## Totowa Reading Curriculum Project
Aligned to the CCCS
ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

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<td><strong>Content Area:</strong> ELA</td>
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<td><strong>Course Title:</strong> Reading/ELA</td>
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**Created By:** Jennifer Tafuri
## Unit Overview

**Content Area:** Reading/ELA  
**Unit Title:** Reading Literature: Where I Belong  
**Target Course/Grade Level:** 6

**Unit Summary:** Students will read a variety of short fictional stories that explore the theme of “Where I Belong”; focus on glossary skills and using context clues to determine the meanings of new words; reread to make sense of difficult paragraphs; participate in collaborative discussions; identify fiction; organize a response to literature; identify themes and characterization; practice sequence of events, cause and effect, and comparing and contrasting texts in different forms; study plot development and point of view; read both aloud and independently; make inferences; and identify and use figurative language.

**Interdisciplinary connections:**  
**Technology:** Students will enhance their learning using the SmartBoard and web-based academic resources.  
[www.corestandards.org/ela-literacy](http://www.corestandards.org/ela-literacy)  
**Social Studies:** Students will read about Cesar Chavez to understand the ways in which he helped organize migrant workers to achieve a better life.  
**21st century themes:**  
Critical thinking and Problem-Solving; Communication and Interdisciplinary collaboration  
[www.state.nj.us/education/cccs/standards/9/9/.pdf](http://www.state.nj.us/education/cccs/standards/9/9/.pdf)

**Unit Rationale:**  
Students need to develop strategies and skills for comprehending a variety of fictional texts and for thinking critically and creatively. They need to understand how different stories explore the same theme. They need to build vocabulary through reading, attention to context clues, and the use of glossaries and to apply reading strategies when reading fictional short stories. Students need to make personal connections to literature. Students need to be able to develop proficiency with skills of oral communication.

## Learning Targets

<table>
<thead>
<tr>
<th>SLO #</th>
<th>CCSS</th>
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</thead>
<tbody>
<tr>
<td>1. Cite textual evidence to support analysis of what the text says explicitly in grade 6 text(s).</td>
<td>RL.6.1</td>
</tr>
<tr>
<td>2. Cite textual evidence to support analysis of inferences drawn from grade 6 text(s).</td>
<td>RL.6.1</td>
</tr>
<tr>
<td>3. Determine the central idea of a text and explain how it is conveyed through details to provide a summary of a text distinct from personal opinions or judgements.</td>
<td>RL.6.2</td>
</tr>
<tr>
<td>4. Describe how a particular story’s plot unfolds in a series of episodes in 6th grade text(s).</td>
<td>RL.6.3</td>
</tr>
<tr>
<td>5. Describe how characters respond or change as the plot moves toward a resolution in 6th grade text(s).</td>
<td>RL.6.3</td>
</tr>
<tr>
<td>6. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings (e.g., “organization” connotes a sense of neatness).</td>
<td>RL.6.4</td>
</tr>
<tr>
<td>7. Determine the meaning of words and phrases as they are used in a text, including analyzing the impact of a specific word choice on tone.</td>
<td>RL.6.4</td>
</tr>
<tr>
<td>8. Analyze how a particular sentence fits into a text’s structure and contributes to theme development.</td>
<td>RL.6.5</td>
</tr>
<tr>
<td>9. Analyze how a particular chapter fits into a text’s structure and contributes to theme development.</td>
<td>RL.6.5</td>
</tr>
<tr>
<td>10. Analyze how a particular sentence fits into a text’s structure and contributes to setting development.</td>
<td>RL.6.5</td>
</tr>
<tr>
<td>11. Analyze how a particular chapter fits into a text’s structure and contributes to setting development.</td>
<td>RL.6.5</td>
</tr>
<tr>
<td>12. Analyze how a particular sentence fits into a text’s structure and contributes to plot development.</td>
<td>RL.6.5</td>
</tr>
<tr>
<td>13. Analyze how a particular chapter fits into a text’s structure and contributes to plot development.</td>
<td>RL.6.5</td>
</tr>
<tr>
<td>14. Explain how an author develops the point of view of the narrator or speaker in a text.</td>
<td>RL.6.6</td>
</tr>
<tr>
<td>15. Compare and contrast the experience of reading a story 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.</td>
<td>RL.6.7</td>
</tr>
<tr>
<td>24. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</td>
<td>W.6.4</td>
</tr>
<tr>
<td>27. Draw evidence from 6th grade literary texts to support analysis and reflection; 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”).</td>
<td>W.6.9a</td>
</tr>
<tr>
<td>29. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</td>
<td>SL.6.1</td>
</tr>
<tr>
<td>30. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</td>
<td>SL.6.1a.</td>
</tr>
<tr>
<td>31. When taking part in collaborative discussions, follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</td>
<td>SL.6.1b.</td>
</tr>
<tr>
<td>32. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</td>
<td>SL.6.1c.</td>
</tr>
<tr>
<td>33. When participating in collaborative discussions, review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</td>
<td>SL.6.1d.</td>
</tr>
<tr>
<td>35. Demonstrate a command of formal English and its conventions when writing, speaking, reading, or listening; vary sentence patterns for meaning.</td>
<td>SL6.6; L.6.3a.</td>
</tr>
<tr>
<td>36. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; ensure that pronouns are in the proper case (subjective, objective, possessive).</td>
<td>L.6.1a.</td>
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</tbody>
</table>
### Totowa Reading Curriculum Project

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<table>
<thead>
<tr>
<th>38. Demonstrate command of the conventions of standard English capitalization, punctuation, when writing; use punctuation (commas, parenthesis, dashes) to set off nonrestrictive/parenthetical elements.</th>
<th>L.6.2a.</th>
</tr>
</thead>
<tbody>
<tr>
<td>39. Demonstrate command of the conventions of standard English to spell correctly.</td>
<td>L.6.2b.</td>
</tr>
<tr>
<td>40. 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; use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</td>
<td>L.6.4a.</td>
</tr>
<tr>
<td>41. 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; use common grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</td>
<td>L.6.4b.</td>
</tr>
<tr>
<td>42. 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; 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; 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).</td>
<td>L.6.4c.d.</td>
</tr>
<tr>
<td>43. 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.</td>
<td>L.6.6</td>
</tr>
</tbody>
</table>

**Unit Essential Questions**
- How do special identities help an individual fit in with certain groups while making it more difficult to fit in with others?
- What can individuals do to create a sense of belonging within their communities?
- How do readers construct meaning from text?
- How do real life experiences influence storytelling?
- How is a reader’s comprehension and interpretation of text affected by personal experiences?

**Unit Learning Targets**
*Students will ...*
- Enjoy reading stories about people trying to belong.
- Analyze the literary elements in short stories and poems.
- Apply active reading strategies when reading about people who face new situations.
- Use context clues and glossary skills to determine meaning of unfamiliar words.
- Identify fiction.
- Learn to reread to make sense of difficult paragraphs.

**Unit Enduring Understandings**
- Personal experience affects the reader’s point of view and his/her ability to connect with the story.
- Proficient readers are able to understand the story and also to extend their ideas beyond the text.
- Proficient readers are able to use comprehension strategies to enhance their understanding of a story.

Created for New Jersey school districts through a project of the New Jersey Department of Education, Office of Academic Standards, in partnership with the N.J Association for Supervision and Curriculum Development and the N.J Principals and Supervisors Association.
• Engage in a collaborative discussion.
• Compare and contrast texts in different forms.
• Use the following reading and thinking skills: inferring, sequence of events, drawing conclusions, cause and effect, identifying author’s purpose, comparing and contrasting, fact and opinion, and generalizing.
• Identify the following literary elements: style, mood, imagery, foreshadowing, personification, theme, characterization, plot, metaphor, alliteration, tone, point of view, conflict, allusion, and setting.
• Ask questions to gain understanding.
• Use RACE to write open-ended responses.

**Evidence of Learning**

**Summative Assessment:**
- Comprehension Checks
- District Benchmarks
- Unit 1 Assessment (Julie of the Wolves/Criss Cross)
- Tests/Quizzes
- Progress Reports
- Study Island Assessments

**Formative Assessments**
- Exit slips
- Journals
- Class Discussion
- Literary open-ended responses
- Graphic Organizers
- NJ Holistic Scoring Rubric
- Notebook Checks
- Vocabulary Practice
- Timed reading
- Participation and Observation
- Periodic Progress Reports

**Activity:**
**Students will accomplish:**
- Pre-reading journals and story background discussion
- Comprehension skills practice
- Vocabulary introduction and practice
- Initial reading of a selection with guided instruction.
- Independent reading of a selection.
- Responding to literature/Literature Circles

**Teacher Resources:**
- *Glencoe Literature: The Reader’s Choice Course 1*
  Publisher: Glencoe McGraw-Hill
- *Common Core Coach-English Language Arts Grade 6*
  Publisher: Triumph Learning
- *The Book Whisperer* by Donalyn Miller
**Integration of Technology:**
- Computers
- SmartBoard
- Internet
- Video streaming
- DVD/CD Players

**Curriculum Development Resources**
- [www.studyisland.com](http://www.studyisland.com)
- [www.brainpop.com](http://www.brainpop.com)
- [www.kidsreads.com](http://www.kidsreads.com)
- [www.quia.com/pop/120023.html](http://www.quia.com/pop/120023.html)
- [www.readwritethink.org/materials/compcontrast/](http://www.readwritethink.org/materials/compcontrast/)
- [www.neabigread.org/books.php](http://www.neabigread.org/books.php)
- [www.teachervision.fen.com](http://www.teachervision.fen.com)
- [http://owl.english.purdue.edu/owl/resource/747/01/](http://owl.english.purdue.edu/owl/resource/747/01/)
- [http://www.totowapl.org/](http://www.totowapl.org/)
- [http://powayusd.sdcoe.k12.ca.us/teachers/lharvey/path/cornell.htm](http://powayusd.sdcoe.k12.ca.us/teachers/lharvey/path/cornell.htm)
- [http://www.essaywritinghelp.com/outline.htm](http://www.essaywritinghelp.com/outline.htm)
- [http://www.ala.org/ala/mgrps/divs/yalsa/booklistsawards/booklistsbook.cfm](http://www.ala.org/ala/mgrps/divs/yalsa/booklistsawards/booklistsbook.cfm)
# Unit Overview

**Content Area:** Reading/ELA  
**Unit Title:** Reading Information: Through Other Eyes  
**Target Course/Grade Level:** 6

**Unit Summary:** Students will read a variety of nonfiction and autobiographical selections that explore the theme of “Through Other Eyes”; focus on glossary skills and using context clues to determine the meanings of new words; reread to make sense of difficult paragraphs; participate in collaborative discussions; identify elements of an autobiography; organize a response to nonfiction literature; differentiate between and locate main idea and supporting details in nonfiction; practice sequence of events, cause and effect, and comparing and contrasting texts in different forms; read independently; explore nonfiction text features; read aloud; and make inferences.

**Interdisciplinary connections:**  
**Technology:** Students will enhance their learning using the SmartBoard and web-based academic resources.  
[www.corestandards.org/ela-literacy](http://www.corestandards.org/ela-literacy)  
**Social Studies:** Students will read and analyze nonfiction passages on The Court System, The Parthenon, Queen Hatshepsut, and Olympic Games.  
**Science:** Students will read and analyze nonfiction passages on different constellations.

**21st century themes:**  
Critical thinking and Problem-Solving; Communication and Interdisciplinary collaboration  
[www.state.nj.us/education/cccs/standards/9/9/.pdf](http://www.state.nj.us/education/cccs/standards/9/9/.pdf)

**Unit Rationale:**  
Students need to examine nonfiction and understand that the world looks different “through other eyes.” Students need to be able to develop and apply active reading strategies and skills for comprehending autobiographies and other informational texts. They need to think critically and understand how different stories explore the same theme. They need to build vocabulary through reading, attention to context clues, and the use of reference materials. Students need to write responses to nonfiction reading selections, as well as to be able to develop proficiency with skills of oral communication.

## Learning Targets

<table>
<thead>
<tr>
<th>SLO: Reading Literature</th>
<th>CCSS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</td>
<td>R1.6.1</td>
</tr>
<tr>
<td>2. Determine the central idea of a text and how it is conveyed through particular details.</td>
<td>R1.6.2</td>
</tr>
<tr>
<td>3. When reading a 6th grade informational text, provide a summary of the text distinct from personal opinions or judgments.</td>
<td>R1.6.2</td>
</tr>
<tr>
<td>4. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.</td>
<td>R1.6.3</td>
</tr>
<tr>
<td>5. Determine the meaning of words and phrases as they are used in a text.</td>
<td>R1.6.4</td>
</tr>
</tbody>
</table>
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<table>
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<tr>
<th>Including figurative, connotative, and technical meanings.</th>
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</thead>
<tbody>
<tr>
<td>6. Analyze how a particular sentence fits into the overall structure of a text and contributes to the development of ideas.</td>
<td>RI.6.5</td>
</tr>
<tr>
<td>7. Analyze how a particular paragraph fits into the overall structure of a text and contributes to the development of ideas.</td>
<td>RI.6.5</td>
</tr>
<tr>
<td>8. Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</td>
<td>RI.6.9</td>
</tr>
<tr>
<td>11. Organize ideas, using strategies such as definition, classification, comparison/contrast, and cause/effect.</td>
<td>W.6.2a.</td>
</tr>
<tr>
<td>17. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</td>
<td>W.6.4</td>
</tr>
<tr>
<td>21. Draw evidence from informational texts to support analysis and reflection; apply grade 6 Reading standards to literary nonfiction (e.g., “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”).</td>
<td>W.6.9b.</td>
</tr>
<tr>
<td>23. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</td>
<td>SL.6.1</td>
</tr>
<tr>
<td>24. Come to discussions prepared, having read or studied required material.</td>
<td>SL.6.1a.</td>
</tr>
<tr>
<td>25. Come to discussions prepared, having read or studied required material; explicitly draw on preparation for a discussion by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</td>
<td>SL.6.1a.</td>
</tr>
<tr>
<td>26. When taking part in collaborative discussions, follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</td>
<td>SL.6.1b.</td>
</tr>
<tr>
<td>27. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</td>
<td>SL.6.1c.</td>
</tr>
<tr>
<td>28. When participating in collaborative discussions, review the key ideas expressed.</td>
<td>SL.6.1d.</td>
</tr>
<tr>
<td>29. Demonstrate understanding of multiple perspectives through reflection and paraphrasing when participating in collaborative discussions.</td>
<td>SL.6.1d.</td>
</tr>
<tr>
<td>35. Demonstrate command of the conventions of standard English to spell correctly.</td>
<td>L.6.2b.</td>
</tr>
<tr>
<td>36. Vary sentence patterns for meaning when writing, speaking, reading, or listening.</td>
<td>L.6.3a.</td>
</tr>
<tr>
<td>37. 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.</td>
<td>L.6.4</td>
</tr>
<tr>
<td>38. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</td>
<td>L.6.4a.</td>
</tr>
<tr>
<td>39. 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.</td>
<td>L.6.4b.</td>
</tr>
<tr>
<td>40. Use common grade-appropriate Greek or Latin affixes and roots as clues to</td>
<td>L.6.4b.</td>
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</tbody>
</table>
the meaning of a word (e.g., audience, auditory, audible).

41. 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; 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).  
   L.6.4c.d.

42. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.  
   L.6.6

43. Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression;  
   L.6.6

<table>
<thead>
<tr>
<th>Unit Essential Questions</th>
<th>Unit Enduring Understandings</th>
</tr>
</thead>
<tbody>
<tr>
<td>• How does the world look through the eyes of other people or animals?</td>
<td></td>
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<tr>
<td>• What kinds of connections do people have with other people or animals?</td>
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<tr>
<td>• What are the elements that make up an autobiography?</td>
<td></td>
</tr>
<tr>
<td>• How are nonfiction text features important in constructing meaning from text?</td>
<td></td>
</tr>
<tr>
<td>• Personal experience affects the reader’s point of view and his/her ability to look at the world through the eyes of others.</td>
<td></td>
</tr>
<tr>
<td>• An autobiography is the story of someone’s life written by the person who lived it. An autobiography is one kind of nonfiction.</td>
<td></td>
</tr>
<tr>
<td>• Proficient readers are able to understand and apply reading strategies to foster comprehension.</td>
<td></td>
</tr>
</tbody>
</table>

**Unit Learning Targets**  
*Students will ...*  
- Recognize and understand the elements of an autobiography.  
- Enjoy reading autobiographies and seeing the world through the eyes of other people.  
- Apply active reading strategies when reading autobiographies.  
- Use context clues and glossary skills to determine meaning of unfamiliar words.  
- Use the following reading and thinking skills: inferring, sequence of events, drawing conclusions, cause and effect, compare and contrast, generalizing, author’s purpose, fact and opinion, and summarizing.  
- Identify the following literary elements: style, mood, imagery, foreshadowing, personification, theme, character, setting, point of view, and irony.  
- Learn to reread to make sense of difficult paragraphs.  
- Engage in a collaborative discussion.  
- Compare and contrast texts in different forms.  
- Ask questions to gain understanding.  
- Use RACE to write open-ended responses.

**Evidence of Learning**

**Summative Assessment:**  
- Comprehension Checks  
- District Benchmarks  
- Unit 2 Assessment (Dynamic Soil)  
- Tests/Quizzes  
- Progress Reports  
- Study Island Assessments  

Created for New Jersey school districts through a project of the New Jersey Department of Education, Office of Academic Standards, in partnership with the N.J Association for Supervision and Curriculum Development and the N.J. Principals and Supervisors Association.
**Formative Assessments**

- Exit slips
- Journals
- Class Discussion
- Literary open-ended responses
- Graphic Organizers
- NJ Holistic Scoring Rubric
- Notebook Checks
- Vocabulary Practice
- Timed reading
- Participation and Observation
- Periodic Progress Reports

**Activity:**

**Students will accomplish:**

- Pre-reading journals and story background discussion
- Comprehension skills practice
- Vocabulary introduction and practice
- Initial reading of a selection with guided instruction.
- Independent reading of a selection.
- Responding to literature/Literature Circles

**Teacher Resources:**

- **Glencoe Literature: The Reader’s Choice Course 1**  
  Publisher: Glencoe McGraw-Hill
- **Common Core Coach-English Language Arts Grade 6**  
  Publisher: Triumph Learning
- **Nonfiction Reading Practice-Grade 6+**  
  Publisher: Evan-Moor

**Integration of Technology:**

- Computers
- SmartBoard
- Internet
- Video streaming
- DVD/CD Players

**Curriculum Development Resources**

- [www.merriam-webster.com/](http://www.merriam-webster.com/)
- [www.studyisland.com](http://www.studyisland.com)
- [www.brainpop.com](http://www.brainpop.com)
- [www.kidsread.com](http://www.kidsread.com)
- [www.quia.com/pop/120023.html](http://www.quia.com/pop/120023.html)
- [www.readwritethink.org/materials/compcontrast/](http://www.readwritethink.org/materials/compcontrast/)
- [www.ncabigread.org/books.php](http://www.ncabigread.org/books.php)
- [www.teachervision.fen.com](http://www.teachervision.fen.com)
- [www.jeanlittle.ca](http://www.jeanlittle.ca)
- [www.koko.org](http://www.koko.org)
Unit Overview

Content Area: Reading/ELA

Unit 3 Title: Reading Information: Getting Through Hard Times

Target Course/Grade Level: 6

Unit Summary: Students will read a variety of nonfiction, biographical and autobiographical selections that explore the theme of “Getting Through Hard Times”; use glossary skills and context clues to determine the meanings of new words; reread to make sense of difficult paragraphs; participate in collaborative discussions; analyze literary elements in nonfiction; organize a response to nonfiction literature; analyze historical content and context in biography; practice comparing and contrasting texts in different forms; explore nonfiction text features; recognize and understand elements of expository writing; read both aloud and independently; apply active reading strategies to expository prose about a natural disaster; and make inferences.

Interdisciplinary connections:

Technology: Students will enhance their learning using the SmartBoard and web-based academic resources.

Social Studies: Students will read and analyze the biography of an enslaved African and analyze the historical content and context in a biography.

Science: Students will read and analyze an article about volcanos. They will compare and contrast a volcano before and after an eruption.

21st century themes:

Critical thinking and Problem-Solving; Communication and Interdisciplinary collaboration

Unit Rationale:

Students need to examine nonfiction and understand that different people have different ways of getting through hard times. Students need to be able to develop and apply active reading strategies and skills for comprehending biographies and other informational texts. They need to think critically and understand how different stories explore the same theme. They need to build vocabulary through reading, attention to context clues, and the use of reference materials. Students need to write responses to nonfiction reading selections, as well as to be able to develop proficiency with skills of oral communication.

Learning Targets

SLO: Reading Literature

<table>
<thead>
<tr>
<th>SLO #</th>
<th>CCSS</th>
</tr>
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6. Analyze how a particular sentence fits into the overall structure of a text and contributes to the development of ideas.  
7. Analyze how a particular paragraph fits into the overall structure of a text and contributes to the development of ideas.  
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9. Analyze how a particular section fits into the overall structure of a text and contributes to the development of ideas.  
10. Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.  
11. 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.  
12. 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.  
20. Draw evidence from informational texts to support analysis, reflection, and research; apply grade 6 Reading standards to literary nonfiction (e.g., “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”).  
21. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.  
22. Come to discussions prepared, having read or studied required material; explicitly draw on preparation for a discussion by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.  
23. When taking part in collaborative discussions, set specific goals and deadlines, and define individual roles as needed.  
24. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.  
25. When participating in collaborative discussions, review the key ideas expressed.  
26. 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.  
27. Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.  
28. Demonstrate a command of formal English and its conventions when writing, speaking, reading, or listening.  
29. Demonstrate command of the conventions of standard English to spell correctly.  
30. Vary sentence patterns for meaning when writing and speaking.  
31. Maintain consistency in style and tone when writing and speaking.  
32. 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; use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.

38. 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; use common grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).

39. 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; 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; 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).

40. 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.

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<tr>
<th>Unit Essential Questions</th>
<th>Unit Enduring Understandings</th>
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<tr>
<td>• How do different individuals handle tough situations?</td>
<td>• Some difficult situations bring out the best in people.</td>
</tr>
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<td>• What active reading strategies can be applied to expository prose?</td>
<td>• The expository writer’s job is to explain things clearly.</td>
</tr>
<tr>
<td>• How are nonfiction text features important in constructing meaning from text?</td>
<td>• Proficient readers are able to understand and apply strategies for reading and comprehending informational selections.</td>
</tr>
</tbody>
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<td>Students will ...</td>
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<td>• Recognize and understand elements of expository writing.</td>
</tr>
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<td>• Understand and apply strategies for reading and comprehending expository writing.</td>
</tr>
<tr>
<td>• Use context clues and glossary skills to determine meaning of unfamiliar words.</td>
</tr>
<tr>
<td>• Use graphic aids to enhance comprehension.</td>
</tr>
<tr>
<td>• Identify characteristics of expository nonfiction.</td>
</tr>
<tr>
<td>• Learn to reread to make sense of difficult paragraphs.</td>
</tr>
<tr>
<td>• Engage in a collaborative discussion.</td>
</tr>
<tr>
<td>• Use the following reading and thinking skills: summarizing, generalizing, problems and solutions, skimming and scanning; sequence of events, synthesizing, and elaborating.</td>
</tr>
<tr>
<td>• Identify author’s purpose, character, point of view, mood, and literary language.</td>
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<td>• Ask questions to gain understanding.</td>
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<td>• Use RACE to write open-ended responses.</td>
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### Totowa Reading Curriculum Project
Aligned to the CCCS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

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**Evidence of Learning**

**Summative Assessment:**
- Comprehension Checks
- District Benchmarks
- Unit 3 Assessment ("Ideas and Inventions")
- Tests/Quizzes
- Progress Reports
- Study Island Assessments

**Formative Assessments**

- Exit slips
- Journals
- Class Discussion
- Literary open-ended responses
- Graphic Organizers
- NJ Holistic Scoring Rubric
- Notebook Checks
- Vocabulary Practice
- Timed reading
- Participation and Observation
- Periodic Progress Reports

**Activity:**

**Students will accomplish:**
- Pre-reading journals and story background discussion
- Comprehension skills practice
- Vocabulary introduction and practice
- Initial reading of a selection with guided instruction.
- Independent reading of a selection.
- Responding to literature/Literature Circles

**Teacher Resources:**

- **Glencoe Literature: The Reader’s Choice Course 1**
  Publisher: Glencoe McGraw-Hill
- **Common Core Coach-English Language Arts Grade 6**
  Publisher: Triumph Learning
  - Nonfiction Reading Practice-Grade 6+
  Publisher: Evan-Moor

**Integration of Technology:**

- Computers
- SmartBoard
- Internet
- Video streaming
- DVD/CD Players

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Created for New Jersey school districts through a project of the New Jersey Department of Education, Office of Academic Standards, in partnership with the N.J Association for Supervision and Curriculum Development and the N.J. Principals and Supervisors Association.
**Curriculum Development Resources:**

- www.merriam-webster.com
- www.studyisland.com
- www.brainpop.com
- www.kidsread.com
- www.quia.com/pop/120023.html
- www.readwritethink.org/materials/compcontrast/
- www.neabigread.org/books.php
- www.teachervision.fen.com
- http://owl.english.purdue.edu/owl/resource/747/01/
- http://www.totowapl.org/
- http://powayusd.sdocoe.k12.ca.us/teachers/lharvey/path/cornell.htm
- http://www.ala.org/ala/mgrps/divs/yalsa/booklistsawards/booklistsbook.cfm
# Unit Overview

**Content Area:** Reading/ELA  

**Unit 4 Title:** Reading Literature: Old Tales, New Twists  

**Target Course/Grade Level:** 6

**Unit Summary:** Students will read a variety of short stories that have been passed down for generations and modern variations on such stories; analyze the literary elements in a play, folktales, modern fairy tales, and in poetry; apply active-reading strategies when reading a play; focus on glossary skills and using context clues to determine the meanings of new words; reread to make sense of difficult paragraphs; participate in collaborative discussions; organize a response to literature; and read both aloud and independently.

**Interdisciplinary connections:**

**Technology:** Students will enhance their learning using the SmartBoard and web-based academic resources.  
[www.corestandards.org/ela-literacy](http://www.corestandards.org/ela-literacy)

**Social Studies:** Students will learn about ancient civilizations in Mexico through studying archaeology.

**21st century themes:**

Critical thinking and Problem-Solving; Communication and Interdisciplinary collaboration  
[www.state.nj.us/education/cccs/standards/9/9/.pdf](http://www.state.nj.us/education/cccs/standards/9/9/.pdf)

**Unit Rationale:** Students need to understand that cultural context affects the writing and interpretation of the story. Students need to be able to develop strategies and skills for comprehending fictional stories and for thinking critically and creatively. Students need to analyze the literary elements in a play, folktales, modern fairy tales, and in poetry, as well as build vocabulary through reading, attention to context clues, and the use of reference resources. Students need to make personal connections to literature and to be able to develop proficiency with skills of oral communication.

# Learning Targets

**SLO: Reading Literature**

<table>
<thead>
<tr>
<th>SLO #</th>
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<td>4. Describe how a particular story’s plot unfolds in a series of episodes in 6th grade text(s).</td>
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Created for New Jersey school districts through a project of the New Jersey Department of Education, Office of Academic Standards, in partnership with the N.J Association for Supervision and Curriculum Development and the N.J. Principals and Supervisors Association.
| 7. Determine the meaning of words and phrases as they are used in a text, including analyzing the impact of a specific word choice on tone. | RL.6.4 |
| 8. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. | RL.6.5 |
| 9. Explain how an author develops the point of view of the narrator or speaker in a text. | RL.6.6 |
| 10. Compare and contrast the experience of reading a drama 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. | RL.6.7 |
| 11. 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. | RL.6.8 |
| 12. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grade 6 text complexity band proficiently, with scaffolding as needed at the high end of the range. | RL.6.10 |
| 18. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | W.6.4 |
| 21. Draw evidence from 6th grade literary texts to support analysis, reflection, and research; 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”). | W.6.9a |
| 23. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly. | SL.6.1 |
| 24. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. | SL.6.1a. |
| 25. When taking part in collaborative discussions, follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. | SL.6.1b. |
| 26. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. | SL.6.1c. |
| 27. When participating in collaborative discussions, review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. | SL.6.1d. |
| 31. Demonstrate a command of formal English and its conventions when writing, speaking, reading, or listening; vary sentence patterns for meaning. | SL.6.6; L.6.3a. |
| 32. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; ensure that pronouns are in the proper case (subjective, objective, possessive). | L.6.1a. |
| 36. Demonstrate command of the conventions of standard English capitalization, punctuation, when writing; use punctuation (commas, parentheses, dashes) to set }
### Totowa Reading Curriculum Project

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**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS**

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<td>37. Demonstrate command of the conventions of standard English to spell correctly.</td>
<td>L.6.2b.</td>
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<td>41. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</td>
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<td>42. Interpret figures of speech (e.g., personification) in context.</td>
<td>L.6.5a.</td>
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<tr>
<td>43. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</td>
<td>L.6.5a.</td>
</tr>
<tr>
<td>44. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).</td>
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<td>45. 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.</td>
<td>L.6.6</td>
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### Unit Essential Questions
- What are the important elements of a fairy tale?
- What are the important elements of drama?
- What are the important elements of origin tales?
- What are the important elements of myths and legends?

### Unit Enduring Understandings
- Folktales are stories that are passed down orally long before they are written down.
- By studying folktales, the values and beliefs of many different cultures can be explored.
- Proficient readers are able to understand and apply literary text features to foster comprehension.

### Unit Learning Targets

**Students will...**
- Use context clues and glossary skills to determine meaning of unfamiliar words.
- Learn to reread to make sense of difficult paragraphs.
- Engage in a collaborative discussion.
- Use the following reading and thinking skills: problem and solution, verifying predictions,
drawing conclusions, steps in a process, cause and effect, inferring, making critical judgements, and comparing and contrasting.
- Identify literary elements found in myths, legends, origin tales, and fairy tales.
- Ask questions to gain understanding.
- Use RACE to write open-ended responses.

### Evidence of Learning

#### Summative Assessment:
- Comprehension Checks
- District Benchmarks
- Unit 4 Assessment (“The Homecoming” and “I’m Nobody! Who Are You?”)
- Tests/Quizzes
- Progress Reports
- Study Island Assessments

#### Formative Assessments

- Exit slips
- Journals
- Class Discussion
- Literary open-ended responses
- Graphic Organizers
- NJ Holistic Scoring Rubric

- Notebook Checks
- Vocabulary Practice
- Timed reading
- Participation and Observation
- Periodic Progress Reports

### Activity:

**Students will accomplish:**

- Pre-reading journals and story background discussion
- Comprehension skills practice
- Vocabulary introduction and practice
- Initial reading of a selection with guided instruction.
- Independent reading of a selection.
- Responding to literature/Literature Circles

### Teacher Resources:

- Glencoe Literature: The Reader’s Choice Course 1
  Publisher: Glencoe McGraw-Hill
- Common Core Coach-English Language Arts Grade 6
  Publisher: Triumph Learning

### Integration of Technology:

- Computers
- SmartBoard
- Internet
- Video streaming
- DVD/CD Players
## Curriculum Development Resources

- [www.merriam-webster.com](http://www.merriam-webster.com)
- [www.studyisland.com](http://www.studyisland.com)
- [www.brainpop.com](http://www.brainpop.com)
- [www.kidsread.com](http://www.kidsread.com)
- [www.quia.com/pop/120023.html](http://www.quia.com/pop/120023.html)
- [www.readwritethink.org/materials/compcontrast/](http://www.readwritethink.org/materials/compcontrast/)
- [www.ncabigread.org/books.php](http://www.ncabigread.org/books.php)
- [www.teachervision.fen.com](http://www.teachervision.fen.com)
- [http://owl.english.purdue.edu/owl/resource/747/01/](http://owl.english.purdue.edu/owl/resource/747/01/)
- [http://www.totowapl.org/](http://www.totowapl.org/)
- [http://powayusd.sdcoc.k12.ca.us/teachers/lharvey/path/cornell.htm](http://powayusd.sdcoc.k12.ca.us/teachers/lharvey/path/cornell.htm)
- [http://www.essaywritinghelp.com/outline.htm](http://www.essaywritinghelp.com/outline.htm)
- [http://www.ala.org/ala/mgrps/divs/yalsa/booklistsawards/booklistsbook.cfm](http://www.ala.org/ala/mgrps/divs/yalsa/booklistsawards/booklistsbook.cfm)
Content Area: Reading/ELA

Unit 5 Title: Reading Literature and Information: Growing Times

Target Course/Grade Level: 6

Unit Summary: Students will read short stories, poetry, song lyrics, newspaper articles, and biographies that explore the ups and downs of growing up; analyze the literary elements in biographies, short stories, and poems; apply active-reading strategies when reading biographies about growing up; focus on glossary skills and using context clues to determine the meanings of new words; reread to make sense of difficult paragraphs; participate in collaborative discussions; organize a response to literature; and read both aloud and independently.

Interdisciplinary connections:
Technology: Students will enhance their learning using the SmartBoard and web-based academic resources.
www.corestandards.org/ela-literacy

Music: Students will increase knowledge of another culture by learning about its music.

21st century themes:
Critical thinking and Problem-Solving; Communication and Interdisciplinary collaboration
www.state.nj.us/education/cccs/standards/9/9/.pdf

Unit Rationale:
Students need to read and understand that people near their own age are dealing with the ups and downs of growing up. Students need to be able to develop strategies and skills for comprehending a variety of literature and informational texts and for thinking critically and creatively. Students will analyze the literary elements in short stories, poetry and biographies, as well as build vocabulary through reading, attention to context clues, and the use of reference resources. Students need to make personal connections to literature and to be able to develop proficiency with skills of oral communication.

Learning Targets

SLO: Reading Literature

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<td>6. 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.</td>
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<td>7.</td>
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<td>8.</td>
<td>By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grade 6 text complexity band proficiently, with scaffolding as needed at the high end of the range.</td>
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<td>9.</td>
<td>Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</td>
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<td>Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.</td>
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<td>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.</td>
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<td>13.</td>
<td>Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</td>
</tr>
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<td>14.</td>
<td>By the end of the year, read and comprehend literary nonfiction in the grade 6 text complexity band proficiently, with scaffolding as needed at the high end of the range.</td>
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<td>29.</td>
<td>Draw evidence from literary and informational texts to support analysis, reflection, and research; apply grade 6 Reading standards to literature; 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”), and literary nonfiction (e.g., “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”).</td>
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<td>30.</td>
<td>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</td>
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<td>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.</td>
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37. Demonstrate a command of formal English and its conventions when
writing, speaking, reading, or listening.  

40. Use punctuation (commas, parentheses, dashes) to set off 
nonrestrictive/parenthetical elements. 

41. Demonstrate command of the conventions of standard English to spell 
correctly. 

42. Vary sentence patterns for meaning when writing and speaking. 

44. 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; use context (e.g., the overall meaning of a sentence or 
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thesauruses), both print and digital, to find the pronunciation of a word or 
determine or clarify its precise meaning or its part of speech; 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 Essential Questions
- What does it mean to be growing up? 
- Do the changes that happen during “growing times” take place overnight or a little at a time? 
- What are the important elements of a biography? 

Unit Enduring Understandings
- A biography is the story of a person’s life written by someone other than the subject. 
- Most biographies are written about people who have influenced or inspired others. 
- Proficient readers actively take part in the process of reading by using a number of different strategies. 

Unit Learning Targets
*Students will ...
- Use context clues and glossary skills to determine meaning of unfamiliar words. 
- Learn to reread to make sense of difficult paragraphs. 
- Engage in a collaborative discussion. 
- Use the following reading and thinking skills: verifying predictions, inferring, sequence of events, analyzing conflict, cause and effect, making critical judgements, analyzing arguments, fact and opinion, drawing conclusions, identifying author’s purpose, and main idea. 
- Identify literary elements found in short stories, poetry and biographies. 
- Ask questions to gain understanding. 
- Use RACE to write open-ended responses.
## Evidence of Learning

### Summative Assessment:
- Comprehension Checks
- District Benchmarks
- Unit 5 Assessment (Story written by the short-story author O. Henry)
- Tests/Quizzes
- Progress Reports
- Study Island Assessments

### Formative Assessments
- Exit slips
- Journals
- Class Discussion
- Literary open-ended responses
- Graphic Organizers
- NJ Holistic Scoring Rubric
- Notebook Checks
- Vocabulary Practice
- Timed reading
- Participation and Observation
- Periodic Progress Reports

## Activity:
**Students will accomplish:**
- Pre-reading journals and story background discussion
- Comprehension skills practice
- Vocabulary introduction and practice
- Initial reading of a selection with guided instruction.
- Independent reading of a selection.
- Responding to literature/Literature Circles

## Teacher Resources:
- **Glencoe Literature: The Reader’s Choice Course 1**
  Publisher: Glencoe McGraw-Hill
- **Common Core Coach-English Language Arts Grade 6**
  Publisher: Triumph Learning
- **Nonfiction Reading Practice-Grade 6+**
  Publisher: Evan-Moor

## Integration of Technology:
- Computers
- SmartBoard
- Internet
- Video streaming
- DVD/CD Players
Curriculum Development Resources

www.merriam-webster.com
www.studyisland.com
www.brainpop.com
www.kidsread.com
www.quia.com/pop/120023.html
www.readwritethink.org/materials/compcontrast/
www.ncabigread.org/books.php
www.teachervision.fen.com
http://owl.english.purdue.edu/owl/resource/747/01/
http://www.totowapl.org/
http://powayusd.sdoc.k12.ca.us/teachers/lharvey/path/cornell.htm
http://www.essaywritinghelp.com/outline.htm
http://www.ala.org/ala/mgrps/divs/yalsa/booklistsawards/booklistsbook.cfm
**Content Area:**
Curriculum Enhancement/Modifications/Differentiation for ELLs, Special Ed, 504 and I&RS

**Target Course:** Reading

**Grade Level:** 6

**Created by:** Kathleen Peterson, Andrea Piccirillo, Regina Stratford

### Evidence of Learning

**Summative Assessment**
- Unit Reading Assessments
- Performance-based Tests/Quizzes
- Comprehension Checks
- District Benchmarks
- Progress Reports
- NJ Holistic Scoring Rubric
- Study Island Assessments

**Formative Assessments**
- Vocabulary Practice
- Class Discussions
- Journal Response Writing
- Periodic Progress Reports
- Use concrete examples for “hands-on” instruction
- Literary Projects
- Performance-based checklists
- Story Maps
- Literature Circles
- Reading Diagnostic Tasks
- Comprehension Quickies
- Graphic Organizers
- Notebook Checks
- Participation and Observation
- Quizzes/Tests
- Multi Sensory Approach
- Editing/Revising
- Self-reflections
- Think-Pair-Share/ Turn-and-Talk
- Homework
- Exit Tickets
- K-W-L Chart
- Character Mapping

**Modifications:** Make adjustments to pacing based on needs of students and focus on areas of need based on assessments. Modifications in the following areas will include but will not be limited to:

- Monitor the student’s comprehension of language used during instruction
- Assign tasks at an appropriate reading level
- Familiarize student with any new vocabulary before beginning the lesson
- Retake failed tests using alternative strategies
- Frequently check on progress of independent work
- Modify the content of test
MODIFYING CLASSROOM ENVIRONMENT

- Modify reading requirements
- Allow for spelling errors
- Allow additional time to complete work for tests and class work
- Simplify oral/ written directions
- Provide opportunity for movement
- Use of preferential seating
- Read questions to student on a test, when asked
- Read directions aloud
- Assist in organizing materials

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- New Jersey Assessment of Skills and Knowledge (NJ ASK): Grade 6
  Publisher: New Jersey Department of Education

- Common Core Coach- Reading Comprehension  Grade 6
  Publisher: Triumph Learning

- Common Core Support Coach- English Language Arts Grade 6
  Publisher: Triumph Learning

- Crosswalk Coach-Reading Comprehension Grade 6
  Publisher: Triumph Learning

- Glencoe Literature: The Reader’s Choice Course 1
  Publisher: Glencoe McGraw-Hill

- Open Court Reading
  Publisher: SRA/McGraw-Hill

- Specific Skills Series for Reading
  Publisher: SRA/MCGraw-Hill

- Soar to Success Reading Intervention Program
  Publisher: Houghton Miffler

- Study Island
Totowa Supplemental Components - Curriculum Project
Aligned to the NJDOE Model Curriculum
ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

• All-Star Phonics
  Publisher: SRA/MCGraw-Hill

• Novel and Trade books pertaining to grade level

• Teacher generated resources

Integration of Technology: Technology used will be grade level appropriate, will include but not limited to:

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• Smart Board
• Internet/Video Streaming
• DVD/ CD
• I-Pads

Curriculum Development Resources
Click the links below to access additional resources used to design this unit: Resources will be grade level appropriate, will include but not be limited to:

www.studyisland.com
www.meriam-webster.com
www.brainpop.com
www.kidsead.com
www.quia.com/pop/120023.html
www.readwritethink.org/materials/compcontrast/
www.neabigread.org/books.php
www.teachervision.fen.com
http://owl.english.purdue.edu/owl/resource/747/01
http://www.totowapl.org
http://powayusd/sdoco.k12.ca.us/teachers/lharvey/path/cornell.htm
http://www.essaywritinghelp.com/outline.htm
www.ala.org/ala/mgrps/divs/yalsa/booklistsawards/booklistsbook.cfm
www.corecurriculumworksheets.com

Created for New Jersey school districts through a project of the New Jersey Department of Education, Office of Academic Standards, in partnership with the N.J Association for Supervision and Curriculum Development and the N.J. Principals and Supervisors Association.
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- [www.brainpop.com](http://www.brainpop.com)
- [www.kidsead.com](http://www.kidsead.com)
- [www.quia.com/pop/120023.html](http://www.quia.com/pop/120023.html)
- [www.readwritethink.org/materials/compcontrast/](http://www.readwritethink.org/materials/compcontrast/)
- [www.neabigread.org/books.php](http://www.neabigread.org/books.php)
- [www.teachervision.fen.com](http://www.teachervision.fen.com)
- [http://owl.english.purdue.edu/owl/resource/747/01](http://owl.english.purdue.edu/owl/resource/747/01)
- [http://www.totowapl.org](http://www.totowapl.org)
- [http://powayusd/sdcoe.k12.ca.us/teachers/lharvey/path/cornell.htm](http://powayusd/sdcoe.k12.ca.us/teachers/lharvey/path/cornell.htm)
- [http://www.essaywritinghelp.com/outline.htm](http://www.essaywritinghelp.com/outline.htm)
- [www.alma.org/alas/mgrps/divs/yalsa/booklistsawards/booklistsbook.cfm](http://www.alma.org/alas/mgrps/divs/yalsa/booklistsawards/booklistsbook.cfm)
- [www.corecurriculumworksheets.com](http://www.corecurriculumworksheets.com)

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