Lesson 5: Understanding Characters in Historical Fiction

Rationale: Readers of historical fiction understand character development and character's impact on the story. Students will identify the main character as a hero or bystander.

New Jersey State Learning State Standards: RL.6.1, RL.6.3,, RL.6.10, RI. 6.10, SL.6.1, W.6.10

New Jersey Social and Emotional Learning Competencies: Self-Management, Responsible Decision-Making

Skills & Strategies: Making Inferences, Synthesizing

Lesson 6: Dealing With Difficulty

Rationale: Readers of fiction anticipate different challenges in text. Students will identify challenges within a text and use strategies to tackle confusion.

New Jersey State Learning Standards: RL.6.4,, RL.6.5, L. 6.4, L. 6.5, RL.6.10,RI. 6.10, SL. 6.1

New Jersey Social and Emotional Learning Competencies: Self-Awareness, Self-Management, Responsible Decision-Making

Skills & Strategies: Text and Genre Features/Structure, Using Schema, Monitor and Repairing Comprehension, Finding Word Meaning (Vocabulary)

Lesson 7: Capturing Mood and Tone

Rationale: Readers of fiction consider point of view and how it affects the story. Students will identify the author's point of view and determine how it affects the tone and mood of the story.

New Jersey State Learning Standards: RL.6.1, RL.6.2,, RL.6.5, SL.6.1, RL.6.10, SL.6.4, RI.6.10, SL.6.4, SL.6.6, L.6.6

New Jersey Social and Emotional Learning Competencies: Self-Management, Responsible Decision-Making

Skills & Strategies: Making Inferences, Synthesizing,

Lesson 8: Dramatic Reading

Rationale: Readers have knowledge and strategies to enjoy stories in a variety of forms. Students will understand the elements of a drama to experience and understand a play.

New Jersey State Learning Standards: RL.6.3, RL.6.1, SL.6.1, RL.6.10,L.6.6

New Jersey Social and Emotional Learning Competencies: Self-Management, Responsible Decision-Making

Skills & Strategies: Text and Genre Features/Structure, Making Inferences, Determining Importance

Lesson 9: Comparing Two Forms

Rationale: Readers of fiction analyze and compare different forms of fiction. Students will compare stories in different forms to examine their approaches to similar topics.

New Jersey State Learning Standards: RL.6.5, , RL.6.7, , RL.6.9, RL.6.1, RL.6.10, RI.6.10, SL.6.1,W.6.10

New Jersey Social and Emotional Learning Competencies: Self-Management, Responsible Decision-Making

Skills & Strategies: Text and Genre Features/Structure, Synthesizing

Lesson 10: Asking Critical Questions

Rationale: Readers ask critical questions to help them think deeply about texts. Students will reflect on a powerful mentor text and consider how it affects their thinking.

New Jersey State Learning Standards: RL.6.1, RL.6.2,, RL.6.10, SL.6.1, W.6.10

New Jersey Social and Emotional Learning Competencies: Self-Management, Responsible Decision-Making

Skills & Strategies: Making Inferences, Determining Importance, Synthesizing,

Assessment:

Benchmark: Renaissance ELA, Fall and Spring [Winter, as needed]

Observations, Teacher-Student Conferences, Student-Student Conferences, Turn-and-Talks, Written Reading Responses, Reading Notebook Checklists, Self-Assessment Tools, Formative Assessment Note Sheets, Student Performance Checklists, Sticky Notes, Reading Logs, Reflection Sheets, Goal Sheets, Reading Strategies Checklists, Summative Assessment

Rubric:

Student Performance Checklist
Summative Assessment Scoring Rubric
Summative Assessment Item Analysis

Differentiate Instruction:

Will vary according to student readiness/interest/learning profile, ELL, IEP, or 504:

- Leveled Reading Material
- Checklists
- Graphic Organizers
- Reteaching
- Extension Activities
- Questioning
- Tiered Tasks
- Flexible Grouping Options
- Student Choice
- Cubing
- Think-Pair-Share
- Mini-Lectures/Lessons
- Activity/Project Menus

8.1 Educational Technology Infusion:

- 8.1.B. Creativity and Innovation
- 8.1.C. Communication and Collaboration
- 8.1 D. Digital Citizenship

9.1 Personal Financial Literacy Standard Infusion:

- Characters in read alouds and independent reading texts learn money management skills.
- The plot or theme in read alouds and independent reading texts revolves around money management skills and financial independence.

9.2 Career Awareness Infusion:

- In read alouds and independent reading texts, students are introduced to a variety of careers that characters have.

Science - MS-ESS3-D Global Climate Change, LS2.C Ecosystem Dynamics, Functioning, and Resilience Infusion:

- Texts used as read alouds and for independent reading revolve around protecting our environment and ecosystem, whether it's specific characters or the plot.

LGBTQ Awareness Infusion:

- Texts used as read alouds and for independent reading will feature LGBTQ characters and/or written by prominent LGBTQ authors.

Subject Area: English Language Arts (ELA)	Grade Level: 6	
Unit Name: Reading - Non-Fiction	Dates: January - May	Time Frame: 12-14 Weeks

Lessons & Reading Activities:

Interactive Read Aloud Lessons

Lesson 1: Introduction to Nonfiction

Rationale: Readers of nonfiction need an overall understanding of this vast genre. Students will build schema for different types and features of nonfiction, including reference nonfiction, literary nonfiction, and biographies.

New Jersey State Learning Standards: RI.6.6, SL.6.1, RI.6.1, RI.6.10, W. 6.10

New Jersey Social and Emotional Learning Competencies: Self-Awareness, Self-Management, Responsible Decision-Making

Skills & Strategies: Text and Genre Features/Structure, Using Schema

Lesson 2: The Look of Reference Non-Fiction

Rationale: Nonfiction text features help readers read reference nonfiction books. Students will identify common nonfiction text features to negotiate the text.

New Jersey State Learning Standards: RI.6.5, RI.6.7, SL.6.1, L.6.6, RI.6.10

New Jersey Social and Emotional Learning Competencies: Self-Management, Social Awareness, Responsible Decision-Making, Relationship Skills

Skills & Strategies: Text and Genre Features/Structures, Determining Importance, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 3: Structures of Nonfiction

Rationale: Readers understand that text structures are tools that nonfiction writers use to explain their subject matter. Students will pay attention to text structures to support their comprehension of nonfiction texts.

New Jersey State learning Standards: RI.6.5, SL.6.1, L.6.6, RI.6.10

New Jersey Social and Emotional Learning Competencies: Self-Management, Social Awareness, Responsible Decision-Making, Relationship Skills

Skills & Strategies: Text and Genre Features/Structure, Visualizing, Determining Importance, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 4: How Do We Read Non-Fiction?

Rationale: Readers of nonfiction must constantly ask themselves questions to monitor comprehension. Students will approach nonfiction by asking questions before, during and after the read.

New Jersey State Learning Standards: RI.6.1, RI. 6.2, , SL.6.1, RI.6.10

New Jersey Social and Emotional Learning Competencies: Self-Management, Social Awareness, Responsible Decision-Making, Relationship Skills

Skills & Strategies: Text and Genre Features/Structure, Using Schema, Questioning, Making Inferences, Determining Importance, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 5: Unlocking Unfamiliar Vocabulary

Rationale: Readers of nonfiction regularly come across unfamiliar words. Students will use a variety of strategies to determine the meaning of unfamiliar words.

Common Core State Standards: RI.6.4, SL.6.1, L.6.4, L.6.6, RI.6.1, RI.6.10

New Jersey Social and Emotional Learning Competencies: Self-Management, Social Awareness, Responsible Decision-Making, Relationship Skills

Skills & Strategies: Making Inferences, Monitoring and Repairing Comprehension, Finding Word Meaning (Vocabulary), Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 6: Determining Author's Purpose

Rationale: Readers of nonfiction determine the writer's point of view and explain how it is conveyed in the text to support the writer's purpose. Students will identify an author's point of view and purpose in a nonfiction text.

New Jersey State learning Standards: RI.6.1, RI. 6.6, , SL.6.1, RI.6.10

New Jersey Social and Emotional Learning Competencies: Self-Management, Social Awareness, Responsible Decision-Making, Relationship Skills

Skills & Strategies: Questioning, Making Inferences, Determining Importance, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating,

Lesson 7: Identifying the Central Idea

Rationale: Readers of nonfiction determine the central idea of a text and explain how it is supported by key textual details. Students will identify the central idea and supporting details in a nonfiction text.

New Jersey State Learning Standards: RI.6.2, RI.6.3, SL.6.1, RI. 6.1, L.6.6, W.6.10

New Jersey Social and Emotional Learning Competencies: Self-Management, Social Awareness, Responsible Decision-Making,

Relationship Skills

Skills & Strategies: Determining Importance, Synthesizing, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 8: How We Check for Understanding

Rationale: Readers of nonfiction need to consistently check for understanding. Students will monitor their understanding of a text and use fix-up strategies when meaning breaks down.

New Jersey State Learning Standards: RI.6.2, RI.6.4, SL.6.1, L. 6.4, RI. 6.10

New Jersey Social and Emotional Learning Competencies: Self-Management, Social Awareness, Responsible Decision-Making, Relationship Skills

Skills & Strategies: Visualizing, Monitor and Repairing Comprehension, Finding Word Meaning (vocabulary), Speaking to Communicate, Listening and Responding, Engaging in Discussion/.Collaborating

Mini-Lessons

Lesson 1: Building Nonfiction Muscles

Rationale: Readers of nonfiction need to read closely and carefully to be able to paraphrase dense, complex texts. Students will read a text closely and paraphrase it in order to build understanding.

New Jersey State Learning Standards: RI.6.1, RI.6.4, RI. 6.5, RI6.10,, SL.6.1, W. 6.10

New Jersey Social and Emotional Learning Competencies: Self-Management, Responsible Decision-Making

Skills & Strategies: Text and Genre Features/Structure, Visualizing, Determining Importance

Lesson 2: The Richness of Narrative Nonfiction

Rationale: Readers of literary nonfiction pay attention to both well-crafted story and information in the text. Students will do a close reading to identify factual information embedded in the story.

New Jersey State Learning Standards: RI.6.1, RI.6.3, RI.6.10, SL.6.1

New Jersey Social and Emotional Learning Competencies: Self-Management, Responsible Decision-Making

Skills & Strategies: Text and Genre Features/Structure, Making Inferences, Determining Importance

Lesson 3: Compare and Contrast Text Structure

Rationale: Readers of nonfiction understand and pay attention to text structures to help them comprehend main ideas. Students will identify elements of the compare and contrast structure in a text.

New Jersey State Learning Standards: RI.6.2, RI.6.5, L.6.6, RI.6.10, SL.6.1

New Jersey Social and Emotional Learning Competencies: Self-Management, Responsible Decision-Making

Skills & Strategies: Text and Genre Features/Structure, Making Inferences, Determining Importance,

Lesson 4: Problem and Solution Text Structure

Rationale: Readers of nonfiction understand and pay attention to text structures to comprehend central ideas. Students will identify signal words in order to support comprehension of a text.

New Jersey Social and Emotional Learning Competencies: Self-Management, Responsible Decision-Making

New Jersey State Learning Standards: RI.6.2, RI.6.5, L.5.6, RI.6.10, SL.6.1, L.6.6, W.6.10

Skills & Strategies: Making Inferences, Determining Importance

Lesson 5: Description Text Structure

Rationale: Readers of nonfiction understand and pay attention to text structures to help them comprehend texts. Students will examine the description text structure and identify signal words for structure.

New Jersey State Learning Standards: RI.6.2, RI.6.5, L.6.6, RI.6.10, SL.6.1

New Jersey Social and Emotional Learning Competencies: Self-Management, Responsible Decision-Making

Skills & Strategies: Visualizing, Making Inferences, Determining Importance

Lesson 6: Figuring out Unfamiliar Words

Rationale: Readers of nonfiction regularly encounter unfamiliar vocabulary. Students will use a variety of strategies to figure out unfamiliar words.

New Jersey State Learning Standards: RI.6.4,L.6.4, RI.6.10, SL.6.1, L. 6.6

New Jersey Social and Emotional Learning Competencies: Self-Management, Responsible Decision-Making

Skills & Strategies:Using Schema, Making Inferences, Monitoring and Repairing Comprehension, Finding Word Meaning (Vocabulary)

Lesson 7: Fix-Up Strategies

Rationale: Readers of nonfiction should expect to meet challenges and confusion. Students will monitor their comprehension and then use a variety of strategies to repair their confusion.

New Jersey State Learning Standards: RI.6.1, RI. 6.4, RI. 6.10, SL. 6.1, L. 6.4, W. 6.10

New Jersey Social and Emotional Learning Competencies: Self-Awareness, Self-Management, Responsible Decision-Making

Skills & Strategies: Monitoring and Repairing Comprehension, Finding Word Meaning (Vocabulary)

Lesson 8: Uncovering Big Ideas

Rationale: Readers of nonfiction determine the author's purpose and identify how it is conveyed through the text. Readers then identify big ideas within texts. Students will identify the author's purpose and big ideas in a nonfiction text.

New Jersey State Learning Standards: RI.6.2, RI. 6.6, RI. 6.10, SL. 6.1, W. 6.10

New Jersey Social and Emotional Learning Competencies: Self-Management, Responsible Decision-Making

Skills & Strategies: Determining Importance, Synthesizing

Lesson 9: Analyzing the Argument

Rationale: Readers of nonfiction identify and evaluate an argument and then follow specific claims that support the central idea. Students will trace the development of the argument and evaluate the merits of the claims.

New Jersey State learning Standards: RI.6.2,RI. 6.5, RI. 6.8, RI. 6.10, SL.6.10

New Jersey Social and Emotional Learning Competencies: Self-Management, Responsible Decision-Making

Skills & Strategies: Determining Importance, synthesizing

Lesson 10: Expanding Content Knowledge

Rationale: Readers of nonfiction expand their knowledge of a topic by reading multiple texts on the same topic. Students will synthesize ideas across multiple texts on the same topic to develop new questions and ideas from their reading.

New Jersey State Learning Standards: RI.6.3, RI. 6.6, RI. 6.10, SL.6.1, W. 6.10

New Jersey Social and Emotional Learning Competencies: Self-Management, Responsible Decision-Making

Skills & Strategies: Synthesizing,

Assessment:

Benchmark: Renaissance ELA, Fall and Spring [Winter, as needed]

Observations, Teacher-Student Conferences, Student-Student Conferences, Turn-and-Talks, Written Reading Responses, Reading Notebook Checklists, Self-Assessment Tools, Formative Assessment Note Sheets, Student Performance Checklists, Sticky Notes, Reading Logs, Reflection Sheets, Goal Sheets, Reading Strategies Checklists, Summative Assessment

Rubric:

Student Performance Checklist
Summative Assessment Scoring Rubric
Summative Assessment Item Analysis

Differentiate Instruction:

Will vary according to student readiness/interest/learning profile, ELL, IEP, or 504:

- Leveled Reading Material
- Checklists
- Graphic Organizers

- Reteaching
- Extension Activities
- Questioning
- Tiered Tasks
- Flexible Grouping Options
- Student Choice
- Cubing
- Think-Pair-Share
- Mini-Lectures/Lessons
- Activity/Project Menus

8.1 Educational Technology Infusion:

- 8.1.B. Creativity and Innovation
- 8.1.C. Communication and Collaboration
- 8.1 D. Digital Citizenship
- 8.1.E. Research and Information Fluency
- 8.1.F. Critical thinking, problem solving, and decision making

9.1 Personal Financial Literacy Standard Infusion:

- Financial Literacy as Related to Careers
- Career Research Report
- Nonfiction texts and articles relating to particular careers or individuals relating to financial literacy

9.2 Career Awareness Infusion:

- Nonfiction Text Options Including But Not Limited To: Scholastic *Scope* correlated articles and Newsela correlated articles.
- Career Research Report

Social Studies - Holocaust Holocaust Law: N.J.S.A. 18A:35-28

- 6.1.12.HistoryCC.11.d: Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust
 - Whole Group Novel Study: Prisoner B-3087
 - [Holocaust resources for Prisoner B-3087](#)
 - <https://www.nj.gov/education/holocaust/>
 - <https://www.nj.gov/education/amistad/>

Science - MS-ESS3-D Global Climate Change, LS2.C Ecosystem Dynamics, Functioning, and Resilience:

- Nonfiction texts used as read aloud and for independent reading raises awareness on global climate change.

LGBTQ Awareness Infusion:

- Non-fiction texts used as read alouds and for independent reading are based on prominent LGBTQ figures and/or about the history and progression of the LGBTQ movement.

Subject Area: English Language Arts (ELA)	Grade Level: 6	
Unit Name: Writing - Memoir	Dates: November - January	Time Frame: 8 - 12 Weeks

Lessons & Writing Activities:

Mentor Texts & Supplemental Resources Can Include:

- *Boy: Tales of Childhood* by Roald Dahl
- *Guys Write for Guys Read* by Jon Scieszka
- *Looking Back* by Lois Lowry
- *My Freedom Trip* by Frances and Ginger Park
- *Sister Anne's Hands* by Mary Beth Lorbiecki
- *Skin Deep and Other Teenage Reflections* by Angela Shelf Medearis
- *When I Was Your Age, Vol. 1* by Amy Ehrlich

Interactive Read Aloud Lessons

Lesson 1: Exploring Personal Narratives

Rationale: Personal narratives often have common purposes, features, and structures. Students will begin to define, discuss, and identify narrative writing and some common elements of personal narratives as they think about their own experiences and preview the mentor texts.

New Jersey State Learning Standards: W.6.3, W.6.4, W.6.5, W.6.7, W.6.9, W.6.10, SL.6.1, SL.6.2, SL.6.3, SL.6.4, SL.6.6, L.6.1, L.6.2, L.6.3, L.6.4, L.6.5, L.6.6

New Jersey Social and Emotional Learning Competencies: Self-Management, Social Awareness, Responsible Decision-Making, Relationship Skills

Skills & Strategies: Text and Genre Features/Structure, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 2: Personal Experiences

Rationale: Writers recall specific incidents or events from their childhood as narrative topics. Students will examine how pacing is an important

narrative technique when writers tell their stories.

New Jersey State Learning Standards: W.6.3, W.6.4, W.6.5, W.6.7, W.6.9, W.6.10, SL.6.1, SL.6.2, SL.6.3, SL.6.4, SL.6.6, L.6.1, L.6.2, L.6.3, L.6.4, L.6.5, L.6.6

New Jersey Social and Emotional Learning Competencies: Self-Awareness, Self-Management, Social Awareness, Responsible Decision-Making, Relationship Skills

Skills & Strategies: Text and Genre Features/Structure, Generating Ideas, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 3: Writers Learn About Themselves From Their Stories

Rationale: Writers often write about important lessons or realizations they've had from past experiences. Students will analyze a mentor text, thinking closely about the author's purpose and how he gets that message across.

New Jersey State Learning Standards: W.6.3, W.6.4, W.6.5, W.6.7, W.6.9, W.6.10, SL.6.1, SL.6.2, SL.6.3, SL.6.4, SL.6.6, L.6.1, L.6.2, L.6.3, L.6.4, L.6.5, L.6.6

New Jersey Social and Emotional Learning Competencies: Self-Awareness, Self-Management, Social Awareness, Responsible Decision-Making, Relationship Skills

Skills & Strategies: Text and Genre Features/Structure, Generating Ideas, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 4: Family Stories

Rationale: Sometimes personal narratives are written through the eyes of someone close to the writer. Students will continue to identify common features of personal narratives as they also discuss how a narrative can tell an inspirational story about someone the writer knows well.

New Jersey State Learning Standards: W.6.3, W.6.4, W.6.5, W.6.7, W.6.8, W.6.9, W.6.10, SL.6.1, SL.6.2, SL.6.3, SL.6.4, SL.6.6, L.6.1, L.6.2, L.6.3, L.6.4, L.6.5, L.6.6

New Jersey Social and Emotional Learning Competencies: Self-Awareness, Self-Management, Social Awareness, Responsible Decision-Making, Relationship Skills

Skills & Strategies: Text and Genre Features/Structure, Generating Ideas, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 5: Personal Connections

Rationale: Personal narratives often deal with universal themes that prompt readers to react and/or connect with them. Students will identify themes in Mary Beth Lorbiecki's *Sister Anne's Hands*, such as prejudice, guilt, friendship, and love, and then compare and contrast themes and other features from the mentor texts.

New Jersey State Learning Standards: W.6.3, W.6.4, W.6.5, W.6.7, W.6.9, W.6.10, SL.6.1, SL.6.2, SL.6.3, SL.6.4, SL.6.6, L.6.1, L.6.2, L.6.3, L.6.4, L.6.5, L.6.6

New Jersey Social and Emotional Learning Competencies: Self-Awareness, Self-Management, Social Awareness, Responsible Decision-Making, Relationship Skills

Skills & Strategies: Text and Genre Features/Structure, Generating Ideas, Making Connections, Listening and Responding, Engaging in Discussion/Collaborating

Mini-Lessons

Lesson 1: Generating Ideas I: Mapping Memories

Rationale: Writers sometimes use visual prompts for stories to help them to reflect on what happened, where it happened, and why it happened. Students will use sketching as a tool to map meaningful memories and to inspire narrative writing.

New Jersey State Learning Standards: W.6.3, W.6.4, W.6.5, W.6.7, W.6.8, W.6.9, W.6.10, SL.6.1, SL.6.2, SL.6.3, SL.6.4, SL.6.5, SL.6.6, L.6.1, L.6.2, L.6.3, L.6.4, L.6.5, L.6.6

New Jersey Social and Emotional Learning Competencies: Self-Awareness, Self-Management, Social Awareness, Responsible Decision-Making, Relationship Skills

Skills & Strategies: Text and Genre Features/Structure, Generating Ideas, Recalling, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 2: Generating Ideas II - Photographs Inspire Stories

Rationale: Photographs are still-life memories that help writers recall and reflect on stories from their past. Students will use photographs to trigger memories and the details in those photographs to aid writing descriptively.

New Jersey State Learning Standards: W.6.3, W.6.4, W.6.5, W.6.7, W.6.8, W.6.9, W.6.10, SL.6.1, SL.6.2, SL.6.3, SL.6.4, SL.6.5, SL.6.6,

L.6.1, L.6.2, L.6.3, L.6.4, L.6.5, L.6.6

New Jersey Social and Emotional Learning Competencies: Self-Awareness, Self-Management, Social Awareness, Responsible Decision-Making, Relationship Skills

Skills & Strategies: Text and Genre Features/Structure, Generating Ideas, Recalling, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 3: Generating Ideas III - Meaningful Relationships and Events

Rationale: Writers often write about memories that revolve around or include people close to them. Students will examine close relationships in their lives and recall events that have built, strengthened, or even weakened the relationships.

New Jersey State Learning Standards: W.6.3, W.6.4, W.6.5, W.6.7, W.6.9, W.6.10, SL.6.1, SL.6.2, SL.6.3, SL.6.4, SL.6.5, SL.6.6, L.6.1, L.6.2, L.6.3, L.6.4, L.6.5, L.6.6

New Jersey Social and Emotional Learning Competencies: Self-Awareness, Self-Management, Social Awareness, Responsible Decision-Making, Relationship Skills

Skills & Strategies: Text and Genre Features/Structure, Generating Ideas, Recalling, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 4: Generating Ideas IV - Connecting To What We Read

Rationale: Writers get ideas from other writers. Students will make connections to memories, events, and themes of published personal narratives as a way to generate their own narrative ideas.

New Jersey State Learning Standards: W.6.3, W.6.4, W.6.5, W.6.7, W.6.9, W.6.10, SL.6.1, SL.6.2, SL.6.3, SL.6.4, SL.6.5, SL.6.6, L.6.1, L.6.2, L.6.3, L.6.4, L.6.5, L.6.6

New Jersey Social and Emotional Learning Competencies: Self-Awareness, Self-Management, Social Awareness, Responsible Decision-Making, Relationship Skills

Skills & Strategies: Text and Genre Features/Structure, Generating Ideas, Recalling, Making Connections, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 5: Selecting: What's Important to the Writer

Rationale: Many times personal narratives focus on events that are important to the writer. Students will be guided through the process of selecting an idea that is important and meaningful to them and reveals some insight they gained upon reflection.

New Jersey State Learning Standards: W.6.2, W.6.3, W.6.4, W.6.5, W.6.7, W.6.9, W.6.10, SL.6.1, SL.6.2, SL.6.3, SL.6.4, SL.6.6, L.6.1, L.6.2, L.6.3, L.6.6

New Jersey Social and Emotional Learning Competencies: Self-Awareness, Self-Management, Social Awareness, Responsible Decision-Making, Relationship Skills

Skills & Strategies: Text and Genre Features/Structure, Generating Ideas, Recalling, Determining Importance, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 6: Collecting I: Gathering the Details

Rationale: Interviewing others about their memories of a shared event, creating a timeline, and/or creating sketches can help a writer recall important details. Students will consider using one or all of these skills to further develop their narratives.

New Jersey State Learning Standards: W.6.2, W.6.3, W.6.4, W.6.5, W.6.7, W.6.8, W.6.9, W.6.10, SL.6.1, SL.6.2, SL.6.3, SL.6.4, SL.6.6, L.6.1, L.6.2, L.6.3, L.6.4, L.6.5, L.6.6

New Jersey Social and Emotional Learning Competencies: Self-Awareness, Self-Management, Social Awareness, Responsible Decision-Making, Relationship Skills

Skills & Strategies: Text and Genre Features/Structure, Generating Ideas, Recalling, Determining Importance, Sequencing, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 7: Collecting II - Examining Relationships

Rationale: Writers can examine the relationships with characters in their narratives to learn more about themselves and others. Students will look closely at the relationships that evolve from their story ideas and analyze the dynamics of those relationships.

New Jersey State Learning Standards: W.6.3, W.6.4, W.6.5, W.6.7, W.6.8, W.6.9, W.6.10, SL.6.1, SL.6.2, SL.6.3, SL.6.4, SL.6.6, L.6.1, L.6.2, L.6.3, L.6.5, L.6.6

New Jersey Social and Emotional Learning Competencies: Self-Awareness, Self-Management, Social Awareness, Responsible Decision-Making, Relationship Skills

Skills & Strategies: Text and Genre Features/Structure, Generating Ideas, Recalling, Determining Importance, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 8: Collecting III - A Different Perspective

Rationale: Looking at an event from someone else's perspective can help writers arrive at different conclusions and see their stories in a different light. Students will develop their narratives by considering the perspective of another character in their stories and elaborate on it.

New Jersey State Learning Standards: W.6.2, W.6.3, W.6.4, W.6.5, W.6.7, W.6.8, W.6.9, W.6.10, SL.6.1, SL.6.2, SL.6.3, SL.6.4, SL.6.6, L.6.1, L.6.2, L.6.3, L.6.4, L.6.5, L.6.6

New Jersey Social and Emotional Learning Competencies: Self-Awareness, Self-Management, Social Awareness, Responsible Decision-Making, Relationship Skills

Skills & Strategies: Text and Genre Features/Structure, Generating Ideas, Recalling, Determining Importance, Comparing/Contrasting, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 9: Drafting I - Developing a Writing Plan

Rationale: Mapping out a writing plan before drafting can help a writer stay focused and organized. Students will consider the event, purpose, voice, and structure their narratives will take as they begin to draft.

New Jersey State Learning Standards: W.6.2, W.6.3, W.6.4, W.6.5, W.6.7, W.6.9, W.6.10, SL.6.1, SL.6.2, SL.6.3, SL.6.4, SL.6.6, L.6.1, L.6.2, L.6.3, L.6.4, L.6.6

New Jersey Social and Emotional Learning Competencies: Self-Awareness, Self-Management, Social Awareness, Responsible Decision-Making, Relationship Skills

Skills & Strategies: Recalling, Sequencing, Determining Importance, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 10: Drafting II - Moving the Story Along - Transition Words and Phrases

Rationale: Writers control the pacing and movement across time in their stories by using transition words and phrases. Students will incorporate transition words and phrases to convey event sequence as they continue to draft their narratives.

New Jersey State Learning Standards: W.6.3, W.6.4, W.6.5, W.6.7, W.6.8, W.6.9, W.6.10, SL.6.1, SL.6.2, SL.6.3, SL.6.4, SL.6.6, L.6.1, L.6.2,

L.6.3, L.6.4, L.6.5, L.6.6

New Jersey Social and Emotional Learning Competencies: Self-Awareness, Self-Management, Social Awareness, Responsible Decision-Making, Relationship Skills

Skills & Strategies: Recalling, Sequencing, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 11: Drafting III - Concluding With Reflection

Rationale: Reflection is one way to conclude a piece of writing. Students will craft their endings to include this narrative technique.

New Jersey State Learning Standards: W.6.3, W.6.4, W.6.5, W.6.7, W.6.9, W.6.10, SL.6.1, SL.6.2, SL.6.3, SL.6.4, SL.6.6, L.6.1, L.6.2, L.6.3, L.6.4, L.6.5, L.6.6

New Jersey Social and Emotional Learning Competencies: Self-Awareness, Self-Management, Social Awareness, Responsible Decision-Making, Relationship Skills

Skills & Strategies: Recalling, Sequencing, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 12: Revising I: Precise Words and Descriptive Details

Rationale: Revision is an integral part of the writing process because it allows writers to see their writing in a new light. Students will revise their drafts using relevant descriptive details, including precise words and sensory language.

New Jersey State Learning Standards: W.6.3, W.6.4, W.6.5, W.6.7, W.6.8, W.6.9, W.6.10, SL.6.1, SL.6.2, SL.6.3, SL.6.4, SL.6.6, L.6.1, L.6.2, L.6.3, L.6.4, L.6.5, L.6.6

New Jersey Social and Emotional Learning Competencies: Self-Awareness, Self-Management, Social Awareness, Responsible Decision-Making, Relationship Skills

Skills & Strategies: Revising, Determining Importance, Strengthening Word Choice (Vocabulary), Listening and Responding, Engaging in Discussion/Collaborating

Lesson 13: Revising II: Narrative Technique - Thought Shots

Rationale: Thought shots is a narrative technique used by writers to reveal more about themselves or their characters at a particular time. Students will add thought shots to their writing as a strategy to further develop their character(s) or events in their narratives.

New Jersey State Learning Standards: W.6.3, W.6.4, W.6.5, W.6.7, W.6.9, W.6.10, SL.6.1, SL.6.2, SL.6.3, SL.6.4, SL.6.6, L.6.1, L.6.2, L.6.3, L.6.4, L.6.5, L.6.6

New Jersey Social and Emotional Learning Competencies: Self-Awareness, Self-Management, Social Awareness, Responsible Decision-Making, Relationship Skills

Skills & Strategies: Revising, Determining Importance, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 14: Revising III - Playing With Time - Slow Motion

Rationale: Writers can slow down time in a story to let the readers fully experience and live the details of the scene. Students will consider the pacing of their narratives and determine where slowing down the moment would be an effective narrative technique for their stories.

New Jersey State Learning Standards: W.6.3, W.6.4, W.6.5, W.6.7, W.6.9, W.6.10, SL.6.1, SL.6.2, SL.6.3, SL.6.4, SL.6.5, SL.6.6, L.6.1, L.6.2, L.6.3, L.6.4, L.6.5, L.6.6

New Jersey Social and Emotional Learning Competencies: Self-Awareness, Self-Management, Social Awareness, Responsible Decision-Making, Relationship Skills

Skills & Strategies: Revising, Determining Importance, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 15: Editing I: Writing Dialogue

Rationale: Dialogue is often part of writing a personal narrative. Many students have difficulties punctuating dialogue, which can result in confusion throughout the story for the readers. Students will practice punctuating dialogue to demonstrate their command of this convention.

New Jersey State Learning Standards: W.6.3, W.6.4, W.6.5, W.6.7, W.6.9, W.6.10, SL.6.1, SL.6.2, SL.6.3, SL.6.4, SL.6.6, L.6.1, L.6.2, L.6.3, L.6.4, L.6.6

New Jersey Social and Emotional Learning Competencies: Self-Management, Social Awareness, Responsible Decision-Making, Relationship Skills

Skills & Strategies: Editing, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 16: Editing II - Using Ellipses

Rationale: Ellipses are often misused or infrequently used punctuation mark that can improve writing and eliminate unnecessary details. Students will determine why and where they can use ellipses in their narratives.

New Jersey State Learning Standards: W.6.3, W.6.4, W.6.5, W.6.7, W.6.9, W.6.10, SL.6.1, SL.6.2, SL.6.3, SL.6.4, SL.6.6, L.6.1, L.6.2, L.6.3, L.6.4, L.6.6

New Jersey Social and Emotional Learning Competencies: Self-Management, Social Awareness, Responsible Decision-Making, Relationship Skills

Skills & Strategies: Editing, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 17: Editing III - The Final Edit

Rationale: The last edit before publication is crucial. A thoroughly edited piece makes the writing more intelligible and clear to the readers. Students will use an editing checklist and give their writing a final look.

New Jersey State Learning Standards: W.6.3, W.6.4, W.6.5, W.6.7, W.6.9, W.6.10, SL.6.1, SL.6.2, SL.6.3, SL.6.4, SL.6.6, L.6.1, L.6.2, L.6.3, L.6.4, L.6.6

New Jersey Social and Emotional Learning Competencies: Self-Management, Social Awareness, Responsible Decision-Making, Relationship Skills

Skills & Strategies: Editing, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 18: Publishing I - Publish Presentation

Rationale: Students proceed through the writing process to learn and grow as writers. Before they publish their work, they will carefully create a title and think about the presentation of their narratives.

New Jersey State Learning Standards: W.6.2, W.6.3, W.6.4, W.6.5, W.6.6, W.6.7, W.6.9, W.6.10, SL.6.1, SL.6.2, SL.6.3, SL.6.4, SL.6.5, SL.6.6, L.6.1, L.6.2, L.6.3, L.6.6

New Jersey Social and Emotional Learning Competencies: Self-Management, Social Awareness, Responsible Decision-Making, Relationship Skills

Skills & Strategies: Listening and Responding, Engaging in Discussion/Collaborating

Lesson 19: Publishing II - The Celebration

Rationale: Students need to feel and be a part of the writing community. Their work needs to be valued, and their voices need to be heard. This is the life of a writer. Students will learn how presentation embraces a more formal tone for sharing and celebrating their writing.

New Jersey State Learning Standards: W.6.2, W.6.3, W.6.4, W.6.5, W.6.6, W.6.7, W.6.9, W.6.10, SL.6.1, SL.6.2, SL.6.3, SL.6.4, SL.6.5, SL.6.6, L.6.1, L.6.2, L.6.3, L.6.6

New Jersey Social and Emotional Learning Competencies: Self-Management, Social Awareness, Responsible Decision-Making, Relationship Skills

Skills & Strategies: Public Speaking, Listening and Responding

Lesson 20: Student Self-Reflection

Rationale: Student reflection is necessary in order to grow as a writer. Reflection enables students to discover their strengths and weaknesses and set goals for the future. It also allows students to learn about themselves.

New Jersey Social and Emotional Learning Competencies: Self-Awareness, Self-Management

Skills & Strategies: Reflecting, Setting Goals

Assessment:

Observations, Teacher-Student Conferences, Student-Student Conferences, Turn-and-Talks, Written Responses, Writer's Notebook Checklists, Self-Assessment Tools, Student Performance Checklists, Sticky Notes, Reflection Sheets, Goal Sheets, Written Pieces (Prompts)

Rubric:

Student Performance Checklist
Student Friendly Rubrics

Differentiate Instruction:

Will vary according to student readiness/interest/learning profile, ELL, IEP, or 504:

- Leveled Material
- Checklists
- Graphic Organizers
- Reteaching
- Extension Activities
- Questioning
- Tiered Tasks
- Flexible Grouping Options
- Student Choice
- Cubing
- Think-Pair-Share
- Mini-Lectures/Lessons
- Activity/Project Menus

8.1 Educational Technology Infusion:

- 8.1.B. Creativity and Innovation
- 8.1.C. Communication and Collaboration
- 8.1 D. Digital Citizenship
- 8.1.F. Critical thinking, problem solving, and decision making

9.1 Personal Financial Literacy Standard Infusion:

- As an idea for a topic, students can connect memoirs to having and maintaining an allowance.

9.2 Career Awareness Infusion:

- Students can connect their memoirs to career choices or decisions made by themselves or others.

Science - MS-ESS3-D Global Climate Change, LS2.C Ecosystem Dynamics, Functioning, and Resilience:

- Texts used as read alouds have a plot or theme related to protecting our environment and ecosystem.
- When brainstorming topics, students can connect their memoirs to a time they did something positive for the environment.

LGBTQ Awareness Infusion:

- Texts used as read alouds written by prominent LGBTQ authors.
- Texts used as read alouds have a plot or theme related to diversity and acceptance.
- Students' personal narrative could have a plot or theme related to diversity and acceptance.

Subject Area: English Language Arts (ELA)	Grade Level: 6	
Unit Name: Argument Writing	Dates: February-April	Time Frame: 9 - 10 Weeks
<p>Lessons & Reading/Writing Activities:</p> <p><u>Interactive Read Aloud Lessons</u></p> <p><u>Lesson 1: Exploring Argument Writing</u></p> <p>Rationale: Argumentative texts support claims with clear reasons and relevant evidence. Moreover, argumentative essays also address opposite viewpoints and use the evidence gathered to demonstrate why these opposing views are not effective. Students will examine and discuss all of the unit texts and mentor essays as they begin to explore the purpose and structure of argumentative writing.</p> <p>New Jersey State Learning Standards: W.6.1, W.6.4, W.6.5, W.6.7, W.6.8, W.6.9, W.6.10, SL6.1, SL.6.2, SL.6.3, SL.6.4, SL.6.6, L.6.1, L.6.2, L.6.3, L.6.4, L.6.5, L.6.6</p> <p>New Jersey Social and Emotional Learning Competencies: Self-Management, Social Awareness, Responsible Decision-Making, Relationship Skills</p> <p>Skills and Strategies: Text and Genre Features/Structure, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating</p> <hr/> <p><u>Lesson 2: The Writer’s Point of View!</u></p> <p>Rationale: A thesis statement explicitly summarizes the main point or claim of an essay. However, in literature this main point is often implied. Students will use the story <i>Feathers and Fox</i> by Mem Fox and the Essay Exemplar “Go Outside and Play” by Tom Dawson to identify the thesis statements and supportive evidence that is provided to support the claims.</p> <p>New Jersey State Learning Standards: New Jersey State Learning Standards: W.6.1, W.6.4, W.6.5, W.6.7, W.6.8, W.6.9, W.6.10, SL6.1, SL.6.2, SL.6.3, SL.6.4, SL.6.6, L.6.1, L.6.2, L.6.3, L.6.4, L.6.5, L.6.6</p> <p>New Jersey Social and Emotional Learning Competencies: Self-Management, Social Awareness, Responsible Decision-Making, Relationship Skills</p> <p>Skills & Strategies: Text and genre Features/Structure, Identifying Author’s Purpose, Speaking to Communicate, Listening and Responding,</p>		

Engaging in Discussion/Collaborating

Lesson 3: Writer's Technique

Rationale: Writers use various techniques to develop and support their claims. Students will use an essay by S. Beth Atkin in the book *Voices from the Fields* to discuss how various writing techniques are used to clearly and effectively present the claim and argument.

New Jersey State Learning Standards: New Jersey State Learning Standards: W.6.1, W.6.4, W.6.5, W.6.7, W.6.8, W.6.9, W.6.10, SL6.1, SL.6.2, SL.6.3, SL.6.4, SL.6.6, L.6.1, L.6.2, L.6.3, L.6.4, L.6.5, L.6.6

New Jersey Social and Emotional Learning Competencies: Self-Management, Social Awareness, Responsible Decision-Making, Relationship Skills

Skills and Strategies: Text and Genre Features/Structure, Analyzing Author's Craft, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 4: Wait to Formulate!

Rationale: To understand the writer's position and form an opinion of his or her own, readers must first read the text in its entirety. Students will listen to the Foreword and "Running the River" in *Father Water, Mother Woods* by Garl Paulsen. They will analyze the credibility of sources and how a writer's personal experience with a topic or issue can provide relevant evidence that validates the author's claims and sways readers.

New Jersey State Learning Standards: New Jersey State Learning Standards: W.6.1, W.6.4, W.6.5, W.6.7, W.6.8, W.6.9, W.6.10, SL6.1, SL.6.2, SL.6.3, SL.6.4, SL.6.6, L.6.1, L.6.2, L.6.3, L.6.4, L.6.5, L.6.6

New Jersey Social and Emotional Learning Competencies: Self-Awareness, Self-Management, Social Awareness, Responsible Decision-Making, Relationship Skills

Skills and Strategies: Text and Genre Features/Structure, Analyzing Author's Craft, Evaluating Sources, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 5: Strengthen Your Argument

Rationale: Essay writers want to engage readers as they build a strong argument. Students will explore how an argumentative essay can use various techniques, such as quotes and descriptive language, to "hook" readers and strengthen the argument.

New Jersey State Learning Standards: New Jersey State Learning Standards: W.6.1, W.6.2, W.6.4, W.6.5, W.6.7, W.6.8, W.6.9, W.6.10, SL6.1, SL.6.2, SL.6.3, SL.6.4, SL.6.6, L.6.1, L.6.2, L.6.3, L.6.4, L.6.5, L.6.6

New Jersey Social and Emotional Learning Competencies: Self-Management, Social Awareness, Responsible Decision-Making, Relationship Skills

Skills and Strategies: Text and Genre Features/Structure, Analyzing Author's Craft, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Mini-Lessons

Generating Ideas I: Global and Current Events

Rationale: Essayists explain, explore, and argue ideas on topics that are current and often debatable. Students will begin to generate their own ideas by examining and responding to world issues and current events.

New Jersey State Learning Standards: New Jersey State Learning Standards: W.6.1, W.6.2, W.6.4, W.6.5, W.6.7, W.6.8, W.6.9, W.6.10, SL6.1, SL.6.2, SL.6.3, SL.6.4, SL.6.6, L.6.1, L.6.2, L.6.3, L.6.4, L.6.6

New Jersey Social and Emotional Learning Competencies: Self-Awareness, Self-Management, Social Awareness, Responsible Decision-Making, Relationship Skills

Skills and Strategies: Generating Ideas, Making Connections, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Generating Ideas II: Local and School Issues

Rationale: Responding to local and school issues enables students to write argumentative essays. Students will examine topics and convey ideas about issues that have a direct impact on them.

New Jersey State Learning Standards: New Jersey State Learning Standards: W.6.1, W.6.2, W.6.4, W.6.5, W.6.7, W.6.8, W.6.9, W.6.10, SL6.1, SL.6.2, SL.6.3, SL.6.4, SL.6.6, L.6.1, L.6.2, L.6.3, L.6.6

New Jersey Social and Emotional Learning Competencies: Self-Awareness, Self-Management, Social Awareness, Responsible Decision-Making, Relationship Skills

Skills and Strategies: Generating Ideas, Making Connections, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Generating Ideas III: Debatable Interests

Rationale: Writing about an area of interest or hobby allows writers to express their expertise and opinions about topics they care about.

Students will consider topics that are both interesting and debatable as they generate ideas for their essays.

New Jersey State Learning Standards: New Jersey State Learning Standards: W.6.1, W.6.2, W.6.4, W.6.5, W.6.7, W.6.8, W.6.9, W.6.10, SL6.1, SL.6.2, SL.6.3, SL.6.4, SL.6.6, L.6.1, L.6.2, L.6.3, L.6.4, L.6.6

New Jersey Social and Emotional Learning Competencies: Self-Awareness, Self-Management, Social Awareness, Responsible Decision-Making, Relationship Skills

Skills and Strategies: Generating Ideas, Making Connections, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Selecting: Deciding on an Essay Topic

Rationale: Writers often take time to explore different ideas before they select the one they will develop further. Now that your students have explored different ideas for their argumentative essays, it is time for them to select a topic that is important and has an angle or focus that is debatable.

New Jersey State Learning Standards: New Jersey State Learning Standards: W.6.1, W.6.2, W.6.4, W.6.5, W.6.7, W.6.8, W.6.9, W.6.10, SL6.1, SL.6.2, SL.6.3, SL.6.4, SL.6.6, L.6.1, L.6.2, L.6.3, L.6.6

New Jersey Social and Emotional Learning Competencies: Self-Awareness, Self-Management, Social Awareness, Responsible Decision-Making, Relationship Skills

Skills and Strategies: Generating Ideas, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Collecting I: Gathering Ideas

Rationale: Writers must use research and gather relevant information to craft effective argumentative essays. They must develop and produce content, often using the internet, and become experts on a topic before writing an argumentative essay about it. Students will consider various sources and organization tools as they begin to gather research for their argumentative essay topics.

New Jersey State Learning Standards: New Jersey State Learning Standards: W.6.1, W.6.2, W.6.4, W.6.5, W.6.6, W.6.7, W.6.8, W.6.9, W.6.10, SL6.1, SL.6.2, SL.6.3, SL.6.4, SL.6.6, L.6.1, L.6.2, L.6.3, L.6.4, L.6.5, L.6.6

New Jersey Social and Emotional Learning Competencies: Self-Management, Social Awareness, Responsible Decision-Making, Relationship Skills

Skills and Strategies: Evaluating Sources, Summarizing, Determining Importance, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Collecting II: Both Sides of the Story

Rationale: Writers must understand and weigh the pros and cons of opposing and similar viewpoints before formulating and arguing their point or claim. Students will use resources and information they have gathered to explore both sides of their claim.

New Jersey State Learning Standards: New Jersey State Learning Standards: W.6.1, W.6.2, W.6.4, W.6.5, W.6.6, W.6.7, W.6.8, W.6.9, W.6.10, SL6.1, SL.6.2, SL.6.3, SL.6.4, SL.6.6, L.6.1, L.6.2, L.6.3, L.6.4, L.6.5, L.6.6

New Jersey Social and Emotional Learning Competencies: Self-Management, Social Awareness, Responsible Decision-Making, Relationship Skills

Skills and Strategies: Evaluating Sources, Summarizing, Determining Importance, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Collecting III: The Power of Anecdotes

Rationale: Argumentative essay writers use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. Students will connect current events and issues to their own personal experiences.

New Jersey State Learning Standards: New Jersey State Learning Standards: W.6.1, W.6.3, W.6.4, W.6.5, W.6.7, W.6.8, W.6.9, W.6.10, SL6.1, SL.6.2, SL.6.3, SL.6.4, SL.6.6, L.6.1, L.6.2, L.6.3, L.6.4, L.6.5, L.6.6

New Jersey Social and Emotional Learning Competencies: Self-Management, Social Awareness, Responsible Decision-Making, Relationship Skills

Skills and Strategies: Introducing a Topic, Using Sensory Details, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Drafting I: The Introduction

Rationale: Argumentative essays are developed and organized for clarity. Students will begin drafting by composing an introduction that engages their readers and clearly states the thesis or claim of their essay.

New Jersey State Learning Standards: New Jersey State Learning Standards: W.6.1, W.6.4, W.6.5, W.6.7, W.6.8, W.6.9, W.6.10, SL6.1, SL.6.2, SL.6.3, SL.6.4, SL.6.6, L.6.1, L.6.2, L.6.3, L.6.4, L.6.6

New Jersey Social and Emotional Learning Competencies: Self-Management, Social Awareness, Responsible Decision-Making, Relationship Skills

Skills and Strategies: Introducing a Topic, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Drafting II: The Body

Rationale: The body of an argumentative essay contains clear and cohort evidence in which the development, organization, and writing style support the thesis statement. Students will explore how to prioritize and organize their research to formulate a strong augment within the body of their essays.

New Jersey State Learning Standards: New Jersey State Learning Standards: W.6.1, W.6.4, W.6.5, W.6.7, W.6.8, W.6.9, W.6.10, SL6.1, SL.6.2, SL.6.3, SL.6.4, SL.6.6, L.6.1, L.6.2, L.6.3, L.6.4, L.6.6

New Jersey Social and Emotional Learning Competencies: Self-Management, Social Awareness, Responsible Decision-Making, Relationship Skills

Skills and Strategies: Organizing/Sorting Information, Determining Importance, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Drafting III: Counterarguments

Rationale: Argumentative essays include an opposing view. Students will develop their counterarguments as they continue to draft the body paragraphs of their essays.

New Jersey State Learning Standards: New Jersey State Learning Standards: W.6.1, W.6.4, W.6.5, W.6.7, W.6.8, W.6.9, W.6.10, SL6.1, SL.6.2, SL.6.3, SL.6.4, SL.6.6, L.6.1, L.6.2, L.6.3, L.6.4, L.6.6

New Jersey Social and Emotional Learning Competencies: Self-Management, Social Awareness, Responsible Decision-Making, Relationship Skills

Skills and Strategies: Evaluating Sources, Summarizing, Determining Importance, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Drafting IV: The Conclusion - A Call to Action!

Rationale: The conclusion is the final opportunity for the essayist to convey his or her opinions to the audience and to do it with conviction. Students will work on creating a powerful conclusion that is clear and concise and that reemphasizes their claim.

New Jersey State Learning Standards: New Jersey State Learning Standards: W.6.1, W.6.4, W.6.5, W.6.7, W.6.8, W.6.9, W.6.10, SL6.1, SL.6.2, SL.6.3, SL.6.4, SL.6.6, L.6.1, L.6.2, L.6.3, L.6.4, L.6.5, L.6.6

New Jersey Social and Emotional Learning Competencies: Self-Management, Social Awareness, Responsible Decision-Making, Relationship Skills

Skills and Strategies: Summarizing, Determining Importance, Speaking to Communicate, Listening and Responding, Engaging in

Discussion/Collaborating

Revising: Thinking About Your Audience

Rationale: Writers think about their intended audience when revising. Students will use precise words and phrases to convey relevant information and experiences in order to persuade their intended audience.

New Jersey State Learning Standards: New Jersey State Learning Standards: W.6.1, W.6.2, W.6.4, W.6.5, W.6.6, W.6.7, W.6.8, W.6.9, W.6.10, SL6.1, SL.6.2, SL.6.3, SL.6.4, SL.6.6, L.6.1, L.6.2, L.6.3, L.6.4, L.6.5, L.6.6

New Jersey Social and Emotional Learning Competencies: Self-Management, Social Awareness, Responsible Decision-Making, Relationship Skills

Skills and Strategies: Using Precise Language (Vocabulary), Determining Importance, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Editing I: Citing Sources

Rationale: Editors need to ensure that their references used to support the author's claim and develop the argument have been cited. Students will learn how to cite their references and sources accurately.

New Jersey State Learning Standards: New Jersey State Learning Standards: W.6.1, W.6.2, W.6.4, W.6.5, W.6.6, W.6.7, W.6.8, W.6.9, W.6.10, SL6.1, SL.6.2, SL.6.3, SL.6.4, SL.6.6, L.6.1, L.6.2, L.6.3, L.6.4, L.6.6

New Jersey Social and Emotional Learning Competencies: Self-Management, Social Awareness, Responsible Decision-Making, Relationship Skills

Skills and Strategies: Citing Sources, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Editing II: Punctuating Quotations

Rationale: In an argumentative essay, writers often quote information from articles and people that help support their views. Students will demonstrate command of the conventions of standard English by using punctuation correctly when quoting information.

New Jersey State Learning Standards: New Jersey State Learning Standards: W.6.1, W.6.4, W.6.5, W.6.7, W.6.8, W.6.9, W.6.10, SL6.1, SL.6.2, SL.6.3, SL.6.4, SL.6.6, L.6.1, L.6.2, L.6.3, L.6.4, L.6.6

New Jersey Social and Emotional Learning Competencies: Self-Management, Social Awareness, Responsible Decision-Making, Relationship Skills

Skills and Strategies: Editing, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Editing III: The Final Edit

Rationale: Writers edit their work to prepare for publication. Students will utilize editing practices and tools such as peer editing, an editing checklist, and a proofreading guide.

New Jersey State Learning Standards: New Jersey State Learning Standards: W.6.1, W.6.4, W.6.5, W.6.6, W.6.7, W.6.8, W.6.9, W.6.10, SL6.1, SL.6.2, SL.6.3, SL.6.4, SL.6.6, L.6.1, L.6.2, L.6.3, L.6.4, L.6.6

New Jersey Social and Emotional Learning Competencies: Self-Management, Social Awareness, Responsible Decision-Making, Relationship Skills

Skills and Strategies: Editing, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Publishing I: The Final Touches

Rationale: Crafting a powerful title is part of publishing a piece that will be presented to an audience of readers. Students will craft an enticing title, considering their purpose and audience.

New Jersey State Learning Standards: New Jersey State Learning Standards: W.6.1, W.6.4, W.6.5, W.6.6, W.6.7, W.6.8, W.6.9, W.6.10, SL6.1, SL.6.2, SL.6.3, SL.6.4, SL.6.5, SL.6.6, L.6.1, L.6.2, L.6.3, L.6.6

New Jersey Social and Emotional Learning Competencies: Self-Management, Social Awareness, Responsible Decision-Making, Relationship Skills

Skills and Strategies: Listening and Responding, Engaging in Discussion/Collaborating

Publishing II: The Celebration

Rationale: Celebrating students' published essays is an important final step in the writing process. Students will present argumentative essays as part of a writing community and so that their listeners can follow the line of reasoning and the organization of their ideas.

New Jersey State Learning Standards: New Jersey State Learning Standards: W.6.1, W.6.4, W.6.5, W.6.7, W.6.8, W.6.9, W.6.10, SL6.1, SL.6.2, SL.6.3, SL.6.4, SL.6.5, SL.6.6, L.6.1, L.6.2, L.6.3, L.6.6

New Jersey Social and Emotional Learning Competencies: Self-Management, Social Awareness, Responsible Decision-Making, Relationship Skills

Skills and Strategies: Public Speaking, Listening and Responding

Student Self-Reflection

Rationale: Reflection is necessary in order for students to grow as writers. Students will reflect on their strengths and weaknesses and set goals for future writing projects.

New Jersey Social and Emotional Learning Competencies: Self-Awareness, Self-Management

Skills & Strategies: Reflecting, Setting Goals

Assessment:

Observations, Teacher-Student Conferences, Student-Student Conferences, Turn-and-Talks, Written Responses, Writer's Notebook Checklists, Self-Assessment Tools, Student Performance Checklists, Sticky Notes, Reflection Sheets, Goal Sheets, Written Pieces (Prompts)

Summative Assessment: Students will read "Nesterenko" and "Fixer" by Paul B. Janeczko in order to answer selected and constructed response questions

Rubric:

Student Performance Checklist
Student Friendly Rubrics

Differentiate Instruction:

Will vary according to student readiness/interest/learning profile, ELL, IEP, or 504:

- Leveled Material
- Checklists
- Graphic Organizers
- Reteaching
- Extension Activities
- Questioning
- Tiered Tasks
- Flexible Grouping Options
- Student Choice
- Cubing
- Think-Pair-Share
- Mini-Lectures/Lessons
- Activity/Project Menus

8.1 Educational Technology Infusion:

- 8.1.B. Creativity and Innovation
- 8.1.C. Communication and Collaboration
- 8.1 D. Digital Citizenship

9.1 Personal Financial Literacy Standard Infusion:

- Students can research topics related to financial literacy and financial literacy management.

9.2 Career Awareness Infusion:

- Students can research and select topics based on particular careers.

Science - MS-ESS3-D Global Climate Change, LS2.C Ecosystem Dynamics, Functioning, and Resilience Infusion:

- Students can research and select topics based around environmental issues.
- Students can generate an argument in support of increased efforts for environmental conservation.

LGBTQ Awareness Infusion:

- Students can research and select topics based around LGBTQ inclusion, awareness, and legislation.

Subject Area: English Language Arts (ELA)	Grade Level: 6	
Unit Name: Poetry	Dates: May-June	Time Frame: 9 - 10 Weeks

Lessons & Reading/Writing Activities:

Interactive Read Aloud Lessons

Lesson 1: Exploring the World of Poetry

Rationale: Readers of poetry need to have an overall understanding of the richness of the genre. Students will be introduced to the study of poetry and notice the range of structural elements and topics of poems.

New Jersey State Learning Standards: RL.6.1. RL. 6.5, SL.6.1, RI.6.10, W. 6.10.

New Jersey Social and Emotional Learning Competencies: Self-Management, Social Awareness, Responsible Decision-Making,

Relationship Skills

Skills and Strategies: Text and Genre Features/Structure, Making Inferences, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 2: Reading With Your Ears!

Rationale: Readers pay attention to the sound devices used in poetry to create mood and meaning. Students will identify these techniques and their effects on poetry.

New Jersey State Learning Standards: RL. 6.1, RL. 6.4, SL. 6.1, L. 6.6, RL.6.10, L. 6.5

New Jersey Social and Emotional Learning Competencies: Self-Management, Social Awareness, Responsible Decision-Making, Relationship Skills

Skills & Strategies: Text and genre Features/Structure, Visualizing, Making Inferences, Finding Word Meaning, (vocabulary), Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 3: Paint Me a Picture

Rationale: Visualizing helps readers connect what they know to what they read. Students will use their senses to create images as they read poetry to help deepen their understanding and build meaning.

New Jersey Social and Emotional Learning Competencies: Self-Management, Social Awareness, Responsible Decision-Making, Relationship Skills

New Jersey State Learning Standards: RL. 6.4, SL.6.1, L. 6.4, L.6.5, RL.6.10

Skills and Strategies: Using Schema, Visualizing, Making Inferences, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 4: Thinking Big Thoughts

Rationale: Readers of poetry build meaning both while reading and after reading. Students will build meaning by making inferences that help them determine meaning.

New Jersey State Learning Standards: RL.6.1, RL.6.2, RL.6.4, SL.6.1, L.6.4, RL.6.10,

New Jersey Social and Emotional Learning Competencies: Self-Management, Social Awareness, Responsible Decision-Making,

Relationship Skills

Skills and Strategies: Making Inferences, Determining Importance, Synthesizing, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 5: Means of Connection

Rationale: Readers' understanding of the text is based on unique connections they make while reading. Students will ask questions and make connections to discover and deepen their understanding of poems.

New Jersey State Learning Standards: RL.6.1, RL.6.2, SL.6.1, L.6.4, RL.6.10, W.6.10

New Jersey Social and Emotional Learning Competencies: Self-Management, Social Awareness, Responsible Decision-Making, Relationship Skills

Skills and Strategies: Using schema, Questioning, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 6: Working With Words

Rationale: Readers of poetry use background knowledge and the context of a poem to figure out unfamiliar vocabulary. Students will uncover the meanings of unfamiliar words by using schema and context clues.

New Jersey State Learning Standards: RL.6.1, RL.6.4, SL.6.1, L.6.4, RL.6.10

New Jersey Social and Emotional Learning Competencies: Self-Management, Social Awareness, Responsible Decision-Making, Relationship Skills

Skills and Strategies: Using Schema, Making Inferences, Monitoring and Repairing Comprehension, Finding Word Meaning (Vocabulary), Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Mini-Lessons

Lesson 1: Close Reading of Poetry

Rationale: Readers of poetry need to build a literal understanding of each line by paying attention to words and phrases. Students will learn to paraphrase by paying close attention to the details they read.

New Jersey State Learning Standards: RL. 6.1, RL.6.4, L.6.4, L.6.4, RL.6.10, SL.6.1

New Jersey Social and Emotional Learning Competencies: Self-Management, Responsible Decision-Making

Skills and Strategies: Making Inferences, Monitoring and Repairing Comprehension, Finding Word Meaning(Vocabulary)

Lesson 2: What Does That Really Mean?

Rationale: Readers understand that poets use figurative language to capture a specific meaning. Students will determine the meaning of words and phrases, including figurative language, to deepen their understanding of poems

New Jersey State Learning Standards: RL.6.4, L.6.5, RL.6.1,RL.6.10, SL.6.1, L.6.4, W.6.10

New Jersey Social and Emotional Learning Competencies: Self-Management, Responsible Decision-Making

Skills and Strategies: Using Schema,, Visualizing, Monitoring and Repairing Comprehension, Finding Word Meaning (Vocabulary)

Lesson 3: Analyzing Structure

Rationale: Readers of poetry need to analyze the role of each stanza and how they build on one another to create the overall meaning of the poem. Students will pay attention to how stanzas fit together to develop the overall meaning of the text.

New Jersey State Learning Standards: RL.6.2, RL.6.5, RL.6.1,

New Jersey Social and Emotional Learning Competencies: Self-Management, Responsible Decision-Making

Skills and Strategies: Text and Genre Features/Structure. Making Inferences, Determining Importance,

Lesson 4: Selecting: Examining Narrative Poetry

Rationale:

Readers of poetry have an understanding of how a narrative can be written in the form of poetry. Students will build understanding across narrative

New Jersey State Learning Standards: RL.6.5, RL.6.1, RL.6.10, SL.6.1, L.6.5, L.6.6, W.6.10

New Jersey Social and Emotional Learning Competencies: Self-Management, Responsible Decision-Making

Skills and Strategies: Text and Genre Features/Structure, Making Inferences, Determining Importance

Lesson 5: Collecting What's This Really About?

Rationale: Readers know that being able to connect to a writer's message is vital to comprehending poetry. Students will make inferences to determine the big idea of a poem.

New Jersey State Learning Standards: RL.6.2, RL.6.4, RL.6.1, SL.6.1, L.6.5, W.6.10

New Jersey Social and Emotional Learning Competencies: Self-Management, Responsible Decision-Making

Skills and Strategies: Determining Importance, Synthesizing

Lesson 6: Where's the Evidence?

Rationale: Readers need to be able to support their thinking with textual evidence from the poems they read. Students will support their interpretation of a poem's central idea by citing evidence.

New Jersey State Learning Standards: RL.6.1, RL.6.2, RL.6.4, RL.6.10, SL.6.1, L.6.5

New Jersey Social and Emotional Learning Competencies: Self-Management, Responsible Decision-Making

Skills and Strategies: Making Inferences, Determining Importance

Lesson 7: That Doesn't Seem Right!

Rationale: Readers need to monitor their understanding as they are reading. Students will use a variety of fix-up strategies to clear up confusion.

New Jersey State Learning Standards: RL.6.4, RL.6.5, RL.6.10, SL.6.1, L.6.5

New Jersey Social and Emotional Learning Competencies: Self-Awareness, Self-Management, Responsible Decision-Making

Skills and Strategies: Using Schema, Visualizing, Monitoring and Repairing Comprehension, Finding Word Meaning(Vocabulary)

Lesson 8: Why Does This Fit?

Rationale: Readers uncover a poem's theme in order to have a deeper understanding of the poem and of the world. Students will determine possible themes of the poems after reading them.

New Jersey State Learning Standards: RL.6.1, RL.6.2, RL.6.5, RL.6.10, SL.6.1, L.6.5, W.6.10

New Jersey Social and Emotional Learning Competencies: Self-Management, Responsible Decision-Making

Skills and Strategies: Determining Importance, Synthesizing

Lesson 9: Grand Connections

Rationale: Readers connect poems by determining common themes. Students will make connections across poems by identifying common theme and how each poem connects to the theme.

New Jersey State Learning Standards: RL.6.2, RL.6.6, RL.6.4, RL.6.10, SL.6.1, L.6.5, W.6.10

New Jersey Social and Emotional Learning Competencies: Self-Management, Responsible Decision-Making

Skills and Strategies: Determining Importance, Synthesizing

Lesson 10: The Power of Performance

Rationale: Readers of poetry compare what they understand and experience when reading a poem to what they understand and experience when hearing the poem performed. Students will perform a self-selected poem and will compare the reading and performance of the poem.

New Jersey State Learning Standards: RL.6.7, RL.6.1, RL.6.4, RL.6.10, SL.6.1, L.6.5, W.6.10

New Jersey Social and Emotional Learning Competencies: Self-Management, Social Awareness, Responsible Decision-Making, Relationship Skills

Skills and Strategies: Making Inferences, Synthesizing

Assessment:

Observations, Teacher-Student Conferences, Student-Student Conferences, Turn-and-Talks, Written Responses, Writer's Notebook Checklists, Self-Assessment Tools, Student Performance Checklists, Sticky Notes, Reflection Sheets, Goal Sheets, Written Pieces (Prompts)

Summative Assessment: Students will read “Nesterenko” and “Fixer” by Paul B. Janeczko in order to answer selected and constructed response questions

Rubric:

Student Performance Checklist
Student Friendly Rubrics

Differentiate Instruction:

Will vary according to student readiness/interest/learning profile, ELL, IEP, or 504:

- Leveled Material
- Checklists
- Graphic Organizers
- Reteaching
- Extension Activities
- Questioning
- Tiered Tasks
- Flexible Grouping Options
- Student Choice
- Cubing
- Think-Pair-Share
- Mini-Lectures/Lessons
- Activity/Project Menus

8.1 Educational Technology Infusion:

- 8.1.B. Creativity and Innovation
- 8.1.C. Communication and Collaboration
- 8.1 D. Digital Citizenship

9.1 Personal Financial Literacy Standard Infusion:

- Students can research topics related to financial literacy and financial literacy management for their biographies.

9.2 Career Awareness Infusion:

- Students can write about the careers of the people they are focusing on in their biographies.

Science - MS-ESS3-D Global Climate Change, LS2.C Ecosystem Dynamics, Functioning, and Resilience Infusion:

- Students can select and write about pursuing an environmental-friendly initiative.

LGBTQ Awareness Infusion:

- During immersion, students will study prominent LGBTQ poets.
- Poems used as read alouds will feature LGBTQ characters and/or written by prominent LGBTQ authors.
- Independent reading poems will feature LGBTQ characters and/or written by prominent LGBTQ authors.