Hillsborough Township Public Schools Sixth Grade

ELA Curriculum Map 2017

Essential Questions	Enduring Understandings	Anchor	Progress Indicator	Learning Targets	Assessment Formative and Summative	Interdisciplinary Connections	21 st Century Connections
Launching Reader 2-3 weeks	s' and Writers' Work	kshop					
How do readers make meaning from text?	Effective readers use a variety of strategies to make sense of key ideas and details presented in text.	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.	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.	Analyze an author's words and determine textual evidence needed to support both explicit and inferential questions. Read closely and find answers explicitly in text (right there answers) and answers that require an inference.	Plot Diagram Summer Reading Response (book review)	8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools. 8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).	9.3.12.ED.3 Use critical thinking to process educational communications, perspectives, policies and/or procedures. 9.3.12.ED-TT. 5 Establish a positive climate to promote learning

How do readers	Effective readers			Define theme(a		9.3.12.ED.1
make meaning from text?	use a variety of strategies to make sense of key ideas	NJSLSA.R2. Determine central ideas or themes of a	RL.6.2. Determine a theme or central idea of a text and how it is	central idea or lesson about life the author is revealing- <i>Honesty</i>	Thought Jots/Readers' Notebook Entry	Apply communication skills with
	and details presented in text.	text and analyze their development; summarize the key supporting details and ideas.	conveyed through particular details; provide a summary of the text distinct from personal opinions or	is the best policy) Compose a summary stating the key points of the text without		students, parents and other groups to enhance
			judgments.	adding my own opinions or feelings.		learning and a commitment to learning.
						9.3.12.ED-AD M.2 Identify behaviors necessary for developing and sustaining a positive learning culture.

How do readers make meaning from text?	Effective readers use a variety of strategies to make sense of key ideas and details presented in text.	NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	RL.6.3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	Explain how dynamic characters change as the plot moves towards a resolution. Distinguish between a static (qualities and responses that stay the same) and dynamic (qualities and responses change based on events)character.	Graphic Organizer (Main Idea Table)	9.3.12.ED.1 Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning. 9.3.12.ED-AD M.2 Identify behaviors necessary for
						developing and sustaining a positive learning culture.

make meaning from text?	Effective readers use a variety of strategies to make sense of key ideas and details presented in text.	NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	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.	Analyze why authors choose words and phrases(tone) to create an overall feel (mood)for the reader. Recognize the difference between denotative (all words have a dictionary definition) and connotative meanings (some words carry feeling).	Quick Writes Readers' Notebook Entries Entrance/Exit Tickets		9.3.12.ED-AD M.2 Identify behaviors necessary for developing and sustaining a positive learning culture.
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How do readers make meaning from text?	Effective readers use a variety of strategies to make sense of key ideas and details presented in text.	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.	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.	Recognize how a particular sentence, chapter, scene, or stanza contributes to the overall text and its meaning. Locate textual evidence ("word for word" support) that supports the theme, setting, or plot development.	Summer Reading Response (book review)		9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.
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make meaning from text? use a strate sense and o	ctive readers a variety of egies to make e of key ideas details ented in text. NJSLSA.R7. Integrate and evaluation content presented diverse media arthogolar formats, includir visually and quantitatively, as as in words.	d in of reading a story, drama, or poem to listening to or viewing an audio, video, or live	Compare (analyze the similarities) mental images created while reading and the images presented in a media version of the same text. Contrast (analyze the differences) mental images created while reading and the images presented in a media version of the same text.	Interactive Read-aloud	8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools. 8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).	9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts. 9.3.12.ED-AD M.2 Identify behaviors necessary for developing and sustaining a positive learning culture
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How do readers make meaning from text?	Effective readers use a variety of strategies to make sense of key ideas and details presented in text.	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.	RL.6.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	Compare (analyze the similarities) how two forms or genres of texts can communicate the same theme or topic. Contrast (analyze the differences) how two forms or genres of texts can communicate the same theme or topic.	Readers' Notebook Entries	8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools. 8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).	9.3.12.ED.3 Use critical thinking to process educational communication s, perspectives, policies and/or procedures 9.3.12.ED-TT. 5 Establish a positive climate to promote learning
How do readers make meaning from text?	Effective readers use a variety of strategies to make sense of key ideas and details presented in text.	NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.	RL.6.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.	Reread a text to find more information or clarify ideas. Closely read complex grade level texts.	Graphic Organizer (Main Idea Table) Plot Diagram Summer Reading Response (book review) Entrance/Exit Tickets Thought Jots Readers' Notebook Entries		9.3.12.ED.3 Use critical thinking to process educational communications, perspectives, policies and/or procedures. 9.3.12.ED-TT. 5 Establish a positive climate to promote learning

How do writer's write? Why do writers write?	Effective writers use a variety of strategies to make sense of key ideas and details presented in text.	NJSLSA.W10 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.	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.	Recognize that different writing tasks require varied time frames to complete. Determine a writing format/style to fit my task, purpose, and/or audience. Write for a variety of reasons (e.g., to inform, persuade, describe, entertain/convey an experience, etc.).	6ODF1-Narrative Writer's notebooks, quick writes entrance/ exit tickets	8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools. 8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).	9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts. 9.3.12.ED-TT. 5 Establish a positive climate to promote learning
How do writer's write? Why do writers write?	Effective writers use a variety of strategies to make sense of key ideas and details presented in text.	NJSLA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	L.6.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies	Infer the meaning of unknown words using context clues. Recognize and define common Greek and Latin affixes and roots. Break down unknown words into units of meaning to infer the definition of the unknown word. Verify my inferred meaning of an unknown word by consulting reference materials.	Word study inventory Quick writes/writer's notebook entry-entrance/exit tickets		9.3.12.ED-AD M.2 Identify behaviors necessary for developing and sustaining a positive learning culture.

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How do writer's	Effective writers	NJSLSA.L5	L.6.5: Demonstrate	Define and identify	Quick writes/writer's	9.1.8.F.1
write?	use a variety of	Demonstrate	understanding of	various forms of	notebook entry-	Demonstrate
	strategies to make	understanding of	figurative language,	figurative language.	entrance/exit tickets	how productivity
Why do writers	sense of key ideas	word relationships	word relationships, and	Distinguish between		and
write?	and details	and nuances in word	nuances in word	literal and figurative		accountability
	presented in text.	meanings.	meanings.	language.		contribute to
						realizing
				Recognize word		individual or
				relationships and use		group work goals
				them to further		within or outside
				understand multiple		the classroom.
				words.		9.1.8.F.1
						Demonstrate
				Recognize the		how productivity
				difference between		and
				denotative and		accountability
				connotative		contribute to
				meanings.		realizing
						individual or
				Analyze how certain		group work goals
				words and phrases		within or outside
				that have similar		the classroom.
				denotations can have		9.1.8.C.2
				very different		Demonstrate the
				connotations.		use of
						compromise,
						consensus, and
						community
						building
						strategies for
						carrying out
						different tasks,
						assignments, and
						projects.
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How do writer's write? Why do writers write?	Effective writers use a variety of strategies to make sense of key ideas and details presented in text.	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 when encountering an unknown term important to comprehension or expression.	L.6.6: Acquire and use accurately grade-appropriate general academic and domain specific vocabulary.	Recognize the difference between general academic words and phrases (Tier 2 words are subtle or precise ways to say relatively simple things, e.g., saunter instead of walk.) and domain-specific words and phrases (Tier 3 words are specific to content knowledge, e.g., lava legislature, carburetor). Acquire and use grade-appropriate academic and	Vocabulary mapping Word Study Quick writes/writer's notebook entry-entrance/exit tickets	9.3.12.ED-TT. 5 Establish a positive climate to promote learning
		unknown term important to comprehension or		legislature, carburetor). Acquire and use grade-appropriate		
				comprehension and expression.		

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What is a good	Prepare for and	.NJSLSA.SL1.	SL.6.1-Engage	Review the required material to be	Interactive Read Aloud	8.1.8.A.1	0.2.12.ED.1
listener? How do	participate	Prepare for and	effectively in a range of collaborative discussions	discussed and		Demonstrate	9.3.12.ED.1
	effectively in a	participate effectively				knowledge of a	Apply
speaking and listening support	range of conversations and	in a range of conversations and	(one-on-one, in groups, and teacher led) with	determine key points and/or central ideas.		real world	communication
comprehension	collaborations	collaborations with	diverse partners on grade	and/or central ideas.		problem using	skills with
and	with diverse	diverse partners,	6 topics, texts, and	Define the rules and		digital tools.	students,
collaboration?	partners, building	building on others'	issues, building on	roles necessary for			parents and
condocration:	on others' ideas	ideas and expressing	others' ideas and	collaborative		8.1.8.B.1	other groups to
	and expressing	their own clearly and	expressing their own	discussion.		Synthesize and	enhance
	their own clearly	persuasively.	clearly.			publish	learning and a
	and persuasively.			Participate in a		information	commitment to
				discussion by posing		about a local or	learning.
				questions,		global issue or	Tourning.
			b. Follow rules for	responding to		event (ex.	9.3.12.ED.3
			collegial discussions, set	questions, and		telecollaborative	Use critical
			specific goals and	elaborating on my			thinking to
			deadlines, and define	own key ideas and/or		project, blog,	_
			individual roles as needed.	the ideas of others.		school web).	process
			needed.	Review the key ideas			educational
			c. Pose and respond to	presented in a		8.1.8.A.2 Create	communication
			specific questions with	discussion and		a document (e.g.	s, perspectives,
			elaboration and detail by	paraphrase others'		newsletter,	policies and/or
			making comments that	ideas to show my		reports,	procedures.
			contribute to the topic,	understanding of		personalized	
			text, or issue under	multiple		learning plan,	9.3.12.ED-AD
			discussion.	perspectives.		business letters	M.2 Identify
						or flyers) using	behaviors
						one or more	necessary for
						digital	developing and
						applications to	sustaining a
						be critiqued by	positive
						professionals for	learning
						usability.	culture.
						8.1.8.E.1	Cartaro.
						Effectively use a	
						variety of search	

		tools and filters	
		in professional	
		public databases	
		to find	
		information to	
		solve a real	
		world problem.	
		8.1.8.F.1	
		Explore a local	
		issue, by using	
		digital tools to	
		collect and	
		analyze data to	
		identify a	
		solution and	
		make an	
		informed	
		decision.	

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What is a good	Prepare for and	NJSLSA.SL2.	SL.6.2. Interpret	Identify key ideas	Interactive Read Aloud	8.1.8.A.1	9.3.12.ED.1
listener?	participate	Integrate and evaluate	information presented	presented in a variety		Demonstrate	Apply
How do	effectively in a	information presented	in diverse media and	of media and formats		knowledge of a	communication
speaking and	range of conversations and	in diverse media and formats, including	formats (e.g., visually, quantitatively, orally)	(e.g., charts, graphs, tables, websites,		real world	skills with
listening support comprehension	collaborations	visually,	and explain how it	speeches).		problem using	students,
and	with diverse	quantitatively, and	contributes to a topic,	Explain how media		digital tools.	parents and
collaboration?	partners, building	orally.	text, or issue under	and formats add			other groups to
	on others' ideas	a a ya	study.	meaning to a topic,		8.1.8.B.1	enhance
	and expressing			text, or issue.		Synthesize and	learning and a
	their own clearly					publish	commitment to
	and persuasively.					information	learning.
						about a local or	
						global issue or	9.3.12.ED.3
						event (ex.	Use critical
						telecollaborative	thinking to
						project, blog,	process
						school web).	educational
						,	communication
						8.1.8.A.2 Create	s, perspectives,
						a document (e.g.	policies and/or
						newsletter,	procedures.
						reports,	1
						personalized	9.3.12.ED-AD
						learning plan,	M.2 Identify
						business letters	behaviors
						or flyers) using	necessary for
						one or more	developing and
						digital	sustaining a
						applications to	positive
						be critiqued by	learning
						professionals for	culture.
						usability.	
						8.1.8.E.1	
						Effectively use a	
						variety of search	

in professional public databases to find information to solve a real world problem. 8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an		tools and filters
public databases to find information to solve a real world problem. 8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an		
to find information to solve a real world problem. 8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an		
information to solve a real world problem. 8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an		
solve a real world problem. 8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an		
world problem. 8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an		information to
8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an		solve a real
Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an		world problem.
issue, by using digital tools to collect and analyze data to identify a solution and make an		8.1.8.F.1
digital tools to collect and analyze data to identify a solution and make an		
collect and analyze data to identify a solution and make an		issue, by using
analyze data to identify a solution and make an		digital tools to
identify a solution and make an		collect and
solution and make an		analyze data to
make an		identify a
		solution and
informed		make an
		informed
decision.		decision.

Unit 1: Exploring Fiction

8 Weeks

What do good	Effective readers	NJSLSA.R1. Read	RL.6.1. Cite textual	Define textual	Reader's Notebook	8.1.8.A.1	9.3.12.ED-TT.
readers do?	use a variety of	closely to determine	evidence and make	evidence using	entry	Demonstrate	5 Establish a
Can I comprehend what I'm reading? Do I use active reading strategies to measure my understanding?	strategies to make sense of key ideas and details presented in text.	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	relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.	"word for word" support. Use textual evidence to draw logical conclusions, but I can also find answers explicitly within the text.	Stop and Jot Entrance/Exit Ticket Summative- 6SAR1: Grade 6 Summative Assessment of Reading Unit 2 Fiction	knowledge of a real world problem using digital tools. 8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).	positive climate to promote learning 9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.

How do readers make meaning from text?	Effective readers use a variety of strategies to make sense of key ideas and details presented in text.	NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	Define theme (a central idea or lesson about life the author is revealing -Honesty is the best policy) Compose a summary stating the key points of the text without adding my own opinions or feelings.	Thought Jots/Readers' Notebook Entry		9.3.12.ED.1 Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning. 9.3.12.ED-AD M.2 Identify behaviors necessary for developing and sustaining a positive learning culture.
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What do good readers do? Can I comprehend what I'm reading? Do I use active reading strategies to measure my understanding?	Effective readers use a variety of strategies to make sense of key ideas and details presented in text.	NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	RL.6.3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	Define theme (a central idea or lesson about life the author is revealing). Analyze plot (the events that happen) to determine a theme (author's overall message). Define summary. Compose a summary stating the key points of the text without adding my opinions or feelings.	Reader's Notebook entry Stop and Jot Entrance/Exit Ticket Summative- 6SAR1: Grade 6 Summative Assessment of Reading Unit 2 Fiction		9.3.12.ED.1 Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning. 9.3.12.ED-AD M.2 Identify behaviors necessary for developing and sustaining a positive learning culture.
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good story a "great" story? How does an author's purpose for writing, viewpoint, chosen text	Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.	NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	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.	Analyze why authors choose words and phrases (tone) to create an overall feel (mood) for the reader. Recognize the difference between denotative meanings (all words have a dictionary definition) and connotative meanings (some words carry feelings.	Stop and Jot Task cards Teacher created quizzes		9.3.12.ED-AD M.2 Identify behaviors necessary for developing and sustaining a positive learning culture.
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What makes a good story a "great" story? How does an author's purpose for writing, viewpoint, chosen text structure, and other literary choices (word choice, i.e.) make the difference between a good and great story?	Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.	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.	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.	Locate textual evidence that supports the theme, setting, or plot development. Analyze text to determine the author's purpose for including a particular sentence, chapter, scene, or stanza and recognize how those choices contribute to the overall text and its meaning.	Presentation of plot visualization described above analyzing why the author included the key events.		9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.
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What do good	Students are	NJSLSA.R9. Analyze	RL.6.9. Compare,	Explain the	Double Entry Journal	9.3.12.ED-TT.
readers do?	college and career	and reflect on how	contrast and reflect on	characteristics of		5 Establish a
	ready and	two or more texts	(e.g. practical	different genres.	Reader's notebook	positive climate
Can I	interpret a variety	address similar	knowledge,		entry	to promote
comprehend	of complex texts	themes or topics in	historical/cultural	Compare (analyze		learning
what I'm	with confidence	order to build	context, and background	the similarities) how	Entrance/Exit ticket	learning
reading?	and	knowledge or to	knowledge) texts in	two forms or genres		
	independence.	compare the	different forms or genres	of texts can		
Do I use active		approaches the	(e.g., stories and poems;	communicate the		
reading		authors take.	historical novels and	same theme or topic.		
strategies to			fantasy stories) in terms			
measure my			of their approaches to	Contrast (analyze the		
understanding?			similar themes and	differences) how two		
			topics.	forms or genres of		
				texts can		
				communicate the		
				same theme or topic.		

What do good readers do? Can I comprehend what I'm reading? Do I use active reading strategies to measure my understanding?	Students are college and career ready and interpret a variety of complex texts with confidence and independence.	NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently.	RL.6.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.	Read complex grade level texts. Reread a text to find more information or clarify ideas. Use active reading strategies (ask questions, make connections, etc.) to help me understand difficult, complex text.	Reading log	9.3.12.ED.3 Use critical thinking to process educational communications, perspectives, policies and/or procedures. 9.3.12.ED-TT. 5 Establish a positive climate to promote learning

What do good writers do? What's my purpose and how do I develop it?	Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.	NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	W.6.3-Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. 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. b. Use narrative dialogue, pacing, and description, to techniques, such as develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. e. Provide a conclusion that follows from the narrated experiences or	Define narrative and describe the basic parts of plot. Engage the reader by introducing the narrator, characters, setting, and the inciting incident. Use narrative techniques to develop a storyline where one event logically leads to another. Use descriptive words and phrases that appeal to the senses and help my reader understand the experiences and events (visualize). Signal in time and place by using transitions, words, phrases, and clauses. Write a conclusion that provides a sense of closure.	Diagnostic Assessment -On demand write in response to a narrative prompt. (administered during Unit 1.). 2-3 Quick writes/ writer's notebook entry in response to mini lessons targeting narrative writing techniques (e.g., organization, voice, word choice,) Summative/Process Pieces — Write a narrative ODS1		9.3.12.ED.1 Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning. 9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.
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			events.			
What makes writing "clear"? What does it take to create a great "final" product?	Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology.	NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.6.5-With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	Use prewriting strategies to formulate ideas. Recognize that a well-developed piece of writing requires more than one draft. Apply revision strategies with the help of others. Edit writing. Prepare multiple drafts using revisions and edits to develop and strengthen my writing.	graphic organizer conference notes/ goals Entrance/Exit Tickets	9.3.12.ED.1 Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning. 9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.

Why write?	Effective writers	NJSLSA.W10. Write	W.6.10. Write routinely	Recognize that	Writer's notebooks,	8.1.8.A.1	9.3.12.ED.2
What do good	use a variety of	routinely over	over extended time	different writing	quick writes and	Demonstrate	Demonstrate
writers do?	formats to	extended time frames	frames (time for	tasks require varied	process pieces.	knowledge of a	effective oral,
	communicate	(time for research,	research, reflection,	time frames to		real world	written and
	ideas appropriate	reflection, and	metacognition/self	complete.		problem using	multimedia
	for the audience,	revision) and shorter	correction, and revision)	Determine a writing		1	
	task, and time	time frames (a single	and shorter time frames	format/style to fit my		digital tools.	communication
	frame.	sitting or a day or	(a single sitting or a day	task, purpose, and/or		8.1.8.B.1	in multiple
		two) for a range of	or two) for a range of	audience.		Synthesize and	formats and
		tasks, purposes, and	discipline specific tasks,	Write for a variety of		publish	contexts.
		audiences.	purposes, and audiences.	reasons (e.g., to		information	
				inform, persuade,		about a local or	9.3.12.ED-TT.
				describe,		global issue or	5 Establish a
				entertain/convey an		event (ex.	positive climate
				experience, etc.).		telecollaborative	to promote
							•
						project, blog,	learning
						school web).	

What makes	Comprehension is	NJSLSA.SL1.	SL.6.1-Engage	Review the required	Interactive read aloud	8.1.8.A.1	9.3.12.ED.1
collaboration	enhanced through	Prepare for and	effectively in a range of	material to be		Demonstrate	Apply
meaningful?	a collaborative	participate effectively	collaborative discussions	discussed and	Collaborative	knowledge of a	communication
	process of sharing	in a range of	(one-on-one, in groups,	determine key points	discussion strategies	real world	skills with
What will help	and evaluating	conversations and	and teacher led) with	and/or central ideas.	(ie, heads together,	problem using	students,
me make	ideas.	collaborations with	diverse partners on grade		knee to knee, turn and	digital tools.	
meaning from a		diverse partners,	6 topics, texts, and	Create questions and	talk, think, pair, share,	digital tools.	parents and
variety of		building on others'	issues, building on	locate key textual	think pair, write)	01001	other groups to
sources?		ideas and expressing	others' ideas and	evidence to		8.1.8.B.1	enhance
		their own clearly and	expressing their own	contribute to a		Synthesize and	learning and a
		persuasively.	clearly.	discussion on the		publish	commitment to
			a. Come to discussions	given topic, text, or issue.		information	learning.
			prepared having read or	issuc.		about a local or	
			studied required	Define the rules and		global issue or	9.3.12.ED.3
			material; explicitly draw	roles necessary for		event (ex.	Use critical
			on that preparation by	collaborative		telecollaborative	thinking to
			referring to evidence on	discussion.		project, blog,	process
			the topic, text, or issue to			school web).	educational
			probe and reflect on	Come prepared with			communication
			ideas under discussion.	key points and		8.1.8.A.2 Create	s, perspectives,
			1 7 11 1 0	textual evidence to		a document (e.g.	policies and/or
			b. Follow rules for	contribute to a		newsletter,	procedures.
			collegial discussions, set specific goals and	discussion.		reports,	•
			deadlines, and define	Participate in a		personalized	9.3.12.ED-AD
			individual roles as	discussion by posing		learning plan,	M.2 Identify
			needed.	questions,		business letters	behaviors
				responding to		or flyers) using	necessary for
			c. Pose and respond to	questions, and		one or more	developing and
			specific questions with	elaborating on my		digital	sustaining a
			elaboration and detail by	own key ideas and/or		applications to	positive
			making comments that	the ideas of others.		be critiqued by	learning
			contribute to the topic,	D 1 d 1 11		professionals for	culture.
			text, or issue under	Review the key ideas		usability.	Cultule.
			discussion.	presented in a discussion and		8.1.8.E.1	
			d. Review the key ideas	paraphrase others'			
			expressed and	ideas to show my		Effectively use a	
			expressed and	ideas to show my		variety of search	

demonstrate understanding of multiple perspectives through reflection and paraphrasing. understanding of multiple perspectives. tools and filters in professional public databases to find information to solve a real world problem. 8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.	
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What makes collaboration meaningful? What will help me make meaning from a variety of sources?	Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.	NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	Identify various reasons for speaking (e.g. informational, descriptive,formal,inf ormal) Compose a formal speech that demonstrates a command of grade 6 language standards.	Interactive read aloud Collaborative discussion strategies (ie, heads together, knee to knee, turn and talk, think, pair, share, think pair, write)	9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.
						9.1.8.B.1 Use multiple points of view to create alternative solutions. 9.1.8.C.1 Determine an individual's responsibility for personal actions and contributions to group activities.
						9.1.8.C.2 Demon strate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects. 9.1.8.F.1

		Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom
		9.1.8.D.1 Employ appropriate conflict resolution strategies
		9.1.8.D.3 Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse
		cultures. 9.1.8.F.1 Demonstrate how productivity and accountability contribute to realizing individual or group work goals

						within or outside the classroom.
Why do the rules of language matter? What does it take to truly communicate clearly?	Effective communication of ideas when speaking or writing relies on the appropriate use of the conventions of language.	NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Ensure that pronouns are in the proper case subjective, objective, and possessive). b. Use intensive pronouns (e.g., myself, ourselves). c. Recognize and correct inappropriate shifts in pronoun number and person.* d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).* e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*	Define pronoun (a word that takes the place of one or more nouns). Identify the antecedent of a pronoun (the word or group of words a pronoun replaces). Identify intensive pronouns (a pronoun that ends in –self or –selves that emphasizes its antecedent) and use them correctly in my writing and speaking. Determine when a pronoun and its antecedent do not match (the pronoun must match the word it replaces in number and person). Identify and correct a vague antecedent. Identify and correct misuses of pronouns in my own and other's work.	Entrance/Exit tickets Teacher created opportunities for practice	9.3.12.ED-TT. 5 Establish a positive climate to promote learning 9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.

Why do the	Effective	NJSLSA.L2.	L.6.2.Demonstrate	Determine when to	Entrance/Exit tickets	9.1.8.F.1
rules of	communication	Demonstrate	command of the	capitalize words.		Demonstrate
language	of ideas when	command of the	conventions of standard		Teacher created	how productivity
matter?	speaking or	conventions of	English capitalization,	Define nonrestrictive	opportunities for	and
	writing relies on	standard English	punctuation, and spelling	elements vs.	practice	accountability
What does it	the appropriate	capitalization,	when writing.	restrictive elements.		contribute to
take to truly	use of the	punctuation, and	a. Use punctuation			realizing
communicate	conventions of	spelling when writing.	(commas, parentheses,	Define parenthetical		individual or
clearly?	language.		dashes) to set off	elements		group work goals
			nonrestrictive/parentheti			within or outside
			cal elements.*	Enclose		the classroom
			b. Spell correctly.	nonrestrictive and		
				parenthetical		
				elements with		
				commas to separate		
				these elements from		
				the rest of the		
				sentence.		
				Recognize that		
				nonrestrictive		
				elements and		
				parenthetical		
				elements can also be		
				set apart from the		
				sentence using		
				parentheses (reduce		
				the importance) and		
				dashes (increase the		
				importance).		

How does situation affect meaning? How does an author's choice impact the audience?	Effective readers, writers, and listeners use knowledge of language to make appropriate choices when presenting information and to clarify meaning when reading or listening.	NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice. B. Maintain consistency in style and tone.	Identify simple, compound, complex sentence structures. Determine an author's purpose for using varied sentence structures to create an individual style and specific tone. Create a written or spoken piece that mimics the style of a specific author/speaker. Vary sentence	Interactive read aloud Collaborative discussion strategies (ie, heads together, knee to knee, turn and talk, think, pair, share, think pair, write)	9.1.8.D.3 Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures. 9.1.8.F.1 Demonstrate how productivity and accountability contribute to realizing individual or
				Vary sentence patterns in my own writing and speaking to create an individual style and		
				specific tone that maintains consistency.		the classroom

When a word doesn't make	Effective readers and writers use	NJSLSA.L4. Determine or clarify	L.6.4-Determine or clarify the meaning of	Infer the meaning of unknown words	Word study: prefixes and suffixes	9.3.12.ED-AD
sense, what can	knowledge of the	the meaning of	unknown and	using context clues.	and sumics	M.2 Identify
I do to figure it	structure and	unknown and	multiple-meaning words	Recognize and define		behaviors
out?	context of	multiple-meaning	and phrases based on	common Greek and		necessary for
out:	language to	words and phrases by	grade 6 reading and	Latin affixes and		developing and
How do I use	acquire, clarify,	using context clues,	content, choosing	roots.		sustaining a
what I know to	and appropriately	analyzing meaningful	flexibly from a range of	Break down		positive
figure out what I	use vocabulary.	word parts, and	strategies.	unknown words into		learning
don't?		consulting general	a. Use context (e.g., the	units of meaning to		culture.
		and specialized	overall meaning of a	infer the definition of		
		reference materials, as	sentence or paragraph; a	the unknown word.		
		appropriate.	word's position or	Verify my inferred		
			function in a sentence) as	meaning of an		
			a clue to the meaning of	unknown word by		
			a word or phrase.	consulting reference		
			b. Use common,	materials.		
			grade-appropriate Greek			
			or Latin affixes and roots			
			as clues to the meaning			
			of a word (e.g., audience,			
			auditory, audible).			
			c. Consult reference			
			materials (e.g.,			
			dictionaries, glossaries,			
			thesauruses), both print			
			and digital, to find the			
			pronunciation of a word or determine or clarify			
			its precise meaning or its			
			part of speech.			
			d. Verify the preliminary			
			determination of the			
			meaning of a word or			
			phrase (e.g., by checking			
			the inferred meaning in			
			context or in a			
			dictionary).			

Unit 2 Christmas Carol 2 -3 weeks What do good readers do? Can I comprehend what I'm reading? Do I use active reading strategies to measure my understanding?	Effective readers use a variety of strategies to make sense of key ideas and details presented in text.	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.	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.	Read closely and find answers explicitly in text (right there answers) and answers that require an inference. Analyze an author's words and determine textual evidence needed to support both explicit and inferential questions.	Readers notebook and literary analysis of a shared read.	8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools. 8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).	9.3.12.ED-TT. 5 Establish a positive climate to promote learning
What do good readers do? Can I comprehend what I'm reading? Do I use active reading strategies to measure my understanding?	Effective readers use a variety of strategies to make sense of key ideas and details presented in text.	NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	RL.6.3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	Explain how dynamic characters change as the plot moves toward a resolution. Distinguish between a static (qualities and responses stay the same) and dynamic (qualities and responses change based on events) character.	Readers notebook and literary analysis of a shared read.		9.3.12.ED.1 Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.

							M.2 Identify behaviors necessary for developing and sustaining a positive learning culture.
What do good readers do? Can I comprehend what I'm reading? Do I use active reading strategies to measure my understanding?	Effective readers use a variety of strategies to make sense of key ideas and details presented in text.	NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	RL.6.7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.	Compare (analyze the similarities) mental images created while reading and the images presented in a media version of the same text. Contrast (analyze the differences) mental images created while reading and the images presented in a media version of the same text.	6SAR2 Reader's notebook	8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools. 8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).	9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts. 9.3.12.ED-AD M.2 Identify behaviors necessary for developing and sustaining a positive learning culture

What makes	Comprehension is	NJSLSA.SL1.	SL.6.1-Engage	Review the required	Interactive read aloud	8.1.8.A.1	9.3.12.ED.1
collaboration	enhanced through	Prepare for and	effectively in a range of	material to be		Demonstrate	Apply
meaningful?	a collaborative	participate effectively	collaborative discussions	discussed and	Collaborative	knowledge of a	communication
	process of sharing	in a range of	(one-on-one, in groups,	determine key points	discussion strategies	real world	skills with
What will help	and evaluating	conversations and	and teacher led) with	and/or central ideas.	(ie, heads together,	problem using	students,
me make	ideas.	collaborations with	diverse partners on grade		knee to knee, turn and	digital tools.	
meaning from a		diverse partners,	6 topics, texts, and	Create questions and	talk, think, pair, share,	digital tools.	parents and
variety of		building on others'	issues, building on	locate key textual	think pair, write)	0 1 0 D 1	other groups to
sources?		ideas and expressing	others' ideas and	evidence to		8.1.8.B.1	enhance
		their own clearly and	expressing their own	contribute to a		Synthesize and	learning and a
		persuasively.	clearly.	discussion on the		publish	commitment to
			a. Come to discussions	given topic, text, or issue.		information	learning.
			prepared having read or	issuc.		about a local or	
			studied required	Define the rules and		global issue or	9.3.12.ED.3
			material; explicitly draw	roles necessary for		event (ex.	Use critical
			on that preparation by	collaborative		telecollaborative	thinking to
			referring to evidence on	discussion.		project, blog,	process
			the topic, text, or issue to			school web).	educational
			probe and reflect on	Come prepared with			communication
			ideas under discussion.	key points and		8.1.8.A.2 Create	s, perspectives,
			1 7 11 1 0	textual evidence to		a document (e.g.	policies and/or
			b. Follow rules for	contribute to a		newsletter,	procedures.
			collegial discussions, set specific goals and	discussion.		reports,	•
			deadlines, and define	Participate in a		personalized	9.3.12.ED-AD
			individual roles as	discussion by posing		learning plan,	M.2 Identify
			needed.	questions,		business letters	behaviors
				responding to		or flyers) using	necessary for
			c. Pose and respond to	questions, and		one or more	developing and
			specific questions with	elaborating on my		digital	sustaining a
			elaboration and detail by	own key ideas and/or		applications to	positive
			making comments that	the ideas of others.		be critiqued by	learning
			contribute to the topic,	D 1 d 1 11		professionals for	culture.
			text, or issue under	Review the key ideas		usability.	Cultule.
			discussion.	presented in a discussion and		8.1.8.E.1	
			d. Review the key ideas	paraphrase others'			
			expressed and	ideas to show my		Effectively use a	
			expressed and	ideas to show my		variety of search	

			demonstrate understanding of multiple perspectives through reflection and paraphrasing.	understanding of multiple perspectives.		tools and filters in professional public databases to find information to solve a real world problem. 8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.	
Why write? What do good writers do?	Effective writers use a variety of formats to communicate ideas appropriate for the audience, task, and time frame.	NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. A. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").	Determine textual evidence that supports my analysis, reflection, and/or research. Compose written responses and include textual evidence to strengthen my analysis, reflection, and /or research.	Claim quick write		9.3.12.ED.1 Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning. 9.3.12.ED.2 Demonstrate effective oral, written and

						multimedia communication in multiple formats and contexts.
How does situation affect meaning? How does an author's choice impact the audience?	Effective readers, writers, and listeners use knowledge of language to make appropriate choices when presenting information and to clarify meaning when reading or listening.	NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. A Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice. B. Maintain consistency in style and tone.	Identify simple, compound, complex sentence structures. Determine an author's purpose for using varied sentence structures to create an individual style and specific tone. Create a written or spoken piece that mimics the style of a specific author/speaker. Vary sentence patterns in my own writing and speaking to create an individual style and specific tone that maintains consistency.	Literary Analysis	

Unit 3 Influential Individuals 6 weeks

What do good readers do? Can I comprehend what I'm reading? Do I use active reading strategies to measure my understanding?	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.	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.	Read closely and find answers explicitly in text (right there answers) and answers that require an inference. Analyze an author's words and determine textual evidence needed to support both explicit and inferential questions.	Readers notebook and literary analysis of a shared read.	8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools. 8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).	9.3.12.ED.3 Use critical thinking to process educational communications, perspectives, policies and/or procedures. 9.3.12.ED-TT. 5 Establish a positive climate to promote learning
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What do good	Effective readers	NJSLSA.R3. Analyze	RL.6.3. Describe how	Explain how	Readers notebook and	9.3.12.ED.1
readers do?	use a variety of	how and why	a particular story's or	dynamic characters	literary analysis of a	
readers do!	strategies to make	individuals, events,	drama's plot unfolds	change as the plot	shared read.	Apply
C I			_		shared read.	communication
Can I	sense of key ideas	and ideas develop and	in a series of episodes	moves toward a		skills with
comprehend	and details	interact over the	as well as how the	resolution.		students,
what I'm	presented in text.	course of a text.	characters respond or			parents and
reading?			change as the plot	Distinguish between		*
			moves toward a	a static (qualities and		other groups to
Do I use active			resolution.	responses stay the		enhance
reading				same) and dynamic		learning and a
strategies to				(qualities and		commitment to
measure my				responses change		learning.
understanding?				based on events)		<i>S S</i> .
				character.		
						0.2.12.ED AD
						9.3.12.ED-AD
						M.2 Identify
						behaviors
						necessary for
						developing and
						sustaining a
						_
						positive
						learning
						culture.

What do good readers do? Can I comprehend what I'm reading? Do I use active reading strategies to measure my understanding?	Effective readers use a variety of strategies to make sense of key ideas and details presented in text.	NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	RL.6.7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.	Compare (analyze the similarities) mental images created while reading and the images presented in a media version of the same text. Contrast (analyze the differences) mental images created while reading and the images presented in a media version of the same text.	6SAR2 Reader's notebook	8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools. 8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).	9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts. 9.3.12.ED-AD M.2 Identify behaviors necessary for developing and sustaining a positive learning culture
What do good readers do? Can I comprehend what I'm reading? Do I use active reading strategies to measure my understanding?	Effective readers use a variety of strategies to make sense of key ideas and details presented in text.	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.	RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.	Read closely and find answers explicitly in text (right their answers) and answers that require an inference. Analyze an author's words and determine textual evidence needed to support both explicit and inferential questions.	Entrance/exit tickets Reader's notebook entries Text marking		9.3.12.ED-AD M.2 Identify behaviors necessary for developing and sustaining a positive learning culture.

What do good readers do? Can I comprehend what I'm reading? Do I use active reading strategies to measure my understanding?	Effective readers use a variety of strategies to make sense of key ideas and details presented in text.	NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	Define central idea (main point in a piece of writing). Analyze a text and determine how an author's use of details conveys the central idea. Write an objective summary that includes the key points of the text, not my opinions or feelings.	Formative- Write a summary of a shared biography including the key supporting details and ideas. Summative- Write a summary of a common biography read independently. Include the key supporting details and ideas as well as the theme.		9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts. 9.3.12.ED.1 Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.
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What do good	Effective readers	NJSLSA.R3. Analyze	RI.6.3. Analyze in	Distinguish which	Multi-media	9.3.12.ED.2
readers do?	use a variety of	how and why	detail how a key	individual(s),	presentation on an	Demonstrate
	strategies to make	individuals, events,	individual, event, or	event(s), and/or	influential individual.	effective oral,
Can I	sense of key ideas	and ideas develop and	idea is introduced,	idea(s) are integral		written and
comprehend what I'm	and details	interact over the course of a text.	illustrated, and elaborated in a text	for the text to be valid.		multimedia
reading?	presented in text.	course of a text.	(e.g., through	vand.		communication
reading!			examples or			in multiple
Do I use active			anecdotes).			formats and
reading						contexts.
strategies to						
measure my						9.3.12.ED.1
understanding?						Apply
						communication
						skills with
						students,
						parents and
						other groups to
						enhance
						learning and a
						_
						commitment to
						 learning.

good story a "great" story? How does an author's purpose for writing, viewpoint,	Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain right and strengthen understanding.	NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices	RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	Recognize words that have technical meaning and understand their purpose in a specific text (e.g."stem" in an article about flowers versus "stem" in an article about cell research)	Personal word wall Reader's notebook	9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.
other literary choices (word choice, i.e.) make the difference between a good and great story?				Analyze why authors choose words and phrases (tone) to create an overall feel (mood) for the reader.		9.3.12.ED.1 Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.

What makes a good story a good story a great" story? "great" story? How does an author's purpose, and viewpoint allows an other literary choices (word choice, i.e.) make the difference between a good and great story? Make the difference between a good and great story? Wish makes a good story a "great" story? What makes a good story a "great" story a particular sentence, paragraph, chapter, or section contributes to the development of the deas. What makes a good story a "great" story a particular sentence, paragraph, chapter, or section contributes to the development of the deas. What makes a good story a "great" story a great story a "great" story a great story a great story a great sto			T			T	
Figreat? story? How does an author's purpose, and viewpoint allows an effective reader to gain insight and strengthen the other literary choices (word choice, i.e.) make the difference between a good and great story? How does an author's purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding. Figreat? story? Including how specific sentences, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. Figreat? story? Including how specific sentences, paragraph, chapter, or section. Including a particular sentence, paragraph, chapter, or section. Recognize how a particular sentence, paragraph, chapter, or section. Recognize how a particular sentence, paragraph, chapter, or section. Recognize how a particular sentence, paragraph, chapter, or section. Reader's notebook entries Text marking						Entrance/exit tickets	9.3.12.ED.2
How does an author's purpose for writing, viewpoint, chosen text structure, and other literary choices (word choices (i.e.) make the difference between a good and great story? How does an author's purpose for writing, viewpoint, chosen text structure, and other groups to enhance learning and a success of the text and the whole. Specific sentences, paragraphs, and larger portions of the text text and contributes to the development of the ideas. Section fits into the overall structure of a text and contributes to the development of the ideas. Section fits into the overall structure of a text and contributes to the development of the ideas. Text marking	9	,					Demonstrate
How does an author's purpose for writing, viewpoint, chosen text structure, and other literary choices (word choice, i.e.) make the difference between a good and great story? Wewpoint allows a effective reader to gain insight and other literary choices (word and great story? Wewpoint allows a effective reader to gain insight and (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. Specific sentences, paragraphs, and larger overall structure of a text and contributes to the development of the ideas. Written and multimedia communication in multiple formats and contexts. Recognize how a particular sentence, paragraph, chapter, or section. Recognize how a particular sentence, paragraph, chapter, or section contributes to the overall text and its meaning. Particular sentence, paragraph, chapter, or section. Recognize how a particular sentence, paragraph, chapter, or section. Recognize how a particular sentence, paragraph, chapter, or section. Recognize how a particular sentence, paragraph, chapter, or section. Recognize how a particular sentence, paragraph, chapter, or section. Recognize how a particular sentence, paragraph, chapter, or section. Recognize how a particular sentence, paragraph, chapter, or section. Recognize how a particular sentence, paragraph, chapter, or section. Recognize how a particular sentence, paragraph, chapter, or section. Recognize how a particular sentence, paragraph, chapter, or section. Recognize how a particular sentence, paragraph, chapter, or section. Recognize how a particular sentence, paragraph, chapter, or section. Recognize how a particular sentence, paragraph, chapter, or section. Recognize how a particular sentence, paragraph, chapter, or section. Recognize how a particular sentence, paragraph, chapter, or section. Recognize how a particular sentence, paragraph, chapter, or section. Recognize how a particular sentence, paragraph, chapter, or section. Recognize how a particular sentence, paragraph, chapter, or section.	"great" story?	1 1					effective oral,
How does an author's purpose for writing, viewpoint, chosen text structure, and other literary choices (word choices, i.e.) make the difference between a good and great story? How does an author's purpose for writing, author's purpose for writing, viewpoint, chosen text structure, and other literary choices (word choices, i.e.) make the difference between a good and great story?						entries	
author's purpose for writing, viewpoint, chosen text structure, and other literary choices (word choice, i.e.) make the difference between a good and great story? Apply communication in multiple storage in make the difference between a good and great story?							
viewpoint, chapter, stene, or stanza) relate to each other literary choices (word choice, i.e.) make the difference between a good and great story? Insight and chapter, strengthen understanding. Insight and strengthen understanding. Insight and chapter, strengthen understanding. Insight and strengthen understanding. Insight an			-		chapter, or section.	Text marking	
chosen text structure, and other literary choices (word choice, i.e.) make the difference between a good and great story? The difference between a good and great grown and great story? The difference between a good and great grown and great grown are to the overall text and its meaning. The difference between a good and great grown are to the overall text and its meaning. The difference between a good and great grown are to the overall text and its meaning. The difference between a good and great grown are to the overall text and its meaning. The difference between a good and great grown are to the overall text and its meaning. The difference between a good and great grown are to the overall text and its meaning. The difference between a good and great grown are to the overall text and its meaning. The difference between a good and great grown are to the overall text and its meaning. The difference between a good and great grown are to the overall text and its meaning. The difference between a good and great grown are to the overall text and its meaning. The difference between a good and great grown are to the overall text and its meaning. The difference between a good and great grown are to the overall text and its meaning. The difference between a good and great grown are to the overall text and its meaning. The difference between a good and great grown are to the overall text and its meaning.	· ·						
structure, and other literary choices (word choice, i.e.) make the difference between a good and great story? The structure and other and the whole. Other and the whole. Other and the whole. Paragraph, chapter, or section contributes to the overall text and its meaning. Paragraph, chapter, or section contributes to the overall text and its meaning. Paragraph, chapter, or section contributes to the overall text and its meaning. Paragraph, chapter, or section contributes to the overall text and its meaning. Paragraph, chapter, or section contributes to the overall text and its meaning. Paragraph, chapter, or section contributes to the overall text and its meaning. Paragraph, chapter, or section contributes to the overall text and its meaning. Paragraph, chapter, or section contributes to the overall text and its meaning. Paragraph, chapter, or section contributes to the overall text and its meaning.		_		ideas.	_		_
other literary choices (word choice, i.e.) make the difference between a good and great story? or section contributes to the overall text and its meaning. 9.3.12.ED.1 Apply communication skills with students, parents and other groups to enhance learning and a	chosen text	understanding.			*		formats and
choices (word choice, i.e.) make the difference between a good and great story? 1	-		other and the whole.				contexts.
choice, i.e.) make the difference between a good and great story? and its meaning. Apply communication skills with students, parents and other groups to enhance learning and a	_						
choice, i.e.) make the difference between a good and great story? Apply communication skills with students, parents and other groups to enhance learning and a	`						9.3.12.ED.1
difference between a good and great story? and great story? between a good and great story? communication skills with students, parents and other groups to enhance learning and a					and its meaning.		Apply
between a good and great story? skills with students, parents and other groups to enhance learning and a							
students, parents and other groups to enhance learning and a							
parents and other groups to enhance learning and a							
other groups to enhance learning and a	and great story?						1
enhance learning and a							*
learning and a							other groups to
							enhance
							learning and a
							_
learning.							
Carming.							iourining.

What makes a good story a "great" story? How does an author's purpose for writing, viewpoint, chosen text structure, and other literary choices (word choice, i.e.) make the difference between a good and great story?	Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.	NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.	RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	Define point of view as how the author feels about the situation/topic of a text. Determine an author's point of view (What do I know about the author's opinions, values, and/or beliefs?) and explain his/her purpose for writing the text. Analyze how an author develops the point of view by revealing thoughts, feelings, actions, and/or spoken words.	Formative- Identify the point of view in an informational text and text structure using a graphic organizer. Summative- Analyze the text features and structure and how they contribute to the author's point of view.		9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts. 9.3.12.ED.1 Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.
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In what ways does creative choice impact an audience? Whose story is it, and why does it matter?	To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats.	NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	Recognize that authors use various formats when presenting information on a topic/issue. Identify visual displays of information (e.g., graphs, pictures, diagrams, charts, media clips) in a text. Integrate all informational formats presented by an author to develop a deeper understanding of the topic/issue.	Create a timeline or other product to convey information about an influential individual person integrating information obtained visually, and from multiple pieces of text (biographical, informational)	8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web). 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability. 8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.	9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts. 9.3.12.ED.1 Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.
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			8.1.8.F.1	
			Explore a local	
			issue, by using	
			digital tools to	
			collect and	
			analyze data to	
			identify a	
			solution and	
			make an	
			informed	
			decision.	

readers do? Can collision readers do? Can collision reading? Can reading? Do I of use active reading and	allege and career ady and terpret a variety complex texts ith confidence d dependence.	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	RI.6.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	Identify claims that are supported by fact(s) and those that are opinion(s). Evaluate an argument using the evidence the author provides.	Reader's notebook/quickwrite	8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web). 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability. 8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real	9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts. 9.3.12.ED.1 Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning. 9.3.12.ED.3 Use critical thinking to process educational communication s, perspectives, policies and/or procedures.

			Explore a local	
			issue, by using	
			digital tools to	
			collect and	
			analyze data to	
			identify a	
			solution and	
			make an	
			informed	
			decision.	

		T			1 4	
What do good	Students are	NJSLSA.R9. Analyze	RI.6.9. Compare,	Compare how two	Multimedia	9.3.12.ED.2
readers do? Can	college and career	and reflect on how	contrast and reflect on	forms of texts can	presentation	Demonstrate
I comprehend	ready and	two or more texts	(e.g. practical	communicate the		effective oral,
what I'm	interpret a variety	address similar	knowledge,	same topic(s)/ events.	Reader's notebook	written and
reading? Do I	of complex texts	themes or topics in	historical/cultural		entries.	multimedia
use active	with confidence	order to build	context, and background	Contrast how two		communication
reading	and	knowledge or to	knowledge) one author's	forms of texts can		in multiple
strategies to	independence.	compare the	presentation of events	communicate the		*
measure my		approaches the	with that of another (e.g.,	same topic(s)/events.		formats and
understanding?		authors take.	a memoir written by and			contexts.
			a biography on the same			
			person).			9.3.12.ED.1
						Apply
						communication
						skills with
						students,
						parents and
						other groups to
						enhance
						learning and a
						commitment to
						learning.
						icariiiig.
						9.3.12.ED.3
						Use critical
						thinking to
						process
						educational
						communication
						s, perspectives,
						policies and/or
						procedures.

				1		
What do good readers do? Can I comprehend what I'm reading? Do I	Students are college and career ready and interpret a variety of complex texts	NJSLSA.R10. Read and comprehend complex literary and informational texts independently and	RI.6.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or	Read complex grade level texts. Reread a text to find more information or clarify ideas.	Reading logs	9.3.12.ED-AD M.2 Identify behaviors necessary for
use active reading strategies to measure my	with confidence and independence.	proficiently with scaffolding as needed.	above, with scaffolding as needed.	Use active reading strategies (ask questions, make connections, etc.) to		developing and sustaining a positive learning
understanding?				help me understand difficult, complex text.		culture.

			2.12 04	meatam wap			
What do good	Writing should be	NJSLSA.R1. Read	W.6.1. Write arguments	Identify a topic that	Quick write/Literary	8.1.8.B.1	9.3.12.ED.2
writers do?	purposely	closely to determine	to support claims with	causes or has caused	Analysis in which	Synthesize and	Demonstrate
	focused, detailed,	what the text says	clear reasons and	a debate in society.	writers make a support	publish	effective oral,
What's my	organized, and	explicitly and to make	relevant evidence. A.		a claim about the	information	written and
purpose and	sequenced in a	logical inferences and	Introduce claim(s) and	Choose a side of the	individual/subject	about a local or	multimedia
how do I	way that clearly communicates the	relevant connections from it; cite specific	organize the reasons and evidence clearly. B.	argument and identify reasons that		global issue or	communication
develop it?	ideas to the	textual evidence when	Support claim(s) with	support my choice.		event (ex.	in multiple
	reader.	writing or speaking to	clear reasons and	support my enoice.		telecollaborative	formats and
	Touter.	support conclusions	relevant evidence, using	Determine the		project, blog,	contexts.
		drawn from the text.	credible sources and	credibility of a		school web).	
			demonstrating an	source. I can support		8.1.8.A.2 Create	9.3.12.ED-TT.
			understanding of the	my argument with		a document (e.g.	5 Establish a
			topic or text. C. Use	textual evidence		newsletter,	positive climate
			words, phrases, and	found in credible		reports,	to promote
			clauses to clarify the	sources.		personalized	learning
			relationships among claim(s) and reasons. D.	Present my argument		learning plan,	icuming
			Establish and maintain a	in a formal style that		business letters	
			formal/academic style,	includes an		or flyers) using	
			approach, and form. E.	introduction,		one or more	
			Provide a concluding	supporting details		digital	
			statement or section that	with transitions, and		applications to	
			follows from the	provide a concluding		be critiqued by	
			argument presented.	statement/section that		professionals for	
				supports my argument.		usability.	
				argument.		8.1.8.E.1	
						Effectively use a	
						variety of search	
						tools and filters	
						in professional	
						public databases	
						to find	
						information to	
						solve a real	
						world problem.	
						8.1.8.F.1	

			Explore a local	
			issue, by using	
			digital tools to	
			collect and	
			analyze data to	
			identify a	
			solution and	
			make an	
			informed	
			decision.	

What do good writers do? What's my purpose and how do I develop it?	Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.	NJSLSA.W2. Write informative/explanato ry texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. A. 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. B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. C. Use appropriate transitions to clarify the relationships among ideas and concepts. D. Use precise language and domain-specific vocabulary to inform about or explain the topic. E. Establish and maintain a formal/academic style, approach, and form. F. Provide a concluding	Select a topic and identify and gather relevant information (e.g., facts, definitions, details, quotations, examples) to share with my audience. Define common organizational/format ting structures and determine the structure(s) that will allow me to organize my information best. Analyze the information, identify vocabulary specific to my topic, and organize information gathered using my chosen structure(s). Present my information in a formal style that includes an introduction, supporting details, transitions (to clarify when I move from one idea to another), and provide a concluding statement/section that supports the information presented.	Use multiple text structures to write an informational piece about an influential individual as part of a multi-media presentation. Additional minor/quick writes to further reinforce a particular skill/concept.	8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web). 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability. 8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem. 8.1.8.F.1	9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts
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		statement or section that		Explore a local	
		follows from the		issue, by using	
		information or		digital tools to	
		explanation presented.		collect and	
				analyze data to	
				identify a	
				solution and	
				make an	
				informed	
				decision.	

What does a	Effective research	NJSLSA.W6 Use	W.6.6-Use technology,	Identify appropriate	Research writing-	8.1.5.A.1 Select	9.3.12.ED.2
good researcher	presents an	technology, including	including the Internet, to	technology that will	multimedia	and use the	
do?	answer to a	the Internet, to	produce and publish	help me compose,	presentation.	appropriate digital	Demonstrate
uo:	question,	produce and publish	writing as well as to	edit, and publish my	presentation.	tools and	effective oral,
Why can't good	demonstrates	writing and to interact	interact and collaborate	writing.		resources to	written and
researchers	understanding of	and collaborate with	with others; demonstrate	writing.		accomplish a	multimedia
simply cut and	the inquiry, and	others.	sufficient command of			variety of tasks,	communication
paste	properly cites	others.	keyboarding skills			including problem	in multiple
information?	information from		Reyboarding skins			solving.	formats and
information:	multiple sources.					solving.	contexts.
	munipic sources.					8.1.5.A.2. Format	contexts.
						a document using	0.0.10.FD. +D
						a word processing	9.3.12.ED-AD
						application to	M.2 Identify
						enhance text and	behaviors
						include graphics,	necessary for
						symbols, and/or	developing and
						pictures.	sustaining a
						protures.	positive
						8.1.2.B.1.	learning
						Illustrate and	culture.
						communicate	culture.
						original ideas and	
						stories using	
						multiple digital	
						tools and	
						resources.	
						8.1.5.A.3. Use a	
						graphic organizer	
						to organize	
						information about	
						a problem or	
						issue.	
						8.1.5.E.1. Use	
						digital tools to	
						research and	
						evaluate the	
						accuracy of,	
						relevance to, and	

			appropriateness of	
			using print and	
			non-print	
			electronic	
			information	
			sources to	
			complete a variety	
			of tasks.	
			8.1.5.F.1. Apply	
			digital tools to	
			collect, organize,	
			and analyze data	
			that support a	
			scientific finding.	

What does a good researcher do? Why can't good researchers simply cut and paste information?	Effective research presents an answer to a question, demonstrates understanding of the inquiry, and properly cites information from multiple sources.	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.	W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	Define research and distinguish how research differs from other types of writing. Focus my research around a central question that is provided or determine a research worthy question. Choose several sources. Analyze the information found in my sources to determine if it provides enough support to answer my question. Refocus my research when needed and adjust my question when necessary.	Formative – Review research notes and reference list in preparation for essay/multimedia presentation. Summative – Use rubric to assess informational writing with focus on use of multiple sources.	8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web). 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability. 8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem. 8.1.8.F.1	9.1.8.B.1 Use multiple points of view to create alternative solutions. 9.1.8.D.1 Employ appropriate conflict resolution strategies 9.1.8.F.1 Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom.
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			Explore a local	
			issue, by using	
			digital tools to	
			collect and	
			analyze data to	
			identify a	
			solution and	
			make an	
			informed	
			decision.	

W/I 4 . I .	T.CC	MIGICA WO C 4	W.6.8-Gather relevant	D. (F	015 4 1 0 1 4	
What does a	Effective research	NJSLSA.W8. Gather		Determine the	Formative –	8.1.5.A.1 Select	0.2.12 ED 2
good researcher	presents an	relevant information	information from	credibility of a	Use an exit slip to	and use the	9.3.12.ED.2
do?	answer to a	from multiple print	multiple print	source by reviewing	define plagiarism and	appropriate digital	Demonstrate
	question,	and digital sources,	and digital sources;	who wrote it, when it	paraphrasing.	tools and	effective oral,
Why can't good	demonstrates	assess the credibility	assess the credibility of	was written, and why		resources to	written and
researchers	understanding of	and accuracy of each	each source; and quote	it was written.	Summative –	accomplish a	multimedia
simply cut and	the inquiry, and	source, and integrate	or paraphrase the data	Gather information	Completed	variety of tasks,	communication
paste	properly cites	the information while	and conclusions of others	needed to support my	bibliography for	including problem	
information?	information from	avoiding plagiarism.	while avoiding	research.	biographical essay	solving.	in multiple
	multiple sources.		plagiarism	Define plagiarism.			formats and
			and providing basic	Determine when my		8.1.5.A.2. Format	contexts.
			bibliographic	research data or facts		a document using	
			information for sources.	must be quoted in my		a word processing	9.3.12.ED-AD
				writing vs.		application to	M.2 Identify
				paraphrased.		enhance text and	behaviors
				Avoid plagiarism by		include graphics,	
				paraphrasing.		symbols, and/or	necessary for
				Provide bibliographic		pictures.	developing and
				information for			sustaining a
				sources that I		8.1.2.B.1.	positive
				paraphrased or		Illustrate and	learning
				quoted in my writing.		communicate	culture.
						original ideas and	
						stories using	
						multiple digital	
						tools and	
						resources.	
						8.1.5.A.3. Use a	
						graphic organizer	
						to organize	
						information about	
						a problem or	
						issue.	
						8.1.5.E.1. Use	
						digital tools to	
						research and	
						evaluate the	
						accuracy of,	
						relevance to, and	

			appropriateness of	
			using print and	
			non-print	
			electronic	
			information	
			sources to	
			complete a variety	
			of tasks.	
			8.1.5.F.1. Apply	
			digital tools to	
			collect, organize,	
			and analyze data	
			that support a	
			scientific finding.	

Why write?	Effective writers	NJSLSA.W9. Draw	W.6.9. Draw evidence	Determine textual	Claim quick write	9.3.12.ED.1
	use a variety of	evidence from literary	from literary or	evidence that		Apply
What do good	formats to	or informational texts	informational texts to	supports my analysis,		communication
writers do?	communicate	to support analysis,	support analysis,	reflection, and/or		skills with
	ideas appropriate	reflection, and	reflection, and	research.		students,
	for the audience,	research.	research.			parents and
	task, and time		A. Apply <i>grade</i> 6	Compose written		*
	frame.		Reading standards to	responses and		other groups to
			literature (e.g.,	include textual		enhance
			"Compare and contrast	evidence to		learning and a
			texts in different forms	strengthen my		commitment to
			or genres [e.g., stories	analysis, reflection,		learning.
			and poems; historical	and /or research.		
			novels and fantasy			9.3.12.ED.2
			stories] in terms of their approaches to			Demonstrate
			similar themes and			effective oral,
			topics").			written and
			B. Apply <i>grade</i>			multimedia
			6 Reading standards			
			to literary nonfiction			communication
			(e.g., "Trace and			in multiple
			evaluate the argument			formats and
			and specific claims in			contexts.
			a text, distinguishing			
			claims that are			
			supported by reasons			
			and evidence from			
			claims that are not").			

What do good writers do?	Effective writers use a variety of formats to communicate ideas appropriate for the audience, task, and time frame.	NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	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.	Recognize that different writing tasks require varied time frames to complete. Determine a writing format/style to fit my task, purpose, and/or audience. Write for a variety of reasons (e.g., to inform, persuade, describe, entertain/convey an experience, etc.).	Writer's notebooks, quick writes, and process pieces.	8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools. 8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).	9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts. 9.3.12.ED-TT. 5 Establish a positive climate to promote learning
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What makes	Comprehension is	NJSLSA.SL1.	SL.6.1-Engage	I can review the	Interactive Read Aloud	8.1.8.A.1	9.3.12.ED.1
collaboration	enhanced through	Prepare for and	effectively in a range of	required material to	micractive Read Aloud	Demonstrate	
meaningful?	a collaborative	participate effectively	collaborative discussions	be discussed and	Reader's Notebook		Apply
meaningrai.	process of sharing	in a range of	(one-on-one, in groups,	determine key points	responses	knowledge of a	communication
What will help	and evaluating	conversations and	and teacher led) with	and/or central ideas.		real world	skills with
me make	ideas.	collaborations with	diverse partners on grade	I can create questions		problem using	students,
meaning from a		diverse partners,	6 topics, texts, and	and locate key		digital tools.	parents and
variety of		building on others'	issues, building on	textual evidence to			other groups to
sources?		ideas and expressing	others' ideas and	contribute to a		8.1.8.B.1	enhance
		their own clearly and	expressing their own	discussion on the		Synthesize and	learning and a
		persuasively.	clearly.	given topic, text, or		publish	commitment to
			a. Come to discussions	issue. I can define		information	learning.
			prepared, having read or	the rules and roles		about a local or	-
			studied required	necessary for		global issue or	9.3.12.ED.3
			material; explicitly draw on that preparation by	collaborative discussion. I can		event (ex.	Use critical
			referring to evidence on	come prepared with		telecollaborative	thinking to
			the topic, text, or issue to	key points and		project, blog,	process
			probe and reflect on	textual evidence to		school web).	educational
			ideas under discussion.	contribute to a		senoor web).	communication
			b. Follow rules for	discussion. I can		8.1.8.A.2 Create	s, perspectives,
			collegial discussions, set	participate in a		a document (e.g.	policies and/or
			specific goals and	discussion by posing		newsletter,	procedures.
			deadlines, and define	questions,		,	procedures.
			individual roles as	responding to		reports,	0.2.12.ED. AD.
			needed.	questions, and		personalized	9.3.12.ED-AD
			c. Pose and respond to	elaborating on my		learning plan,	M.2 Identify
			specific questions with	own key ideas and/or		business letters	behaviors
			elaboration and detail by	the ideas of others. I		or flyers) using	necessary for
			making comments that contribute to the topic,	can review the key ideas presented in a		one or more	developing and
			text, or issue under	discussion and		digital	sustaining a
			discussion.	paraphrase others'		applications to	positive
			d. Review the key ideas	ideas to show my		be critiqued by	learning
			expressed and	understanding of		professionals for	culture.
			demonstrate	multiple		usability.	
			understanding of	perspectives.		8.1.8.E.1	
			multiple perspectives			Effectively use a	
			through reflection and			variety of search	

	paraphrasii	ng.	tools and filters
			in professional
			public databases
			to find
			information to
			solve a real
			world problem.
			8.1.8.F.1
			Explore a local
			issue, by using
			digital tools to
			collect and
			analyze data to
			identify a
			solution and
			make an
			informed
			decision.

What makes a presentation	Presentation of knowledge and	NJSLSA.SL5. Make strategic use of digital	SL.6.5-Include multimedia components	Identify parts of my presentation that	Multi-media presentation based on	8.1.8.B.1 Synthesize and	9.3.12.ED.2 Demonstrate
"great"?	ideas is enhanced through	media and visual displays of data to	(e.g., graphics, images, music, sound) and visual	could use clarification.	the life of an influential individual.	publish	effective oral,
Does "what I	appropriate	express information	displays in presentations	Determine an		information	written and
say" versus	organization and	and enhance	to clarify information.	appropriate media		about a local or	multimedia
"how I say it"	style for an	understanding of		component or visual		global issue or	communication
matter?	audience via the	presentations.		display to clarify my		event (ex. telecollaborative	in multiple formats and
	use of visual displays,			information.			
	technology, and					project, blog,	contexts.
	appropriate use of					school web). 8.1.8.A.2 Create	9.3.12.ED-TT.
	language.					a document (e.g.	5 Establish a
						newsletter,	positive climate
						reports,	to promote
						personalized	learning
						learning plan,	icarining
						business letters	
						or flyers) using	
						one or more	
						digital	
						applications to	
						be critiqued by	
						professionals for	
						usability.	
						8.1.8.E.1	
						Effectively use a	
						variety of search	
						tools and filters	
						in professional	
						public databases	
						to find	
						information to	
						solve a real	
						world problem.	
						8.1.8.F.1	

			Explore a local	
			issue, by using	
			digital tools to	
			collect and	
			analyze data to	
			identify a	
			solution and	
			make an	
			informed	
			decision.	

language matter? Speaking or writing relies on the appropriate take to truly communicate clearly? Learly? Of ideas when speaking or writing relies on the appropriate alta to truly a communicate clearly? Learly? Of ideas when speaking or writing relies on the appropriate at take to truly as of the communicate clearly? Of ideas when speaking or writing or standard English grammar and usage when writing or speaking. A Ensure that pronouns are in the proper case subjective, objective, possessive). B. Use intensive pronouns (e.g., myself, ourselves). C. Recognize and correct inappropriate shifts in pronoun number and Of ideas when speaking or writing or standard English grammar and usage when writing or standard English ave been used incorrectly. Identify errors and correct. Summative - Analyze student writing for use of standard English conventions of antecedent of a pronoun (the word or group of words a pronoun replaces). Summative - Analyze student writing for use of standard English conventions in their various forms.	9.3.12.ED-TT. 5 Establish a positive climate to promote
matter? speaking or writing relies on the appropriate take to truly communicate clearly? Indicated the appropriate take to truly and the appropriate take to truly communicate clearly? Indicated the appropriate take to truly as of the clearly? Indicated the appropriate take to truly as of the clearly? Indicated the appropriate take to truly as of the clearly? Indicated the appropriate take to truly as of the communicate conventions of standard English grammar and usage when writing or speaking. Indicated the appropriate when writing or speaking. Indicate the appropriate when writing or speaking. Indicated the appropriate when writing or speaking. Identify the antecedent of a pronoun (the word or group of words a correct. Identify the water defect of a pronoun tendered. Indicated the appropriate when writing or standard English thate ends in standard English thate the speaking. Indicated the appropriate when writing or standard English thate the speaking. Indicated the appropriate when writing or standard English thate the speaking. Indicated the appropriate when writing or standard English the standard English the the speaking. Indicated the appropriate when writing or standard English the the speaking. Indicated th	positive climate
Writing relies on the appropriate use of the communicate clearly? What does it take to truly communicate clearly? It is appropriate use of the conventions of language. When writing or speaking. It is appropriate use of the use of the conventions of language. Writing relies on the appropriate usage when writing or speaking. It is an antecedent of a pronoun (the word or group of words a subjective, objective, objective, objective, objective, objective, pronoun replaces). Summative - Analyze student writing for use of standard English ourselves). C. Recognize and correct inappropriate shifts in pronoun number and use	-
What does it take to truly use of the communicate clearly? What does it take to truly use of the language. What does it take to truly use of the communicate clearly? It is appropriate use of the use of the conventions of communicate clearly? It is appropriate use of the use of the use of the conventions of communicate clearly? It is appropriate use of the use of the use of the word or speaking. It is appropriate use of the use of the use of the word or speaking. It is an antecedent of a pronoun (the word or group of words a pronoun replaces). It is an antecedent of a pronoun (the word or group of words a pronoun replaces). It is an antecedent of a pronoun (the word or group of words a pronoun replaces). It is an antecedent of a pronoun (the word or group of words a pronoun replaces). It is an antecedent of a pronoun (the word or group of words a pronoun replaces). It is an antecedent of a pronoun (the word or group of words a pronoun replaces). It is an antecedent of a pronoun (the word or group of words a pronoun replaces). It is an antecedent of a pronoun (the word or group of words a pronoun replaces). It is an antecedent of a pronoun (the word or group of words a pronoun replaces). It is an antecedent of a pronoun (the word or group of words a pronoun replaces). It is an antecedent of a pronoun (the word or group of words a pronoun replaces). It is an antecedent of a pronoun (the word or group of words a pronoun replaces). It is an antecedent of a pronoun (the word or group of words a pronoun replaces). It is an antecedent of a pronoun tentified in the pronoun service in the pronoun service in the pronoun replaces. It is an antecedent of a pronoun tentified in the pronoun service in the pronou	-
take to truly use of the conventions of language. Ithe appropriate use of the take to truly communicate clearly? Ithe appropriate use of the use of the conventions of language. Ithe appropriate use of the use of the conventions of language. Ithe appropriate use of the use of the conventions of language. Ithe appropriate use of the use of the use of the pronoun (the word or group of words a pronoun replaces). Identify intensive pronouns (a pronoun that ends in -self or -selves that emphasizes its in pronoun number and usage when writing or speaking. Identify errors and correct. Identify intensive pronouns (a pronoun that ends in -self or -selves that emphasizes its antecedent) and use	
communicate conventions of language. speaking. are in the proper case subjective, objective, possessive). b. Use intensive pronouns (e.g., myself, ourselves). c. Recognize and correct inappropriate shifts in pronoun number and speaking. speaking. speaking. speaking. speaking. speaking. speaking. speaking. subjective, objective, pronoun replaces).	learning
clearly? language. subjective, objective, possessive). b. Use intensive pronouns (e.g., myself, ourselves). c. Recognize and correct inappropriate shifts in pronoun number and subjective, objective, possessive). Identify intensive student writing for use of standard English conventions in their various forms.	leanning
possessive). b. Use intensive pronouns (e.g., myself, ourselves). c. Recognize and correct inappropriate shifts in pronoun number and Summative - Analyze student writing for use of standard English conventions in their various forms.	0.2.12 ED 2
b. Use intensive pronouns (e.g., myself, ourselves). c. Recognize and correct inappropriate shifts in pronoun number and b. Use intensive pronouns (a pronoun that ends in –self or –selves that emphasizes its antecedent) and use student writing for use of standard English conventions in their various forms.	9.3.12.ED.2
pronouns (e.g., myself, ourselves). c. Recognize and correct inappropriate shifts in pronoun number and pronouns (a pronoun that ends in –self or –selves that emphasizes its antecedent) and use of standard English conventions in their various forms.	Demonstrate
ourselves). c. Recognize and correct inappropriate shifts in pronoun number and that ends in –self or –selves that emphasizes its antecedent) and use conventions in their various forms.	effective oral,
c. Recognize and correct inappropriate shifts in pronoun number and pronoun number and correct inappropriate shifts in pronoun number and inappropriate sh	written and
inappropriate shifts in emphasizes its pronoun number and antecedent) and use	multimedia
pronoun number and antecedent) and use	communication
pronoun number and antecedent) and use	in multiple
	formats and
person. unem correctly in my	contexts.
d. Recognize and correct writing and speaking.	Contexts.
vague pronouns	1
(i.e., ones with unclear or Determine when a	1
ambiguous pronoun and its	I
antecedents).* antecedent do not	I
e. Recognize variations match (the pronoun from standard English in must match the word	1
	1
	1
writing and and person). I can speaking, and identify identify and correct a	1
	1
and use strategies to vague antecedent. improve expression in	I
conventional language.* Identify and correct	I
misuses of pronouns	I
in my own and	1
other's work.	1)

Why do the rules of language matter? What does it take to truly communicate clearly?	Effective communication of ideas when speaking or writing relies on the appropriate use of the conventions of language.	NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.6.2-Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parentheti cal elements.* b. Spell correctly.	Determine when to capitalize words. Define nonrestrictive elements vs. restrictive elements. Define parenthetical elements. Enclose nonrestrictive and parenthetical elements with commas to separate these elements from the rest of the sentence. Recognize that nonrestrictive elements and parenthetical elements can also be set apart from the sentence using parentheses (reduce the importance) and dashes (increase the importance).	Assess student understanding of standard English conventions through written assignments.	9.1.8.F.1 Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom
				dashes (increase the		

When a word doesn't make sense, what can I do to figure it out? How do I use what I know to figure out what I don't?	Effective readers and writers use knowledge of the structure and context of language to acquire, clarify, and appropriately use vocabulary.	NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	L.6.4-Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as	Infer the meaning of unknown words using context clues. Recognize and define common Greek and Latin affixes and roots. Break down unknown words into units of meaning to infer the definition of the unknown word. Verify my inferred meaning of an	Word study prefixes and suffixes.	9.3.12.ED-AD M.2 Identify behaviors necessary for developing and sustaining a positive learning culture.
			or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.			
			d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).			

Unit 4 Reading and Writi	Unit 4 Reading and Writing Like a Scientist									
8 Weeks										
use author's purpose for writing, viewpoint, chosen text structure, and other literary	Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.	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.	RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.	Read closely and find answers explicitly in text (right their answers) and answers that require an inference. Define inference and explain how a reader uses textual evidence to reach a logical conclusion ("based on what I've read, it's most likely true that"	 Synthesis activity Graphic organizer Written Summary 		9.3.12.ED-AD M.2 Identify behaviors necessary for developing and sustaining a positive learning culture.			

	T		T	T	T	
How do readers	Analyzing texts	NJSLSA.R2.	RI.6.2. Determine a	Analyze a text and	 Synthesis activity 	9.3.12.ED.2
use author's	for structure,	Determine central	central idea of a text and	determine how an	 Graphic organizer 	Demonstrate
purpose for	purpose, and	ideas or themes of a	how it is conveyed	author's use of details	Written Summary	effective oral,
writing,	viewpoint allows	text and analyze their	through particular	conveys(makes		written and
viewpoint,	an effective	development;	details; provide a	known) the central		multimedia
chosen text	reader to gain	summarize the key	summary of the text	idea.		
structure, and	insight and	supporting details and	distinct from personal			communication
other literary	strengthen	ideas.	opinions or judgements.	Compose a summary		in multiple
choices (word	understanding.			stating key points of		formats and
choice, i.e.) to				the text without		contexts.
support their				adding my own		
understanding of				opinions or feelings.		9.3.12.ED.1
text?						Apply
						communication
						skills with
						students,
						parents and
						other groups to
						enhance
						learning and a
						commitment to
						learning.
						1

How do readers use author's purpose for writing, viewpoint, chosen text structure, and other literary choices (word choice, i.e.) to	Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.	NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	Distinguish which individual(s), event(s),and/or idea(s) are key (must be included) for the text to be valid.	Reader's Notebook-Write why author included events in text.	9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.
support their understanding of text?						9.3.12.ED.1 Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.

use author's frurpose for writing, viewpoint, chosen text structure, and other literary s	Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.	NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, technical meanings.	Define and identify, in the text, various forms of figurative language (simile, metaphor, hyperbole, personification, alliteration, onomatopoeia, etc.). Distinguish between literal and figurative language and denotative and connotative meanings. Recognize content-specific vocabulary and understand their purpose in a specific text (e.g., "stem" as in flower and "stem" in an article about cell research).	Students will create their own glossary(personal word wall) of terms and phrases.		9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts. 9.3.12.ED.1 Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.
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What do good readers do? Can I comprehend what I'm reading? Do I use active reading strategies to measure my understanding?	Effective readers use a variety of strategies to make sense of key ideas and details presented in text.	NJSLSA.R9. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RI.6.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another.	Define central idea (main point in a piece of writing). Analyze a text and determine how an author's use of details conveys the central idea. Write an objective summary that includes the key points of the text, not my opinions or feelings.	 Synthesis activity Graphic organizer Written Summary Create a Venn Diagram comparing/contrasti ng two texts that address the same topic. OEQ response comparing and contrasting two given texts on the same topic. 	9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts. 9.3.12.ED.1 Apply communication skills with students, parents and other groups to
						learning and a commitment to learning. 9.3.12.ED.3 Use critical thinking to process educational communication s, perspectives, policies and/or procedures.

What do good	Students are	NJSLSA.R10 Read	RI.6.10	Read complex grade	Reading log or other	9.3.12.ED-AD
readers do? Can	college and career	and comprehend	By the end of the year,	level texts.	tracking system	M.2 Identify
I comprehend	ready and	complex literary and	read and comprehend	Reread a text to find		behaviors
what I'm	interpret a variety	informational texts	literary nonfiction in the	more information or	Reader's notebook	necessary for
reading? Do I	of complex texts	independently and	grades 6-8 text	clarify ideas.	entry Strategy work	developing and
use active	with confidence	proficiently.	complexity band	Use active reading		
reading	and		proficiently, with	strategies (ask		sustaining a
strategies to	independence.		scaffolding as needed at	questions, make		positive
measure my			the high end of the	connections, etc.) to		learning
understanding?			range.	help me understand		culture.
				difficult, complex		
				text.		

What do good writers do? What's my purpose and how do I develop it?	Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.	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.	W.6.1. Write arguments to support claims with clear reasons and relevant evidence. A. Introduce claim(s) and organize the reasons and evidence clearly. B. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. C. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. D. Establish and maintain a formal/academic style, approach, and form. E. Provide a concluding statement or section that follows from the argument presented.	Identify a topic that causes or has caused a debate in society. Choose a side of the argument and identify reasons that support my choice. Determine the credibility of a source. I can support my argument with textual evidence found in credible sources. Present my argument in a formal style that includes an introduction, supporting details with transitions, and provide a concluding statement/section that supports my argument.	 Synthesis activity 6ODS3 Argument Argumentative Essay based on research 	8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web). 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability. 8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem. 8.1.8.F.1	9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts. 9.3.12.ED-TT. 5 Establish a positive climate to promote learning
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			Explore a local	
			issue, by using	
			digital tools to	
			collect and	
			analyze data to	
			identify a	
			solution and	
			make an	
			informed	
			decision.	

What do good	Writing should be	NJSLSA.W2. Writing	W.6.2. Write	Select a topic and	6ODS3 Argument	9.3.12.ED.2
writers do?	purposely	informative/explanato	informative/explanatory	identify and gather	00D33 Algument	
writers do?		ry texts to examine		relevant information	Cummoru	Demonstrate
What's me	focused, detailed,	and convey complex	texts to examine a topic		Summary	effective oral,
What's my	organized, and		and convey ideas,	(e.g, facts,		written and
purpose and	sequenced in a	ideas and information	concepts, and	definitions, details,		multimedia
how do I	way that clearly	clearly and accurately	information through the	quotations,	Argumentative Essay	communication
develop it?	communicates the	through the effective	selection, organization,	examples) to share	based on research	in multiple
	ideas to the	selection,	and analysis of relevant	with my audience.		
	reader.	organization, and	content. A. Introduce a	Define common		formats and
		analysis of content.	topic and organize ideas,	organizational/format		contexts
			concepts, and	ting structures and		
			information, using text	determine the		
			structures (e.g.,	structure(s) that will		
			definition, classification,	allow me to organize		
			comparison/contrast,	my information best.		
			cause/effect, etc.) and			
			text features (e.g.,	Analyze the		
			headings, graphics, and	information, identify		
			multimedia) when useful	vocabulary specific		
			to aiding comprehension.	to my topic, and		
			B. Develop the topic	organize information		
			with relevant facts,	gathered using my		
			definitions, concrete	chosen structure(s).		
			details, quotations, or			
			other information and	Present my		
			examples. C. Use	information in a		
			appropriate transitions to	formal style that		
			clarify the relationships	includes an		
			among ideas and	introduction,		
			concepts. D. Use precise	supporting details,		
			language and	transitions (to clarify		
			domain-specific	when I move from		
			vocabulary to inform	one idea to another),		
			about or explain the	and provide a		
			topic. E. Establish and	concluding		
			maintain a	statement/section that		
			formal/academic style,	supports the		
			approach, and form. F.	information		
			Provide a concluding	presented.		

						,	
What does a good researcher do? Why can't good researchers simply cut and paste information?	Effective research presents an answer to a question, demonstrates understanding of the inquiry, and properly cites information from multiple sources.	NJSLSA.W7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	statement or section that follows from the information or explanation presented. W.6.7-Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	Define research and distinguish how research differs from other types of writing. Focus my research around a central question that is provided or determine a research worthy question.	6ODS3 Argument Argumentative Essay based on research Synthesis Activity		9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple
	multiple sources.	investigation.		Choose several sources.			formats and contexts
				Analyze the information found in my sources to			
				determine if it provides enough support to answer my			
				question. Refocus my research			
				when needed and adjust my question when necessary.			

	1	T			1	1	
What does a	Effective research	NJSLSA.W8 Gather	W.6.8-Gather relevant	Determine the	6ODS3 Argument	8.1.5.A.1 Select	
good researcher	presents an	relevant information	information from	credibility of a		and use the	
do? Why can't	answer to a	from multiple print	multiple print	source by reviewing	Argumentative Essay	appropriate digital	9.3.12.ED.2
good researchers	question,	and digital sources,	and digital sources;	who wrote it, when it	based on research	tools and	Demonstrate
simply cut and	demonstrates	assess the credibility	assess the credibility of	was written, and why		resources to	effective oral,
paste	understanding of	and accuracy of each	each source; and quote	it was written.	Synthesis Activity	accomplish a	written and
information?	the inquiry, and	source, and integrate	or paraphrase the data	Gather information		variety of tasks,	multimedia
	properly cites	the information while	and conclusions of others	needed to support my		including problem	
	information from	avoiding plagiarism.	while avoiding	research.		solving.	communication
	multiple sources.		plagiarism	Define plagiarism.			in multiple
			and providing basic	Determine when my		8.1.5.A.2. Format	formats and
			bibliographic	research data or facts		a document using	contexts.
			information for	must be quoted in my		a word processing	
			sources.	writing vs.		application to	9.3.12.ED-AD
				paraphrased.		enhance text and	M.2 Identify
				Avoid plagiarism by		include graphics,	behaviors
				paraphrasing.		symbols, and/or	necessary for
				Provide bibliographic		pictures.	•
				information for			developing and
				sources that I		8.1.2.B.1.	sustaining a
				paraphrased or		Illustrate and	positive
				quoted in my writing.		communicate	learning
						original ideas and	culture.
						stories using	
						multiple digital	
						tools and	
						resources.	
						8.1.5.A.3. Use a	
						graphic organizer	
						to organize information about	
						a problem or issue.	
						8.1.5.E.1. Use	
						digital tools to	
						research and	
						evaluate the	
						accuracy of,	
						relevance to, and	
						relevance to, and	

			appropriateness of	
			using print and	
			non-print	
			electronic	
			information	
			sources to	
			complete a variety	
			of tasks.	
			8.1.5.F.1. Apply	
			digital tools to	
			collect, organize,	
			and analyze data	
			that support a	
			scientific finding.	

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What makes	Producing clear	NJSLSA.W6. Use	W.6.6-Use technology,	Identify appropriate	6ODS3 Argument	8.1.5.A.1 Select	9.3.12.ED.2
writing "clear"?	ideas as a writer	technology, including	including the Internet, to	technology that will		and use the	Demonstrate
	involves selecting	the Internet, to	produce	help me compose,	Argumentative Essay	appropriate digital	effective oral,
What does it	appropriate style	produce and publish	and publish writing as	edit, and publish my	based on research	tools and	written and
take to create a	and structure for	writing and to interact	well as to interact and	writing.		resources to	multimedia
great "final"	an audience and	and collaborate with	collaborate with others;		Synthesis Activity	accomplish a	communication
product?	is strengthened	others.	demonstrate sufficient			variety of tasks,	
	through revision		command of			including problem	in multiple
	and technology.		keyboarding skills			solving.	formats and
							contexts.
						8.1.5.A.2. Format	
						a document using	9.3.12.ED-AD
						a word processing	M.2 Identify
						application to	behaviors
						enhance text and	
						include graphics,	necessary for
						symbols, and/or	developing and
						pictures.	sustaining a
							positive
						8.1.2.B.1.	learning
						Illustrate and	culture.
						communicate	culture.
						original ideas and	
						stories using	
						multiple digital	
						tools and	
						resources.	
						8.1.5.A.3. Use a	
						graphic organizer	
						to organize	
						information about	
						a problem or	
						issue.	
						8.1.5.E.1. Use	
						digital tools to	
						research and	
						evaluate the	
						accuracy of,	
						relevance to, and	

						appropriateness of using print and non-print electronic information sources to complete a variety of tasks. 8.1.5.F.1. Apply digital tools to collect, organize, and analyze data that support a scientific finding.	
What makes collaboration meaningful? What will help me make meaning from a variety of sources?	Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.	NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally	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.	Identify key ideas presented in a variety of media and formats (e.g., charts, graphs, tables, websites, speeches). Explain how media and formats add meaning to a topic, text, or issue.	Summary of informational texts. Oral debate Interactive Read Aloud	8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools. 8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web). 8.1.8.A.2 Create a document (e.g. newsletter,	9.3.12.ED.1 Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning. 9.3.12.ED.3 Use critical thinking to process educational communication s, perspectives, policies and/or procedures.

			reports,	
				9.3.12.ED-AD
			personalized	
			learning plan,	M.2 Identify
			business letters	behaviors
			or flyers) using	necessary for
			one or more	developing and
			digital	sustaining a
			applications to	positive
			be critiqued by	learning
			professionals for	culture.
			usability.	
			8.1.8.E.1	
			Effectively use a	
			variety of search	
			tools and filters	
			in professional	
			public databases	
			to find	
			information to	
			solve a real	
			world problem.	
			8.1.8.F.1	
			Explore a local	
			issue, by using	
			digital tools to	
			collect and	
			analyze data to	
			identify a	
			solution and	
			make an	
			informed	
			decision.	

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What makes a	Presentation of	NJSLSA.SL5. Make	SL.6.5-Include	Identify parts of my	Argumentative Essay	
presentation	knowledge and	strategic use of digital	multimedia components	presentation that		9.3.12.ED.2
"great"? Does	ideas is enhanced	media and visual	(e.g., graphics, images,	could use	Interactive Read Aloud	Demonstrate
"what I say"	through	displays of data to	music, sound) and visual	clarification.		effective oral,
versus "how I	appropriate	express information	displays in presentations	Determine an		
say it" matter?	organization and	and enhance	to clarify information.	appropriate media		written and
	style for an	understanding of		component or visual		multimedia
	audience via the	presentations.		display to clarify my		communication
	use of visual			information.		in multiple
	displays,					formats and
	technology, and					contexts.
	appropriate use of					
	language.					9.3.12.ED-TT.
						5 Establish a
						positive climate
						_
						to promote
						learning

Why do the rules of language matter? What does it take to truly communicate clearly?	Effective communication of ideas when speaking or writing relies on the appropriate use of the conventions of language.	NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.6.1-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Ensure that pronouns are in the proper case subjective, objective, possessive). b. Use intensive pronouns (e.g., myself, ourselves). c. Recognize and correct inappropriate shifts in pronoun number and person.* d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).* e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*	Format titles correctly when citing sources Identify intensive pronouns (a pronoun that ends in –self or –selves that emphasizes its antecedent) and use them correctly in my writing and speaking. Determine when a pronoun and its antecedent do not match (the pronoun must match the word it replaces in number and person). I can identify and correct a vague antecedent. Identify and correct misuses of pronouns in my own and other's work.	Writing rubric Teacher selected practice		9.3.12.ED-TT. 5 Establish a positive climate to promote learning 9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.
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When a word	Effective readers	NJSLSA.L4.	L.6.4-Determine or	Infer the meaning of	Word study: prefixes,	9.3.12.ED-AD
doesn't make	and writers use	Determine or clarify	clarify the meaning of	unknown words	suffixes and root	M.2 Identify
sense, what can	knowledge of the	the meaning of	unknown and	using context clues.	words.	behaviors
I do to figure it	structure and	unknown and	multiple-meaning words	Recognize and define		necessary for
out?	context of	multiple-meaning	and phrases based on	common Greek and	Personal word wall	•
	language to	words and phrases by	grade 6 reading and	Latin affixes and		developing and
How do I use	acquire, clarify,	using context clues,	content, choosing	roots.	Work with content	sustaining a
what I know to	and appropriately	analyzing meaningful	flexibly from a range of	Break down	specific words	positive
figure out what I	use vocabulary.	word parts, and	strategies.	unknown words into		learning
don't?		consulting general	a. Use context (e.g., the	units of meaning to		culture.
		and specialized	overall meaning of a	infer the definition of		
		reference materials, as	sentence or paragraph; a	the unknown word.		
		appropriate.	word's position or	Verify my inferred		
			function in a sentence) as	meaning of an		
			a clue to the meaning of	unknown word by		
			a word or phrase.	consulting reference		
			b. Use common,	materials.		
			grade-appropriate Greek			
			or Latin affixes and roots			
			as clues to the meaning			
			of a word (e.g., audience,			
			auditory, audible).			
			c. Consult reference			
			materials (e.g.,			
			dictionaries, glossaries,			
			thesauruses), both print			
			and digital, to find the			
			pronunciation of a word			
			or determine or clarify			
			its precise meaning or its			
			part of speech.			
			d. Verify the preliminary determination of the			
			meaning of a word or			
			phrase (e.g., by checking			
			the inferred meaning in			
			context or in a			
			dictionary).			
			uicuollary).			

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When a word doesn't make sense, what can I do to figure it out? How do I use what I know to figure out what I don't?	Effective readers and writers use knowledge of the structure and context of language to acquire, clarify, and appropriately use vocabulary.	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.	L.6.6-Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Recognize the difference between general academic words and phrases (Tier 2 words are subtle or precise ways to say relatively simple things, e.g., saunter instead of walk.) and domain-specific words and phrases (Tier 3 words are specific to content knowledge, e.g., lava legislature, carburetor). Acquire and use grade-appropriate academic and domain-specific words/phrases to increase comprehension and expression.	Personal word wall Writing rubric/checklist	9.3.12.ED-5 Establish positive cli to promote learning
Unit 5 Fantasy/Legend 10 weeks (included) What do good	ds ding NJ state testing Effective readers	S) NJSLSA.R1. Read	RL.6.1. Cite textual	Define textual		9.3.12.ED.
readers do? Can	use a variety of	closely to determine	evidence and make	evidence using	Thought Jots/Readers'	Apply
I comprehend	strategies to make	what the text says	relevant connections to	"word for word"	Notebook Entry	communica
what I'm	sense of key ideas	explicitly and to make	support analysis of	support.		skills with
reading?				**	1 .	SKIIIS WITH
eaung:	and details	logical inferences and	what the text says		Literary analysis	. 1 ·
_	and details	_		Use textual evidence	Literary analysis	students,
Do I use active		relevant connections	explicitly as well as		Literary analysis	students, parents and
Do I use active reading	and details	relevant connections from it; cite specific	explicitly as well as inferences drawn from	to draw logical	Literary analysis	,
Do I use active reading strategies to	and details	relevant connections from it; cite specific textual evidence when	explicitly as well as	to draw logical conclusions, but I	Literary analysis	parents and other group
Do I use active reading	and details	relevant connections from it; cite specific	explicitly as well as inferences drawn from	to draw logical	Literary analysis	parents and

						commitment to learning. 9.3.12.ED-AD M.2 Identify behaviors necessary for developing and
						sustaining a positive learning culture.
What do good readers do? Can I comprehend what I'm reading? Do I use active reading strategies to measure my understanding?	Effective readers use a variety of strategies to make sense of key ideas and details presented in text.	NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	Define theme (a central idea or lesson about life the author is revealing-Honesty is the best policy) Compose a summary stating the key points of the text without adding my own opinions or feelings.	Thought Jots/Readers' Notebook Entry Literary analysis	9.3.12.ED.1 Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.
						9.3.12.ED-AD M.2 Identify behaviors necessary for developing and sustaining a positive learning culture.

What do good readers do? Can I comprehend what I'm reading? Do I use active reading strategies to measure my understanding?	Effective readers use a variety of strategies to make sense of key ideas and details presented in text.	NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	RL.6.3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	Define and identify elements of plot structure and explain how plot is developed by key events and episodes experienced by the characters. Distinguish between types of characters (static, dynamic, etc.) and explain how dynamic characters change as the plot moves toward a resolution.	Formative entry in reader's response book about how the plot would change without a certain scene or chapter Small groups create a visual of how key events move plot to a resolution (e.g., plot mountain, multimedia poster, timeline, etc.)	9.3.12.ED.1 Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning. 9.3.12.ED-AD M.2 Identify behaviors necessary for developing and sustaining a
						necessary for developing and

What makes a good story a "great" story? How does an author's purpose for writing, viewpoint, chosen text structure, and other literary choices (word choice, i.e.) make the difference between a good and great story?	Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.	NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	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.	I can define and identify, in the text, various forms of figurative language (simile, metaphor, hyperbole, personification, alliteration, onomatopoeia, etc.).	Graphic organizer charting samples of figurative language. Use technology to create a collection of figurative language used in text or a figurative/literal comparison Teacher created quizzes	9.3.12.ED-AD M.2 Identify behaviors necessary for developing and sustaining a positive learning culture.
What makes a good story a "great" story? How does an author's purpose for writing, viewpoint, chosen text structure, and other literary choices (word choice, i.e.) make the difference between a good and great story?	Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.	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.	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.	Locate textual evidence that supports the theme, setting, or plot development. Analyze text to determine the author's purpose for including a particular sentence, chapter, scene, or stanza and recognize how those choices contribute to the overall text and its meaning.	Reader's Notebook response: archetypal plot structures	9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.

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Author's choice:	Analyzing texts	NJSLSA.R6. Assess	RL.6.6. Explain how	Classify point of	Reader's notebook	9.3.12.ED-AD
Why does it	for structure,	how point of view or	an author develops the	view as:	entry	M.2 Identify
matter? What	purpose, and	purpose shapes the	point of view of the	-First person(narrator		behaviors
makes a great	viewpoint allows	content and style of a	narrator or speaker in a	tells about	Entrance/Exit Ticket	necessary for
story	an effective	text.	text.	her/himself:"I")		developing and
	reader to gain			-Second person		sustaining a
	insight and			(narrator speaks		_
	strengthen			directly to the reader:		positive
	understanding.			"you")		learning
				-Third person		culture.
				(narrator tells about		
				others:"he/she/it")		
				-Third person limited		
				(narrator tells about		
				others but knows the		
				thoughts of one		
				character), or		
				-third person		
				omniscient(narrator		
				tells the story about		
				others and knows the		
				thoughts of all		
				characters).		
				Analyze how an		
				author develops the		
				narrator's point of		
				view by revealing		
				thoughts,		
				feelings, actions, and		
				spoken words.		

choice impact an audience? Whose story is it, and why does it matter?	To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats.	NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words	RL.6.7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.	Visualize while reading (what I see or hear). I can compare the mental images created while reading and those presented in a media version of the same text.	Reader's response notebook entry completed after reading and viewing a dramatic presentation of the same text Group discussion	8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools. 8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).	9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts. 9.3.12.ED-AD M.2 Identify behaviors necessary for developing and sustaining a positive learning culture.
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What do good	Students are	Dood and community and	DI 6 10 Driths and of	Dood compley are de	Danding log	0.2.12 ED TT
What do good readers do? Can	college and career	Read and comprehend complex literary and	RL.6.10. By the end of the year read and	Read complex grade level texts.	Reading log	9.3.12.ED-TT.
I comprehend	ready and	informational texts	comprehend literature,	Reread a text to find	Reading conferences	5 Establish a
what I'm	interpret a variety	independently and	including stories,	more information or	Reading conferences	positive climate
reading?	of complex texts	proficiently.	dramas, and poems at	clarify ideas.		to promote
Do I use active	with confidence	proficiently.	grade level	Use active reading		learning
reading	and		text-complexity or	strategies (ask		
strategies to	independence.		above, scaffolding as	questions, make		
measure my			needed.	connections, etc.) to		
understanding?				help me understand		
				difficult, complex		
				text.		

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What do good	Students are	NJSLSA.R1. Read	RI.6.1. Cite textual	Define inference and	Reader's notebooks	9.3.12.ED-AD
readers do? Can	college and career	closely to determine	evidence and make	explain how a reader		M.2 Identify
I comprehend	ready and	what the text says	relevant connections to	uses textual evidence		behaviors
what I'm	interpret a variety	explicitly and to make	support analysis of what	to reach a logical		necessary for
reading?	of complex texts	logical inferences and	the text says explicitly as	conclusion ("based		-
Do I use active	with confidence	relevant connections	well as inferences drawn	on what I've read, it's		developing and
reading	and	from it; cite specific	from the text.	most likely true		sustaining a
strategies to	independence.	textual evidence when		that")		positive
measure my		writing or speaking to				learning
understanding?		support conclusions		Analyze an author's		culture.
		drawn from the text.		words and determine		
				textual evidence		
				needed to support		
				both explicit and		
				inferential questions.		

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What do good readers do? Can I comprehend what I'm reading? Do I use active reading strategies to measure my understanding?	Students are college and career ready and interpret a variety of complex texts with confidence and independence.	NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.	RI.6.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.	Reread a text to find more information or clarify ideas Use reading strategies (e.g. ask questions, make connections, take notes, make inferences, visualize, re-read) to help me understand difficult text.	Stop-n-jot in reader's notebooks.	

writers do? What's my purpose and how do I develop it?	purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.	narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. 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. b. Use narrative dialogue, pacing, and description, to techniques, such as develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. e. Provide a conclusion that follows from the narrated experiences or	describe the basic parts of plot. Engage the reader by introducing the narrator, characters, setting, and the inciting incident. Use narrative techniques to develop a storyline where one event logically leads to another. Use descriptive words and phrases that appeal to the senses and help my reader understand the experiences and events (visualize). Signal changes in time and place by using transitions words, phrases, and clauses. Write a conclusion that provides a sense of closure.	focusing on a specific element of fantasy Summative Process Piece: Students will write a fantasy using their reading as mentor text. Scored using NJ Holistic rubric		Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning. 9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.
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			events.			
What makes writing "clear"? What does it take to create a great "final" product?	Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology.	NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	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.)	Identify the writing style (argument, informative/explanat ory, or narrative) that best fits my task, purpose, and audience. Use organizational/formatting structures to develop my writing ideas. Compose a clear and logical piece of writing that demonstrates my understanding of a specific writing style.	Process Piece: Fantasy	

writing "clear"? What does it take to create a great "final" product?	Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology.	NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.6.5-With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	Use prewriting strategies to formulate ideas. Recognize that a well-developed piece of writing requires more than one draft. Apply revision strategies with the help of others. Edit writing. Prepare multiple drafts using revisions and edits to develop and strengthen my writing.	Revising and editing checklists Writer's conference		9.3.12.ED.1 Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning. 9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.
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What do good writers do?	Effective writers use a variety of formats to communicate ideas appropriate for the audience, task, and time frame.	NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	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.	Recognize that different writing tasks require varied time frames to complete. Determine a writing format/style to fit my task, purpose, and/or audience. Write for a variety of reasons (e.g., to inform, persuade, describe, entertain/convey an experience, etc.).	Writing portfolio	8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools. 8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).	9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts. 9.3.12.ED-TT. 5 Establish a positive climate to promote learning
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What makes	Community and is a significant	NJSLSA.SL2.	SL.6.2- Interpret	Identify key ideas	Group discussion	010 1	0.2.12 ED 1
collaboration	Comprehension is enhanced through	Integrate and evaluate	information presented in	presented in a variety	Group discussion	8.1.8.A.1	9.3.12.ED.1
meaningful?	a collaborative	information presented	diverse media and	of media and formats		Demonstrate	Apply
What will help	process of sharing	in diverse media and	formats (e.g., visually,	(e.g., charts, graphs,		knowledge of a	communication
me make	and evaluating	formats, including	quantitatively, orally)	tables, websites,		real world	skills with
meaning from a	ideas.	visually,	and explain how it	speeches).		problem using	students,
variety of		quantitatively, and	contributes to a topic,	Explain how media		digital tools.	parents and
sources?		orally	text, or issue under	and formats add			other groups to
			study.	meaning to a topic,		8.1.8.B.1	enhance
				text, or issue.		Synthesize and	learning and a
						publish	commitment to
						information	learning.
						about a local or	
						global issue or	9.3.12.ED.3
						event (ex.	Use critical
						telecollaborative	thinking to
						project, blog,	process
						school web).	educational
						,	communication
						8.1.8.A.2 Create	s, perspectives,
						a document (e.g.	policies and/or
						newsletter,	procedures.
						reports,	F
						personalized	9.3.12.ED-AD
						learning plan,	M.2 Identify
						business letters	behaviors
						or flyers) using	necessary for
						one or more	developing and
						digital	sustaining a
						applications to	positive
						be critiqued by	learning
						professionals for	culture.
						usability.	Cultule.
						8.1.8.E.1	
						Effectively use a	
						variety of search	

			tools and filters	
			in professional	
			public databases	
			to find	
			information to	
			solve a real	
			world problem.	
			8.1.8.F.1	
			Explore a local	
			issue, by using	
			digital tools to	
			collect and	
			analyze data to	
			identify a	
			solution and	
			make an	
			informed	
			decision.	

What makes a presentation "great"? Does "what I say" versus "how I say it" matter?	Presentation of knowledge and ideas is enhanced through appropriate organization and style for an audience via the use of visual displays, technology, and appropriate use of language.	NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	SL.6.4-Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	Determine a logical sequence for presenting my claims and/or findings. Support my claims and/or findings with pertinent descriptions, facts, and details that support the main idea or theme. Present my information using appropriate eye contact, adequate volume, and clear	Group presentation of plot	9.3.12.ED-AD M.2 Identify behaviors necessary for developing and sustaining a positive learning culture.

What makes a presentation "great"? Does "what I say" versus "how I say it" matter?	Presentation of knowledge and ideas is enhanced through appropriate organization and style for an audience via the use of visual displays, technology, and appropriate use of language.	NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	SL.6.5-Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	Identify parts of my presentation that could use clarification. Determine an appropriate media component or visual display to clarify my information.	Group presentation of plot		9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts. 9.3.12.ED-TT. 5 Establish a positive climate to promote learning
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Why do the rules of language matter? What does it take to truly communicate clearly?	Effective communication of ideas when speaking or writing relies on the appropriate use of the conventions of language.	NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.6.1-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Ensure that pronouns are in the proper case subjective, objective, possessive). b. Use intensive pronouns (e.g., myself, ourselves). c. Recognize and correct inappropriate shifts in pronoun number and person.* d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).* e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*	Define pronoun (a word that takes the place of one or more nouns). I can identify the antecedent of a pronoun (the word or group of words a pronoun replaces). Identify intensive pronouns (a pronoun that ends in —self or —selves that emphasizes its antecedent) and use them correctly in my writing and speaking. Determine when a pronoun and its antecedent do not match (the pronoun must match the word it replaces in number and person). I can identify and correct a vague antecedent. Identify and correct misuses of pronouns in my own and other's work.	Formative/Summative: Teacher created materials Checklist of pronoun use within students' writing		9.3.12.ED-TT. 5 Establish a positive climate to promote learning 9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.
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When a word	Effective readers	NJSLSA.L4.	L.6.4-Determine or	Infer the meaning of	Vocabulary charting	9.3.12.ED-AD
doesn't make	and writers use	Determine or clarify	clarify the meaning of	unknown words	v ocabular y charting	
sense, what can	knowledge of the	the meaning of	unknown and	using context clues.	Word Study	M.2 Identify
I do to figure it	structure and	unknown and	multiple-meaning words	Recognize and define	Word Study	behaviors
out? How do I	context of	multiple-meaning	and phrases based on	common Greek and		necessary for
use what I know	language to	words and phrases by	grade 6 reading and	Latin affixes and		developing and
to figure out	acquire, clarify,	using context clues,	content, choosing	roots.		sustaining a
what I don't?	and appropriately	analyzing meaningful	flexibly from a range of	Break down		positive
what I don't?	use vocabulary.	word parts, and	strategies.	unknown words into		learning
	use vocabulary.	consulting general	a. Use context (e.g., the	units of meaning to		culture.
		and specialized	overall meaning of a	infer the definition of		culture.
		reference materials, as	sentence or paragraph; a	the unknown word.		
		appropriate.	word's position or	Verify my inferred		
		арргорпасс.	function in a sentence) as	meaning of an		
			a clue to the meaning of	unknown word by		
			a word or phrase.	consulting reference		
			b. Use common,	materials.		
			grade-appropriate Greek	materials.		
			or Latin affixes and roots			
			as clues to the meaning			
			of a word (e.g., audience,			
			auditory, audible).			
			c. Consult reference			
			materials (e.g.,			
			dictionaries, glossaries,			
			thesauruses), both print			
			and digital, to find the			
			pronunciation of a word			
			or determine or clarify			
			its precise meaning or its			
			part of speech.			
			d. Verify the preliminary			
			determination of the			
			meaning of a word or			
			phrase (e.g., by checking			
			the inferred meaning in			
			context or in a			
			dictionary).			

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When a word	Effective readers	NJSLSA.L5.	L.6.5-Demonstrate	Define and identify	Graphic organizer	
doesn't make	and writers use	Demonstrate	understanding of	various forms of	charting figurative	
sense, what can	knowledge of the	understanding of	figurative language,	figurative language.	language used in text.	
I do to figure it	structure and	word relationships	word relationships, and	Distinguish between		
out? How do I	context of	and nuances in word	nuances in word	literal and figurative		
use what I know	language to	meanings.	meanings.	language.		
to figure out	acquire, clarify,		a. Interpret figures of			
what I don't?	and appropriately		speech (e.g.,	Recognize word		
	use vocabulary.		personification) in	relationships and use		
			context.	them to further		
			b. Use the relationship	understand multiple		
			between particular words	words.		
			(e.g., cause/effect,			
			part/whole,	Recognize the		
			item/category) to better	difference between		
			understand each of the	denotative and		
			words.	connotative		
			c. Distinguish among the	meanings.		
			connotations			
			(associations) of words	Analyze how certain		
			with similar denotations	words and phrases		
			(definitions) (e.g., stingy,	that have similar		
			scrimping, economical,	denotations can have		
			thrifty).	very different		
				connotations.		
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