CITY OF BURLINGTON PUBLIC SCHOOL DISTRICT CURRICULUM

Language Arts and Writing
Grade 6

Revision Date: 6/24/17
Submitted by: Cyndi Luongo
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Course Overview

In this course, students will read and analyze a variety of literary and informational texts with increasing text complexity across the genres to build students’ literary and cultural knowledge. Students will also learn and practice a depth of writing strategies to effectively write narratives, arguments, and explanatory / informative pieces using the writing process as a vehicle. Students will build their critical thinking and higher-order thinking skills as they read, write, and broaden their vocabulary.

The New Jersey Student Learning Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy.

The curriculum guide has been generated to not only help students achieve the New Jersey Student Learning Standards, but to ensure that students will be prepared for college and career opportunities following high school graduation. The ultimate goal of this course is to help students become better readers, writers, and better thinkers who will be well prepared for college, careers, and beyond.

The Wilbur Watts Intermediate School English Language Arts Department has adopted and implemented the New Jersey Student Learning Standards as the cornerstone of the curriculum. Areas of study within the English Language Arts department are designed to be rigorous, college and career preparatory courses in which students will be exposed to a variety of literature, informational text, writing techniques, presentation styles, and communication skills.

Primary Resource(s)

**Textbooks**

- **Title:** Prentice Hall, Literature, Common Core Edition: Grade 6
  
  Publisher: Pearson Education Inc.  
  Copyright: 2012

- **Title:** Strategies for Writers: Grade 6
  
  Publisher: Zaner-Bloser  
  Copyright: 2013

**Supplemental Materials (including various level of texts at each grade level)**

- **Novels and Informational Texts** (Including but not limited to):
Horrible Jobs in Ancient Egypt by Robyn Hardyman; The Egyptian News by Scott Steedman; Behind the Bedroom Wall by Laura E. Williams; “Sons of the Dragon King” by Ed Young; “The Emperor’s Silent Army” by Jane O’Connor; The Lightning Thief by Rick Riordan

**Other:**  
Performance Coach, Time for Kids (print subscription), Flocabulary.com, Newsela.com, Brainpop.com, Readwritethink.org, Readworks.org, Video clips from various genres.

### Pacing Chart

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<thead>
<tr>
<th>Unit # &amp; Title</th>
<th>Pacing</th>
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<tr>
<td><strong>Unit 1: Fiction and Nonfiction (Includes Benchmark)</strong></td>
<td>35 Days</td>
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<td><strong>Unit 2: Poetry</strong></td>
<td>10 Days</td>
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<td><strong>Unit 3: Ancient Egypt: Informational Text Workshop</strong></td>
<td>5 Days</td>
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<td>(Ancient Egyptian Cross-Curricular Unit to coincide Social Studies)</td>
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<td><strong>Unit 4: Short Story</strong></td>
<td>30 Days</td>
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<td><strong>Unit 5: Panchatantra Tales</strong></td>
<td>5 Days</td>
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<tr>
<td>(Ancient Asian Cross-Curricular Unit to coincide Social Studies)</td>
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<td><strong>Unit 6: Ancient China</strong></td>
<td>5 Days</td>
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<td><strong>Unit 7: Types of Nonfiction</strong></td>
<td>20 Days</td>
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<td><strong>Unit 8: Holocaust Novel Unit</strong></td>
<td>25 Days</td>
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<td>(Holocaust Cross-Curricular Unit to coincide with Social Studies)</td>
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<td><strong>Unit 9: Ancient Greece Novel Unit</strong></td>
<td>30 Days</td>
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<td>(Ancient Greece Cross-Curricular Unit to coincide with Social Studies)</td>
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# Unit 1 Overview At-a-Glance

## Unit #1 – Fiction and Nonfiction

**Unit Description:**
In this unit, Students will read and analyze both fiction and nonfiction. Students will examine key differences so that they can answer the “Big Question”: How do we decide what is true?

**Essential Skills:**
- Theme, Plot, Narrator and Point of View, Author’s Perspective, Tone, Symbolism, Central Idea, Making Predictions, Fact and Opinion, Comparing Fiction and Nonfiction, Writing an Argument

## Standards Addressed within this Unit

### Central Unit Standards-
This unit will focus primarily on learning goals aligned with the following standards:
- NJSLSA.R6.1-9

Description of standards are available at: [http://www.state.nj.us/education/cccs/2016/ela/g06.pdf](http://www.state.nj.us/education/cccs/2016/ela/g06.pdf)

### Supporting Unit Standards-
This unit will also include activities aligned with the following standards:
- NJSLSA W6.1
- NJSLSA W6.4-6
- NJSLS W6.10
- NJSLSA L6.6

## Unit Details

### Modifications for Special Education Students, English Language Learners, Students at Risk of Failure, and Gifted Students-
Modify instructional approach and/or assignments and evaluations as needed based for students with IEPs, 504s, ELLs and gifted and talented students including but not limited to:
- Extended time
- Adapted Reader’s Notebook
- Remedial Activities from the Pearson “Reading Kit”
- Online access to the text with audio
- Enrichment activities
- Preferential / alternate seating

### Integration of 21st century skills through NJSLS 6 and Career Education:
- Lessons, where appropriate, incorporate multiple perspectives to infuse cultural and global awareness.
- Learning incorporates skills focusing on financial, economic, business, and entrepreneurial literacy.
- Lessons integrate a focus on civic literacy so that students can better understand the rights and obligations of citizenship.
- Rosetta Stone Program
- Audio versions of texts
- Additional graphic organizers and outlines for crafting writing assignments
- Targeted instruction during small group instruction with flexible grouping

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<th>Assessments- including benchmarks, formative, summative, and alternative assessments</th>
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<td>• Selection Tests</td>
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<td>• Unit Test</td>
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<td>• Writing Rubrics (Adapted PARCC/NJSL-based rubrics)</td>
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<td>• Individual Assignment Rubrics</td>
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<td>• Annotations from Reader’s Notebook</td>
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<td>• Graphic Organizer</td>
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<td>• Journal entries</td>
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<td>• Exit ticket</td>
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<td>• Projects</td>
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<th>Suggested Interdisciplinary Activities for this Unit</th>
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<td><strong>Career Education:</strong> Keep a log of the careers and education requirements of the main character in each selection. Write an essay response describing which career you would most be interested in pursuing.</td>
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<td><strong>Health/PE:</strong> Close read of a <em>Time for Kids</em> article about health and answer text dependent questions.</td>
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<td><strong>Math:</strong> Organize data into a chart when reading “The Case of the Monkeys that fell from Trees.”</td>
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<td><strong>Science:</strong> Conduct additional research on howler monkeys, the rainforest, or toxic plants while reading “The Case of the Monkeys that fell from Trees.” Write a 1st person journal entry as a scientist.</td>
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<td><strong>Social Studies:</strong> Close reading of “from Letter on Thomas Jefferson” by John Adams and answer text dependent questions.</td>
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<td><strong>Technical Subjects:</strong> Use of pearsonsuccessnet.com to learn more about each selection and play vocabulary games.</td>
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<td><strong>World Languages:</strong> Study of Spanish as used in the reading selection “Names / Nombres.” Write a journal entry using Spanish words where appropriate, in the style of “Names / Nombres.”</td>
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<td><strong>Arts:</strong> Research Jerry Lewis in film while reading “Drive in Movies”</td>
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### Unit Resources

Teachers should utilize school resources available in our Media Center to infuse alternate sources, perspectives, and approaches. Resources should include textual support but also span multimedia options to engage multiple modalities. In addition, to support struggling readers and increase rigor for advanced readers, the coursework may also draw on additional developmentally appropriate resources to facilitate challenging levels of work for all students.

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<tr>
<th>Leveled Supplemental Materials and Media/School Library Resources</th>
<th>Integration of the Technology Standard</th>
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<tr>
<td>• Time for Kids</td>
<td>• NJSLS 8.1 Compare and contrast video / audio of the reading topic to the author’s description</td>
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<td>• Paired Reading Selections (Pearson Literature Text)</td>
<td>• NJSLS 8.1 Watch a YouTube video about the reading selection to build background knowledge</td>
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<td>• InClass Library with novels ranging from 4&lt;sup&gt;th&lt;/sup&gt; to 8&lt;sup&gt;th&lt;/sup&gt; grade reading levels</td>
<td>• NJSLS 8.1 Publish essay using Microsoft Word</td>
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<tr>
<td>• Newsela <a href="https://newsela.com/">https://newsela.com/</a></td>
<td>• NJSLS 8.1 Consult digital dictionary <a href="http://www.dictionary.com">www.dictionary.com</a> to confirm meanings of unfamiliar words</td>
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<td>• Adapted Reader’s Notebook</td>
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<td>• Flocabulary <a href="http://www.flocabulary.com">www.flocabulary.com</a></td>
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### Unit #1 Targeted Instructional Planning to Address Central Unit Standards:

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<th>Central Unit Standard and Student Learning Objective</th>
<th>Suggested Instructional Activities</th>
<th>Suggested Student Output</th>
<th>Formative Assessments (Portfolios, Projects, Tasks, Evaluations, &amp; Rubrics)</th>
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</table>
| NJSLSA.R.1 Students will be able to read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to | Teach close read process using district approved steps and bookmark  
Read and analyze a variety of literature and informational texts  
Read and analyze a paired selection (Example - Fable: “Why Monkeys Live in Trees” and Scientific Text: “The Case of the Monkeys that Fell from Trees”) | Annotate text to make inferences and cite evidence  
Answer text dependent questions to make inferences  
Complete comprehension questions / prompts in the “Reader’s Notebook” | • Student and teacher generated rubrics  
• Homework and notebook evaluations  
• Adapted PARCC/NJSLSD-based rubrics  
• Reader’s Notebook  
• Students’ annotations  
• Literature Review |
| **support conclusions drawn from the text.** | **Open-ended question(s) which require students to cite evidence** | **Respond to essential unit questions using classroom blog and/or pseudo Facebook pages** | **• Graphic Organizer**  
• Journal entries  
• Exit ticket  
• Selection Tests  
• Essay and open-ended responses included on unit tests  
• Kahoot |
|---|---|---|---|
| | **Class discussion/ question(s) for comprehension** | **Literature analysis and review utilizing textual evidence** | **Teach method for determining the theme of literature (theme map, using guiding questions)**  
Model determining theme through use of picture books  
Station rotations to determine theme using picture books as practice  
Read and analyze literature for theme / central idea  
Teach graphic organizers to determine central idea and details (table)  
Open-ended question(s) which ask students to identify and explain the theme /central idea of the selection** | **Theme Map**  
Main Idea / Detail graphic organizer  
Write a short response explaining the theme / central idea with textual evidence  
Annotate text to indicate key details which lead toward the central idea  
Answer text dependent questions (comprehension)  
Complete comprehension questions / prompts in the “Reader’s Notebook”  
Respond to essential unit questions using classroom blog and/or pseudo Facebook pages** | **• Student and teacher generated rubrics**  
• Homework and notebook evaluations  
• Adapted PARCC/NJSLS-based rubrics  
• Reader’s Notebook  
• Students’ annotations  
• Literature Review  
• Graphic Organizer  
• Journal entries  
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• Selection Tests  
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• Kahoot |
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<th>NJSLSA.R.3</th>
<th>Students will be able to analyze how and why individuals, events, and ideas develop and interact over the course of a text.</th>
<th>Class discussion/question(s) for comprehension</th>
<th>Participate in class discussion(s) using evidence from the text</th>
<th>Teach plot diagram</th>
<th>Model finding the key elements of the plot using a familiar story</th>
<th>Read and analyze a variety of literature informational texts</th>
<th>Teach symbolism provide common examples in literature</th>
<th>Create a plot diagram which includes: exposition, conflict, rising action, climax, falling action, and resolution</th>
<th>Make and confirm/revise predictions while reading</th>
<th>Write a review of literature comparing the symbolism used in 2 texts</th>
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<td>NJSLSA.R.4</td>
<td>Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</td>
<td>Vocabulary Workshop: *Connotation / Denotation *Figurative / Literal Meanings *Shades of Meaning</td>
<td>Annotate text to interpret words and phrases</td>
<td>Plot word meanings on a “Shades of Meaning” continuum</td>
<td>Classify words/phrases as figurative/literal</td>
<td>Interpret figurative language</td>
<td>Write with figurative language and symbolism</td>
<td>• Reader’s Notebook • Students’ annotations • Literature Review • Graphic Organizer • Journal entries • Exit ticket • Selection Tests • Essay and open-ended responses included on unit tests • Kahoot</td>
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<td>NJSLSA.R.5</td>
<td>Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of</td>
<td>Read and analyze a variety of literature and informational texts</td>
<td>Write a review of literature which explains how the setting impacts the conflict of the piece</td>
<td>• Student and teacher generated rubrics • Homework and notebook evaluations • Adapted PARCC/NJSLSBased rubrics • Reader’s Notebook • Students’ annotations • Literature Analysis • Graphic Organizer • Journal entries • Exit ticket • Selection Tests</td>
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<td>Open-ended question(s) to explore the structure of the text</td>
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<td>NJSLSA.R6</td>
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<td><strong>Assess how point of view or purpose shapes the content and style of a text.</strong></td>
<td><strong>Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</strong></td>
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<td>Class discussion/analysis of how a chapter or scene contributes to the setting</td>
<td>Read and analyze a variety of literature and informational texts</td>
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<td>Analyze structural features of text</td>
<td>Read and compare / contrast two texts by the same author (Example: “My</td>
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<td>Annotate the text (Reader’s Notebook) to show where the setting impacts the conflict</td>
<td>Answer text dependent questions which require students evaluate the format of the media</td>
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<td>NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</td>
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<td>Provide examples of arguments which utilize valid reasoning, logical arguments, and relevant and sufficient support</td>
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<tr>
<td>Use highlighters / smartboard to dissect the argument and model how to trace an argument (Use a color coding system to indicate claims and their corresponding support)</td>
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<td>Provide examples of arguments which utilize valid reasoning, logical arguments, and relevant and sufficient support</td>
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<tr>
<td>Annotate text to indicate the claims within a text</td>
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<tr>
<td>Answer text dependent questions</td>
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<tr>
<td>Open-ended response(s) which require students to evaluate an argument and its claims</td>
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<td>Participation in class discussion(s) using evidence from the text</td>
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<td>NJSLSA.R9. Analyze and reflect on how two or more texts address</td>
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<td>Read and analyze a variety of literature and informational texts</td>
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<td>Create a Venn diagram or 3 column comparison chart which shows</td>
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<tr>
<td>• Homework and notebook evaluations</td>
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<tr>
<td>• Adapted PARCC/NJSLS-based rubrics</td>
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<tr>
<td>• Students’ annotations</td>
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<td>• Literature Review</td>
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<tr>
<td>• Graphic Organizer</td>
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<td>• Journal entries</td>
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<td>• Exit ticket</td>
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<td>• Selection Tests</td>
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<tr>
<td>• Essay and open-ended responses included on unit / selection tests</td>
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</tbody>
</table>
| Similar themes or topics in order to build knowledge or to compare the approaches the authors take. | Read and compare / contrast two texts about the same subject from different genres  
Review Venn Diagrams; introduce 3 column comparison chart | Similarities / differences between 2 texts  
Write an open-ended response which analyzes how 2 different texts develop the theme, citing specific evidence from each text  
Annotate text to show similarities or differences between that and another text  
Answer text dependent questions for comprehension  
Literature analysis and review utilizing textual evidence  
Participation in class discussion(s) using evidence from the text | - Adapted PARCC/NJSLS-based rubrics  
- Reader’s Notebook  
- Students’ annotations  
- Literature Review  
- Graphic Organizer  
- Journal entries  
- Exit ticket  
- Selection Tests  
- Essay and open-ended responses included on unit / selection tests |
|---|---|---|---|
| **NJSLSA.W1.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. | Teach strategies for writing an argument and structure of a 5 paragraph essay  
Analyze an argument essay model on the Smartboard. Students should identify the thesis, introduction, body, conclusion, supporting evidence and transitional words that clarify relationships among claims within the writing  
Write a response to literature / book review which expresses the writer’s opinion. | Write an argument / persuasive letter to the principal  
Respond to literature / book reviews  
Write arguments (argument essays)  
Write business letters  
Create Writing Notebook resources (list of transition words / phrases) and use of transition words in writing. | - Completed Writing Assignments  
- Holistic scoring rubric  
- Completed homework  
- Completed class work assignment(s)  
- Student generated portfolio(s)  
- Project(s) /Presentation(s)  
- Quiz(zes)/Test(s)  
- Class Participation  
- Teacher Observation |
opinion and ideas and is supported with facts and details from the literature

Read primary sources to learn about a historical event and use information learned to write an argument essay

Write a business letter

Compile a list of transition words to add to the writing notebook to use while writing.

| NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | Provide models of various forms of poetry |
| Provide a resource sheet with information regarding rhyme scheme, figurative language devices, and different types of poetry |
| Model planning a poem using a graphic organizer |
| Use TAPF (Topic, Audience, Purpose, Format) to focus development of poetry |

| Plan poetry writing using a graphic organizer |
| Notes from TAPF |

| NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, |
| Utilize writers workshop |
| Model with exemplary student writing samples |

| SelfEvaluate essay responses based on student exemplars |

| Students’ Interactive Notebook / Binder |
| Self and Peer Evaluations |
| Completed Writing Assignments |
| Holistic scoring rubric |
| Completed homework |
| Completed class work assignment(s) |
| Student generated portfolio(s) |
| Project(s) /Presentation(s) |
| Quiz(zes)/Test(s) |
| Class Participation |
| Teacher Observation |
| Students’ Interactive Notebook / Binder |
| Completed Writing Assignments |
| Holistic scoring rubric |
| Completed homework |
rewriting, or trying a new approach.  

Analyze the characteristics of clear, coherent writing. Use the 6 trait method of writing instruction to model and teach ideas, organization, voice, word choice, sentence fluency, and conventions. Demonstrate characteristics of clear, coherent writing through writing samples. Complete, revise, and save all writing samples in online portfolios. Formal written assignments will be typed, spell-checked, and grammar checked.

| **NJSLSA.W6.** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. | Use an online platform for assignments (Edmodo, KidsBog, etc). During center rotations / stations utilize classroom computers to draft, revise, edit, and publish writing. Respond to a writing prompt online and post it to a class blog. Demonstrate keyboarding skills by typing 2-3 pages in a sitting. Use Microsoft word to publish writing. Create a writing portfolio in the student server. | • Completed class work assignment(s)  
• Student generated portfolio(s)  
• Project(s) / Presentation(s)  
• Quiz(zes) / Test(s)  
• Class Participation  
• Teacher Observation  
• Students’ Interactive Notebook / Binder |

| **W.6.10.** Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) | Warm up activities such as quotations, descriptive questions, and journals. Reflective writing activities pertaining to the text. Long-term research activities. | Daily written warm ups  
Reflections  
Research papers  
Writing assignments | • Completed Writing Assignments  
• Holistic scoring rubric  
• Completed homework  
• Completed class work assignment(s)  
• Student generated portfolio(s)  
• Project(s) / Presentation(s)  
• Quiz(zes) / Test(s)  
• Class Participation  
• Teacher Observation  
• Students’ Interactive Notebook / Binder |
for a range of discipline-specific tasks, purposes, and audiences.

<table>
<thead>
<tr>
<th>Writing responses to open-ended questions</th>
<th>Longer process pieces</th>
</tr>
</thead>
</table>

- Model integrating multimedia (Power Point, audio files, clip art, etc.) into presentations
- Utilize laptops, classroom computers, and computer labs to integrate multimedia components into work

- Create a wanted poster for a character using Microsoft Publisher
- Design a power point presentation or Prezi of a story’s plot
- Multimedia projects which require students to integrate multimedia components

- Teacher / student created rubrics to assess presentations

<table>
<thead>
<tr>
<th>SL.6.5. Include multimedia components (e.g., graphics, images, music, and sound) and visual displays in presentations to clarify information.</th>
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</thead>
<tbody>
<tr>
<td>Maintain personal vocabulary glossaries</td>
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<tr>
<td>Add weekly vocab words to word wall</td>
</tr>
<tr>
<td>Listen to the “Big Question Song” and read the lyrics at the beginning of the unit</td>
</tr>
<tr>
<td>Explicit vocabulary instruction – especially using context clues</td>
</tr>
<tr>
<td>Vocabulary station during center work: Create Vocabulary Webs (Frayer Model)</td>
</tr>
<tr>
<td>Play interactive vocabulary games on Pearsonsuccessnet.com</td>
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</tbody>
</table>

- Choose the correct word to complete a sentence |
- Write sentences using Big Question and selection vocabulary words |
- Create a definition for unfamiliar words using context |
- Use a dictionary to confirm meanings |
- Completed Word webs |

- Vocab questions on selection tests and unit tests |
- Homework |
- Word Webs |
- Kahoot |
- Pearsonsuccessnet.com (Vocabulary games / assessment)
# Unit 2 Overview At-a-Glance

## Unit #2 – Poetry

### Unit Description:
In this unit, students will read, analyze, and write various forms of poetry.

### Essential Skills:
- Literary Analysis: figurative and connotative language, poetic structure, rhythm and rhyme, comparing imagery, forms of poetry, sound devices, comparing sensory language
- Writing poetry

## Standards Addressed within this Unit

### Central Unit Standards- This unit will focus primarily on learning goals aligned with the following standards:
- NJSLSA.R2
- NJSLSA.R4
- NJSLSA.R5
- NJSLSA.W4
- NJSLSA.W5

Description of standards are available at: [http://www.state.nj.us/education/cccs/2016/ela/g06.pdf](http://www.state.nj.us/education/cccs/2016/ela/g06.pdf)

### Supporting Unit Standards- This unit will also include activities aligned with the following standards:
- NJSLSA.W10

## Unit Details

### Modifications for Special Education Students, English Language Learners, Students at Risk of Failure, and Gifted Students-
Modify instructional approach and/or assignments and evaluations as needed based for students with IEPs, 504s, ELLs and gifted and talented students including but not limited to:
- Extended time
- Adapted Reader’s Notebook

### Integration of 21st century skills through NJSLS 6 and Career Education:
- Lessons, where appropriate, incorporate multiple perspectives to infuse cultural and global awareness.
- Learning incorporates skills focusing on financial, economic, business, and entrepreneurial literacy.
- Remedial activities from the Pearson “Reading Kit”
- Online access to the text with audio
- Enrichment activities
- Preferential / alternate seating
- Rosetta Stone program
- Audio versions of texts
- Independent study
- Additional graphic organizers and outlines for crafting writing assignments
- Targeted instruction during small group instruction with flexible grouping

- Lessons integrate a focus on civic literacy so that students can better understand the rights and obligations of citizenship.

<table>
<thead>
<tr>
<th>Suggested Interdisciplinary Activities for this Unit</th>
</tr>
</thead>
</table>

**Career Education:** Keep a log of the careers and education requirements of the main character in each selection. Write a journal response describing which career you would most be interested in pursuing.

**Health/PE:** Close read of a poem about health and answer text dependent questions.

**Math:** Classify poems according to number of stanzas and lines and create a chart with the data.

**Science:** Conduct additional research on flight and the Wright Brothers when reading the poem titled “Wilbur Wright and Orville Wright.” Write a poem about flight.

**Social Studies:** Close reading of “Twelfth Song of Thunder” by the Navajo Mountain – study Navajo traditions “Mountain Chant” and the shaman’s role in using poetry. Complete text dependent questions.

<table>
<thead>
<tr>
<th>Assessments- including benchmarks, formative, summative, and alternative assessments</th>
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</thead>
<tbody>
<tr>
<td>- Selection Tests</td>
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<tr>
<td>- Unit Test</td>
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<tr>
<td>- Writing Rubrics (Adapted PARCC/NJSLS-based rubrics)</td>
</tr>
<tr>
<td>- Individual Assignment Rubrics</td>
</tr>
<tr>
<td>- Annotations from Reader’s Notebook</td>
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<tr>
<td>- Graphic Organizer</td>
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<td>- Journal entries</td>
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<td>- Exit ticket</td>
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<tr>
<td>- Projects (Poetry Book)</td>
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</tbody>
</table>
**Technical Subjects:** Use Microsoft Word to publish poetry books.

**World Languages:** Study of Spanish as used in the reading selection “Abuelita Who” by Sandra Cisneros. Create a Spanish / English mini glossary as you read.

**Arts:** Compare a poem to a work of art of the same subject and create a Venn Diagram.

---

**Unit Resources**
Teachers should utilize school resources available in our Media Center to infuse alternate sources, perspectives, and approaches. Resources should include textual support but also span multimedia options to engage multiple modalities. In addition, to support struggling readers and increase rigor for advanced readers, the coursework may also draw on additional developmentally appropriate resources to facilitate challenging levels of work for all students.

**Leveled Supplemental Materials and Media/School Library Resources**
- www.readwritethink.org
- Paired Reading Selections (Pearson Literature Text)
- In-Class Library with novels ranging from 4th to 8th grade reading levels
- Adapted Reader’s Notebook
- Flocabulary [www.flocabulary.com](http://www.flocabulary.com)

**Integration of the Technology Standard**
- NJSLS 8.1 Compare and contrast video / audio of an author reciting their poetry with the written work
- NJSLS 8.1 Watch a YouTube video about the reading selection to build background knowledge
- NJSLS 8.1 Publish poetry using Microsoft Word
- NJSLS 8.1 Use [www.readwritethink.org](http://www.readwritethink.org) to create poetry
- NJSLS 8.1 Consult digital dictionary [www.dictionary.com](http://www.dictionary.com) to confirm meanings of unfamiliar words and find their denotation / connation
## Unit #2 Targeted Instructional Planning to Address Central Unit Standards:

<table>
<thead>
<tr>
<th>Central Unit Standard and Student Learning Objective</th>
<th>Suggested Instructional Activities</th>
<th>Suggested Student Output</th>
<th>Formative Assessments (Portfolios, Projects, Tasks, Evaluations, &amp; Rubrics)</th>
</tr>
</thead>
</table>
| **NJSLSA.R2.** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. | Teach method for analyzing poetry (S.I.F.T = Symbolism, Imagery, Figurative Language, Theme)  
Model determining theme in poetry using the close reading strategy  
Station rotations to determine theme / gist of poems  
Read and analyze poetry for theme / central idea  
Teach graphic organizers to determine central idea and details (table)  
Open-ended question(s) which ask students to identify and explain the theme /central idea of the selection  
Class discussion/ question(s) | Poetry Analysis  
Read and summarize poetry  
Write about your favorite poem this week What was the gist? What did this poet do that you might include when you write poetry? | Student and teacher generated rubrics  
Homework and notebook evaluations  
Adapted PARCC/NJSLs-based rubrics  
Reader’s Notebook  
Students’ annotations Literature Analysis  
Graphic Organizer  
Journal entries Exit ticket  
Selection Tests |
| **NJSLSA.R4.** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative | Vocabulary Workshop: *Connotation / Denotation  
*Figurative / Literal Meanings  
*Shades of Meaning | Annotate poetry to indicate and interpret meaning  
Plot word meanings on a “Shades of Meaning” continuum | Student and teacher generated rubrics  
Homework and notebook evaluations  
Adapted PARCC/NJSLs-based rubrics |
| NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. | Provide examples of symbolism and figurative language  
Analyze song lyrics and listen to songs to determine how meaning and tone are developed (Example: “Firework” by Katie Perry) | Classify words / phrases as figurative / literal  
Interpret figurative language  
Write poetry with figurative language and symbolism | Reader’s Notebook  
- Students’ annotations  
- Literature Analysis  
- Graphic Organizer  
- Journal entries  
- Exit ticket  
- Selection Tests  

| NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | Use SIFT method to analyze poetry  
Display a “poem of the day” as a warm up for students to read and discuss in collaborative groups  
Poetry gallery walk: complete a graphic organizer while reading  
Provide a resource sheet with information regarding rhyme scheme, figurative language devices, and different types of poetry  
Analyze poems and answer text-dependent questions about structure | Write about your favorite poem this week What was the gist? What did this poet do that you might include when you write poetry?  
Write a literature review about a poem which includes an analysis of the structure of the poem | Student and teacher generated rubrics  
- Homework and notebook evaluations  
- Adapted PARCC/NJSLSB-based rubrics  
- Reader’s Notebook  
- Students’ annotations  
- Literature Analysis  
- Graphic Organizer  
- Journal entries  
- Exit ticket  
- Selection Tests  

| Provide models of various forms of poetry  
Provide a resource sheet with information regarding rhyme scheme, figurative language devices, and different types of poetry  
Model planning a poem using a graphic organizer | Plan a poetry book using a graphic organizer  
Write poems in different forms with varied tones, purposes and for different audiences | Self and Peer Evaluations  
- Completed Writing Assignments  
- Holistic scoring rubric  
- Completed homework  
- Completed class work assignment(s)  
- Student generated portfolio(s)  
- Project(s) /Presentation(s) |
<table>
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<tr>
<th>Activity</th>
<th>Assessment Evidence</th>
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</thead>
</table>
| Use TAPF (Topic, Audience, Purpose, Format) to focus development of poetry | • Quiz( zes)/Test(s)  
• Class Participation  
• Teacher Observation  
• Students’ Interactive Notebook / Binder |
| Write poetry using the writing process including several forms (Examples: Concrete, Haiku, Free Verse, etc.) | Create a poetry book with various forms of poetry  
Evaluate, reflect and complete a self-assessment of their own poetry  
Evaluate, reflect, and give feedback on a classmate’s poetry |
| Provide a writer’s checklist for revising and editing.                  | • Self and Peer Evaluations  
• Completed Writing Assignments  
• Holistic scoring rubric  
• Completed homework  
• Completed class work assignment(s)  
• Student generated portfolio(s)  
• Project(s)/Presentation(s)  
• Quiz( zes)/Test(s)  
• Class Participation  
• Teacher Observation  
• Students’ Interactive Notebook / Binder |
| Hold regular writing conferences with students                          |                                                                                      |
| Use the writing process                                                |                                                                                      |
| Share poetry with classmates during an “open-mic” poetry slam           |                                                                                      |
## Unit 3 Overview At-a-Glance

**Unit #3 – Ancient Egypt: Informational Text Workshop (Cross-Curricular Unit to coincide with Social Studies)**

**Unit Description:**
In this unit, students will read and analyze informational texts about Ancient Egypt and will study how informational text features and structures deepen understanding of a text.

**Essential Skills:**
- Central idea and key details, citing evidence, summarize key ideas, text structure, author’s purpose, comprehension of literary nonfiction

### Standards Addressed within this Unit

<table>
<thead>
<tr>
<th>Central Unit Standards</th>
<th>Supporting Unit Standards</th>
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<tbody>
<tr>
<td>This unit will focus primarily on learning goals aligned with the following standards:</td>
<td>This unit will also include activities aligned with the following standards:</td>
</tr>
<tr>
<td>• NJSLSA.R2</td>
<td>• NJSLSA.R.3</td>
</tr>
<tr>
<td>• NJSLSA.R5</td>
<td>• NJSLSA.W9</td>
</tr>
<tr>
<td>• NJSLSA R6</td>
<td>• NJSLSA.W10</td>
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</tbody>
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- Description of standards are available at: http://www.state.nj.us/education/cccs/2016/ela/g06.pdf

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<tr>
<th>Social Studies:</th>
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<tbody>
<tr>
<td>• NJSLS 6.2</td>
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</tbody>
</table>

### Unit Details

**Modifications for Special Education Students, English Language Learners, Students at Risk of Failure, and Gifted Students** - Modify instructional approach and/or assignments and evaluations as needed based for students with IEPs, 504s, ELLs and gifted and talented students including but not limited to:
- Extended time

**Integration of 21st century skills through NJSLS 6 and Career Education:**
- Lessons, where appropriate, incorporate multiple perspectives to infuse cultural and global awareness.
- Learning incorporates skills focusing on financial, economic, business, and entrepreneurial literacy.
- Adapted Reader’s Notebook
- Remedial Activities from the Pearson “Reading Kit”
- Online access to the text with audio
- Enrichment activities
- Preferential / alternate seating
- Rosetta Stone Program
- Audio versions of texts
- Independent Study
- Additional graphic organizers and outlines for crafting writing assignments
- Targeted instruction during small group instruction with flexible grouping

- Lessons integrate a focus on civic literacy so that students can better understand the rights and obligations of citizenship.

### Assessments - including benchmarks, formative, summative, and alternative assessments
- Selection Tests
- Unit Test
- Writing Rubrics (Adapted PARCC/NJSL-based rubrics)
- Individual Assignment Rubrics
- Annotations from Reader’s Notebook
- Graphic Organizer
- Journal entries
- Exit ticket
- Projects

### Suggested Interdisciplinary Activities for this Unit

**Health/PE:** Conduct research about healthcare / surgery during ancient Egyptian times to prepare for a debate: Were the slaves of ancient Egypt treated humanely?

**Math:** Calculate the amount of blocks used to construct a pyramid. Additional research on how scientists use x-ray and MRI imaging to examine mummies.

**Technical Subjects:** Use Microsoft word to create a diagram of a key element from the text.

**World Languages:** WebQuest – research the language(s) spoken in Egypt – ancient times and modern to prepare for a discussion.
Unit Resources

Teachers should utilize school resources available in our Media Center to infuse alternate sources, perspectives, and approaches. Resources should include textual support but also span multimedia options to engage multiple modalities. In addition, to support struggling readers and increase rigor for advanced readers, the coursework may also draw on additional developmentally appropriate resources to facilitate challenging levels of work for all students.

Leveled Supplemental Materials and Media/School Library Resources
- **Horrible Jobs in Ancient Egypt** by Robyn Hardyman
- **The Egyptian News** by Scott Steedman
- “Time for Kids”

Integration of the Technology Standard
- NJSLS 8.1 Compare and contrast video / audio with the printed articles
- NJSLS 8.1 Watch a YouTube video about the reading selection to build background knowledge
- NJSLS 8.1 Publish writing using Microsoft Word
- NJSLS 8.1 Consult digital dictionary [www.dictionary.com](http://www.dictionary.com) to confirm meanings of unfamiliar words and find their denotation / connation

Unit #3 Targeted Instructional Planning to Address Central Unit Standards:

<table>
<thead>
<tr>
<th>Central Unit Standard and Student Learning Objective</th>
<th>Suggested Instructional Activities</th>
<th>Suggested Student Output</th>
<th>Formative Assessments (Portfolios, Projects, Tasks, Evaluations, &amp; Rubrics)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</td>
<td>Station rotations / Centers to determine the main idea / details of texts</td>
<td>Completed graphic organizers (Table Graphic Organizer – central idea / key details)</td>
<td>• Completed class work assignment(s)</td>
</tr>
<tr>
<td></td>
<td>Read and analyze various informational texts</td>
<td>Write a summary of an article which cites key details</td>
<td>• Graphic Organizers</td>
</tr>
<tr>
<td></td>
<td>Provide graphic organizers for use with analysis</td>
<td>Use highlighters to indicate the central idea and key details</td>
<td>• Student generated portfolio(s)</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• Project(s) /Presentation(s)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Quiz(zes)/Test(s)</td>
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<td>• Class Participation</td>
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<td>• Teacher Observation</td>
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</tbody>
</table>
| **NJSLSA.R5.** Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. | Open-ended question(s) which ask students to identify and explain the central idea of the selection  
Class discussion/ question(s)  
Hold a cross-curricular Egypt Day celebration to showcase learning | Text structure / feature flip book  
Completed graphic organizers (Table Graphic Organizer – central idea / key details)  
Write a summary of an article which cites key details  
Highlight text features and label them; explain how the features add to the text | • Students’ Interactive Notebook / Binder  
• Exit Ticket  
• Completed homework  
• Completed class work assignment(s)  
• Graphic Organizers  
• Student generated portfolio(s)  
• Project(s) / Presentation(s)  
• Quiz(zes) / Test(s)  
• Class Participation  
• Teacher Observation  
• Students’ Interactive Notebook / Binder |
| **NJSLSA.R6.** Assess how point of view or purpose shapes the content and style of a text. | Station rotations / Centers  
Read and analyze various informational texts  
Provide graphic organizers for use with analysis of text structure (Cause / Effect, Chronological Order, Description, Compare / Contrast, etc)  
Open-ended question(s) which ask students to identify and explain how the author uses text structure to relate the information  
Class discussion/ question(s) | Completed graphic organizers  
Identify author’s purpose of an article | • Completed class work assignment(s)  
• Graphic Organizers  
• Student generated portfolio(s)  
• Project(s) / Presentation(s)  
• Quiz(zes) / Test(s) |
Provide graphic organizers for use with analysis of text structure – label author’s purpose
Open-ended question(s) which ask students to identify and explain how the author’s point of view and purpose are conveyed
Class discussion/ question(s)

Write a summary of an article which cites key details

• Class Participation
• Teacher Observation
• Students’ Interactive Notebook / Binder

Unit 4 Overview At-a-Glance

Unit #4 – Short Story
Unit Description:
In this unit, students will analyze short stories, focusing on: structure and plot, characterization, and conflict and resolution.

Essential Skills:
• Story structure and plot, characterization, comparing character’s motives, conflict and resolution, theme, setting, comparing setting and theme, making inferences, writing a narrative

Standards Addressed within this Unit

Central Unit Standards- This unit will focus primarily on learning goals aligned with the following standards:

• NJSLSA.R1
• NJSLSA.R.2
• NJSLSA.R3
• NJSLSA.R6
• NJSLSA.W3
• NJSLSA.L4

Supporting Unit Standards- This unit will also include activities aligned with the following standards:

• NJSLSA.R5
• NJSLSA.R10
• NJSLSA.W4
• NJSLSA.W5
• NJSLSA.W9
• NJSLSAW10

Description of standards are available at: http://www.state.nj.us/education/cccs/2016/ela/g06.pdf
## Unit Details

**Modifications for Special Education Students, English Language Learners, Students at Risk of Failure, and Gifted Students:**
Modify instructional approach and/or assignments and evaluations as needed based for students with IEPs, 504s, ELLs and gifted and talented students including but not limited to:

- Extended time
- Adapted Reader’s Notebook
- Remedial Activities from the Pearson “Reading Kit”
- Online access to the text with audio
- Enrichment activities
- Preferential / alternate seating
- Rosetta Stone program
- Audio versions of texts
- Additional graphic organizers and outlines for crafting writing assignments
- Targeted instruction during small group instruction with flexible grouping

**Assessments- including benchmarks, formative, summative, and alternative assessments**

- Selection Tests
- Unit Test
- Writing Rubrics (Adapted PARCC/NJSL-based rubrics)
- Individual Assignment Rubrics
- Annotations from Reader’s Notebook
- Graphic Organizer
- Journal entries
- Exit ticket
- Projects

**Integration of 21st century skills through NJSLS 6 and Career Education:**

- Lessons, where appropriate, incorporate multiple perspectives to infuse cultural and global awareness.
- Learning incorporates skills focusing on financial, economic, business, and entrepreneurial literacy.
- Lessons integrate a focus on civic literacy so that students can better understand the rights and obligations of citizenship.

**Suggested Interdisciplinary Activities for this Unit**

**Health/PE:** Study of bicycle safety while reading the story “Becky and the Wheels and Brakes Boys.” Create a bicycle safety poster with the information you learned.

**Math:** Use measurement skills to create a comic book panel while writing comic book origin stories.

**Science:** Conduct additional research on the climate and habitats of Alaska’s Denali National park while reading “The Wounded Wolf” by Jean Craighead George. Compare what you learned to the setting as described in the text and create a Venn diagram.
| World Languages: | Conduct online research – How many languages has Leo Tolstoy’s “The Old Grandfather and the Little Grandson” been translated into (Originally written in Russian)? Summarize your findings in a paragraph. |
| Arts: | Keep a journal of how the illustrations in each short story enhance the literature. |

### Unit Resources

Teachers should utilize school resources available in our Media Center to infuse alternate sources, perspectives, and approaches. Resources should include textual support but also span multimedia options to engage multiple modalities. In addition, to support struggling readers and increase rigor for advanced readers, the coursework may also draw on additional developmentally appropriate resources to facilitate challenging levels of work for all students.

<table>
<thead>
<tr>
<th>Leveled Supplemental Materials and Media/School Library Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Time for Kids</td>
</tr>
<tr>
<td>• Paired Reading Selections (Pearson Literature Text)</td>
</tr>
<tr>
<td>• InClass Library with novels ranging from 4th to 8th grade reading levels</td>
</tr>
<tr>
<td>• Newsela <a href="https://newsela.com/">https://newsela.com/</a></td>
</tr>
<tr>
<td>• Adapted Reader’s Notebook</td>
</tr>
<tr>
<td>• Flocabulary <a href="http://www.flocabulary.com">www.flocabulary.com</a></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Integration of the Technology Standard</th>
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</thead>
<tbody>
<tr>
<td>• NJSLS 8.1 Compare and contrast video / audio of an author with their written work</td>
</tr>
<tr>
<td>• NJSLS 8.1 Watch a YouTube video about the reading selection to build background knowledge</td>
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<tr>
<td>• NJSLS 8.1 Publish stories using Microsoft Word</td>
</tr>
<tr>
<td>• NJSLS 8.1 Consult digital dictionary <a href="http://www.dictionary.com">www.dictionary.com</a> to confirm meanings of unfamiliar words and find their denotation / connation</td>
</tr>
</tbody>
</table>
## Unit #4 Targeted Instructional Planning to Address Central Unit Standards:

<table>
<thead>
<tr>
<th>Central Unit Standard and Student Learning Objective</th>
<th>Suggested Instructional Activities</th>
<th>Suggested Student Output</th>
<th>Formative Assessments (Portfolios, Projects, Tasks, Evaluations, &amp; Rubrics)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</td>
<td>Teach close read process using district approved steps and bookmark Read and analyze a variety of short stories Use repeated readings Open-ended question(s) which require students to cite evidence Class discussion/ question(s) for comprehension</td>
<td>Annotate text to indicate details which lead students toward inferences Answer text dependent questions that require students to cite evidence Complete comprehension questions / prompts in the “Reader’s Notebook” Respond to essential unit questions using classroom blog and/or pseudo Facebook pages Literature analysis and review utilizing textual evidence Open-ended response(s) Drafted essay(s) Participation in class discussion(s) using evidence from the text</td>
<td>• Student and teacher generated rubrics • Homework and notebook evaluations • Adapted PARCC/NJSL- based rubrics • Reader’s Notebook • Students’ annotations • Literature Analysis • Graphic Organizer • Journal entries • Exit ticket • Selection Tests</td>
</tr>
<tr>
<td>NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</td>
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<tr>
<td>Teach method for determining the theme of literature (theme map, using guiding questions)</td>
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<tr>
<td>Teach stated vs implied theme</td>
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<tr>
<td>Use close reads to model determining theme</td>
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<tr>
<td>Read and analyze literature for theme / central idea</td>
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<tr>
<td>Open-ended question(s) which ask students to identify and explain the theme /central idea of the selection</td>
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<tr>
<td>Class discussion/ question(s) regarding theme / central idea</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Theme Map</th>
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<tbody>
<tr>
<td>Write a short response explaining the theme idea with textual evidence</td>
</tr>
<tr>
<td>Annotate text to indicate textual evidence of theme / central idea</td>
</tr>
<tr>
<td>Answer text dependent questions about theme / central idea</td>
</tr>
<tr>
<td>Complete comprehension questions / prompts in the “Reader’s Notebook”</td>
</tr>
<tr>
<td>Respond to essential unit questions using classroom blog and/or pseudo Facebook pages</td>
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<tr>
<td>Participate in class discussion(s) using evidence from the text</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use shared reading to teach:</td>
</tr>
<tr>
<td>*plot diagram</td>
</tr>
<tr>
<td>*different types of conflict</td>
</tr>
<tr>
<td>*internal vs external conflict</td>
</tr>
<tr>
<td>*character’s motivation</td>
</tr>
<tr>
<td>Model finding the key elements of the plot using a familiar story</td>
</tr>
</tbody>
</table>

| Create a plot diagram which includes: exposition, conflict, rising action, climax, falling action, and resolution |
| Identify and interpret examples of symbolism |
| Write an essay explaining how the setting affects the conflict of |

<p>| Student and teacher generated rubrics |
| Homework and notebook evaluations |
| Adapted PARCC/NJSLS-based rubrics |
| Reader’s Notebook |
| Students’ annotations |
| Literature Analysis |
| Graphic Organizer |
| Journal entries |
| Exit ticket |
| Selection Tests |</p>
<table>
<thead>
<tr>
<th>Task</th>
<th>Description</th>
<th>Assessment Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete a character analysis (Example: Read superhero’s origin</td>
<td>Read and analyze a variety short stories</td>
<td>• Journal entries&lt;br&gt;Exit ticket&lt;br&gt;Selection Tests</td>
</tr>
<tr>
<td>stories as a model for character’s motivation)</td>
<td>Teach symbolism provide common examples in literature</td>
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<td>the story, citing specific textual evidence</td>
<td>Make and confirm / revise predictions while reading</td>
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<td>Create a poster as a visual representation of a character and their</td>
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<td>their key traits</td>
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<tr>
<td>NJSLSA.R6. Assess how point of view or purpose shapes the content</td>
<td>Read and analyze a variety of literature and informational texts</td>
<td>• Student and teacher generated rubrics&lt;br&gt;Homework and notebook evaluations&lt;br&gt;Adapted PARCC/NJSLS-based rubrics&lt;br&gt;Reader’s Notebook&lt;br&gt;Students’ annotations&lt;br&gt;Language Analysis&lt;br&gt;Graphic Organizer&lt;br&gt;Journal entries&lt;br&gt;Exit ticket&lt;br&gt;Selection Tests</td>
</tr>
<tr>
<td>and style of a text.</td>
<td>Model point of view by reading two similar pieces with varied points of view (Ex: The Three Little Pigs vs. The True Story of the Three Little Pigs)</td>
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</tr>
<tr>
<td>Open-ended question(s) which ask students to identify the narrator of</td>
<td>Rewrite a text (Reader’s Notebook) in a different perspective</td>
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<tr>
<td>a text and cite textual evidence</td>
<td>Annotate the words in a text which indicate the author’s point of view</td>
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<tr>
<td>Identify the narrator and the point of view</td>
<td>Sort sentences into categories according to point of view</td>
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<tr>
<td>NJSLSA.W3. Write narratives to develop real or imagined experiences</td>
<td>Create a character sketch</td>
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<tr>
<td>or events using effective technique, well-chosen details,</td>
<td>Create a story map for an original story (Example: Superhero’s origin story)</td>
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<tr>
<td>Read short stories as models for writing</td>
<td>Draft an original story with the key elements (Exposition,</td>
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<tr>
<td>Use the writing process</td>
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<tr>
<td>Complete a character analysis (Example: Read superhero’s origin</td>
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<td>stories as a model for writing</td>
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</table>
and well-structured event sequences. stories as a model for character’s motivation)

Demonstrate how to use dialogue effectively in stories

conflict, rising action, climax, falling action, resolution)

Use dialogue to contribute to the plot and character development of a story

| NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | Utilize writers workshop
Provide models of exemplary student writing samples
Analyze the characteristics of clear, coherent writing
Use the 6-trait method of writing instruction to model and teach ideas, organization, voice, word choice, sentence fluency, and conventions. | Self-evaluate essay responses based on student exemplars
Demonstrate characteristics of clear, coherent writing | • Self and Peer Evaluations
• Completed Writing Assignments
• Holistic scoring rubric
• Completed homework
• Completed class work assignment(s)
• Student generated portfolio(s)
• Project(s) /Presentation(s)
• Quiz(zes)/Test(s)
• Class Participation
• Teacher Observation
• Students’ Interactive Notebook / Binder |

| NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. | Provide revision tools and demonstrate the use of each (Revision and editing checklists)
Model revising using shared writing | Self-evaluate essay responses based on student exemplars
Complete, revise, and save all writing samples in online portfolios
Formal written assignments will be typed, spell-checked, and grammar checked | • Self and Peer Evaluations
• Completed Writing Assignments
• Holistic scoring rubric
• Completed homework
• Completed class work assignment(s)
• Student generated portfolio(s)
• Project(s) /Presentation(s)
• Quiz(zes)/Test(s)
• Class Participation |
<table>
<thead>
<tr>
<th><strong>NJSLSA.L4.</strong> Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</th>
<th>Maintain personal vocabulary glossaries</th>
<th>Choose the correct word to complete a sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dictionary Scavenger hunts</td>
<td>Write sentences using Big Question and selection vocabulary words</td>
<td>Create a definition for unfamiliar words using context</td>
</tr>
<tr>
<td>Utilize a word wall</td>
<td>Vocabulary Workshop during station rotations / centers</td>
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<tr>
<td><strong>Teacher Observation</strong></td>
<td><strong>Self and Peer Evaluations</strong></td>
<td><strong>Completed Writing Assignments</strong></td>
</tr>
<tr>
<td><strong>Students’ Interactive Notebook / Binder</strong></td>
<td><strong>Completed homework</strong></td>
<td><strong>Completed class work assignment(s)</strong></td>
</tr>
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<td></td>
<td><strong>Student generated portfolio(s)</strong></td>
<td><strong>Project(s) /Presentation(s)</strong></td>
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<td></td>
<td><strong>Quiz(zes)/Test(s)</strong></td>
<td><strong>Class Participation</strong></td>
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<td></td>
<td><strong>Class Participation</strong></td>
<td><strong>Teacher Observation</strong></td>
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<tr>
<td></td>
<td><strong>Students’ Interactive Notebook / Binder</strong></td>
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</tbody>
</table>
## Unit 5 Overview At-a-Glance

**Unit #5 – Panchatantra Tales (Cross-Curricular Unit to coincide with Social Studies)**

**Unit Description:**
In this unit, students will study Panchatantra Tales (Folktales from India) and write their own Panchatantra tale.

**Essential Skills:**
- Story structure and plot, characterization, comparing character’s motives, conflict and resolution, theme, setting, comparing setting and theme, making inferences, writing a narrative

### Standards Addressed within this Unit

#### Central Unit Standards- This unit will focus primarily on learning goals aligned with the following standards:
- NJSLSA.R1
- NJSLSA.R.2
- NJSLSA.R3
- NJSLSA.R6
- NJSLSA.W3
- NJSLSA.L4
- Description of standards are available at: [http://www.state.nj.us/education/cccs/2016/ela/g06.pdf](http://www.state.nj.us/education/cccs/2016/ela/g06.pdf)

#### Supporting Unit Standards- This unit will also include activities aligned with the following standards:
- NJSLSA.R5
- NJSLSA.R10
- NJSLSA.W4
- NJSLSA.W5
- NJSLSA.W9
- NJSLSA.W10
- NJSLSA.L.1-3

**Social Studies:**
- NJSLS 6.3

### Unit Details

**Modifications for Special Education Students, English Language Learners, Students at Risk of Failure, and Gifted Students**- Modify instructional approach and/or assignments and evaluations as needed based for students with IEPs, 504s, ELLs and gifted and talented students including but not limited to:
- Extended time

**Integration of 21st century skills through NJSLS 6 and Career Education:**
- Lessons, where appropriate, incorporate multiple perspectives to infuse cultural and global awareness.
- Adapted Reader’s Notebook
- Remedial activities from the Pearson “Reading Kit”
- Online access to the text with audio
- Enrichment activities
- Preferential / alternate seating
- Rosetta Stone program
- Audio versions of texts
- Independent study
- Additional graphic organizers and outlines for crafting writing assignments
- Targeted instruction during small group instruction with flexible grouping

- Learning incorporates skills focusing on financial, economic, business, and entrepreneurial literacy.
- Lessons integrate a focus on civic literacy so that students can better understand the rights and obligations of citizenship.

### Assessments - including benchmarks, formative, summative, and alternative assessments

- Selection Tests
- Unit Test
- Writing Rubrics (Adapted PARCC/NJSL-based rubrics)
- Individual Assignment Rubrics
- Annotations from Reader’s Notebook
- Graphic Organizer
- Journal entries
- Exit ticket
- Projects

### Suggested Interdisciplinary Activities for this Unit

**Health/PE:** Study nutrition when reading Panchatantra tales. Compare and contrast what you learn to the information in the text. Create a Venn diagram.

**Math:** Track and graph the various types of animals or settings while reading the tales.

**Science:** Note animal adaptations while reading about the animals in the tales. Write a paragraph summarizing what you noted.

**Social Studies:** Conduct additional research about India to infuse into the setting of the Panchatantra tales. Write your own Panchatantra tale using information from your research in the tale.

**World Languages:** Research which languages are spoken in India. Create a chart of the various languages and the areas where they are spoken.
Arts: Keep a journal of how the illustrations in each short story enhance the literature. Write a paragraph summarizing your findings.

Unit Resources
Teachers should utilize school resources available in our Media Center to infuse alternate sources, perspectives, and approaches. Resources should include textual support but also span multimedia options to engage multiple modalities. In addition, to support struggling readers and increase rigor for advanced readers, the coursework may also draw on additional developmentally appropriate resources to facilitate challenging levels of work for all students.

Leveled Supplemental Materials and Media/School Library Resources
- http://www.culturalindia.net/indian-folktales/panchatantra-tales/
- Various Panchatantra Tales in print and video form

Integration of the Technology Standard
- NJSLS 8.1 Compare and contrast video / audio of an author with their written work
- NJSLS 8.1 Watch a YouTube video about the reading selection to build background knowledge
- NJSLS 8.1 Publish stories using Microsoft Word
- NJSLS 8.1 Consult digital dictionary www.dictionary.com to confirm meanings of unfamiliar words and find their denotation / connation

Unit #5 Targeted Instructional Planning to Address Central Unit Standards:

<table>
<thead>
<tr>
<th>Central Unit Standard and Student Learning Objective</th>
<th>Suggested Instructional Activities</th>
<th>Suggested Student Output</th>
<th>Formative Assessments (Portfolios, Projects, Tasks, Evaluations, &amp; Rubrics)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and</td>
<td>Read and analyze a variety of Panchatantra Tales</td>
<td>Annotate text to cite details that support inferences</td>
<td>• Student and teacher generated rubrics</td>
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<td></td>
<td>Relate the moral to the theme of the story</td>
<td>Answer text dependent questions</td>
<td>• Homework and notebook evaluations</td>
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<td></td>
<td></td>
<td></td>
<td>• Adapted PARCC/NJSLS-based rubrics</td>
</tr>
</tbody>
</table>
relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

| Use repeated readings to deepen comprehension | Identify the moral of the tale and explain how it relates to the theme |
| Open-ended question(s) which require students to cite evidence | Respond to essential unit questions using classroom blog and/or pseudo Facebook pages |
| Class discussion/question(s) for comprehension | Literature analysis and review utilizing textual evidence |

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

| Teach method for determining the theme/moral of literature (theme map, using guiding questions) | Theme Map |
| Teach stated vs implied theme | Write a short response to literature explaining the theme/moral with textual evidence |
| Use close reads to model determining theme | Annotate text to indicate key details |
| Read and analyze Panchatantra tales for theme/moral | Answer text dependent questions about theme/central idea |
| Open-ended question(s) which ask students to identify and | Complete comprehension questions/prompts in the “Reader’s Notebook” |

- Reader’s Notebook
- Students’ annotations
- Literature Analysis
- Graphic Organizer
- Journal entries
- Exit ticket
- Selection Tests
<table>
<thead>
<tr>
<th><strong>NJSLSA.R3.</strong> Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Explain the theme / central idea of the selection</strong></td>
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<tr>
<td><strong>Class discussion / question(s) about theme / central idea</strong></td>
</tr>
<tr>
<td><strong>Respond to essential unit questions using classroom blog and/or pseudo Facebook pages</strong></td>
</tr>
<tr>
<td><strong>Participate in class discussion(s) using evidence from the text</strong></td>
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<td><strong>Use shared reading to teach:</strong></td>
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<td><em>plot diagram</em></td>
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<tr>
<td><em>internal vs external conflict</em></td>
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<td><em>character’s motivation</em></td>
</tr>
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<td><strong>Model finding the key elements of the plot using a familiar story</strong></td>
</tr>
<tr>
<td><strong>Complete a character analysis</strong> (Example: Read superhero’s origin stories as a model for character’s motivation)</td>
</tr>
<tr>
<td><strong>Read and analyze a variety of Panchatantra tales</strong></td>
</tr>
<tr>
<td><strong>Teach symbolism provide common examples in literature (specifically how particular animals represent protagonists vs antagonists)</strong></td>
</tr>
<tr>
<td><strong>Create a plot diagram which includes: exposition, conflict, rising action, climax, falling action, and resolution</strong></td>
</tr>
<tr>
<td><strong>Identify and interpret examples of symbolism</strong></td>
</tr>
<tr>
<td><strong>Write an essay explaining how the setting and choice of animals as characters affects the conflict of the story, citing specific textual evidence</strong></td>
</tr>
<tr>
<td><strong>Make and confirm / revise predictions while reading</strong></td>
</tr>
<tr>
<td><strong>Create a poster as a visual representation of a character and their key traits</strong></td>
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<td><strong>Student and teacher generated rubrics</strong></td>
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<td><strong>Homework and notebook evaluations</strong></td>
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<tr>
<td><strong>Adapted PARCC/NJSL RBased rubrics</strong></td>
</tr>
<tr>
<td><strong>Reader’s Notebook</strong></td>
</tr>
<tr>
<td><strong>Students’ annotations</strong></td>
</tr>
<tr>
<td><strong>Literature Analysis</strong></td>
</tr>
<tr>
<td><strong>Graphic Organizer</strong></td>
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<tr>
<td><strong>Journal entries</strong></td>
</tr>
<tr>
<td><strong>Exit ticket</strong></td>
</tr>
<tr>
<td><strong>Selection Tests</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Read and analyze a variety of Panchatantra Tales</strong></td>
</tr>
<tr>
<td><strong>Rewrite a text (Reader’s Notebook) in a different perspective</strong></td>
</tr>
<tr>
<td><strong>Annotate the words in a text which indicate the author’s point of view</strong></td>
</tr>
<tr>
<td><strong>Student and teacher generated rubrics</strong></td>
</tr>
<tr>
<td><strong>Homework and notebook evaluations</strong></td>
</tr>
<tr>
<td>Teach background of Panchatantra Tales (created to teach lessons in the culture)</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>Identify the narrator and the point of view</td>
</tr>
</tbody>
</table>

**NJSLSA.W3.** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

<table>
<thead>
<tr>
<th>Read Panchatantra tales as models for writing</th>
<th>Create a story map for a Panchatantra Tale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use the writing process</td>
<td>Draft an original tale with the key elements (Exposition, conflict, rising action, climax, falling action, resolution, animals as characters, moral)</td>
</tr>
<tr>
<td>Diagram the plot while reading</td>
<td>Use dialogue to contribute to the plot and character development of a story</td>
</tr>
</tbody>
</table>

**NJSLSA.W4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

<table>
<thead>
<tr>
<th>Utilize writers workshop</th>
<th>Self-evaluate essay responses based on student exemplars</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model exemplary student writing samples</td>
<td>Demonstrate characteristics of clear, coherent writing by writing a Panchatantra Tale</td>
</tr>
<tr>
<td>Analyze the characteristics of clear, coherent writing</td>
<td></td>
</tr>
</tbody>
</table>

- Adapted PARCC/NJSL-based rubrics
- Reader’s Notebook
- Students’ annotations
- Literature Analysis
- Graphic Organizer
- Journal entries
- Exit ticket
- Selection Tests

- Student and teacher generated rubrics
- Homework and notebook evaluations
- Adapted PARCC/NJSLS-based rubrics
- Reader’s Notebook
- Students’ annotations
- Literature Analysis
- Graphic Organizer
- Journal entries
- Exit ticket
- Selection Tests

- Self and Peer Evaluations
- Completed Writing Tasks
- Holistic scoring rubric
- Completed homework
- Completed class work assignment(s)
- Student generated portfolio(s)
- Project(s)/Presentation(s)
| **NJSLSA.W5.**  
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. | Use the 6-trait method of writing instruction to model and teach ideas, organization, voice, word choice, sentence fluency, and conventions. | • Quiz(zes)/Test(s)  
• Class Participation  
• Teacher Observation  
• Students’ Interactive Notebook / Binder  
• Self and Peer Evaluations  
• Completed Writing Tasks  
• Holistic scoring rubric  
• Completed homework  
• Completed class work assignment(s)  
• Student generated portfolio(s)  
• Project(s) /Presentation(s)  
• Quiz(zes)/Test(s)  
• Class Participation  
• Teacher Observation  
• Students’ Interactive Notebook / Binder |
|---|---|---|
| **NJSLSA.I4.**  
Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. | Provide revision tools and demonstrate the use of each (Revision and editing checklists)  
Model revising using shared writing | • Self-evaluate essay responses based on student exemplars  
Complete, revise, and save all writing samples in online portfolios  
Formal written assignments will be typed, spell-checked, and grammar checked  
Choose the correct word to complete a sentence  
Write sentences using Big Question and selection vocabulary words  
Create a definition for unfamiliar words using context | • Self and Peer Evaluations  
• Completed Writing Assignments  
• Completed homework  
• Completed class work assignment(s)  
• Student generated portfolio(s)  
• Project(s) /Presentation(s)  
• Quiz(zes)/Test(s)  
• Class Participation  
• Teacher Observation  
• Students’ Interactive Notebook / Binder |
## Unit 6 Overview At-a-Glance

### Unit #6 – Ancient China (Cross-Curricular Unit to coincide with Social Studies)

#### Unit Description:
In this unit, students will read and analyze fiction and informational text related to Ancient China. Students will read about ancient China as they apply ELA skills and support learning in the Social Studies classroom.

#### Essential Skills:
- Theme, Plot, Symbolism, Central Idea, Making Predictions, Comparing Fiction and Nonfiction, Integrating knowledge across the curriculum

### Standards Addressed within this Unit

**Central Unit Standards**- This unit will focus primarily on learning goals aligned with the following standards:
- NJSLS.A.R1
- NJSLS.A.R2
- NJSLS.A.R3

- Description of standards are available at: [http://www.state.nj.us/education/cccs/2016/ela/g06.pdf](http://www.state.nj.us/education/cccs/2016/ela/g06.pdf)

**Supporting Unit Standards**- This unit will also include activities aligned with the following standards:
- NJSLS.A.R5
- NJSLS.A.R9
- NJSLS.A.R10

#### Social Studies:
- NJSLS 6.2

### Unit Details

**Modifications for Special Education Students, English Language Learners, Students at Risk of Failure, and Gifted Students**- Modify instructional approach and/or assignments and evaluations as needed based for students with IEPs, 504s, ELLs and gifted and talented students including but not limited to:
- Extended time
- Adapted Reader’s Notebook
- Remedial activities from the Pearson “Reading Kit”
- Online access to the text with audio

**Integration of 21st century skills through NJSLS 6 and Career Education:**
- Lessons, where appropriate, incorporate multiple perspectives to infuse cultural and global awareness of ancient China
- Learning incorporates skills focusing on financial, economic, business, and entrepreneurial literacy.
- Enrichment activities
- Preferential / alternate seating
- Rosetta Stone program
- Audio versions of texts
- Independent study
- Additional graphic organizers and outlines for crafting writing assignments
- Targeted instruction during small group instruction with flexible grouping

- Lessons integrate a focus on civic literacy so that students can better understand the rights and obligations of citizenship.

<table>
<thead>
<tr>
<th>Assessments- including benchmarks, formative, summative, and alternative assessments</th>
<th>Suggested Interdisciplinary Activities for this Unit</th>
</tr>
</thead>
</table>
| - Selection Tests  
- Unit Test  
- Writing Rubrics (Adapted PARCC/NJSLS-based rubrics)  
- Individual Assignment Rubrics  
- Annotations from Reader’s Notebook  
- Graphic Organizer  
- Journal entries  
- Exit ticket  
- Projects | **Health/PE:** What traits of a healthy, active person do the sons of the Dragon King exhibit? Summarize those habits in a paragraph.  
**Math:** Determine the age of the terracotta warriors in the pits based on dates in the text.  
**Science:** Conduct additional research on how archeologists use technology and the scientific method while examining artifacts such as the terracotta warriors in China. Write a journal entry as if you are an archeologist examining the terracotta warriors.  
**Social Studies:** Use background knowledge about ancient China from Social Studies to make inferences about why the emperor ordered the “Silent Army” to be built; write a journal entry.  
**Technical Subjects:** Use publisher to create a Venn diagram comparing and contrasting the various pits discovered in “Emperor’s Silent Army.”  
**World Languages:** Research which languages are spoken in China. How does the ancient language compare to the modern language? Write a journal response. |
Arts: Examine the photographs of the artists in “The Emperor’s Silent Army.” Notice the pain-staking restoration and detail that the artist employees to restore the figures. Write a paragraph using figurative language to describe the restoration.

Unit Resources
Teachers should utilize school resources available in our Media Center to infuse alternate sources, perspectives, and approaches. Resources should include textual support but also span multimedia options to engage multiple modalities. In addition, to support struggling readers and increase rigor for advanced readers, the coursework may also draw on additional developmentally appropriate resources to facilitate challenging levels of work for all students.

Leveled Supplemental Materials and Media/School Library Resources
- “Sons of the Dragon King” by Ed Young
- “The Emperor’s Silent Army” by Jane O’Connor
- InClass Library with novels ranging from 4th to 8th grade reading levels
- Flocabulary [www.flocabulary.com](http://www.flocabulary.com)

Integration of the Technology Standard
- NJSLS 8.1 Compare and contrast video/audio of an with the written work
- NJSLS 8.1 Watch a YouTube video about the reading selection to build background knowledge
- NJSLS 8.1 Publish poetry using Microsoft Word
- NJSLS 8.1 Consult digital dictionary [www.dictionary.com](http://www.dictionary.com) to confirm meanings of unfamiliar words and find their denotation/connation

Unit #6 Targeted Instructional Planning to Address Central Unit Standards:

<table>
<thead>
<tr>
<th>Central Unit Standard and Student Learning Objective</th>
<th>Suggested Instructional Activities</th>
<th>Suggested Student Output</th>
<th>Formative Assessments (Portfolios, Projects, Tasks, Evaluations, &amp; Rubrics)</th>
</tr>
</thead>
</table>
| NJSLSA.R.1 Students will be able to read closely to determine what the text says explicitly and to make connections about ancient China (Example – Chinese Legend: “Sons of the Dragon King” by Ed Young and Informational Text: “The Emperor’s Silent Army” by Jane O’Connor) | Read and analyze paired selections about ancient China | Annotate text to draw connections about ancient China from Social Studies and Informational Text: “The Emperor’s Silent Army” by Jane O’Connor | • Student and teacher generated rubrics  
• Homework and notebook evaluations |
logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

| **NJSLSA.R2** Students will be able to determine the central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. | “The Emperor’s Silent Army” by Jane O’Connor)  
Open-ended question(s) which require students to cite evidence  
Class discussion/ question(s) for comprehension | Complete comprehension questions / prompts in the “Reader’s Notebook”  
Respond to essential unit questions using classroom blog and/or pseudo Facebook pages  
Analysis and review utilizing textual evidence  
Open-ended response(s)  
Drafted essay(s)  
Participation in class discussion(s) using evidence from the text | • Adapted PARCC/NJSLS-based rubrics  
• Reader’s Notebook  
• Students’ annotations  
• Literature Review  
• Graphic Organizer  
• Journal entries  
• Exit ticket  
• Selection Tests  
• Essay and open-ended responses included on unit tests  
• Kahoot | Teach method for determining the theme of literature (theme map, using guiding questions)  
Read and analyze literature for theme / central idea  
Teach graphic organizers to determine central idea and details (table) and Venn Diagram to compare / contrast the genres  
Open-ended question(s) which ask students to identify and explain the theme /central idea of | Theme Map  
Main Idea / Detail graphic organizer  
Write a short response explaining the theme / central idea with textual evidence  
Annotate text to indicate key details  
Answer text dependent questions about theme / central idea  
Complete comprehension questions / prompts in the “Reader’s Notebook” | • Student and teacher generated rubrics  
• Homework and notebook evaluations  
• Adapted PARCC/NJSLS-based rubrics  
• Reader’s Notebook  
• Students’ annotations  
• Literature Review  
• Graphic Organizer  
• Journal entries  
• Exit ticket  
• Selection Tests  
• Essay and open-ended responses included on unit tests |
<table>
<thead>
<tr>
<th>Objective</th>
<th>Activity</th>
<th>Assessment Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>a section on Chinese history / culture</td>
<td>Respond to essential unit questions using classroom blog and/or pseudo Facebook pages</td>
<td>• Kahoot</td>
</tr>
<tr>
<td>Class discussion/ question(s) about theme / central idea</td>
<td>Participate in class discussion(s) using evidence from the text</td>
<td></td>
</tr>
<tr>
<td><strong>NJSLSA.R.3</strong> Students will be able to analyze how and why individuals, events, and ideas develop and interact over the course of a text.</td>
<td>Read and analyze paired selections about ancient China (Example – Chinese Legend: “Sons of the Dragon King” by Ed Young and Informational Text: “The Emperor’s Silent Army” by Jane O’Connor)</td>
<td>• Reader’s Notebook</td>
</tr>
<tr>
<td></td>
<td>Teach plot diagram</td>
<td>• Students’ annotations</td>
</tr>
<tr>
<td></td>
<td>Model finding the key elements of the plot using a familiar story</td>
<td>• Literature Review</td>
</tr>
<tr>
<td></td>
<td>Teach symbolism provide common examples in literature</td>
<td>• Graphic Organizer</td>
</tr>
<tr>
<td></td>
<td>Create a plot diagram which includes: exposition, conflict, rising action, climax, falling action, and resolution</td>
<td>• Journal entries</td>
</tr>
<tr>
<td></td>
<td>Make and confirm / revise predictions while reading</td>
<td>• Exit ticket</td>
</tr>
<tr>
<td></td>
<td>Identify symbols in the text and interpret them</td>
<td>• Selection Tests</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Essay and open-ended responses included on unit tests</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Kahoot</td>
</tr>
</tbody>
</table>
# Unit 7 Overview At-a-Glance

## Unit #7–Types of Nonfiction

### Unit Description:
In this unit, students will read and analyze several types of nonfiction.

### Essential Skills:
- Author’s purpose, main idea and key details, point of view, expository essay, writing to compare / contrast texts (PARCC-like prompts)

## Standards Addressed within this Unit

<table>
<thead>
<tr>
<th>Central Unit Standards-</th>
<th>Supporting Unit Standards-</th>
</tr>
</thead>
<tbody>
<tr>
<td>This unit will focus primarily on learning goals aligned with the following standards:</td>
<td>This unit will also include activities aligned with the following standards:</td>
</tr>
<tr>
<td>- NJSLSA.R.6.1</td>
<td>- NJSLSA.R.6.10</td>
</tr>
<tr>
<td>- NJSLSA.R.6.2</td>
<td>- NJSLSA.W.6.10</td>
</tr>
<tr>
<td>- NJSLSA.R.6.3</td>
<td></td>
</tr>
<tr>
<td>- NJSLSA.R.6.6</td>
<td></td>
</tr>
<tr>
<td>- NJSLSA.W.6.2</td>
<td></td>
</tr>
<tr>
<td>- NJSLSA.W.6.9</td>
<td></td>
</tr>
<tr>
<td>- NJSLSA.L.6.4</td>
<td></td>
</tr>
<tr>
<td>- NJSLSA.L.6.6</td>
<td></td>
</tr>
</tbody>
</table>

Description of standards are available at: [http://www.state.nj.us/education/cccs/2016/ela/g06.pdf](http://www.state.nj.us/education/cccs/2016/ela/g06.pdf)

## Unit Details

### Modifications for Special Education Students, English Language Learners, Students at Risk of Failure, and Gifted Students-
Modify instructional approach and/or assignments and evaluations as needed based for students with IEPs, 504s, ELLs and gifted and talented students including but not limited to:

### Integration of 21st century skills through NJSLS 6 and Career Education:
- Lessons, where appropriate, incorporate multiple perspectives to infuse cultural and global awareness.
- Extended time
- Adapted Reader’s Notebook
- Remedial activities from the Pearson “Reading Kit”
- Online access to the text with audio
- Enrichment activities
- Preferential / alternate seating
- Rosetta Stone program
- Audio versions of texts
- Independent study
- Additional graphic organizers and outlines for crafting writing assignments
- Targeted instruction during small group instruction with flexible grouping

- Learning incorporates skills focusing on financial, economic, business, and entrepreneurial literacy.
- Lessons integrate a focus on civic literacy so that students can better understand the rights and obligations of citizenship.

**Assessments - including benchmarks, formative, summative, and alternative assessments**
- Selection Tests
- Unit Test
- Writing Rubrics (Adapted PARCC/NJSL-based rubrics)
- Individual Assignment Rubrics
- Annotations from Reader’s Notebook
- Graphic Organizer
- Journal entries
- Exit ticket
- Projects

**Suggested Interdisciplinary Activities for this Unit**

**Career Education:** Keep a log of the careers and education requirements of the main character in each selection. Choose the career that most interests you most and write a journal entry explaining your choice.

**Health/PE:** Close read of a *Time for Kids* article about health and complete text dependent questions.

**Math:** While reading “Zlata’s Diary”, calculate when the Bosnian war started and ended as well as Zlata’s age during the war and how old she turned based on the dates in her diary entries.

**Science:** Conduct additional research on aluminum vs wooden bats while reading “The Shutout” Write a response: How has the change of materials changed the game?

**Social Studies:** While reading “Backwoods Boy” about Abraham Lincoln, consider how Lincoln’s beginnings contributed to his
great leadership abilities. Write a paragraph explaining how his early years influenced his leadership abilities.

**Technical Subjects:** Use Microsoft word to publish responses to literature.

**World Languages:** Study of Spanish as used in the reading selection “Something to Declare” by Julia Alvarez – Consider how Julia’s Hispanic heritage influences her writing. Write a journal entry explaining how your cultural heritage influences your life.

**Arts:** View the painting on page 448 while reading “Backwoods Boy” about Abraham Lincoln. Research the artist (Jean Leon Gerome Ferris). Write a response: What impression do you have on Lincoln from the picture? Consider how reliable the image is, given the fact that is was painted long after his death.

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**Unit Resources**

Teachers should utilize school resources available in our Media Center to infuse alternate sources, perspectives, and approaches. Resources should include textual support but also span multimedia options to engage multiple modalities. In addition, to support struggling readers and increase rigor for advanced readers, the coursework may also draw on additional developmentally appropriate resources to facilitate challenging levels of work for all students.

**Leveled Supplemental Materials and Media/School Library Resources**

- **Time for Kids**
- Paired Reading Selections (Pearson Literature Text)
- In-Class Library with novels ranging from 4th to 8th grade reading levels
- Newsela [https://newsela.com/](https://newsela.com/)
- Adapted Reader’s Notebook
- Flocabulary [www.flocabulary.com](http://www.flocabulary.com)

**Integration of the Technology Standard**

- NJSLS 8.1 Compare and contrast video / audio of an author with their written work
- NJSLS 8.1 Watch a YouTube video about the reading selection to build background knowledge
- NJSLS 8.1 Publish writing using Microsoft Word
- NJSLS 8.1 Consult digital dictionary [www.dictionary.com](http://www.dictionary.com) to confirm meanings of unfamiliar words and find their denotation / connation
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<tr>
<th>Central Unit Standard and Student Learning Objective</th>
<th>Suggested Instructional Activities</th>
<th>Suggested Student Output</th>
<th>Formative Assessments (Portfolios, Projects, Tasks, Evaluations, &amp; Rubrics)</th>
</tr>
</thead>
</table>
| NJSLSA.R.1  
Students will be able to read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. | Read and analyze a variety of nonfiction texts  
Use close reading to examine texts and make inferences  
Use a room walk to teach various types of nonfiction  
Open-ended question(s) which require students to cite evidence  
Class discussion/ question(s) for comprehension | Annotate text to cite textual evidence to support inferences  
Answer text dependent questions which require students to make inferences  
Complete comprehension questions / prompts in the “Reader’s Notebook”  
Respond to essential unit questions using classroom blog and/or pseudo Facebook pages  
Literature analysis and review utilizing textual evidence  
Open-ended response(s)  
Drafted essay(s)  
Participation in class discussion(s) using evidence from the text | • Student and teacher generated rubrics  
• Homework and notebook evaluations  
• Adapted PARCC/NJSLS-based rubrics  
• Reader’s Notebook  
• Students’ annotations  
• Literature Review  
• Graphic Organizer  
• Journal entries  
• Exit ticket  
• Selection Tests  
• Essay and open-ended responses included on unit tests  
• Kahoot |
| NJSLSA.R.2  
Students will be able to determine the central ideas or themes of a text and analyze their | Teach method for determining the central idea of nonfiction (Reading the first sentence of each paragraph, ask yourself “What was this mostly | Theme Map  
Main Idea / Detail graphic organizer | • Student and teacher generated rubrics  
• Homework and notebook evaluations |
development; summarize the key supporting details and ideas.

- about?”, note ideas that are repeated etc
- Read and analyze nonfiction texts for central idea
- Teach graphic organizers to determine central idea and details (table) and Venn Diagram to compare / contrast the genres
- Open-ended question(s) which ask students to identify and explain the theme /central idea of the selection
- Class discussion/ question(s)

Write a short response explaining the theme / central idea with textual evidence

- Annotate text to indicate key details which lead to the central idea / theme
- Answer text dependent questions about theme / central idea
- Complete comprehension questions / prompts in the “Reader’s Notebook”
- Respond to essential unit questions using classroom blog and/or pseudo Facebook pages
- Participate in class discussion(s) using evidence from the text

**NJSLSA.R.3** Students will be able to analyze how and why individuals, events, and ideas develop and interact over the course of a text.

- Read and analyze paired selections across genres (Example: Analyzing arguments by reading “Preserving A Great American Symbol” and “Jake Wood Baseball League Is the Start of Something Special”)
- Use graphic organizers to compare / contrast texts

Create a Venn diagram to compare works

- Write an essay which compares how two authors approach the same topic, citing specific events, ideas, examples from the text

**-** Adapted PARCC/NJSLS-based rubrics
- Reader’s Notebook
- Students’ annotations
- Literature Review
- Graphic Organizer
- Journal entries
- Exit ticket
- Selection Tests
- Essay and open-ended responses included on unit tests
- Kahoot
**NJSLSA.R6.** Assess how point of view or purpose shapes the content and style of a text.

- Read and analyze a variety of nonfiction texts (biography, autobiography, essays, etc)
- Review point of view by determining the narrator
- Open-ended question(s) which ask students to identify the narrator of a text and cite textual evidence
- Identify the author’s point of view in reading
- Annotate the words in a text which indicate the author’s point of view
- Identify the narrator and the point of view
- Sort sentences into categories according to point of view

**NJSLSA.W2.** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

- Read PARCC scored samples as exemplars models for writing
- Analyze scored samples using the rubric to see why they are successful
- Use the writing process
  - Teach the T3 method of prewriting (Thesis, Three Points of Development with 3 supporting points for each POD)
  - Provide a list of transition words and phrases for use in writing
- Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.
- Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- Use appropriate transitions to clarify the relationships among ideas and concepts.

- Student and teacher generated rubrics
- Homework and notebook evaluations
- Adapted PARCC/NJSLS-based rubrics
- Reader’s Notebook
- Students’ annotations
- Literature Analysis
- Graphic Organizer
- Journal entries
- Exit ticket
- Selection Tests
<table>
<thead>
<tr>
<th>NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research</th>
<th>Provide models of scored constructed responses from the PARCC</th>
<th>Compare and contrast texts in different forms or genres</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use a timed writing scenario to practice writing for standardized tests</td>
<td>Trace and evaluate an argument and claims in a text</td>
<td>Cite specific evidence from the text to support assertions and inferences</td>
</tr>
<tr>
<td>Teach strategies for introducing evidence, citing textual evidence, and explaining evidence. (Stems such as “In the text the author claims, According to the text, In stanza #, etc)”</td>
<td>Maintain personal vocabulary glossaries</td>
<td>Choose the correct word to complete a sentence</td>
</tr>
<tr>
<td>Dictionary Scavenger hunts</td>
<td>Write sentences using Big Question and selection vocabulary words</td>
<td>Create a definition for unfamiliar words using context</td>
</tr>
<tr>
<td>Utilize a word wall</td>
<td></td>
<td>Complete Writing Assignments</td>
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<td></td>
<td>Student and teacher generated rubrics</td>
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<tr>
<td></td>
<td></td>
<td>Homework and notebook evaluations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Adapted PARCC/NJSLSL-based rubrics</td>
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<tr>
<td></td>
<td></td>
<td>Reader’s Notebook</td>
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<td></td>
<td></td>
<td>Selection Tests</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts,</th>
<th>Maintain personal vocabulary glossaries</th>
<th>Complete Writing Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dictionary Scavenger hunts</td>
<td>Write sentences using Big Question and selection vocabulary words</td>
<td>Completed homework</td>
</tr>
<tr>
<td>Utilize a word wall</td>
<td>Create a definition for unfamiliar words using context</td>
<td>Completed class work assignment(s)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Student generated portfolio(s)</td>
</tr>
</tbody>
</table>
and consulting general and specialized reference materials, as appropriate.

<table>
<thead>
<tr>
<th>Vocabulary Workshop during station rotations / centers</th>
</tr>
</thead>
</table>

Vocabulary Station during center work: Create Vocabulary Webs (Frayer Model)

Play interactive vocabulary games on Pearsonsuccessnet.com

**NJSLSA.L6.** Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

- Maintain personal vocabulary glossaries
- Add weekly vocab words to word wall
- Listen to the “Big Question Song” and read the lyrics at the beginning of the unit
- Explicit vocabulary instruction especially using context clues
- Vocabulary station during center work: Create Vocabulary Webs (Frayer Model)

Choose the correct word to complete a sentence

Write sentences using Big Question and selection vocabulary words

Create a definition for unfamiliar words using context

- Completed Writing Assignments
- Completed homework
- Completed class work assignment(s)
- Student generated portfolio(s)
- Project(s) /Presentation(s)
- Quiz(zes)/Test(s)
- Class Participation
- Teacher Observation
- Students’ Interactive Notebook / Binder
# Unit 8 Overview At-a-Glance

**Unit #8 – Holocaust Novel (Cross-Curricular Unit to coincide with Social Studies)**

**Unit Description:**
In this unit, students will complete a study of the novel, applying the knowledge of literary elements. Students will read a novel about the Holocaust as they apply ELA skills and support learning in the Social Studies classroom.

**Essential Skills:**
- Writing an argument, utilizing primary sources for inquiry based research, citing textual evidence, characterization, plot, theme, vocabulary in context

## Standards Addressed within this Unit

<table>
<thead>
<tr>
<th>Central Unit Standards- This unit will focus primarily on learning goals aligned with the following standards:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- NJSLSA.R.1</td>
</tr>
<tr>
<td>- NJSLSA.R.2</td>
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<tr>
<td>- NJSLSA.R.3</td>
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<tr>
<td>- NJSLSA.W.1</td>
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<td>- NJSLSA.W.7</td>
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<tr>
<td>- NJSLSA.W.8</td>
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<tr>
<td>- NJSLSA.W.9</td>
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<tr>
<td>- NJSLSA.L.4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Supporting Unit Standards- This unit will also include activities aligned with the following standards:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- NJSLSA.R.10</td>
</tr>
<tr>
<td>- NJSLSA.SL1</td>
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<tr>
<td>- NJSLSA.W5</td>
</tr>
</tbody>
</table>

Social Studies

- NJSLS 6.2.12.C.4

Description of standards are available at: [http://www.state.nj.us/education/cccs/2016/ela/g06.pdf](http://www.state.nj.us/education/cccs/2016/ela/g06.pdf)

## Unit Details

**Modifications for Special Education Students, English Language Learners, Students at Risk of Failure, and Gifted Students-** Modify instructional approach and/or assignments and evaluations as needed based for students with IEPs, 504s, ELLs and gifted and talented students

**Integration of 21st century skills through NJSLS 6 and Career Education:**
- Lessons, where appropriate, incorporate multiple perspectives to infuse cultural and global awareness.
including but not limited to:
- Extended time
- Adapted Reader’s Notebook
- Remedial activities from the Pearson “Reading Kit”
- Online access to the text with audio
- Enrichment activities
- Preferential / alternate seating
- Rosetta Stone program
- Audio versions of texts
- Additional graphic organizers and outlines for crafting writing assignments
- Targeted instruction during small group instruction with flexible grouping

- Learning incorporates skills focusing on financial, economic, business, and entrepreneurial literacy.
- Lessons integrate a focus on civic literacy so that students can better understand the rights and obligations of citizenship.

<table>
<thead>
<tr>
<th>Assessments- including benchmarks, formative, summative, and alternative assessments</th>
<th>Suggested Interdisciplinary Activities for this Unit</th>
</tr>
</thead>
</table>
| - Selection Tests  
- Unit Test  
- Writing Rubrics (Adapted PARCC/NJSLS-based rubrics)  
- Individual Assignment Rubrics  
- Annotations from Reader’s Notebook  
- Graphic Organizer  
- Journal entries  
- Exit ticket  
- Projects | **Health/PE:** During WWII food was rationed. How did this effect the health of the citizens? Write a journal entry explaining the effects of rationing.  
**Math:** Keep a timeline of the important events of WWII and how they relate to the novel.  
**Social Studies:** While reading the novel, *Behind the Bedroom Wall*, integrate knowledge of the Holocaust and WWII with the information presented in the primary sources and the novel. Write a response: How does the historical backdrop increase Korinna’s conflict?  
**Technical Subjects:** Use Microsoft word to publish arguments; use Google Translate to clarify German words as used in the text.  
**World Languages:** While reading the novel, *Behind the Bedroom Wall*, keep a log of German words used in the text. Use Google translate to clarify. |
**Arts:** View propaganda posters and Hitler youth magazine covers. Write a response: What tone do you notice? How do the color combinations contribute to this tone?

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**Unit Resources**

Teachers should utilize school resources available in our Media Center to infuse alternate sources, perspectives, and approaches. Resources should include textual support but also span multimedia options to engage multiple modalities. In addition, to support struggling readers and increase rigor for advanced readers, the coursework may also draw on additional developmentally appropriate resources to facilitate challenging levels of work for all students.

**Leveled Supplemental Materials and Media/School Library Resources**

- Novel Suggestion: *Behind the Bedroom Wall* by Laura E. Williams
- YouTube videos of Hitler’s speeches
- Virtual Field trip – Holocaust Museum
- Primary and Secondary Sources about the Hitler youth groups
- Social Studies Text book
- Flocabulary [www.flocabulary.com](http://www.flocabulary.com)

**Integration of the Technology Standard**

- NJSLS 8.1 Compare and contrast video / audio of the Hitler’s speeches with the propaganda
- NJSLS 8.1 Watch a YouTube video about the reading selection to build background knowledge
- NJSLS 8.1 Publish argument using Microsoft Word
- NJSLS 8.1 Consult digital dictionary [www.dictionary.com](http://www.dictionary.com) to confirm meanings of unfamiliar words and find their denotation / connation

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**Unit #8 Targeted Instructional Planning to Address Central Unit Standards:**

<table>
<thead>
<tr>
<th>Central Unit Standard and Student Learning Objective</th>
<th>Suggested Instructional Activities</th>
<th>Suggested Student Output</th>
<th>Formative Assessments (Portfolios, Projects, Tasks, Evaluations, &amp; Rubrics)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NJSLSA.R.1 Students will be able to read closely to determine what the</td>
<td>Teach structure of the novel Read and analyze a variety of literature and informational texts</td>
<td>Annotate text to indicate key details</td>
<td>• Student and teacher generated rubrics • Homework and notebook evaluations</td>
</tr>
<tr>
<td>Text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</td>
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<tr>
<td>(primary sources related to Hitler youth groups and the novel)</td>
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<tr>
<td>Provide graphic organizer for use with analyzing primary sources</td>
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<tr>
<td>Station Rotations / Centers to examine primary sources in small collaborative groups to infer the tone</td>
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<tr>
<td>Open-ended question(s) which require students to cite evidence</td>
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<tr>
<td>Class discussion/ question(s) for comprehension</td>
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<tr>
<td>Teach Literature Circle / Book Club method</td>
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<tr>
<td>Answer text dependent questions which require students to make inferences</td>
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<tr>
<td>Complete Primary source analysis chart (evidence from sources and inferences drawn)</td>
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<td>Complete literature roles to prepare for discussions</td>
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<td>Complete comprehension questions</td>
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<tr>
<td>Respond to essential unit questions using classroom blog and/or pseudo Facebook pages</td>
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<tr>
<td>Literature analysis and review utilizing textual evidence</td>
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<tr>
<td>Open-ended response(s)</td>
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<tr>
<td>Drafted essay(s)</td>
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<tr>
<td>Participation in class discussion(s) using evidence from the text</td>
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</tr>
</tbody>
</table>

NJSLSA.R2
Students will be able to determine the central ideas or themes of a text and analyze their

| Teach method for determining the theme of literature (theme map, using guiding questions) |
| Station rotations to determine central idea of primary sources |
| Theme Map |
| Main Idea / Detail graphic organizer |

- Adapted PARCC/NJSLS-based rubrics
- Literature Circle Roles and discussion
- Students’ annotations
- Literature Review
- Graphic Organizer
- Journal entries
- Exit ticket
- Selection Tests
- Essay and open-ended responses included on unit tests
- Kahoot

Student and teacher generated rubrics
- Homework and notebook evaluations
- Adapted PARCC/NJSLS-based rubrics
| Development; summarize the key supporting details and ideas. | Read and analyze literature for theme / central idea  
Teach graphic organizers to determine central idea and details (table)  
Open-ended question(s) which ask students to identify and explain the theme /central idea of the selection  
Class discussion/ question(s) to explore central ideas in one or more texts | Write a short response explaining the theme / central idea with textual evidence  
Annotate text to indicate key details  
Answer text dependent questions that require students to make inferences about the primary / secondary sources as well as the novel  
Complete comprehension questions / prompts in the “Reader’s Notebook”  
Respond to essential unit questions using classroom blog and/or pseudo Facebook pages  
Participate in class discussion(s) using evidence from the text | • Reader’s Notebook  
• Students’ annotations  
• Literature Review  
• Graphic Organizer  
• Journal entries  
• Exit ticket  
• Selection Tests  
• Essay and open-ended responses included on unit tests  
• Kahoot |
|---|---|---|---|
| NJSLSA.R.3  
Students will be able to analyze how and why individuals, events, and ideas develop and interact over the course of a text. | Teach plot diagram  
Model finding the key elements of the plot using a familiar story  
Read and analyze a variety of literature informational texts  
Teach symbolism provide common examples in literature | Create a plot diagram which includes: exposition, conflict, rising action, climax, falling action, and resolution  
Make and confirm / revise predictions while reading  
Complete literature roles to prepare for discussions  
Complete comprehension questions | • Literature Role Sheets and group discussions  
• Students’ annotations  
• Literature Review  
• Graphic Organizer  
• Journal entries  
• Exit ticket  
• Selection Tests  
• Essay and open-ended responses included on unit tests  
• Kahoot |
| **NJSLSA.W1.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. | Use literature circles and roles during reading | Teach strategies for writing an argument and structure of a 5-paragraph essay  
Analyze an argument essay model on the Smartboard.  
Students should identify the thesis, introduction, body, conclusion, supporting evidence and transitional words that clarify relationships among claims within the writing.  
Write a response to literature / book review which expresses the writer’s opinion and ideas and is supported with facts and details from the primary sources.  
Read primary sources to learn about a historical event and use information learned to write an argument essay.  
Compile a list of transition words to add to the writing notebook to use while writing. | Students’ responses to literature / book reviews.  
Written arguments (argument essays)  
Student created Writing Notebook resources (list of transition words / phrases) and use of transition words in writing.  
Introduce a claim and organize reasons clearly  
Support a claim with relevant reasons and textual evidence  
Use transition words and phrases to clarify relationships among claims / reasons  
Establish and maintain a formal tone  
Provide a concluding statement | ● Completed Writing Assignments  
● Holistic scoring rubric  
● Completed homework  
● Completed class work assignment(s)  
● Student generated portfolio(s)  
● Project(s) /Presentation(s)  
● Quiz(zes)/Test(s)  
● Class Participation  
● Teacher Observation  
● Students’ Interactive Notebook / Binder |
| **NJSLSA.W5.** Develop and strengthen writing as needed by planning, revising, editing, | Provide revision tools and demonstrate the use of each (Revision and editing checklists)  
Model revising using shared writing | Self-evaluate essay responses based on student exemplars  
Completed pre-writing tasks | ● Self and Peer Evaluations  
● Completed Writing Assignments  
● Holistic scoring rubric  
● Completed homework |
rewriting, or trying a new approach.

<table>
<thead>
<tr>
<th>Teach T3 graphic organizer for planning an argument</th>
<th>Complete, revise, and save all writing samples in online portfolios</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formal written assignments will be typed, spell-checked, and grammar checked</td>
<td></td>
</tr>
</tbody>
</table>

Formal written assignments will be typed, spell-checked, and grammar checked.

- Completed class work assignment(s)
- Student generated portfolio(s)
- Project(s)/Presentation(s)
- Quiz(zes)/Test(s)
- Class Participation
- Teacher Observation
- Students’ Interactive Notebook / Binder

**NJSLSA.W7.**
Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

- Read and analyze multiple primary sources about the Hitler youth groups for boys and girls
- Use a graphic organizer / chart to record notes and make inferences
- Use station rotations / centers to read the document in small, collaborative groups

- Make inferences based on research
- Take effective notes which summarize key ideas from research
- Write an argument essay using relevant textual evidence from the research

- Self and Peer Evaluations
- Completed Writing Assignments
- Holistic scoring rubric
- Completed homework
- Completed class work assignment(s)
- Student generated portfolio(s)
- Project(s)/Presentation(s)
- Quiz(zes)/Test(s)
- Class Participation
- Teacher Observation
- Students’ Interactive Notebook / Binder

**NJSLSA.W8.**
Gather relevant information from multiple print and digital sources, assessing the credibility and accuracy of each.

- Teach how to evaluate a source for accuracy and integrity
- Provide examples and a list of credible sources

- Make inferences based on research
- Take effective notes which summarize key ideas from research, citing sources

- Self and Peer Evaluations
- Completed Writing Assignments
- Holistic scoring rubric
- Completed homework
- Completed class work assignment(s)
source, and integrate the information while avoiding plagiarism.

<table>
<thead>
<tr>
<th>NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research</th>
</tr>
</thead>
<tbody>
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</tr>
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<td>Use station rotations / centers to read the document in small, collaborative groups</td>
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<td>Write an argument essay using relevant textual evidence from the research</td>
</tr>
<tr>
<td>Create a works cited page</td>
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</tbody>
</table>

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<td>Make inferences based on research</td>
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<tr>
<td>Take effective notes which summarize key ideas from research</td>
</tr>
<tr>
<td>Write an argument essay using relevant textual evidence from the research</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintain personal vocabulary glossaries</td>
</tr>
<tr>
<td>Dictionary Scavenger hunts</td>
</tr>
<tr>
<td>Utilize a word wall</td>
</tr>
<tr>
<td>Choose the correct word to complete a sentence</td>
</tr>
<tr>
<td>Write sentences using Big Question and selection vocabulary words</td>
</tr>
</tbody>
</table>

- Student generated portfolio(s)
- Project(s) /Presentation(s)
- Quiz(izes)/Test(s)
- Class Participation
- Teacher Observation
- Students’ Interactive Notebook / Binder

- Self and Peer Evaluations
- Completed Writing Assignments
- Holistic scoring rubric
- Completed homework
- Completed class work assignment(s)
- Student generated portfolio(s)
- Project(s) /Presentation(s)
- Quiz(izes)/Test(s)
- Class Participation
- Teacher Observation
- Students’ Interactive Notebook / Binder

- Self and Peer Evaluations
- Completed Writing Assignments
- Completed homework
- Completed class work assignment(s)
meaningful word parts, and consulting general and specialized reference materials, as appropriate.

Vocabulary Workshop during station rotations / centers
Use Literature circle “Word Wizard Role” or “Clarifier Role” to list words from the reading that need clarifying
Create a definition for unfamiliar words using context
Complete “Word Wizard Role” or “Clarifier Role”, use a dictionary or other source to find a word’s meaning as used in the text

- Student generated portfolio(s)
- Project(s) /Presentation(s)
- Quiz(zes)/Test(s)
- Class Participation
- Teacher Observation
- Students’ Interactive Notebook / Binder

Unit 9 Overview At-a-Glance

Unit #9 – Ancient Greece Novel Unit (Cross-Curricular Unit to coincide with Social Studies)

Unit Description:
In this unit, students will read about ancient Greece as they apply ELA skills and support learning in the Social Studies classroom.

Essential Skills:
- Characterization, plot, theme, vocabulary in context, making inferences, reading comprehension

Standards Addressed within this Unit

<table>
<thead>
<tr>
<th>Central Unit Standards</th>
<th>Supporting Unit Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>This unit will focus primarily on learning goals aligned with the following standards:</td>
<td>This unit will also include activities aligned with the following standards:</td>
</tr>
<tr>
<td>• NJSLSA.R.1</td>
<td>• NJSLSA.W10</td>
</tr>
<tr>
<td>• NJSLSA.R.2</td>
<td>• NJSLSA.W9</td>
</tr>
<tr>
<td>• NJSLSA.R.3</td>
<td>• NJSLSA.R10</td>
</tr>
<tr>
<td>• NJSLSA.W2</td>
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</tr>
</tbody>
</table>

Description of standards are available at:
http://www.state.nj.us/education/cccs/2016/ela/g06.pdf

Social Studies
• NJSLA 6.2

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<table>
<thead>
<tr>
<th>Unit Details</th>
</tr>
</thead>
</table>
| Modifications for Special Education Students, English Language Learners, Students at Risk of Failure, and Gifted Students- Modify instructional approach and/or assignments and evaluations as needed based for students with IEPs, 504s, ELLs and gifted and talented students including but not limited to:  
  - Extended time  
  - Adapted Reader’s Notebook  
  - Remedial activities from the Pearson “Reading Kit”  
  - Online access to the text with audio  
  - Enrichment activities  
  - Preferential / alternate seating  
  - Rosetta Stone program  
  - Audio versions of texts  
  - Independent study  
  - Additional graphic organizers and outlines for crafting writing assignments  
  - Targeted instruction during small group instruction with flexible grouping |
| Integration of 21st century skills through NJSLS 6 and Career Education:  
  - Lessons, where appropriate, incorporate multiple perspectives to infuse cultural and global awareness.  
  - Learning incorporates skills focusing on financial, economic, business, and entrepreneurial literacy.  
  - Lessons integrate a focus on civic literacy so that students can better understand the rights and obligations of citizenship. |

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<th>Assessments- including benchmarks, formative, summative, and alternative assessments</th>
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</thead>
</table>
|  - Selection Tests  
  - Unit Test  
  - Writing Rubrics (Adapted PARCC/NJSL-based rubrics)  
  - Individual Assignment Rubrics  
  - Annotations from Reader’s Notebook  
  - Graphic Organizer  
  - Journal entries  
  - Exit ticket  
  - Projects |

<table>
<thead>
<tr>
<th>Suggested Interdisciplinary Activities for this Unit</th>
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</thead>
</table>
| **Health/PE:** The ancient Greeks had a well-developed and advanced society. Research their advances and technologies in health care and medicine. Create a Venn diagram to compare ancient health care and medicine in ancient Greece to those of today.  
**Math:** The ancient Greeks had a well-developed and advanced society. Conduct research on an ancient Greek Mathematician. Write a summary: What important discoveries were made in mathematics during the time period? |
**Science:** The ancient Greeks had a well-developed and advanced society. Conduct research about an ancient Greek scientist. Write an argument: Which scientific discovery made during the time period was the most important? Support your claim with evidence.

**Social Studies:** Read Greek mythology and compare what you have learned about ancient Greek culture and religion. Write a summary: How do the myths connect to what you have learned?

**Technical Subjects / World Languages:** Use Google to research and create a list of Greek root words. Add your list to your reading notebook and use it when determining the meanings of unfamiliar words.

**Arts:** View images of Greek artwork and pottery. Create a sketch of your own pottery or artwork in the style of the ancient Greeks.

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**Unit Resources**

Teachers should utilize school resources available in our Media Center to infuse alternate sources, perspectives, and approaches. Resources should include textual support but also span multimedia options to engage multiple modalities. In addition, to support struggling readers and increase rigor for advanced readers, the coursework may also draw on additional developmentally appropriate resources to facilitate challenging levels of work for all students.

**Leveled Supplemental Materials and Media/School Library Resources**

- The Lightning Thief by Rick Riordan
- Graphic Novel Version of The Lightning Thief
- Greek myths
- Social Studies Text
- www.rickriordan.com
- Theo Greek Mythology: http://www.theoi.com/
- Flocabulary www.flocabulary.com

**Integration of the Technology Standard**

- NJSLS 8.1 Compare and contrast video / audio versions of Greek Mythology to written accounts.
- NJSLS 8.1 Watch a YouTube video about the reading selection to build background knowledge
- NJSLS 8.1 Publish writing using Microsoft Word
- NJSLS 8.1 Consult digital dictionary www.dictionary.com to confirm meanings of unfamiliar words and find their denotation / connation
## Unit #9 Targeted Instructional Planning to Address Central Unit Standards:

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<th>Central Unit Standard and Student Learning Objective</th>
<th>Suggested Instructional Activities</th>
<th>Suggested Student Output</th>
<th>Formative Assessments (Portfolios, Projects, Tasks, Evaluations, &amp; Rubrics)</th>
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</thead>
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<tr>
<td><strong>NJSLSA.R.1</strong> Students will be able to read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</td>
<td>Teach structure of the novel Read and analyze a variety of literature and informational texts Provide graphic organizer for use with analyzing text Open-ended question(s) which require students to cite evidence Class discussion/ question(s) for comprehension about the novel which require students to make inferences</td>
<td>Annotate text to indicate textual evidence to support inferences Answer text dependent questions about the novel Complete comprehension questions Respond to essential unit questions using classroom blog and/or pseudo Facebook pages Literature analysis and review utilizing textual evidence Open-ended response(s) Drafted essay(s) Participation in class discussion(s) using evidence from the text</td>
<td>• Student and teacher generated rubrics • Homework and notebook evaluations • Adapted PARCC/NJSLS-based rubrics • Students’ annotations • Literature Review • Graphic Organizer • Journal entries • Exit ticket • Selection Tests • Essay and open-ended responses included on unit tests • Kahoot</td>
</tr>
<tr>
<td><strong>NJSLSA.R2</strong> Students will be able to determine the central ideas or themes of a text and analyze their development;</td>
<td>Teach method for determining the theme of literature (theme map, using guiding questions)</td>
<td>Theme Map Main Idea / Detail graphic organizer</td>
<td>• Student and teacher generated rubrics • Homework and notebook evaluations • Adapted PARCC/NJSLS-based rubrics</td>
</tr>
<tr>
<td>summarize the key supporting details and ideas.</td>
<td>Read and analyze literature for theme / central idea (novel, Greek mythology) Teach graphic organizers to determine central idea and details (table) Open-ended question(s) which ask students to identify and explain the theme /central idea of the selection Class discussion/ question(s)</td>
<td>Write a short response explaining the theme / central idea with textual evidence Summarize a myth Annotate text to indicate key details Answer text dependent questions about theme / central idea Complete comprehension questions Respond to essential unit questions using classroom blog and/or pseudo Facebook pages Participate in class discussion(s) using evidence from the text</td>
<td>• Reader’s Notebook • Students’ annotations • Literature Review • Graphic Organizer • Journal entries • Exit ticket • Selection Tests • Essay and open-ended responses included on unit tests • Kahoot</td>
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</tr>
<tr>
<td><strong>NJSLSA.R.3</strong> Students will be able to analyze how and why individuals, events, and ideas develop and interact over the course of a text.</td>
<td>Teach plot diagram Model finding the key elements of the plot using a familiar story Read and analyze a variety of literature informational texts Teach symbolism provide common examples in literature Use literature circles and roles during reading</td>
<td>Create a plot diagram which includes: exposition, conflict, rising action, climax, falling action, and resolution Make and confirm / revise predictions while reading Complete literature roles to prepare for discussions Complete comprehension questions</td>
<td>• Literature Role Sheets and group discussions • Students’ annotations • Literature Review • Graphic Organizer • Journal entries • Exit ticket • Selection Tests • Essay and open-ended responses included on unit tests • Kahoot</td>
</tr>
</tbody>
</table>
| NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. | Read PARCC scored samples as exemplars models for writing
Analyze scored samples using the rubric to see why they are successful
Use the writing process
Teach the T3 method of prewriting (Thesis, Three Points of Development with 3 supporting points for each POD)
Provide a list of transition words and phrases for use in writing
Use shared writing to model using textual evidence in writing | Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.
Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
Use appropriate transitions to clarify the relationships among ideas and concepts.
Use precise language and domain-specific vocabulary to inform about or explain the topic.
Establish and maintain a formal/academic style, approach, and form.
Provide a concluding statement or section that follows from the information or explanation presented. | • Student and teacher generated rubrics
• Homework and notebook evaluations
• Adapted PARCC/NJSLS-based rubrics
• Reader’s Notebook
• Students’ annotations
• Literature Analysis
• Graphic Organizer
• Journal entries
• Exit ticket
• Selection Tests |
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<tr>
<th><strong>NJSLSA.W9.</strong> Draw evidence from literary or informational texts to support analysis, reflection, and research</th>
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<tr>
<td>Provide models of scored constructed responses from the PARCC</td>
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<td>Use a timed writing scenario to practice writing for standardized tests</td>
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<td>Teach strategies for introducing evidence, citing textual evidence, and explaining evidence. (Stems such as “In the text the author claims, According to the text, In stanza #, etc.)</td>
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<td>Compare and contrast texts in different forms or genres</td>
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<td>Trace and evaluate an argument and claims in a text</td>
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<td>Cite specific evidence from the text to support assertions and inferences</td>
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<td>Compare yourself to a character in the novel. Use textual evidence in your comparison.</td>
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