



# ENG663-665 Language Arts and Advanced Language Art (AA-TLC)

Middle Schools > 2017-2018 > Grade 6 > English Language Arts > ENG663-665 Language Arts and Advanced Language Art (AA-TLC) > Gibson, Marleen; Goldberg, Seema; Schwarz, Sarah

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Unit	Proficiency / Objectives	Standards	Essential Questions	Enduring Understanding	Suggested Activities	Evaluation / Assessment	Resources	21st Century Skills	Teacher Notes
<b>READING (Literature and Informational Text)</b> <i>(Week 1, 1 Week)</i>	1. identify and explain how passages in the text support their point of view.  2. distinguish personal opinions and points of view from those of the author, and distinguish fact from opinion.  3. identify and analyze literary forms such as fiction, poetry,	<b>NJ: 2016 SLS: English Language Arts</b> <b>NJ: Grade 6</b> <b>Reading: Literature</b> <b>Key Ideas and Details</b> <b>NJSLSA.R1</b> <b>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.</b>	1. How do readers construct meaning from text?  2. What are readers thinking about when they read?  3. What good readers do, especially when	1. Strategic readers use a variety of strategies to construct meaning.  2. Reading strategies guide students to ask questions, make prediction	<ul style="list-style-type: none"> <li>Regul ar/Advance d</li> <li>Annot ation Skills &amp; Strate gies (see hando ut in resour ces) (Readi ng/Wri ting)</li> <li>Active Readi ng Strate gies (see hando ut in resour ces) (Readi ng/Wri ting)</li> <li>Stude nts will</li> </ul>	<b>READING (Literature and Informational Text)</b> <b>Summative: Performance: Skill Demonstration</b> <ul style="list-style-type: none"> <li>Participati on in a Mock Trial of the Big Bad Wolf using informatio n provided in various versions of the text (see Authentic Assessme nt Activity in Appendix A), as well as document s for courtroom procedure s and terminolog y</li> </ul>	ADOPTE D TEXTS  Allen, Janet et al. Literature: Introducto ry Unit. Illinois: McDougal I Littell, 2008.  LANGUA GE ARTS READING LIST  Holm, Jennifer L. Penny From Heaven. New York: Random House, 2006. Paulsen, Gary. Hatchet. New York: Aladdin, 1987. Print.	<b>NJ: 2014 SLS: 21st Century Life and Careers</b> <b>NJ: All Grades</b> <b>Caree r Ready Practi ces</b> <b>Care er Read y Pract ices</b> CRP2 Apply appro priate acade mic and techni cal skills.	<ul style="list-style-type: none"> <li>See "True Stor y of the Thre e Little Pigs " by J. Scie szka ; Teac her's Editi on, p. 440.</li> <li>See Rubr ic for Auth entic Asses sm ent in App endi x A</li> </ul>

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	drama and non-fiction.  4. expand vocabulary using appropriate strategies and techniques.  5. read and use printed materials and technical manuals from other disciplines (such as Science, Social Studies, Math and Applied Technologies).  6. compare/contrast a text with an accompanying media version.	RL.6.1 Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.  <b>NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</b>  RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details;	they don't comprehend a text?  4. How does <i>what</i> I am reading influence <i>how</i> I should read?  5. How might being able to recognize literary features help in appreciating literature	ns, and analyze text and then confirm or refute their thoughts.  The strategies encourage students to be active and thoughtful readers, enhancing their comprehension	<b>generate a list of unfamiliar words from self-selected reading, class novels, short stories, Scope articles, etc. (Reading/Writing)</b>  • read "Witness Statements" composed for the characters of "The True Story of the Three Little Pigs"	<ul style="list-style-type: none"> <li>• Self/peer assessment</li> <li>• <b>Advanced</b></li> <li>• Written analysis of arguments for defense/prosecution of the Big Bad Wolf</li> <li>• Compile examples of and summarize the author's use of various persuasive techniques. Evaluate the impact upon the reader.</li> <li>• Information chart</li> <li>• Teacher observation and evaluation</li> <li>• Samples of student work</li> </ul>	<p>ADVANCED LANGUAGE ARTS READING LIST</p> <p>Creech, Sharon. <i>Walk Two Moons</i>. New York: Harper Trophy, 1994. Print.</p> <p>Kadonata, Cynthia. <i>Kira-Kira</i>. New York: Aladdin Paperbacks, 2004. Print.</p> <p>Konigsburg, E.L. <i>The View from Saturday</i>. New York: Aladdin Paperbacks, 1996. Print.</p> <p>REQUIRED SUMMER READING Babbitt, Natalie.</p>	<p>CRP4 . Communicate clearly and effectively and with reason.</p> <p>CRP6 . Demonstrate creativity and innovation.</p> <p>CRP8 . Utilize critical thinking to make sense of problems and perse</p>	<ul style="list-style-type: none"> <li>• See "Can We Ever Take What's Wild?"; <i>Teacher's Edition</i>, p. 900</li> <li>• See "Should Wild Animals Be Kept as Pets?"; <i>Teacher's Edition</i>, p. 902</li> <li>• See Appendix C – PARCC</li> </ul>

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	7. identify common aspects of human existence.	provide a summary of the text distinct from personal opinions or judgments.	6. How do readers reflect and respond?	3. Readers employ reading strategies, which are conscious plans – sets of steps that good readers use to make sense of text.	and select passages that will strengthen the defense or prosecution of the Big Bad Wolf.	PARCC Literary Analysis Rubric	Tuck Everlasting. New York: Farrar, Straus, Giroux, 1975. Print Giff, Patricia Reilly. Pictures of Hollis Woods. New York: Random House, Inc., 2002. Print.	verely in solving them.	Grades 6-11 condensed Scoring Rubric for Pros e Constructed Respon se Item s
	8. analyze main ideas and supportive details.	<b>NJSLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</b>	7. How do students apply workshop procedure, behavior, and vocabulary?			<ul style="list-style-type: none"> <li>• <b>Regular</b></li> <li>• Using <i>Inspiration</i> or Microsoft <i>Word</i> software, develop a diagram/T-chart demonstrating similarities/differences between texts</li> </ul>	Copyright © State of New Jersey, 1996 - 2016.		
	9. analyze text using patterns of organization, such as cause and effect or compare/contrast.	RL.6.3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.				<ul style="list-style-type: none"> <li>• <b>Advanced</b></li> <li>• share findings analyzing strength of arguments through an online community.</li> </ul>	SUPPLEMENTARY MATERIALS		<ul style="list-style-type: none"> <li>• See "Lob's Girl" – <i>Teacher's Edition</i>, p. 84</li> </ul>
	10. analyze text for purpose, theme, central ideas, and style of author.					<ul style="list-style-type: none"> <li>• <b>Advanced</b></li> <li>• Informational chart</li> <li>• Develop a sample dictionary entry(ies) for the work list, demonstrating word knowledge/comprehension</li> </ul>	A Christmas Carol. Clive Donner. 1984 DVD. 20th Century Fox Home Entertainment. A Cry in the Wild. Dir. Mak Griffiths. 1990 DVD.		<ul style="list-style-type: none"> <li>• Reading s may include selection s from</li> </ul>
	11. identify and describe the role of character, setting, and	<b>Craft and Structure NJSLSA.R4</b>		4. When employed properly,					

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	<p>events within a given literary work.</p> <p>12. read for a variety of purposes while employing diversified formats and styles. (Reading/Writing)</p> <p>13. enhance individual vocabulary through reading of short stories, classroom novels, or self-selected novels. (Reading/Writing)</p> <p>14. demonstrate active reading strategies before, during,</p>	<p><b>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.</b></p> <p>RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p>		5.	<p>literary features and devices help readers to interpret and analyze a literary work.</p> <p>Readers use a variety of techniques to demonstrate understanding of text.</p>	<p>such as “Can We Ever Tame What is Wild?” and/or “Should Wild Animals Be Kept as Pets?” to evaluate the author’s use of emotional messages, appeals to authority, and loaded language.</p> <ul style="list-style-type: none"> <li>• identify key terms from non-fiction</li> </ul>	<p>Teacher evaluation of <i>think-aloud</i> protocols</p> <p><b>Advanced</b></p> <ul style="list-style-type: none"> <li>• Identify appropriate models of Thought-Passage Pairs (predicting, visualizing, connecting, etc.)</li> <li>• Develop a chart that analyzes the selections regarding the organizational pattern utilized</li> <li>• Dialectical journals – selected passages that</li> </ul>	<p>White Wolves Collection. Armstrong, Alan. Whittington. New York: Random House, 2005. D’Angeli, Marguerite. <i>A Door in the Wall</i>. New York: Bantam Doubleday Dell Publishing Group, Inc., 1949. George, Jean Craighead. <i>Julie of the Wolves</i>. New York: Harper Trophy, 1972. GreatBooks Roundtable. Illinois: The Great Books Foundation, 2010. Irvin,</p>		<p><i>GreatBooks Roundtable</i> or McDougall Little Text book</p> <ul style="list-style-type: none"> <li>• See Reading Comprehension: Assessment Practice, <i>Teacher’s Edition</i>, p. 926-930</li> <li>• See Vocabulary and Spelling</li> </ul>

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	and after reading (Reading/Writing)	<p><b>NJSLSA.R5</b>  <b>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.</b></p> <p>RL.6.5.            Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p> <p><b>NJSLSA.R6</b>  <b>Assess how point of</b></p>		<p>6. Procedures, behaviors, and vocabulary are vital to workshop procedures.</p>	<p>selections that indicate statements of opinion.</p> <ul style="list-style-type: none"> <li>• respond to open-ended prompts such as: "Identify and state the author's point of view. Compare and contrast your personal view with that of the author."</li> </ul>	<p>identify author's purpose, theme, ideas, and style</p> <ul style="list-style-type: none"> <li>• Graph of plot structure using Microsoft <i>Word</i></li> <li>• <b>Advanced</b></li> <li>• Graph for a sequel to the text using Microsoft <i>Excel</i></li> </ul>	<p>Judith L. et al. <i>Elements of Language</i> : Introductory Course. Illinois: Holt Rinehart &amp; Winston, 2006. Junior Great Books. Illinois: The Great Books Foundation, 1992. <i>Literature and Language</i> : Gold Level. Illinois: McDougall, Littell and Company, 1994. <i>Pictures of Hollis Woods</i>. Dir. Tony Bill. 2007 DVD. Hallmark Hall of Fame.</p>		<p>Handbook, <i>Teacher's Edition</i>, R69-R70</p> <ul style="list-style-type: none"> <li>• Use of interdisciplinary materials and media center resources</li> <li>• Media and audio materials are available for the aforementioned</li> </ul>

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	<p>view or purpose shapes the content and style of a text.</p> <p>RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.</p> <p><b>Integration of Knowledge and Ideas NJSLA.R7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</b></p> <p>RL.6.7. Compare and contrast the experience of reading a story, drama,</p>			<ul style="list-style-type: none"> <li>• <b>Regular</b> after reading the fictional selection “Lob’s Girl,” discuss the elements of fiction and compare it to other genres previously read.</li> <li>• <b>Advanced</b> identify elements of various selections after reading an example of</li> </ul>		<p>Schmidt, Gary D. Lizzie Bright and the Buckminster Boy. New York: Houghton Mifflin Company, 2004. Print. Starting Off Strong. Illinois: The Great Books Foundation, 2010.</p> <p> <a href="#">6th Annotation.pdf</a></p> <p> <a href="#">Reading strategies.DOC</a></p>		<p>ed novels</p> <ul style="list-style-type: none"> <li>• See <i>Teacher’s Edition</i>, “The Story of My Life”, p. 788; and <i>Teacher’s Edition</i>, “Letter to Miss Keller”, p. 792</li> <li>• See <i>Comparing Theme</i>, Unit: <i>Is Goodness Always Rew</i></li> </ul>

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	<p>or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.</p>			<p>each genre.</p> <ul style="list-style-type: none"> <li>• be given a list of words from a textbook</li> <li>• selection, add suffixes and prefixes to formulate new words, and validate predicted meanings using reference materials.</li> </ul>				<p>arde d?  <i>Teac her’s Editi on</i>, pp.7 22- 740</p> <ul style="list-style-type: none"> <li>• See “Spe llbin der: The Life of Harr y Hou dini” – <i>Teac her’s Editi on</i>, p. 804</li> <li>• See “Ara chne ” and “Spi der Web s” – <i>Teac her’s Editi on</i>,</li> </ul>
	<p><b>Range of Reading and Level of Text Complexity</b>  <b>NJLSA.R10</b> Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p>							
	<p>RL.6.10 **By the end of the year read and</p>			<ul style="list-style-type: none"> <li>• <b>Regul ar/Ad vance d</b></li> <li>• <b>Readi ng a non-</b></li> </ul>				

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		<p>comprehend literature, including stories, dramas, and poems at grade level text-complexity (See Appendix A) or above, scaffolding as needed.</p> <p><b>NJ: 2016 SLS: Literacy in History/Social Studies, Science, &amp; Technical Subjects 6-12</b></p> <p><b>NJ: Grades 6-8</b></p> <p><b>Reading: Science &amp; Technical Subjects</b></p> <p><b>Key Ideas and Details</b></p> <p><b>NJSLSA.R1</b></p> <p><b>Read closely to determine what the text says explicitly and to make logical inferences and relevant</b></p>			<p>fiction article (<i>Scholastic Scope</i>), students will use annotation strategies to deepen their comprehension. (Reading/Writing)</p> <ul style="list-style-type: none"> <li>Advanced</li> </ul> <p>be given a list of formulate derivatives given specific word roots (Greek/Latin), and validate predict</p>			<p>pp. 662-671</p> <ul style="list-style-type: none"> <li>•</li> <li>• See <i>Reading for Information: Settling in Space, Teachers Edition</i>, pp. 74-80</li> <li>•</li> <li>• See "The First Skateboard in the History of the World", <i>Teacher's Edition</i>, p. 480</li> </ul>	



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	<p>connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>RST.6-8.1. Cite specific textual evidence to support analysis of science and technical texts.</p> <p><b>NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</b></p> <p>RST.6-8.2. Determine the central ideas or</p>			<p>ed meanings using reference materials.</p> <ul style="list-style-type: none"> <li>• read texts from other content areas exploring contemporary issues (i.e., oil spill, volcanic eruptions, political campaigns, etc.)</li> <li>• complete <i>think-aloud</i> activities utilizing</li> </ul>				<ul style="list-style-type: none"> <li>• See “The Red Guards” from <a href="#">Red Scarf Girl</a>, p. 268</li> <li>• Media Lab – Microsoft <i>Word</i> and Microsoft <i>Excel</i></li> <li>• Student responses and genre identification</li> </ul>

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	<p>conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.</p>			<p>g active reading strategies to evaluate visual depictions of textual information.</p>				
	<p><b>NJSLSA.R3</b> <b>Analyze how and why individuals, events, or ideas develop and interact over the course of a text.</b></p>			<ul style="list-style-type: none"> <li>•</li> <li>• read <i>Hatchet</i> by Gary Paulsen, and compare/contrast the text to an audio or video.</li> </ul>				
	<p>RST.6-8.3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.</p>			<ul style="list-style-type: none"> <li>•</li> <li>• <b>Advanced</b> substitute Pictures of Hollis Woods by Patricia</li> </ul>				
	<p><b>Craft and Structure</b> <b>NJSLSA.R4</b> <b>Interpret</b></p>							

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	<p>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.</p>			<p>a</p> <p>Reilly Giff in the aforesaid suggested activity.</p> <ul style="list-style-type: none"> <li>• <b>Regular</b> following the reading of “The Story of My Life,” by Helen Keller and “Letter to Miss Keller” by Franklin D. Roosevelt, identify common themes and link them</li> </ul>				
	<p>RST.6-8.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.</p>							

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	<p><b>NJSLSA.R5</b> 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.</p>			<p>to personal and contemporary situations.</p> <ul style="list-style-type: none"> <li>• <b>Advanced</b> name classic tales from early childhood and identify those in which goodness was rewarded. Read two versions of the tale <i>Cinderella</i> from varied cultural</li> </ul>				
	<p>RST.6-8.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.</p>							
	<p><b>NJSLSA.R6</b> Assess how point of view or</p>							

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	<p><b>purpose shapes the content and style of a text.</b></p> <p>RST.6-8.6. Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.</p> <p><b>Integration of Knowledge and Ideas NJLSA.R7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</b></p> <p>RST.6-8.7. Integrate quantitative or technical information</p>			<p>backgr ounds, “Yeh- Shen: A Cinder ella Story from China” and “Sootf ace: An Ojibw a Cinder ella Story”, a Native Ameri can folktal e, to identif y their univer sal theme .</p> <ul style="list-style-type: none"> <li>•</li> <li>• read selecti ons to identif y the main idea and suppo rting</li> </ul>				

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	<p>expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).</p>			<p>details using electronic software, such as <i>Inspiration</i>.</p> <ul style="list-style-type: none"> <li>•</li> <li>• <b>Regular</b> "Spell binder : The Life of Harry Houdini"</li> <li>•</li> <li>• <b>Advanced</b> "Arachne" and "Spider Webs"</li> <li>• read various nonfiction texts to determine the features comm</li> </ul>				
	<p><b>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.</b></p>							
	<p>RST.6-8.8. Distinguish among facts, reasoned judgment based on research findings, and</p>							

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	<p>speculation in a text.</p> <p><b>NJSLSA.R9 Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</b></p>			<p>on to the article s/sele ctions prese nted.</p> <ul style="list-style-type: none"> <li>• <b>Regul ar</b></li> <li>• “Spac e Settle ments ” and “Artist s’ View of a space Colon y”</li> <li>• <b>Adva nced</b></li> <li>• “Weat her That’s Out of This World”</li> <li>• identif y examp les of literar y device s used to illustra te author</li> </ul>				
	<p>RST.6-8.9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.</p>							
	<p><b>NJSLSA.R10 Read and comprehend complex literary and</b></p>							

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	<p>informational texts independently and proficiently with scaffolding as needed.</p> <p>RST.6-8.10. By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.</p> <p><b>NJ: 2014 SLS: Technology NJ: Grades K-2</b></p> <hr/> <p><b>8.1 Educational Technology</b></p> <p><b>8.1 Educational Technology : All students will use digital tools to access, manage, evaluate, and</b></p>			<p>'s purpose, theme, idea, and style</p> <ul style="list-style-type: none"> <li>• <b>Regular</b></li> </ul>				
				<ul style="list-style-type: none"> <li>• <b>Regular</b> "The First Skateboard in the History of the World"</li> <li>• <b>Advanced</b> "The Red Guards" from <u>Red Scarf Girl</u></li> <li>• become familiar with working definitions for the "elements of fiction"</li> </ul>				



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	<p>synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</p> <p>A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.</p>			<p>and the processes for identifying those elements as modeled by the teacher using textbook selections.</p> <ul style="list-style-type: none"> <li>•</li> <li>• <b>Regular/Advanced</b></li> <li>• <b>After reading various genres (self-selected novels) such as fantasy, historical fiction, science</b></li> </ul>				
	<p>8.1.2.A.2 Create a document using a word processing application.</p> <p><b>NJ: Grades 3-5</b></p> <hr/> <p><b>8.1 Educational Technology</b></p>							


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	<p>8.1 Educational Technology : All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.</p>			<p>fiction, realistic fiction, biography, and poetry , students will identify distinguishing characteristics of each. (Reading/Writing)</p>				

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	<p>8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.</p>							
	<p><b>NJ: Grades 6-8</b></p>							
	<p><b>8.1 Educational Technology</b> <b>8.1 Educational Technology</b> <b>: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communica</b></p>							

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	<p>te knowledge. A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.</p>							
	<p>8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.</p>							
	<p>8.1.8.A.4 Graph and calculate data within a spreadsheet and present a summary of the results</p>							
	<p>8.1.8.A.5 Create a database query, sort and create a report and</p>							

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	<p>describe the process, and explain the report results.</p> <p><b>C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.</b></p> <p>8.1.8.C.1 Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners</p>							

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		<p>from other countries.</p> <p><b>D. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.</b></p> <p>8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.</p> <p>8.1.8.D.2 Demonstrate the application of</p>							

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		appropriate citations to digital content.  Copyright © State of New Jersey, 1996 - 2016.							
<b>WRITING</b> (Week 1, 1 Week)	15. write for a variety of purposes, including literary analysis (compare & contrast), research simulation, and narration.  16. use a variety of strategies and activities for finding, developing, and writing about an idea.  17. understand and use	<b>NJ: 2016 SLS: English Language Arts</b> <b>NJ: Grade 6</b> <b>Writing</b> <b>Text Types and Purposes1</b> <b>NJLSA.W1</b> <b>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>  W.6.1a. Introduce claim(s) and organize the	1. How do writers self-reflect on their experiences and growth in their writing and as writers?  2. How do writers hook and hold their readers?	1. Writing is a reflective process.  2. Writers employ a variety of techniques to engage their readers.  3. Writing records experiences,	• after reading “What Video Games Can Teach Us,” and “The Violent Side of Video Games,” generate a literary analysis which compares and contrasts important aspect	<b>WRITING Summative: Other: Teacher Rubric</b>  • See Appendix B – PARCC Grades 6-11 Condensed Scoring Rubric for Constructed Response Items  • Utilize Microsoft Word to create/publish a formal written response to a timed-writing prompt	 <a href="#">The Writing Process.docx</a>	<b>NJ: 2014 SLS: 21st Century Life and Careers</b> <b>NJ: All Grades</b> <b>Career Ready Practices</b> <b>Career Ready Practices</b>  CRP2  Apply appropriate academic and techni	• See “What at Video Games Can Teach Us” and “The Violent Side of Video Games”, <i>Teacher’s Edition</i> , pp. 892-895





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	<p>21. practice effective introductory and concluding paragraphing techniques. (Reading/Writing)</p> <p>22. define and evaluate the elements of a writing prompt, specifically subject, purpose, audience, and mode. (Reading/Writing)</p> <p>23. practice skills necessary for effective revision (Reading/Writing)</p>	<p>section that follows from the argument presented.</p> <p><b>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.</b></p> <p>W.6.2a. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect,</p>		<p>, and evaluation, with each revision seeking to improve focus, organization, clarity and detail.</p>	<ul style="list-style-type: none"> <li>based upon brainstorming of specified topic, utilize the writing process to produce a student-selected writing piece (essay, narrative, literary analysis). (RW)</li> <li>while reading selected novels, identify examples of figurati</li> </ul>	<ul style="list-style-type: none"> <li>guidance and feedback</li> <li>See Appendix C – PARCC Grades 6-11 condensed Scoring Rubric for Prose Constructed Response Items</li> <li>Utilize Microsoft <i>Word</i> to create/publish formal written response to times writing prompt</li> <li>Student self-assessment of selected pieces of writing</li> </ul>	<p>sense of problems and persevere in solving them.</p> <p>Copyright © State of New Jersey, 1996 - 2016.</p>	<ul style="list-style-type: none"> <li>Groups</li> <li>See Appendix C – PARCC Grades 6-11 condensed Scoring Rubric for Prose Constructed Response Items</li> <li>See Appendix A for designated <i>Sho wca</i></li> </ul>	

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	24. apply appropriate editing skills to individual work. (Reading/Writing)	etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.			ve language such as similes, metaphors, personification, and hyperbole. They will then utilize visual representations to share their findings.				se Portfolio pieces
	25. practice effective conferencing techniques. (Reading/Writing)	W.6.2b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.							
	26. consciously engage in the writing process. (Reading/Writing)	W.6.2c. Use appropriate transitions to clarify the relationships among ideas and concepts.							
	27. define and evaluate the elements of a writing prompt; specifically subject, purpose, audience, and mode.	W.6.2d. Use precise language and domain-specific vocabulary to inform about or			<ul style="list-style-type: none"> <li>•</li> <li>• <b>Regular</b> <i>Hatchet</i></li> <li>•</li> <li>• <b>Advanced</b> <i>Walk Two Moons</i></li> <li>•</li> <li>• <b>Regular</b></li> </ul>				

Unit	Proficiency / Objectives	Standards	Essential Questions	Enduring Understanding	Suggested Activities	Evaluation / Assessment	Resources	21st Century Skills	Teacher Notes
	<p>(Reading/ Writing)</p> <p>28. develop skills necessary to respond critically and analytically to selected readings and demonstrate these learned skills through writing. (Reading/ Writing)</p>	<p>explain the topic.</p> <p>W.6.2e. Establish and maintain a formal/academic style, approach, and form.</p> <p>W.6.2f. Provide a concluding statement or section that follows from the information or explanation presented.</p> <p><b>NJSLSA.W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b></p>			<p>upon reading “Is the Moon Tired?” add an additional stanza to the poem with student’s own example of figurative language.</p> <ul style="list-style-type: none"> <li>•</li> <li>• <b>Advanced</b> after reading “Mooses,” write a poem mimicking the style of the piece while including</li> </ul>				

Unit	Proficiency / Objectives / Standards	Essential Questions	Enduring Understanding	Suggested Activities	Evaluation / Assessment	Resources	21st Century Skills	Teacher Notes
	<p>W.6.3a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p>			<p>their own examples of figurative language.</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>				
	<p>W.6.3b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p>			<ul style="list-style-type: none"> <li>• write a composition to demonstrate prior knowledge of paragraph structure. Using numbers in place of names</li> </ul>				
	<p>W.6.3c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time</p>			<p>, students will work in small groups to read classmates' writing and</p>				

Unit	Proficiency / Objectives Standards	Essential Questions	Enduring Understanding	Suggested Activities	Evaluation / Assessment	Resources	21st Century Skills	Teacher Notes
	<p>frame or setting to another.</p> <p>W.6.3d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>W.6.3e. Provide a conclusion that follows from the narrated experiences or events.</p> <p><b>Production and Distribution of Writing NJLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task,</b></p>			<p>identify characteristics of a well-developed essay.</p> <ul style="list-style-type: none"> <li>• revise PARC sample (RW)</li> <li>• edit PARC sample (RW)</li> <li>•</li> <li>• <b>Regular/Advanced</b></li> <li>• ask specific content questions as the teacher models one specific type of confer</li> </ul>				

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		<p><b>purpose, and audience.</b></p> <p>W.6.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p><b>NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</b></p> <p>W.6.5. With some</p>			<p>ence using student volunteers. (RW)</p> <ul style="list-style-type: none"> <li>• role-play a peer revision session.</li> <li>• use GoogleDocs to aid in student and teacher conferences.</li> <li>•</li> <li>• <b>Regular/Advanced</b></li> <li>• <b>create a reflective writing piece after reviewing a self-selected</b></li> </ul>				

Unit	Proficiency / Objectives Standards	Essential Questions	Enduring Understanding	Suggested Activities	Evaluation / Assessment	Resources	21st Century Skills	Teacher Notes
	<p>guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>			<p>writing activity focusing on individual strengths and weaknesses. (Reading/Writing)</p>				
	<p><b>NJSLSA.W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</b></p>			<ul style="list-style-type: none"> <li>•</li> <li>• <b>Regular/Advanced</b></li> <li>• use writing samples to identify effective openings and closings. (RW)</li> </ul>				
	<p>W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding</p>			<ul style="list-style-type: none"> <li>•</li> <li>• <b>Regular/Advanced</b></li> <li>• use PARCC</li> </ul>				

Unit	Proficiency / Objectives Standards	Essential Questions	Enduring Understanding	Suggested Activities	Evaluation / Assessment	Resources	21st Century Skills	Teacher Notes
	skills to type a minimum of three pages in a single sitting.			writing prompts to identify subject, purpose, audience, and mode. (RW)				
	<p><b>NJLSA.W9</b>  <b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b></p>							
	<p>W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>							
	<p><b>Range of Writing</b>  <b>NJLSA.W10</b>  <b>Write routinely over extended time frames (time for research, reflection, and</b></p>							



Unit	Proficiency / Objectives / Standards	Essential Questions	Enduring Understanding	Suggested Activities	Evaluation / Assessment	Resources	21st Century Skills	Teacher Notes
	<p>revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>W.6.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><b>NJ: 2014 SLS: Technology</b>  <b>NJ: Grades K-2</b></p>							

Unit	Proficiency / Objectives Standards	Essential Questions	Enduring Understanding	Suggested Activities	Evaluation / Assessment	Resources	21st Century Skills	Teacher Notes
	<p>8.1 Educational Technology</p> <p>8.1 Educational Technology : All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</p> <p>A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.</p>							

Unit	Proficiency / Objectives Standards	Essential Questions	Enduring Understanding	Suggested Activities	Evaluation / Assessment	Resources	21st Century Skills	Teacher Notes
	<p>8.1.2.A.2 Create a document using a word processing application.</p>							
	<p><b>NJ: Grades 6-8</b></p> <hr/>							
	<p><b>8.1 Educational Technology</b>  <b>8.1 Educational Technology</b>  <b>: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</b>  <b>A. Technology Operations and</b></p>							

Unit	Proficiency / Objectives	Standards	Essential Questions	Enduring Understanding	Suggested Activities	Evaluation / Assessment	Resources	21st Century Skills	Teacher Notes
		<p>Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.</p> <p>8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.</p> <p>Copyright © State of New Jersey, 1996 - 2016.</p>							
<p><b>SPEAKING AND LISTENING</b> (Week 1, 1 Week)</p>	<p>29. participate in discussion by alternating the roles of speaker and listener.</p> <p>30. talk with</p>	<p><b>NJ: 2016 SLS: English Language Arts</b> <b>NJ: Grade 6</b> <b>Speaking and Listening</b> <b>Comprehension and Collaboration</b> <b>NJSLSA.SL</b></p>	<p>1. In what ways are ideas communicated orally?</p>	<p>1. Effective oral presentation considers both audience and</p>	<ul style="list-style-type: none"> <li>after reading the parody, "The True Story of the Three Little Pigs," conduct an</li> </ul>	<p><b>SPEAKING AND LISTENING</b> <b>Formative: Oral: Debate</b></p> <ul style="list-style-type: none"> <li>Teacher monitoring of students' participation as speaker and listener</li> </ul>	<p><b>NJ: 2014 SLS: 21st Century Life and Careers</b> <b>NJ: All Grades Career Ready</b></p>	<ul style="list-style-type: none"> <li>See Teacher's Edition, pp. 440-446</li> <li>Readings may include</li> </ul>	

Unit	Proficiency / Objectives	Standards	Essential Questions	Enduring Understanding	Suggested Activities	Evaluation / Assessment	Resources	21st Century Skills	Teacher Notes
	others to identify, explore, and solve problems.	<b>1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</b>	2. How does the speaker communicate so others will listen and understand the message?	purpose. 2. Effective communication requires adherence to grammatical usage and standards.	interview, reinforcing the key idea of point of view. Using Microsoft Word, develop a transcript.	<ul style="list-style-type: none"> <li>• Transcript of interview</li> <li>• Each student will participate as a speaker and display evidence of listening (note-taking, questions, etc.) to previous speakers</li> <li>• Seating chart noting frequency and quality of students' responses</li> <li>• Student responses</li> <li>• Teacher notes monitoring quality of students'</li> </ul>	<p>Practices</p> <p><b>Career Ready Practices</b></p> <p>CRP2</p> <p>Apply appropriate academic and technical skills.</p> <p>CRP4</p> <p>Communicate clearly and effectively and with reason.</p> <p>CRP6</p> <p>Demonstrate</p>	<p>de selections from <i>Great Books Roundtable</i></p> <ul style="list-style-type: none"> <li>• See "The Problem with Bullies", <i>Teacher's Edition</i>, pp. 223-227</li> <li>• Stories could be found in <i>Great Books Roundtable</i> or <i>Juni</i></li> </ul>	
	31. tell, retell, summarize, and paraphrase ideas.	SL.6.1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	3. How does the choice of words affect the speaker's message and the listener's response?	3. Listening skills are critical for learning and communicating.					
	32. use clear, concise, organized language in speaking situations.	SL.6.1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	3. How does the choice of words affect the speaker's message and the listener's response?	3. Listening skills are critical for learning and communicating.					
	33. receive, reflect, and use constructive feedback to improve speaking ability.	SL.6.1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	3. How does the choice of words affect the speaker's message and the listener's response?	3. Listening skills are critical for learning and communicating.					
	34. demonstrate comprehension of, and appropriate listener	SL.6.1b. Follow rules	3. How does the choice of words affect the speaker's message and the listener's response?	3. Listening skills are critical for learning and communicating.					

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	<p>response to, an oral report, discussion, or interview providing appropriate feedback to the speaker.</p> <p>35. practice oral reading skills and develop the ability to adjust for various purpose and audiences</p> <p>(Reading/Writing)</p>	<p>for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>SL.6.1c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>SL.6.1d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing</p>	<p>4. What impact does listening have?</p> <p>5. How does a listener understand and message?</p>	<p>4. Discussion requires active listening, asking questions, and talking together to help us understand and appreciate the ideas of others.</p>	<p>facilitate interview.</p> <ul style="list-style-type: none"> <li>participate in a “shared inquiry” for selected readings.</li> <li><b>Regular</b> use teacher-generated questions to facilitate discussion.</li> <li><b>Advanced</b> use student-generated questions.</li> </ul>	<p>oral responses</p> <p>Student-generated depictions of presented information</p> <ul style="list-style-type: none"> <li>Students’ interview questions</li> <li>Oral presentations</li> <li>Students’ character sketches</li> <li>Oral presentations</li> <li>Peer assessment (peers will write recommendations and students will be assessed on their ability to</li> </ul>	<p>creativity and innovation.</p> <p>CRP8</p> <p>Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>Copyright © State of New Jersey, 1996 - 2016.</p>	<p><i>GreatBooks</i></p> <ul style="list-style-type: none"> <li>See <i>Teacher’s Edition</i>, p. 79</li> <li>See “Nadia, the Willful”, <i>Teacher’s Edition</i>, pp. 336-344</li> </ul>	

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	<p><b>NJSLSA.SL 2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</b></p> <p>SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p> <p><b>NJSLSA.SL 3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</b></p>			<ul style="list-style-type: none"> <li>• upon reading, “The Problem with Bullies,” participate in a discussion identifying possible solutions for the most common types of bullying.</li> <li>• use online sources to share findings.</li> <li>• <b>Advanced</b> using teacher-select</li> </ul>	<p>correct problem areas)</p> <ul style="list-style-type: none"> <li>• Each student's questions will be evaluated on the basis of quality as related to the speaker's presentation</li> <li>• Peer assessment</li> </ul>			

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	<p>SL.6.3. Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>			<p>ed softwa re, prese nt respo nses of peers from intervi ews on variou s forms of bullyin g in school s.</p>	<ul style="list-style-type: none"> <li>•</li> <li>• paraphrase ideas of previous student's comments before adding to discussion during a "shared</li> </ul>			
	<p><b>Presentatio n of Knowledge and Ideas NJLSA.SL 4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organizatio n, developmen t, and style are appropriate to task, purpose, and audience.</b></p>							



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	<p>SL.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).</p>			<p>inquiry”.</p> <ul style="list-style-type: none"> <li>• <b>Advanced</b> visually depict understanding from shared inquiry using two different forms of student-selected software.</li> <li>• <b>Regular</b> having read <i>Penny from Heaven</i>, interview a family member to “tell</li> </ul>				
	<p><b>NJSLSA.SL.5</b> Make strategic use of digital media and visual displays of data to express information and enhance understanding of</p>							

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	<p>presentations.</p> <p>SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p> <p><b>NJSLSA.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</b></p> <p>SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command</p>			<p>their story” as the main character did in the novel. Students will share findings through oral presentations.</p> <p>(Reading/Writing)</p> <ul style="list-style-type: none"> <li>• <b>Advanced</b> having read <i>A View from Saturday</i>, create a character sketch using family members as models. Share</li> </ul>				

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		<p>of formal English when indicated or appropriate.</p> <p><b>NJ: 2014 SLS: Technology</b></p> <p><b>NJ: Grades 6-8</b></p> <hr/> <p><b>8.1 Educational Technology</b></p> <p><b>8.1 Educational Technology</b></p> <p><b>: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</b></p> <p><b>A. Technology Operations and Concepts:</b></p>			<p>finding</p> <p>s</p> <p>through oral presentations.</p> <ul style="list-style-type: none"> <li>•</li> <li>• work in pairs during the practice phase of an oral presentation to provide feedback to improve their speeches.</li> <li>• <b>Regular</b> having read, "Nadia, the Willful" create an oral presentation</li> </ul>				

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	<p>Students demonstrate a sound understanding of technology concepts, systems and operations.</p> <p>8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.</p> <p>8.1.8.A.4 Graph and calculate data within a spreadsheet and present a summary of the results</p> <p>8.1.8.A.5 Create a database query, sort and create a report and describe the process, and explain the report results.</p>			<p>on memories. With a partner, create memorable stories. Take turns interviewing each other about interesting parts in their lives. The partner will choose one or two stories about the other person to share with the class.</p>				
				<p>• <b>Advanced</b></p>				

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	<p><b>D. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.</b></p>			<p>in addition, generate criteria/rubric for providing feedback.</p>				
	<p>8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.</p>							
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<b>LANGUAGE AGE</b> (Week 1, 1 Week)	36. demonstrate understanding of sentence structures and related mechanics.	<b>NJ: 2016 SLS: English Language Arts</b> <b>NJ: Grade 6</b> <b>Language Conventions of Standard English</b> <b>NJSLSA.L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>  L.6.1a. Ensure that pronouns are in the proper case (subjective, objective, possessive).  L.6.1b. Use intensive pronouns (e.g., myself, ourselves).  L.6.1c. Recognize and correct	1. How do rules of language affect communication?	1. Written communication and proper grammar and mechanics promote fluency of communication.	<ul style="list-style-type: none"> <li>revise and edit a previous piece of writing for correct pronoun usage (subjective, objective, possessive, and intensive).</li> <li>label the revised pronouns with appropriate marks to indicate corrections.</li> <li>using simple</li> </ul>	<b>LANGUAGE Formative: Oral: Debate</b> <ul style="list-style-type: none"> <li>Student work samples</li> <li>Labeled writing</li> <li>Presentation of various sentence sets using the Interactive projector</li> <li>Class discussion of applied strategies</li> <li>Open-ended response to novel assessment</li> <li>Students will appropriately incorporate acquired vocabulary and underline within the context of their writing</li> </ul>		<b>NJ: 2014 SLS: 21st Century Life and Careers</b> <b>NJ: All Grades Career Ready Practices</b>  CRP4 Communicate clearly and effectively and with reason.  CRP6 Demonstrate	<ul style="list-style-type: none"> <li>Students will select a narrative from their work folders to revise</li> <li>Interactive projector used for teacher modeling</li> <li>Interactive projector will be used to highlight strategies used</li> </ul>	
	37. develop general and domain specific vocabulary/phrases utilizing various techniques and strategies.			2. What is the purpose of applying grammar and mechanical skills?	2. Effective communication relies on the usage of proper grammar					
	38. use critical thinking, decision making, and problem solving skills. (Reading/Writing)			3. How does word choice affect meaning?						




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		<p>inappropriate shifts in pronoun number and person.*</p> <p>L.6.1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents) .*</p> <p>L.6.1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*</p> <p><b>NJSLSA.L2 Demonstrate command of the conventions of</b></p>		<p>ar and mechanics.</p> <p>3. The specific language use reveals an author's style, work choice, and voice.</p>	<p>sentences, work collaboratively to design varied sentence structures (compound, complex) based on previous lessons on prepositional phrases, introductory elements, and conjunctions.</p> <ul style="list-style-type: none"> <li>during reading of teacher-selected</li> </ul>		<p>creativity and innovation.</p> <p>CRP8 . Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>Copyright © State of New Jersey, 1996 - 2016.</p>	<ul style="list-style-type: none"> <li>Preview selected text for grade level vocabulary for usability</li> <li>Provide a model of word entries</li> </ul>	



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	<p>standard English capitalization, punctuation, and spelling when writing.</p>			<p>novel, develop a personal dictionary of unfamiliar, significant vocabulary, and figurative language.</p>				
	<p>L.6.2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*</p>			<ul style="list-style-type: none"> <li>•</li> </ul>				
	<p>L.6.2b. Spell correctly.</p>			<ul style="list-style-type: none"> <li>• In addition, include definitions, passage from text, and related words/phrases in their entries.</li> </ul>				
	<p><b>Knowledge of Language</b>  <b>NJSLSA.L3</b>  <b>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend</b></p>			<p>Greek and Latin</p>				



Unit	Proficiency / Objectives	Standards	Essential Questions	Enduring Understanding	Suggested Activities	Evaluation / Assessment	Resources	21st Century Skills	Teacher Notes
		<p>d more fully when reading or listening.</p> <p>L.6.3a. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.</p> <p>L.6.3b. Maintain consistency in style and tone.*</p> <p><b>NJ: 2014 SLS: Technology</b></p> <p><b>NJ: Grades 6-8</b></p> <hr/> <p><b>8.1 Educational Technology</b></p> <p><b>8.1 Educational Technology : All students will use digital tools to access, manage, evaluate, and synthesize information in order to</b></p>			<ul style="list-style-type: none"> <li>• affixes and roots will be highlighted.</li> <li>• use their literature logs or journals to critically analyze self-selected reading title.</li> <li>• develop an alternative ending for their independent reading novel prior to reading the ending.</li> </ul>				

Unit	Proficiency / Objectives Standards	Essential Questions	Enduring Understanding	Suggested Activities	Evaluation / Assessment	Resources	21st Century Skills	Teacher Notes
	<p>solve problems individually and collaborate and to create and communicate knowledge.</p> <p>A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.</p>							
	<p>8.1.8.A.5 Create a database query, sort and create a report and describe the process, and explain the report results.</p>							
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Unit	Proficiency / Objectives Standards	Essential Questions	Enduring Understanding	Suggested Activities	Evaluation / Assessment	Resources	21st Century Skills	Teacher Notes
<b>APPEN DIX A: SAMPL E AUTHE NTIC ASSE SMENT</b> (Week 1, 1 Week)					<b>APPENDIX A: SAMPLE AUTHENTIC ASSESSMENT</b> Summative: Performance: Authentic Task  <a href="#">ENG663-665 SAMPLE AUTHENTIC ASSESSMENT.do cx</a>			
<b>APPEN DIX B: RUBRI CS</b> (Week 1, 1 Week)					<b>CONDENSED SCORING RUBRIC FOR PROSE CONSTRUCTED RESPONSE ITEMS</b> Summative: Other: Teacher Rubric  <a href="#">ENG663-665 APPENDIX B.docx</a>			
<b>APPEN DIX C: OUTLI NE OF READI NG AND</b>					<b>APPENDIX D: OUTLINE OF WRITING SKILLS</b> Summative: Written: Report  <a href="#">ENG663-665 APPENDIX D.docx</a>			

Unit	Proficiency / Objectives Standards	Essential Questions	Enduring Understanding	Suggested Activities	Evaluation / Assessment	Resources	21st Century Skills	Teacher Notes
<b>WRITING SKILLS</b> (Week 1, 1 Week)					<b>APPENDIX D: OUTLINE OF READING SKILLS</b> <b>Summative: Performance: Skill Demonstration</b>  <a href="#">Outline of Reading Skills Grades 6,7 1.docx</a>			
<b>APPENDIX D: NJ LEARNING STANDARDS FOR ELA</b> (Week 1, 1 Week)	 <a href="#">NJ Student Learning Standards-Grade 6.docx</a>							