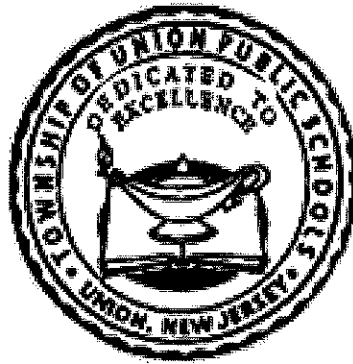# TOWNSHIP OF UNION PUBLIC SCHOOLS
CURRICULUM GUIDE

English Department

EN601
English 6

Adopted 06/20/2017
Updated 12/18/18

Mission Statement

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

Philosophy Statement

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

Course Description

The language arts curriculum is designed to reinforce and develop reading, writing, speaking, listening, and viewing skills through an integrated approach with an emphasis on process writing and strategic reading. Students are introduced to concepts regarding text analysis and textual evidence, as well as the beginnings of MLA-style writing and documentation.

Standards At-A-Glance

	Reading	Writing	Speaking and Listening	Language
Unit 1	RL.6.9 RI.6.1 RI.6.2 RI.6.3 RI.6.5 RI.6.6 RI.6.9	W.6.2 W.6.2.a W.6.2.b W.6.2.c W.6.3 W.6.3.a W.6.3.b W.6.3.c W.6.3.d W.6.3.e W.6.4 W.6.5 W.6.6 W.6.7 W.6.9 W.6.9.a W.6.9.b	SL.6.1 SL.6.1.a SL.6.1.b SL.6.1.c SL.6.1.d SL.6.2 SL.6.4 SL.6.5 SL.6.6	L.6.1 L.6.1.a L.6.1.b L.6.2 L.6.3 L.6.3.a L.6.4 L.6.4.a L.6.4.b L.6.4.c L.6.4.d L.6.5 L.6.5.a L.6.5.b
Unit 2	RL.6.2 RL.6.3 RL.6.4 RL.6.5 RI.6.1	W.6.2 W.6.2.a W.6.2.b W.6.2.c W.6.2.d	SL.6.1 SL.6.1a SL.6.1.b SL.6.1.c SL.6.1.d	L.6.1 L.6.1.a L.6.1.e L.6.2 L.6.2.a

	RI.6.6	W.6.2.e W.6.2.f W.6.3 W.6.3.a W.6.4 W.6.5 W.6.6 W.6.7 W.6.8 W.6.9 W.6.9.a W.6.10	SL.6.4 SL.6.5 SL.6.6	L.6.2.b L.6.4 L.6.4.a L.6.4.b L.6.4.c L.6.4.d L.6.5 L.6.5.b L.6.5.c
Unit 3	RL.6.1 RL.6.2 RL.6.5 RI.6.1 RI.6.3 RI.6.4 RI.6.5 RI.6.6 RI.6.8 RI.6.9	W.6.1 W.6.1.a W.6.1.b W.6.1.c W.6.1.d W.6.1.e W.6.2 W.6.3 W.6.3.a W.6.3.b W.6.3.d W.6.5 W.6.6 W.6.7 W.6.8 W.6.9 W.6.9.a W.6.9.b W.6.10	SL.6.1 SL.6.1.a SL.6.1.b SL.6.2 SL.6.3 SL.6.4 SL.6.4.b SL.6.4.d SL.6.5 SL.6.6	L.6.1 L.6.2 L.6.2.a L.6.4 L.6.4.a L.6.4.b L.6.5 L.6.6
Unit 4	RL.6.1 RL.6.3 RL.6.4 RL.6.5 RL.6.6 RL.6.7 RI.6.2 RI.6.3	W.6.2 W.6.2.a W.6.2.b W.6.2.c W.6.2.d W.6.3.e W.6.3 W.6.3.a W.6.3.b W.6.3.c W.6.3.d	SL.6.1 SL.6.1.a SL.6.1.b SL.6.2 SL.6.4 SL.6.5 SL.6.6	L.6.1 L.6.1.c L.6.1.d L.6.1.e L.6.2 L.6.3 L.6.3.a L.6.4 L.6.4.a L.6.4.b L.6.5

		W.6.3.e W.6.4 W.6.5 W.6.7 W.6.8 W.6.10		L.6.5.b L.6.5.c L.6.6
Unit 5	RL.6.2 RL.6.3 RL.6.5 RI.6.1 RI.6.2 RI.6.3 RI.6.5 RI.6.7	W.6.1 W.6.1.a W.6.1.b W.6.1.c W.6.1.d W.6.1.e W.6.2 W.6.2.a W.6.2.b W.6.2.c W.6.3 W.6.3.a W.6.3.b W.6.3.c W.6.3.d W.6.3.e W.6.4 W.6.5 W.6.6 W.6.7 W.6.8 W.6.9 W.6.9.b W.6.10	SL.6.1 SL.6.1.c SL.6.1.d SL.6.2 SL.6.4 SL.6.5 SL.6.6	L.6.1 L.6.1.e L.6.3.b L.6.4 L.6.4.a L.6.4.b L.6.4.c L.6.4.d L.6.6

Additional Standards

Unit	WIDA	Technology	21st Century / Career
1	ELP STANDARD 2: The Language of Language Arts	• 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.D.1 Understand and model appropriate online behaviors	Standard 9.1 All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and

		related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media. • 8.1.8.D.2 Demonstrate the application of appropriate citations to digital content. • 8.1.8.D.3 Demonstrate an understanding of fair use and Creative Commons to intellectual property. • 8.1.8.D.4 Assess the credibility and accuracy of digital content.	workers in diverse ethnic and organizational cultures.
2	ELP STANDARD 2: The Language of Language Arts	• 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.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media. • 8.1.8.D.2 Demonstrate the application of appropriate citations to digital content. • 8.1.8.D.3 Demonstrate an understanding of fair use and Creative Commons to intellectual property. • 8.1.8.D.4 Assess the credibility and accuracy of digital content.	Standard 9.1 All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
3	ELP STANDARD 2: The Language of Language Arts	• 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.B.1 Synthesize and publish	Standard 9.1 All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both

		information about a local or global issue or event (ex. telecollaborative project, blog, school web). • 8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media. • 8.1.8.D.2 Demonstrate the application of appropriate citations to digital content. • 8.1.8.D.3 Demonstrate an understanding of fair use and Creative Commons to intellectual property. • 8.1.8.D.4 Assess the credibility and accuracy of digital content. • 8.1.8.D.5 Understand appropriate uses for social media and the negative consequences of misuse.	global citizens and workers in diverse ethnic and organizational cultures.
4	ELP STANDARD 2: The Language of Language Arts	• 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.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media. • 8.1.8.D.2 Demonstrate the application of appropriate citations to digital content. • 8.1.8.D.3 Demonstrate an understanding of fair use and Creative Commons to intellectual property.	Standard 9.1 All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

| 5 | ELP STANDARD 2: The Language of Language Arts | • 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.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.
• 8.1.8.D.2 Demonstrate the application of appropriate citations to digital content.
• 8.1.8.D.3 Demonstrate an understanding of fair use and Creative Commons to intellectual property.
• 8.1.8.D.4 Assess the credibility and accuracy of digital content. | Standard 9.1 All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures. |

(Top partial row: • 8.1.8.D.4 Assess the credibility and accuracy of digital content.)

Pacing Guide

	Anticipated Length of Time (days)
Unit 1	36 days
Unit 2	36 days
Unit 3	36 days
Unit 4	36 days
Unit 5	36 days

Overview of Required Activities

	Required Activities	Novels
Unit 1	**Unit Activities:** Unit Goals	**Optional:** *Rules*

	Unit Reflection Academic Vocabulary **Selection Activities:** Concept Vocabulary Word Study Analyzing Craft & Structure Author's Style Evidence Logs Conventions & Style	*Crash* *Freak the Mighty* *Rebecca of Sunnybrook Farm* *The Secret Garden* *Bud, Not Buddy*
Unit 2	**Unit Activities:** Unit Goals Unit Reflection Academic Vocabulary **Selection Activities:** Concept Vocabulary Word Study Analyzing Craft & Structure Author's Style Evidence Logs Conventions & Style	**Optional:** *The Reluctant Dragon* *The Wind in the Willows* *The Jungle Book* *Where the Red Fern Grows* *Black Beauty* *The Book of Dragons* *The Story of Doctor Dolittle* *Crash*
Unit 3	**Unit Activities:** Unit Goals Unit Reflection Academic Vocabulary **Selection Activities:** Concept Vocabulary Word Study Analyzing Craft & Structure Author's Style Evidence Logs Conventions & Style	**Optional:** *A Wrinkle in Time* *Anything but Typical* *My Side of the Mountain* *The Island of Doctor Moreau*
Unit 4	**Unit Activities:** Unit Goals Unit Reflection Academic Vocabulary **Selection Activities:** Concept Vocabulary Word Study Analyzing Craft & Structure Author's Style Evidence Logs Conventions & Style	**Optional:** **Something Upstairs** *Charlie and the Chocolate Factory* *The Sword and the Circle* *Watership Down* *Silver Blaze* *Adventures in Wonderland* *The Wonderful Wizard of Oz* *Treasure Island*
Unit 5	**Unit Activities:** Unit Goals Unit Reflection Academic Vocabulary **Selection Activities:** Concept Vocabulary	**Required – Choice:** *The Little Lame Prince* *Tuck Everlasting* *Heidi* *Around the World in 80 Days* *The House of Dies Drear*

Word Study Analyzing Craft & Structure Author's Style Evidence Logs Conventions & Style	*Maniac Magee* *The Enchanted Castle* *Robinson Crusoe for Young Folk* *Chasing Vermeer* *From the Mixed-up Files of Mrs. Basil E. Frankweiler* *Holes*

Unit 1: Childhood

Unit Summary

This unit will focus on deepening students' understanding of the stage of life known as childhood through reading, writing, speaking, listening, and presenting. Reading selections will include narrative nonfiction, poetry, comic strips, the Declaration of the Rights of the Child, essays, and short fiction. Students will use these reading examples to write their own narrative nonfiction and retell some of the passages focused on in this unit in their own words.

Essential Questions

What are some of the challenges and triumphs of growing up?

READING	
Critical Knowledge and Skills	**Standards**
Students will read and evaluate nonfiction narratives; they will also read arguments, explanatory essays, and fiction to better understand the ways writers express ideas and their points of view and compare and contrast the various methods used to express those ideas. Students will determine the central ideas of these texts and analyze how these ideas are developed through textual evidence. Finally, linked texts will be used to compare and contrast differing viewpoints on similar issues. Students will also expand their knowledge and use of academic and concept vocabulary.	RL.6.9 RI.6.1 RI.6.2 RI.6.3 RI.6.5 RI.6.6 RI.6.9
Suggested Materials/Educational Resources	
Scholastic *Scope* Teacher Created Worksheets and Graphic Organizers Flocabulary	

WRITING	
Critical Knowledge and Skills	**Standards**

Students will learn the elements of nonfiction narrative writing and write their own nonfiction narratives in which they develop experiences and events using the narrative techniques highlighted throughout the unit. They will also conduct research to clarify and explore ideas. Students will engage the passages they read with explanatory writing in addition to narrative writing, and will focus on producing clear and coherent writing with the assistance of peer and adult review, while drawing material from texts to develop evidence.	W.6.2 W.6.2.a W.6.2.b W.6.2.c W.6.3 W.6.3.a W.6.3.b W.6.3.c W.6.3.d W.6.3.e W.6.4 W.6.5 W.6.6 W.6.7 W.6.9 W.6.9.a W.6.9.b

Suggested Materials/Educational Resources
Scholastic *Scope* Teacher Created Worksheets and Graphic Organizers Flocabulary

SPEAKING AND LISTENING	
Critical Knowledge and Skills	**Standards**
Students will work together to build on one another's ideas, develop consensus, and communicate with one another. They will also learn to incorporate audio, visuals, and text in presentations. Exposure to the texts and audiovisual materials will allow students the ability to interpret information from diverse media sources.	SL.6.1 SL.6.1.a SL.6.1.b SL.6.1.c SL.6.1.d SL.6.2 SL.6.4 SL.6.5 SL.6.6

Suggested Materials/Educational Resources
Scholastic *Scope* (including online materials) Teacher Created Worksheets and Graphic Organizers Multimedia Presentations YouTube Audiobooks/Audioclips

LANGUAGE	
Critical Knowledge and Skills	**Standards**
Students will develop a deeper	L.6.1

understanding of the conventions of standard English grammar and usage, including correct usage of different types of nouns. Types of nouns will include common, proper, and possessive nouns. They will then practice using nouns correctly in their own writing. Students will also learn to use word choice, sentence structure, and tone to develop their own voices in their writing.	L.6.1.a L.6.1.b L.6.2 L.6.3 L.6.3.a L.6.4 L.6.4.a L.6.4.b L.6.4.c L.6.4.d L.6.5 L.6.5.a L.6.5.b

Suggested Materials/Educational Resources
Scholastic *Scope* Teacher Created Worksheets and Graphic Organizers Flocabulary

ASSESSMENT PLAN	
District/School Formative Assessment Plan	**District/School Summative Assessment Plan**
Unit Goals Academic Vocabulary Concept Vocabulary Word Networks Summary QuickWrite First Read (Guide) Close Read (Guide) Comprehension Check Evidence Log Text Analysis Craft and Structure Analysis Conventions Writing to Sources Speaking and Writing Close Review Writing Nonfiction Narratives Author's Style Whole Class Learning Performance Assessment Small Group Learning Performance Assessment Selection Texts Reflection	Performance Based Assessment: Writing a Nonfiction Narrative Nonfiction Narrative: When did a challenge lead to a triumph?

District/School Texts	District/School Supplementary Materials
My Perspectives (Consumable and Online) Prentice Hall Writing Coach *Rules* *Crash* *Freak the Mighty* *Rebecca of Sunnybrook Farm* *The Secret Garden* *Bud, Not Buddy*	*Scope Magazine* (Scholastic)

District/School Writing Tasks		
Task	Primary Focus	Secondary Focus
Performance Based Assessment 1	Writing a Nonfiction Narrative	Grammar/Mechanics

Suggested Modifications

- Modified assessment tasks/rubrics
- Additional time for completion
- Paired activities
- Reading written instructions
- Providing notes/study guides
- Modeling and providing examples
- Non-verbal cues
- Bilingual dictionary use
- Pairing visual prompts with verbal presentations
- Highlighting key words and key strategies
- Preferred seating
- RTI
- Scaffolding complexity level of questioning
- Differentiated assignment of novels and short readings
- Assist with organization/planning
- Provide graphic organizers/partially completed activities
- Others as determined appropriate by IEP/504/I&RS plan/RTI plan/classroom instructor

Interdisciplinary Connections

- Historical influence of time periods in which texts were written and/or represent
- sociology
- psychology
- social/historical constructs

INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS
Close Reading and Annotation Guide
Evidence Log Guide
Word Network Model
Research Guide Grades 6-8
Writing Narrative Grades 6-8

Unit 2: Animal Allies

Unit Summary
This unit will focus on deepening the ways people and animals can relate to each other through reading, writing, speaking, listening, and presenting. Reading examples will include memoirs, historical fiction, poetry, short stories, essays, articles, and fables. Students will use these reading examples to help them craft explanatory essays and deliver an informative presentation.

Essential Questions
How can people and animals relate to each other?

READING	
Critical Knowledge and Skills	**Standards**
Students will read and evaluate informative essays. They will also read arguments, fictional narratives, and nonfiction narratives and learn how authors that write in different genres and styles explain their ideas. Much of this unit's reading will focus on determining theme and finding the central ideas of texts as well as analyzing the development of plot in fictional pieces. Further emphasis of point of view and examining textual evidence will be emphasized through the nonfiction readings of this unit. Further, students will expand their academic and concept vocabulary.	RL.6.2 RL.6.3 RL.6.4 RL.6.5 RI.6.1 RI.6.6
Suggested Materials/Educational Resources	
Scholastic *Scope* Teacher Created Worksheets and Graphic Organizers Flocabulary	

WRITING	
Critical Knowledge and Skills	**Standards**
Students will learn the elements of explanatory essay writing. Particular emphasis will be placed on the organization of ideas, concepts, and information as well strategizing through cause and effect and definitions (among other strategies). Developing ideas with details, using effective transitions, and using precise language will all be emphasized throughout the writing portions of this unit. This work will be reviewed and supported by both peers and adults. They will conduct research to clarify and explore ideas.	W.6.2 W.6.2.a W.6.2.b W.6.2.c W.6.2.d W.6.2.e W.6.2.f W.6.3 W.6.3.a W.6.4 W.6.5 W.6.6 W.6.7 W.6.8 W.6.9 W.6.9.a W.6.10
Suggested Materials/Educational Resources	
Scholastic *Scope* Teacher Created Worksheets and Graphic Organizers Flocabulary	

SPEAKING AND LISTENING	
Critical Knowledge and Skills	**Standards**
Students will work together to build on one another's ideas, develop consensus, and communicate with one another. They will also learn to incorporate audio, visuals, and text in presentations and conduct research projects to explore topics and clarify meaning.	SL.6.1 SL.6.1a SL.6.1.b SL.6.1.c SL.6.1.d SL.6.4 SL.6.5 SL.6.6
Suggested Materials/Educational Resources	
Scholastic *Scope* (including online materials) Teacher Created Worksheets and Graphic Organizers Multimedia Presentations YouTube Audiobooks/Audioclips	

LANGUAGE	
Critical Knowledge and Skills	**Standards**
Students will develop a deeper understanding of command of the conventions of standard English grammar and usage. They will then practice correct usage of pronouns in their own writing and ensure that pronouns are in the proper case when writing. Particular emphasis will be placed on pronoun case, intensive pronouns, shifts in pronoun number, and tightening usage of pronouns.	L.6.1 L.6.1.a L.6.1.e L.6.2 L.6.2.a L.6.2.b L.6.4 L.6.4.a L.6.4.b L.6.4.c L.6.4.d L.6.5 L.6.5.b L.6.5.c
Suggested Materials/Educational Resources	
Scholastic *Scope* Teacher Created Worksheets and Graphic Organizers Flocabulary	

ASSESSMENT PLAN	
District/School Formative Assessment Plan	**District/School Summative Assessment Plan**
Unit Goals Academic Vocabulary Concept Vocabulary Word Networks Summary QuickWrite First Read (Guide) Close Read (Guide) Comprehension Check Evidence Log Text Analysis Craft and Structure Analysis Conventions	Performance Based Assessment: Writing an Explanatory Essay Explanatory Essay and Informative Presentation: How can animals and people help one another?

Writing to Sources Speaking and Writing Close Review Writing Nonfiction Narratives Author's Style Whole Class Learning Performance Assessment Small Group Learning Performance Assessment Selection Texts Reflection	
District/School Texts	**District/School Supplementary Materials**
My Perspectives (Consumable and Online) Prentice Hall Writing Coach *The Reluctant Dragon* *The Wind in the Willows* *The Jungle Book* *Black Beauty* *The Book of Dragons* *The Story of Doctor Dolittle*	*Scope Magazine* (Scholastic)

District/School Writing Tasks		
Task	Primary Focus	Secondary Focus
Performance Based Assessment 1	Composing an Explanatory Essay	Grammar/Mechanics

Suggested Modifications

- Modified assessment tasks/rubrics
- Additional time for completion
- Paired activities
- Reading written instructions
- Providing notes/study guides
- Modeling and providing examples
- Non-verbal cues
- Bilingual dictionary use
- Pairing visual prompts with verbal presentations
- Highlighting key words and key strategies
- Preferred seating
- RTI
- Scaffolding complexity level of questioning
- Differentiated assignment of novels and short readings
- Assist with organization/planning
- Provide graphic organizers/partially completed activities
- Others as determined appropriate by IEP/504/I&RS plan/RTI plan/classroom instructor

Interdisciplinary Connections

- Historical influence of time periods in which texts were written and/or represent
- sociology
- psychology
- social/historical constructs
- science - animal/environmental concerns

INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS

Close Reading and Annotation Guide
Evidence Log Guide
Word Network Model
Research Guide Grades 6-8
Writing Informational/Explanatory Grades 6-8

Unit 3: Modern Technology

Unit Summary

In this unit, students will deepen their understanding of the impact of modern technology on society through reading, writing, speaking, listening, and presenting. Students will read short stories, blog posts, news articles, and poetry, in addition to experiencing literature through mixed media (videos and podcasts). Many of these articles and media pieces will be linked and present opposing viewpoints on technology. Students will use the articles to craft arguments and deliver a multimedia presentation.

Essential Questions

How is modern technology helpful and harmful to society?

READING	
Critical Knowledge and Skills	**Standards**
Students will read and evaluate an argument. In so doing, we will trace the argument made by the author and the specific claims they make in a text; students will learn how to differentiate between evidence-based claims and claims that are not. They will also read news articles, short stories, blog posts, and poetry to better understand the ways writers express ideas. There will be a specific emphasis on point-of-view in both literary and nonfiction texts. Continued emphasis will be placed on determining theme, as well as analyzing excerpts to understand their relationship to a larger text. Finally, more reading will be done to compare and contrast two different viewpoints on the same general topic. Students will learn new academic and concept vocabulary.	RL.6.1 RL.6.2 RL.6.5 RI.6.1 RI.6.3 RI.6.4 RI.6.5 RI.6.6 RI.6.8 RI.6.9

Suggested Materials/Educational Resources
Scholastic *Scope*
Teacher Created Worksheets and Graphic Organizers
Flocabulary

WRITING	
Critical Knowledge and Skills	**Standards**
Students will learn the elements of argumentative writing. They will also write their own arguments to support a claim and conduct research to clarify and explore ideas using clear reasons and relevant evidence. Students will continue practicing writing informative and narrative writing as well. Writing will be buoyed by further support from other students and from teachers, and particular emphasis will be placed on the research aspect of writing as students look to craft effective arguments using reason-based evidence. Students will conduct research projects to explore topics in this unit.	W.6.1 W.6.1.a W.6.1.b W.6.1.c W.6.1.d W.6.1.e W.6.2 W.6.3 W.6.3.a W.6.3.b W.6.3.d W.6.5 W.6.6 W.6.7 W.6.8 W.6.9 W.6.9.a W.6.9.b W.6.10

Suggested Materials/Educational Resources
Scholastic *Scope*
Teacher Created Worksheets and Graphic Organizers
Flocabulary

SPEAKING AND LISTENING	
Critical Knowledge and Skills	**Standards**
Students will work together to build on one another's ideas, develop consensus, and communicate. They will also learn to incorporate audio, visuals, and text in presentations. Students will engage in collaborative discussions.	SL.6.1 SL.6.1.a SL.6.1.b SL.6.2 SL.6.3 SL.6.4 SL.6.4.b SL.6.4.d

| | SL.6.5 |
| | SL.6.6 |

Suggested Materials/Educational Resources
(including online materials)
Teacher Created Worksheets and Graphic Organizers
Multimedia Presentations
YouTube
Audiobooks/Audioclips

LANGUAGE	
Critical Knowledge and Skills	**Standards**
Students will develop a deeper understanding of how to clarify the relationships among claims and reasons by using words, phrases, and clauses. Understanding figurative language and word relationships will also be emphasized in this unit.l	L.6.1 L.6.2 L.6.2.a L.6.4 L.6.4.a L.6.4.b L.6.5 L.6.6

Suggested Materials/Educational Resources
Scholastic *Scope*
Teacher Created Worksheets and Graphic Organizers
Flocabulary

ASSESSMENT PLAN	
District/School Formative Assessment Plan	**District/School Summative Assessment Plan**
Unit Goals Academic Vocabulary Concept Vocabulary Word Networks Summary QuickWrite First Read (Guide) Close Read (Guide) Comprehension Check Evidence Log Text Analysis Craft and Structure Analysis Conventions Writing to Sources Speaking and Writing Close Review Writing Nonfiction Narratives	Performance Based Assessment: Writing an Argument Essay Argument Essay and Oral Presentation: Do we rely on technology too much?

Author's Style Whole Class Learning Performance Assessment Small Group Learning Performance Assessment Selection Texts Reflection	

District/School Texts	**District/School Supplementary Materials**
My Perspectives (Consumable and Online) Prentice Hall Writing Coach *The Island of Dr. Moreau*	*Scope Magazine* (Scholastic)

District/School Writing Tasks		
Task	Primary Focus	Secondary Focus
Performance Based Assessment 1	Writing an Argument Essay	Grammar/Mechanics

Suggested Modifications

- Modified assessment tasks/rubrics
- Additional time for completion
- Paired activities
- Reading written instructions
- Providing notes/study guides
- Modeling and providing examples
- Non-verbal cues
- Bilingual dictionary use
- Pairing visual prompts with verbal presentations
- Highlighting key words and key strategies
- Preferred seating
- RTI
- Scaffolding complexity level of questioning
- Differentiated assignment of novels and short readings
- Assist with organization/planning
- Provide graphic organizers/partially completed activities
- Others as determined appropriate by IEP/504/I&RS plan/RTI plan/classroom instructor

Interdisciplinary Connections

- Historical influence of time periods in which texts were written and/or represent
- sociology
- psychology
- social/historical constructs
- developments in science & tech

INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS

Close Reading and Annotation Guide
Evidence Log Guide
Word Network Model
Research Guide Grades 6-8
Writing Argument Grades 6-8

Unit 4: Imagination

Unit Summary

Throughout this unit, students will deepen their understanding of imagination by reading, writing, speaking, listening, and presenting. Students will read a play (*The Phantom Tollbooth*) and compare it with excerpts of an animated movie version, read novel excerpts, poetry, and reflective essays. As students read, they will also work on creating their own short stories and perform fictional narratives of their own.

Essential Questions

Where can imagination lead?

READING	
Critical Knowledge and Skills	**Standards**
Students will read and evaluate fictional narratives. As we will be reading a longform play in this unit, particular attention will be paid to plot development and understanding how characters grow and change as a plot advances. Students	RL.6.1 RL.6.3 RL.6.4 RL.6.5 RL.6.6 RL.6.7

will compare their readings to a movie version of the play and contrast the differences between the play version and the movie version. Students will also read reflective essays, poetry, and an interview to better understand the ways writers express ideas. Emphasis will be placed on analyzing character and plot development in this unit. Students will also learn academic and concept vocabulary.	RI.6.2 RI.6.3

Suggested Materials/Educational Resources
Scholastic *Scope* Teacher Created Worksheets and Graphic Organizers Flocabulary

WRITING	
Critical Knowledge and Skills	**Standards**
Students will learn the elements of fictional narrative writing and write their own fictional narrative based on imagined experiences or events. Students will learn the importance of context (characters, narration, plot sequencing, setting) in crafting an effective narrative and learn to effectively use dialogue and pacing to develop their writing. Students will write for a number of reasons, including reflecting on experiences, and gathering evidence. They will conduct research to clarify and explore ideas. We will also continue to re-visit explanatory writing as the unit unfolds.	W.6.2 W.6.2.a W.6.2.b W.6.2.c W.6.2.d W.6.3.e W.6.3 W.6.3.a W.6.3.b W.6.3.c W.6.3.d W.6.3.e W.6.4 W.6.5 W.6.7 W.6.8 W.6.10

Suggested Materials/Educational Resources
Scholastic *Scope* Teacher Created Worksheets and Graphic Organizers Flocabulary

SPEAKING AND LISTENING	
Critical Knowledge and Skills	**Standards**
Students will work to build on one another's ideas, and communicate with one another. They will also learn to	SL.6.1 SL.6.1.a SL.6.1.b

incorporate audio, visuals, and text in presentations. Students will engage in collaborative discussions.	SL.6.2 SL.6.4 SL.6.5 SL.6.6

Suggested Materials/Educational Resources
Scholastic *Scope* (including online materials) Teacher Created Worksheets and Graphic Organizers Multimedia Presentations YouTube Audiobooks/Audioclips

LANGUAGE

Critical Knowledge and Skills	Standards
Students will develop understanding of combining sentences for variety. They will practice combining sentences for variety in their own writing. As we read, particular emphasis will be placed on understanding figurative language and idioms and figures of speech, as well as connotative language.	L.6.1 L.6.1.c L.6.1.d L.6.1.e L.6.2 L.6.3 L.6.3.a L.6.4 L.6.4.a L.6.4.b L.6.5 L.6.5.b L.6.5.c L.6.6

Suggested Materials/Educational Resources
Scholastic *Scope* Teacher Created Worksheets and Graphic Organizers Flocabulary

ASSESSMENT PLAN

District/School Formative Assessment Plan	District/School Summative Assessment Plan
Unit Goals Academic Vocabulary Concept Vocabulary Word Networks Summary QuickWrite	Performance Based Assessment: Writing a Short Story Fictional Narrative: What might happen if a fictional character were to come into the real world?

First Read (Guide)
Close Read (Guide)
Comprehension Check
Evidence Log
Text Analysis
Craft and Structure Analysis
Conventions
Writing to Sources
Speaking and Writing
Close Review
Writing Nonfiction Narratives
Author's Style
Whole Class Learning Performance
Assessment
Small Group Learning Performance
Assessment
Selection Texts
Reflection

District/School Texts	District/School Supplementary Materials
My Perspectives (Consumable and Online) Prentice Hall Writing Coach *Something Upstairs* *Silver Blaze* *Adventures in Wonderland* *The Wonderful Wizard of Oz* *Treasure Island*	*Scope Magazine* (Scholastic)

District/School Writing Tasks		
Task	Primary Focus	Secondary Focus
Performance Based Assessment 1	Writing a Short Story	Grammar/Mechanics

Suggested Modifications

- Modified assessment tasks/rubrics
- Additional time for completion
- Paired activities
- Reading written instructions
- Providing notes/study guides
- Modeling and providing examples
- Non-verbal cues
- Bilingual dictionary use
- Pairing visual prompts with verbal presentations
- Highlighting key words and key strategies
- Preferred seating
- RTI
- Scaffolding complexity level of questioning
- Differentiated assignment of novels and short readings
- Assist with organization/planning
- Provide graphic organizers/partially completed activities
- Others as determined appropriate by IEP/504/I&RS plan/RTI plan/classroom instructor

Interdisciplinary Connections

- Historical influence of time periods in which texts were written and/or represent
- sociology
- psychology
- social/historical constructs
- news in science and tech

INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS

Close Reading and Annotation Guide
Evidence Log Guide
Word Network Model
Research Guide Grades 6-8
Writing Narrative Grades 6-8

Unit 5: Exploration

Unit Summary
Throughout this unit, students will deepen their understanding of exploration by reading, writing, speaking, listening, and presenting. Students will be exposed to memoirs, videos, articles, adaptations of epic poetry, blogs, graphic novels, nonfiction narratives, and historical fiction. Students will craft arguments and present advertisements while synthesizing this material.

Essential Questions
What drives people to explore?

READING

Critical Knowledge and Skills	Standards
Students will read, view, and evaluate arguments. Students will evaluate these arguments by analyzing how authors state and support their claims and also expand their knowledge and use of academic and concept vocabulary. For fiction-based reading, students will determine theme and understand plot development. Given the vast array of writing formats in this unit, students will also work to develop their understanding of issues from a wide variety of sources.	RL.6.2 RL.6.3 RL.6.5 RI.6.1 RI.6.2 RI.6.3 RI.6.5 RI.6.7

Suggested Materials/Educational Resources

Scholastic *Scope*
Teacher Created Worksheets and Graphic Organizers
Flocabulary

WRITING

Critical Knowledge and Skills	Standards
Students will learn the elements of writing an argument. They will also write their own argument in which they effectively incorporate the key elements of an effective argument. Students will learn to introduce claims, clarify the relationships between claims and reasons, and write strong conclusions in an argument. Students will write for a number of reasons, including organizing and sharing ideas, reflecting on experiences, and gathering evidence. They will conduct	W.6.1 W.6.1.a W.6.1.b W.6.1.c W.6.1.d W.6.1.e W.6.2 W.6.2.a W.6.2.b W.6.2.c W.6.3 W.6.3.a

research to clarify and explore ideas and topics. Both narrative and explanatory writing will be re-emphasized in this unit as well.	W.6.3.b W.6.3.c W.6.3.d W.6.3.e W.6.4 W.6.5 W.6.6 W.6.7 W.6.8 W.6.9 W.6.9.b W.6.10

Suggested Materials/Educational Resources
Scholastic *Scope* Teacher Created Worksheets and Graphic Organizers Flocabulary

SPEAKING AND LISTENING

Critical Knowledge and Skills	Standards
Students will work together to build on one another's ideas, develop consensus, and communicate with one another. They will also learn to incorporate audio, visuals, and text in presentations. Students will engage in collaborative discussions.	SL.6.1 SL.6.1.c SL.6.1.d SL.6.2 SL.6.4 SL.6.5 SL.6.6

Suggested Materials/Educational Resources
(including online materials) Teacher Created Worksheets and Graphic Organizers Multimedia Presentations YouTube Audiobooks/Audioclips

LANGUAGE

Critical Knowledge and Skills	Standards
Students will develop a deeper understanding of correcting errors with verb usage. They will then practice correct verb usage in their own writing. Students will also practice determining the meaning of unknown words using context clues and understanding Greek and Latin affixes and	L.6.1 L.6.1.e L.6.3.b L.6.4 L.6.4.a L.6.4.b L.6.4.c

| roots. | L.6.4.d |
| | L.6.6 |

Suggested Materials/Educational Resources

Scholastic *Scope*
Teacher Created Worksheets and Graphic Organizers
Flocabulary

ASSESSMENT PLAN

District/School Formative Assessment Plan	District/School Summative Assessment Plan
Unit Goals Academic Vocabulary Concept Vocabulary Word Networks Summary QuickWrite First Read (Guide) Close Read (Guide) Comprehension Check Evidence Log Text Analysis Craft and Structure Analysis Conventions Writing to Sources Speaking and Writing Close Review Writing Nonfiction Narratives Author's Style Whole Class Learning Performance Assessment Small Group Learning Performance Assessment Selection Texts Reflection	Performance Based Assessment: Writing an Argument Argument Essay and Speech: Should kids today be encouraged to become explorers?

District/School Texts	District/School Supplementary Materials
My Perspectives (Consumable and Online) Prentice Hall Writing Coach *The Little Lame Prince* *Tuck Everlasting* *Heidi* *Around the World in 80 Days*	*Scope Magazine* (Scholastic)

The Enchanted Castle *Robinson Crusoe for Young Folk* *Chasing Vermeer* *From the Mixed-up Files of Mrs. Basil E. Frankweiler* *Holes*		

District/School Writing Tasks

Task	Primary Focus	Secondary Focus
Performance Based Assessment 1	Argument Essay	Grammar/Mechanics

Suggested Modifications
- Modified assessment tasks/rubrics   - Additional time for completion   - Paired activities   - Reading written instructions   - Providing notes/study guides   - Modeling and providing examples   - Non-verbal cues   - Bilingual dictionary use   - Pairing visual prompts with verbal presentations   - Highlighting key words and key strategies   - Preferred seating   - RTI   - Scaffolding complexity level of questioning   - Differentiated assignment of novels and short readings   - Assist with organization/planning   - Provide graphic organizers/partially completed activities   - Others as determined appropriate by IEP/504/I&RS plan/RTI plan/classroom instructor
Interdisciplinary Connections
- Historical influence of time periods in which texts were written and/or represent   - sociology   - psychology   - social/historical constructs

INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS

Close Reading and Annotation Guide

Evidence Log Guide
Word Network Model
Research Guide Grades 6-8
Writing Argument Grades 6-8