Grade 6
Reading Curriculum

Oradell Public School District
Oradell, NJ

2023

The Grade 6 Reading Curriculum was developed by the Oradell Language Arts
Curriculum Team and aligned to the New Jersey Student Learning Standards (NJSLS).

Oradell Public School District

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Board Policy

This revision is aligned with the New Jersey Student Learning Standards for Language Arts, the New Jersey Student Learning Standards for Career Readiness, Life Literacies, and Key Skills, the New Jersey Student Learning Standards for Computer Science and Design Thinking, and Social Emotional Learning Competencies.

Affirmative Action

During the development of this course of study, particular attention was paid to the elimination or exclusion of any materials which might discriminate on the basis of race, color, national origin, ancestry, age, sex, affectional or sexual orientation, gender identity or expression, marital status, familial status, genetic information, mental or physical disabilities, or in educational opportunities. Every effort has been made to uphold both the letter and spirit of Affirmative Action mandates as applied to the content, the texts and the instruction inherent in this course.

Megan Bozios, Superintendent
Michelle Hawley, Principal
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Our Language Arts Philosophy

We believe in a balanced approach to the teaching of language arts. We develop readers and writers to become thinkers and to develop strategies to become global citizens. We believe that readers need access to books that they find fascinating, time to read, and expert instruction (Richard Allington 2011). We believe that writers need time, choice, and feedback to be successful. Partnered with explicit instruction in language arts content, a strategy-based curriculum promotes literacy behaviors and skills that contribute to strategic thinking, reading, and writing.

What is Balanced Literacy?

A Balanced Literacy program uses whole language and phonics and aims to include the strongest elements of each. The components of a balanced literacy approach are as follows:
- Reading workshop
- Read-aloud
- Shared reading
- Guided reading
- Writing workshop
- Interactive writing
- Shared writing
- Word study

Reading Workshop

What is Reading Workshop?

Throughout the year, students will go on a literacy journey learning important skills that contribute to their lives as readers and writers in an ever-changing world. Within a workshop model, teachers implement standards-based minilessons to support whole class goals, followed by individualized small group work, conferences, and assessments that allow for a gradual release of responsibility and differentiated support and challenge for each student's individual learning needs. Ultimately, the workshop will close with a quick culminating group discussion that reviews the teaching point of the lesson while providing an opportunity for students to share their learning and process.

Minilesson

Each reading workshop lesson begins with explicit instruction in a minilesson. During each minilesson, the teacher introduces a specific concept, also known as the teaching point. Most often, the teaching point focuses on a reading skill and strategy. The teacher will explicitly model or demonstrate the skill for the students. Skills are explicitly modeled during minilessons. The minilesson has four parts: the connection, the teach (demonstration), the active engagement and the link. The teacher chooses a skill and strategy that the class needs based on classroom assessments. During the connection portion of the lesson, the teacher connects prior learning to the current skill. The teacher announces the teaching point: the skill and strategy being taught. In this approach, the teacher shows students how to accomplish the skill by modeling the strategy in a book with which the students are familiar. The teacher also uses a think-aloud. This method shows students how to think about the text and then allows them to work this out in their own books or a shared text during the active engagement portion of the minilesson. During the link portion of the

minilesson, the teacher reminds students about the strategies they can use while they are reading.

Reading Aloud
Time is reserved for teachers to model reading with expression, fluency, intonation, and good pacing. Instructional read-alouds promote strategic reading, where students must draw upon their full toolbox of reading knowledge. Most importantly, read-aloud time should promote the joy of reading, thinking, sharing, and learning.

Interactive Read-Aloud
An interactive read-aloud is comprised of a series of purposeful activities that engage the class in the book and the strategies that surround it. The following list contains the many parts of an interactive read-aloud:
- Previewing the book
- Scaffolding on prior knowledge
- Modeling vocabulary development
- Teaching reading fluency
- Emphasizing elements of the story
- Asking purposeful questions
- Using think-alouds to assist comprehension
- Summarizing the story to bring closure

Texts used during the interactive read-aloud should be chosen from a wide variety of genres. They should tap into the readers' interests and be full of rich vocabulary.

Shared Reading
Shared Reading is an interactive reading experience that occurs when students join in or share the reading of a book or other text while guided and supported by a teacher. The teacher explicitly models the skills of proficient readers, including reading with fluency and expression

Guided Reading
The purpose of a guided reading group is to support students as they move up to the next reading level. For example, if a group of students demonstrates signs of readiness to reach a new level text, the teacher may gather that group of students to introduce them to the work of reading at that next level. The Scholastic Leveled Book Room 4.0 contains very useful resources adapted from Fountas and Pinnell's work around guided reading called "Behaviors to Notice and Support." These charts are designed for each guided reading level. They provide specific behaviors and understandings that are required at each level for students to demonstrate thinking within, beyond, and about the text. These behaviors and understandings describe what students will be expected to do in order to effectively read and understand the text.

Independent Reading
Research suggests that a high volume of reading improves reading comprehension. Furthermore, research suggests that students comprehend better when they have an opportunity to discuss their reading content and process. Based on data from the Teachers College Reading and Writing Project (TCRWP) Assessment for Independent Reading Levels, students are guided toward texts that are at an appropriate level to support the individual reader's growth. Specific class time is reserved for independent reading, partner reading, guided reading and/or book club reading followed by occasions to talk about texts in student partnerships, small groups, and whole group settings. Leveled classroom libraries support student reading practice.

Teachers conduct the [Teachers College Reading and Writing Project (TCRWP) Assessment](#) for Independent Reading Levels several times each year. During the assessment, teachers assess the accuracy of the student's oral reading. In addition, students are asked to retell the story and answer comprehension questions. Teachers also record their noticings about the student's fluency. Ultimately, teachers use the assessment data to determine the highest level that a student can read independently: "That is, the reader has an accuracy rate of 96% or higher and comprehension represented by a strong retelling or at least three correct comprehension questions" (TCRWP Assessment Instructions 2020). Students are expected to read independently daily at an appropriately rigorous independent reading level. There are also opportunities for students to read at an instructional level, defined as one to two levels above his/her independent level, with support.

Reading Conferences

In a reading conference, teachers check-in with individual students (or small groups of students with a specific and similar learning need) on their reading interests and progress. After listening to a student read a portion of a text aloud or asking specific teacher-driven questions, teachers will work to:

1. Compliment the student(s).
2. Provide an explicit teaching point.
3. Coach the student as he/she works to apply the skill/strategy.

Teachers take anecdotal notes on conferences as formative assessment data to drive subsequent conferences and small group work. Each conference or small group lesson focuses on a particular reading strategy to learn more about individual student reading needs within the small group setting.

Reading Strategy Groups

Teachers may gather strategy groups when students at various levels need support with a specific skill. In strategy groups, students may be reading at different independent reading levels, however, the students may be gesturing toward a similar next step in reading skill work. For example, teachers may gather a group of students based on similar noticings on formative assessments.

Close Reading

Close reading is a rereading of a short passage looking at specific details to deepen comprehension. It promotes higher order thinking in relation to the text by determining importance and analyzing select passages and excerpts.

Book Clubs

Small groups of students may read the same book together in a book club. When students discuss their books they learn through collaboration with peers. Teachers model and guide effective text discussion before releasing students to work in a student-centered book club: selecting the text, determining the pace of reading, preparing for discussion, and facilitating discussion.

<u>Writing Workshop</u>

What is Writing Workshop?
The writing workshop framework is used for writing instruction. This is the daily block of time devoted to teaching students to become skilled writers. Each Writing Workshop lesson begins with explicit instruction in a curriculum driven minilesson that is grounded in a clear teaching point. After the minilesson, individual writing conferences take place while the majority of the students are writing independently. This structure allows teachers to truly get to know each child as an author, and then to provide ongoing support for each child's writing.

Minilesson
Writing workshop begins with a minilesson, a short whole class lesson in which the teacher teaches students something about writing (Anderson 2005). The majority of the class time is spent with students practicing the skill and strategy work that was introduced during minilessons, small group work, and/or shared writing. The teacher gradually releases responsibility to students with strategic levels of support.

Writing Conferences
While students write, teachers move around the classroom conducting writing conferences. In these one-on-one conversations, teachers teach each student about an aspect of writing that meets that students' needs as a writer (Anderson 2005). According to Lucy Calkins, a writing conference should contain the following parts:
1. Research: Observe and note something to praise and something to grow.
2. Decide: Determine the teaching point.
3. Teach: Coach a part of the student's writing process.
4. Link: Remind the student to use his/her new skills as an author in future writing endeavors.

Anecdotal records of writing conferences are used to compile all of the useful information collected. The conference notes are an effective tool to help identify trends in each child's writing and assess his/her growth as a writer. Conference notes provide formative assessment data for subsequent individual and small group instruction. (See below for Carl Anderson's example of a writing conference form.)

Writing Strategy Groups

Teachers may convene strategy groups when students at various levels need support with a specific writing skill. This is an effective format when a small group of students is struggling with the same writing skill and the teacher can target that particular group.

Independent Writing

This is the time when students practice the skill taught during the minilesson with their own writing. Students are encouraged to write with independence, focus, and stamina in order to produce writing in volume.

Writing Share

Ultimately, the lesson will close with a culminating group discussion that reviews the teaching point of the lesson while providing an opportunity for students to share their learning and process.

Interactive Writing (K-1)

Interactive writing supports foundational skills for young writers. In this lesson structure, teacher and students compose a message together and the pen is shared. This type of work supports concepts of print, sound-symbol relationships, increases spelling knowledge, and provides opportunities to plan and construct text in a shared writing setting (Fountas & Pinnell, 2001). Unlike independent writing, where students spell using a developing understanding of sound-symbol relationships (i.e. inventive spelling), interactive writing models correct writing conventions. In other words, if the students do not know a writing convention rule, the teacher delivers it explicitly in the creation of the shared text.

Shared Writing (K-6)

Teacher and students work together to compose written texts that support the current genre/unit of study. This demonstrates how writing works, provides opportunities to model spelling strategies, revision work, and editing strategies. The students are brought through the writing process together. This also provides an exemplar to post in the classroom for reference.

What is the difference between <u>revising</u> and <u>editing</u>?

Revising and editing are not the same part of the writing process. When revising, the author is changing the meaning or way in which the reader perceives, experiences and interprets a piece of writing. This can be accomplished by adding new thoughts, clarifying existing thoughts, choosing more descriptive words, improving overall understanding of ideas presented, enhancing character development, adding more detail, or eliminating unnecessary elements.

When editing, the overall piece remains exactly the same, but the writer fixes the mistakes they have made, such as typos, grammatical errors, and spelling mistakes. This is an ideal point in the unit to teach grammar lessons, as students can apply what they learn to their own pieces of writing.

Word Study

Oradell Public School District utilizes an integrated approach to word study. Although word study is embedded in the various reading and writing workshop lessons, time is reserved for word study activities and assessments during the literacy block. Word study time begins in Kindergarten with early literacy concepts, phonics/word work, and handwriting activities and evolves toward work in spelling, grammar, and vocabulary.

Phonics Resource for Primary Grades

Beginning in the 2018-2019 school year, Oradell Public School is implementing the Wilson Fundations program for Kindergarten and 1st grade. Teachers will use the Fundations materials during their literacy block to build students' phonics/vocabulary skills. Through Fundations, emerging readers review letters, their sounds, and how to form them, along with strategies for segmenting and blending words as they try to read and spell them. They also learn about many aspects of word and sentence structure. Echo, an owl puppet children love, encourages them as they learn through repetition, build sounds and words with magnet letters, and engage in other visual, auditory, oral, and kinesthetic activities that foster literacy.

Word Study in the Upper Grades

Students in grades 2-6 engage in multiple ways into a deeper study of vocabulary. Word study provides students with opportunities to investigate and understand the patterns in words. Knowledge of these patterns means that students needn't learn to spell one word at a time. Word study is also designed to build word knowledge that can be applied to both reading and spelling. Students in grades 2-5 utilize *Wordly Wise 3000: Direct Academic Vocabulary Instruction* as their word study resource. Students in grade 6 utilize *Sadlier Vocabulary Workshop: Level A* as their resource. Both *Wordly Wise* and *Sadlier* are resources, as teachers use many other word study strategies and materials to support vocabulary development in their classrooms. The more students understand academic vocabulary, the easier it is for them to understand the information they may read or hear about a topic (Marzano 2005).

Grammar

Oradell Public School District believes in an embedded and inquiry-based approach to the teaching of grammar. To this end, we have developed a <u>Standards-based Continuum</u> of grammar and mechanics skills that are to be taught at each grade level. The continuum should also be used to differentiate the lessons taught to individual and small groups of students. For example, a student in the 4th grade may work on

"using relative pronouns" but, based on assessment, another will be in a small group on "using collective nouns" (a 2nd-grade skill).

All About the Language Arts Curriculum

How was the curriculum developed?
The Oradell Public School District's curriculum consists of reading and writing units that have been inspired by the Lucy Calkins Units of Study for Teaching Reading (K-6) and the Lucy Calkins Units of Study for Teaching Writing (K-5 and Middle School) further supported by the [Teachers College Reading and Writing Project](#) (TCRWP). Please see the "Professional Resources" section at the end of each unit for specific books used. Additionally, grade-level writing rubrics for narrative, informational, and opinion writing are provided. The OPS rubrics have been linked to the document as Google Docs for ease of use; teachers can make a copy and revise for specific units as needed. Teachers are encouraged to collaborate to create additional minilessons and formative assessments for the whole group, small-group, and individual conferences.

Each unit contains bends and corresponding teaching points. The first part of the teaching point can also be read as an essential question. A bend is the section of each unit that groups particular teaching points. A teaching point addresses both the skill and strategy that will be practiced in a given reading or writing block. The teaching points in the curriculum are meant as a menu of options and are chosen based on assessment.

Modifications
The modifications section at the end of each bend is meant to help guide the differentiation of the units for students with IEPs, English Language Learners, Tier 2 At-Risk students (students in Basic Skills) and Gifted and Talented students. Carol Ann Tomlinson defines differentiation as tailoring instruction to meet individual needs. Whether teachers differentiate content, process, products, or the learning environment, the use of ongoing assessment and flexible grouping makes this a successful approach to instruction. At its most basic level, differentiation consists of the efforts of teachers to respond to variance among learners in the classroom. Whenever a teacher reaches out to an individual or small group to vary his or her teaching in order to create the best learning experience possible, that teacher is differentiating instruction (Tomlinson 2000).

Teachers can differentiate at least four classroom elements based on student readiness, interest, or learning profile:
1. Content: what the student needs to learn or how the student will get access to the information
2. Process: activities in which the student engages in order to make sense of or master the content
3. Products: culminating projects that ask the student to rehearse, apply, and extend what he or she has learned in a unit
4. Learning environment: the way the classroom works and feels

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Oradell Public School District
Suggested Pacing Guide for Reading & Writing Units
Grade Six

Unit	Approximate Month	Reading Unit	Writing Unit	Grammar Skill
1	September	**Reflecting on Themselves as Readers**	**NARRATIVE** Establishing Personal Goals & Personal Narrative	-Conversational dialogue -Interrupted dialogue -Commas in a series -Independent clauses
2	October-November	**FICTION** Character Analysis and Literary Elements in Short Stories	**NARRATIVE** Realistic Fiction	-Dependent clauses -Figurative language
3	November-December	**FICTION** Comparing Themes in Literature	**OPINION** Literary Essay & Compare and Contrast Themes in Literature	-Compound sentences *(nor, for, yet)*
4	January-February	**NONFICTION** Tapping into the Power of Nonfiction	**INFORMATIONAL** Bringing History to Life	-Run-ons and sentence fragments -Appositive sentences
5	February- March	**STANDARDIZED TEST PREP** Reading, Thinking, and Writing About Complex Texts	**OPINION** Comparing and Contrasting Main Ideas and Perspectives in Informational Texts	-Objective, possessive, subjective pronouns
6	April-May	**POETRY** Reading and Analyzing Poetry	**OPINION** The Research-based Argumentative Essay Debating Global Issues	-Intensive pronouns -Inappropriate shifts in pronouns
7	May-June	**FICTION** Analyzing Social Issues Through Book Clubs	**NARRATIVE** Memoir	-Correct vague pronouns

Note: Highlighted activities indicate Holocaust Awareness or Amistad Commission or Asian American and Pacific Islander legislation related activities.

Sixth Grade Reading Curriculum

Unit 1: Reflecting on Themselves as Readers

Unit Overview
In the *Reflecting on Themselves as Readers* unit, students will establish their reading identities and build a community of readers. They will choose independent fiction novels that are appropriate for their interest, level, and understanding. Students will think about who they are as readers and use that knowledge to establish self-regulated reading goals. They will review ways to monitor their reading and respond to it in writing. Students will build a community of readers by sharing and discussing their goals with their classmates. They will create reading partners and use accountable talk to foster lively conversations about texts. Students will also prepare to respond to texts by writing response letters about their reading. Students will start reading, *Fish in a Tree* as a class mentor text to start to build a community and discuss the importance of a growth mindset.

Enduring Understandings
Readers will:
- Build a community of readers that have the ability to discuss, analyze, and interpret texts.
- Think about who they are as a reader and what they would like to accomplish as a sixth grader.
- Establish self-regulated goals that will push their thinking about texts and who they are as an older reader.
- Review ways to monitor their reading.
- Think about before, during, and after reading to support comprehension.
- Discuss their findings with others.
- Write a response letter to extend their thinking.

Assessment

Possible Ongoing Assessments
- TCRWP Assessment for Independent Reading Levels   - LinkIt! benchmark and custom assessments   - Post-its   - Sharing goals   - Goal pennants to be displayed in the classroom   - Book recommendation lists (anchor chart)   - Partner talk   - Conferring notes: daily observation of students' participation and conversation with partners   - Teacher-student conferences including: individual, small group, strategy group, and guided reading   - Reading logs, reader's notebooks   - Reading response letter and rubric
Possible Reading Notebook Entries
Draw a picture of who you are as a reader.

- I'm at the part where…
- Write a summary using SWBST. (Somebody… Wanted… But… So… Then…)
- Respond to the text using RACE. (Reword, Answer, Cite and Explain)
- Develop a theory about the character using evidence from the text.
- Pull a Post-it and write long.
- Ask and answer questions.

Standards (NJSLS) Addressed in this Unit

Reading Literature

RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

Speaking & Listening

SL.6.1 . 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.
> A. 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.
> B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
> C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
> D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Language

L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
> E. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
> A. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
> B. Maintain consistency in style and tone.

L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
> A. Use context (e.g. the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
> B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g. audience, auditory, audible).
> C. Consult reference materials (e.g. dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

D. Verify the preliminary determination of the meaning of a word or phrase (e.g. by checking the inferred meaning in context or in a dictionary).

L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

A. Interpret figures of speech (e.g. personification) in context.

B. Use the relationship between particular words (e.g. cause/effect, part/whole, item/category) to better understand each of the words.

C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g. stingy, scrimping, economical, unwasteful, thrifty).

Computer Science and Design Thinking
8.2.8.ED.5: Explain the need for optimization in a design process.

Career Readiness, Life Literacies, and Key Skills
9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential. 9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2). 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal. **Practices** CLKSP1 Act as a responsible and contributing community member and employee. CLKSP3 Consider the environmental, social, and economic impacts of decisions. CLKSP4 Demonstrate creativity and innovation. CLKSP5 Utilize critical thinking to make sense of problems and persevere in solving them. CLKSP6 Model integrity, ethical leadership and effective management. CLKSP8 Use technology to enhance productivity, increase collaboration and communicate effectively. CLKSP9 Work productively in teams while using cultural/global competence.

Interdisciplinary Connections
Comprehensive Health and Physical Education 2.1.8.PGD.4: Analyze the relationship between healthy behaviors and personal health.

Unit 1 Reflecting on Themselves as Readers
Suggested Teaching Points

Unit 1/Bend 1: Independent Reading Life	

Readers will set up their independent reading life by...	● Learning strategies to select their just right text that they will read between home and school.
	● Using Post-its and thinking stems to monitor their reading:
	   ○ Ask questions.
	   ○ What you are wondering?
	   ○ Make predictions.
	   ○ Learn new information.
	   ○ Find a funny part.

	○ Read something I like.
	○ Make a connection.
	○ Come to an important part.
	○ Read a part that gives me clues about the theme.
	● Reflecting on who they are as a reader by identifying their strengths and weaknesses, likes and dislikes, perfect reading environment, etc.
	● Setting goals based on where they are as readers and where they would like to be.
	● Defining and identifying ways to develop a growth mindset to become a stronger reader and person by asking:
	  ○ What is a growth mindset?
	  ○ What is a fixed mindset?
	  ○ How can having a growth mindset help me be a stronger reader?
	● Knowing ways to be resourceful when struggling:
	  ○ Look back at your reading notebook.
	  ○ Look back at anchor charts.
	  ○ Ask your reading partner.
	  ○ Look at previous work (teacher or partner).
	● Making deliberate decisions that will help them practice and learn reading skills.
	● Having agency to work independently and incredibly hard in order to achieve something.

Unit 1/Bend 2: Responding to Texts

Readers will respond to texts in writing by...	● Developing theories about their texts as they are reading.
	● Using text-based evidence to support their thinking:
	  ○ For example...
	  ○ In the text it says...
	  ○ Because...
	  ○ On page _____, it says...
	● Writing about the text.
	● Writing reading response letters that identify specific theories about the characters:
	  ○ Letters should also address and include the literary elements that they know.
	● Looking at examples of reading response letters as mentors.
	● Learning strategies for summarizing a text that is free of personal opinions or judgments.
	● Learning the RACE technique in order to write a complete response:
	  ○ **R**estate the question.
	  ○ **A**nswer all parts of the question.
	  ○ **C**ite the source.
	  ○ **E**xplain your response.

Unit 1/Bend 3: Building a Community of Readers

Readers will engage in small and large group discussions about the text by...	- Using Post-it notes and reading responses to prepare for conversations about their beliefs. - Sharing goals and interests as a reader. - Using textual evidence to support their claims. - Building upon ideas presented in group discussions. - Questioning each other to clarify meaning. - Adjusting ideas about text, based on class discussions. - Recommending books to one another. - Using motivational messages and inspirational quotes to inspire growth mindsets. - Using accountable talk to deepen understanding: - Question each other to clarify meaning. - Reiterate what a partner said. - Ask questions. - Make a connection to the text. - Use textual evidence: *I believe this is true because in the text...* - Agree or disagree. - Respect each other's opinions, but adding more.

Unit Specific Vocabulary

growth mindset, fixed mindset, skill, strategy, goals, RACE, SWBST, text-based evidence, goals, independent, routine, theory, partner talk, reflection, jot, just right books, background knowledge, accountable talk, anchor charts

Suggested Modifications
These strategies can be adapted to scaffold for students needing more support or extend the learning for higher-level students. Differentiation is accomplished through content, process, product and learning environment.

Special Education Students

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Provide preferential seating.
- Ask students to recall together what they already learned in ways that activate their prior knowledge.
- Model book selection process.
- Model productive and engaging partner talk.
- Provide direct instruction for completing a book log.
- Build and/or use anchor charts with students and continually refer to them as you teach about setting goals and finding evidence.
- Use visuals to show Post-it notes using HoverCam, SmartBoard and/or Padlet.
- Provide graphic organizer for setting goals.
- Provide chart for tracking stamina.
- Provide students with their own copies of the text that they can read independently and track.
- Provide opportunities for students to turn and talk.
- Use modeling/role play/cuing.
- Incorporate differentiated reading techniques based on the 6th Grade Reading Learning

Progressions (see TCRWP Units of Study for Reading).

Students with 504 Plans

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Provide preferential seating.
- Ask students to recall together what they already learned in ways that activate their prior knowledge.
- Model book selection process.
- Model productive and engaging partner talk.
- Provide direct instruction for completing a book log.
- Build and/or use anchor charts with students and continually refer to them as you teach about setting goals and finding evidence.
- Use visuals to show Post-it notes using HoverCam, SmartBoard and/or Padlet.
- Provide graphic organizer for setting goals.
- Provide chart for tracking stamina.
- Provide students with their own copies of the text that they can read independently and track.
- Provide opportunities for students to turn and talk.
- Use modeling/role play/cuing.
- Incorporate differentiated reading techniques based on the 6th Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

Students at Risk

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Provide preferential seating.
- Ask students to recall together what they already learned in ways that activate their prior knowledge.
- Model book selection process.
- Model productive and engaging partner talk.
- Provide direct instruction for completing a book log.
- Build and/or use anchor charts with students and continually refer to them as you teach about setting goals and finding evidence.
- Use visuals to show Post-it notes using HoverCam, SmartBoard and/or Padlet.
- Provide graphic organizer for setting goals.
- Provide chart for tracking stamina.
- Provide students with their own copies of the text that they can read independently and track.
- Provide opportunities for students to turn and talk.
- Use modeling/role play/cuing.
- Incorporate differentiated reading techniques based on the 6th Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

English Language Learners

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Provide preferential seating.
- Ask students to recall together what they already learned in ways that activate their prior knowledge.

- Model book selection process.
- Model productive and engaging partner talk.
- Provide direct instruction for completing a book log.
- Build and/or use anchor charts with students and continually refer to them as you teach about setting goals and finding evidence.
- Use visuals to show Post-it notes using HoverCam, SmartBoard and/or Padlet.
- Provide graphic organizer for setting goals.
- Provide chart for tracking stamina.
- Provide students with their own copies of the text to read independently and track.
- Provide opportunities for students to turn and talk.
- Use modeling/role play/cuing.
- Incorporate differentiated reading techniques based on the 6th Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

Gifted and Talented

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Ask students to recall together what they already learned in ways that activate their prior knowledge.
- Allow student to set goals that will allow them independence.
- Provide students with their own copies of the text to read independently.
- Provide opportunities for students to turn and talk.
- Provide student opportunities to set their own agenda.
- Incorporate differentiated reading techniques based on the 6th Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

Social Emotional Learning Competencies

- **Self-Awareness**: ability to recognize one's emotions and know one's strengths and limitations
  - Connections:
    - Students will be working with partners or in small groups. It is important for students to understand that everyone has different strengths and areas of growth. The teacher helps support students with this.
    - Use of student/teacher specific praise regularly on student areas of strength and areas that have been improving.
    - Check-in on feelings (thumbs up, down, in the middle). This helps the teacher know who might need additional support.
- **Self-Management**: ability to regulate and control one's emotions and behaviors, particularly in stressful situations
  - Connections:
    - Applying Open Circle strategies such as belly breathing when feeling upset or anxious.
    - Cool down spot in classroom to take a break. Students are encouraged to use it to help refocus as needed.
    - Use of fidget toys as needed.
- **Social Awareness**: ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one's actions influence and are

influenced by others
- ○ Connections:
    - ■ Students becoming the "expert" helper to support others in their work.
    - ■ Practicing active listening strategies when classmates are speaking.
    - ■ Use of "I messages" when resolving conflicts.
- **Relationship Skills**: refers to one's ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
    - ○ Connections:
        - ■ Sharing materials, taking turns, understanding that everyone may not always get a turn for every activity.
        - ■ Use of "I messages" when resolving conflicts.
        - ■ Use of active listening strategies, i.e. repeating what you heard your partner say when discussion conflicts.
- **Responsible Decision-Making**: refers to the ability to use multiple pieces of information to make ethical and responsible decisions
    - ○ Connections:
        - ■ Class rules
        - ■ Class discussions
        - ■ Following rules

Suggested Mentor Texts
Fish in a Tree by Lynda Mullaly Hunt
Thank You, Mr. Falker by Patricia Polacco
Chrysanthemum by Kevin Henkes

Professional Resources
Units of Study for Teaching Reading: A Deep Study of Character, Grade 6-8 by Lucy Calkins (series editor) and Mary Ehrenworth
A Guide to the Reading Workshop, Intermediate Grades, Units of Study for Teaching Reading by Lucy Calkins with Colleagues from the Teachers College Reading and Writing Project
The Reading Strategies Book: Your Everything Guide to Developing Skilled Readers by Jennifer Serravallo
Scholastic Leveled Bookroom 4.0

Unit 2 Fiction: Character Analysis and Literary Elements in Short Stories

Unit Overview

In the *Character Analysis and Literary Elements in Short Stories* unit, students will read a variety of short stories to develop theories about characters. Students will learn about different types of characters and deepen their understanding about a character's motivations, goals, struggles, and desires. They will make inferences by observing a character's speech, thoughts, effects on others, actions and looks in order to build theories about that character. Students will track and analyze motifs within a story. They will also explore the struggles that characters face in order to develop a recurring theme. Students will define and identify literary elements within the story to deepen their understanding of a text. They will think about the perspective and point of view of a story and how they influence the way the story is told. Readers will explore the impact of flashback and foreshadowing on a story. They will examine the parts of plot and identify them across short stories. Students will refer to their mentor text, *Fish in a Tree,* to look for examples of characters and literary elements. Students will continue to reflect upon and establish goals. The next class read-aloud, *Crash* by Jerry Spinelli, should be started during this unit immediately after the completion of *Fish in a Tree*.

Enduring Understandings

Readers will...
- Define the different types of characters and identify their roles in a story.
- Define and identify the difference between internal and external character traits.
- Comprehend the difference between direct and indirect characterization.
- Think about all of the factors that contribute to building a character.
- Define and identify conflict.
- Examine the role of perspective and point of view in a story.
- Think about the importance of the setting and how it impacts the characters in the story.
- Look at plots across different short stories.
- Recognize how literary elements are connected and how they work together to form a story.
- Identify and define types of figurative language.
- Recognize how a character changes emotionally and physically.
- Make connections to a character's behavior.
- Make predictions about a character's reactions using what they know about the text.
- Confirm and often revise ideas about characters, recognizing that they are complex and act in many different ways.
- Think about why characters make the choices that they do and how they are impacted by the world around them.
- Notice language in order to identify the tone and mood of a story.
- Think about the importance of flashbacks and foreshadowing.
- Apply technology to enhance meaning.

Assessments

Possible Ongoing Assessments
- TCRWP Assessment for Independent Reading Levels   - LinkIt! benchmark and custom assessments

- Partner talk
- Unit quizzes
- Point of view/perspective poster: Find a picture and write the story from a different person's perspective while still maintaining the same story.
- Figurative language interactive notebook
- Figuratively speaking poster: Use a personal picture to create an example of each type of figurative language.
- Illustrate an idiom: Draw a literal picture of the figurative meaning for an idiom.
  (e.g. Valentine's Day idioms: falling in love, broken heart, wear your heart on your sleeve, etc.)
- Create a character.
- Read short stories and identify the different types of characters.
- Think about a specific popular movie and use this movie to identify stereotypical characters.
- Characterization t-shirts: Choose a character.
- Write from the perspective of a character.

Suggested Reading Notebook Entries

- Write reading responses.
- Create theories about characters.
- Pull a Post-it.
- Draw a story mountain to plot the events of the story.
- Stop and jot.
- Make a prediction.
- Make a connection.
- Make a t-chart comparing and contrasting characters.
- Notes on the PowerPoint presentations
- Create a Venn diagram of fictional and realistic characters.

Standards (NJSLS) Addressed in this Unit

Reading Literature

RL.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RL.6.3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
RL.6.5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.
RL.6.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

Writing

W.6.1. Write arguments to support claims with clear reasons and relevant evidence.
    A. Introduce claim(s) and organize the reasons and evidence clearly.
    B. Support claim(s) with clear reasons and relevant evidence, using credible sources and

demonstrating an understanding of the topic or text.

      C. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Speaking & Listening

SL.6.1. 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.

      A. 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.

      C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

      D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

SL.6.3. Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

SL.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g. eye contact, adequate volume, and clear pronunciation).

Language

L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

      A. Ensure that pronouns are in the proper case (subjective, objective, possessive).

      B. Use intensive pronouns (e.g. myself, ourselves).

      C. Recognize and correct inappropriate shifts in pronoun number and person.

      D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

      E. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

      B. Spell correctly.

L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

      A. Use context (e.g. the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

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

      C. Consult reference materials (e.g. dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

      D. Verify the preliminary determination of the meaning of a word or phrase (e.g. by checking the inferred meaning in context or in a dictionary).

L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

      A. Interpret figures of speech (e.g. personification) in context.

B. Use the relationship between particular words (e.g. cause/effect,part/whole,item/category) to better understand each of the words.

C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g. stingy, scrimping, economical, unwasteful, thrifty).

L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Computer Science and Design Thinking

8.2.8.ED.5: Explain the need for optimization in a design process.

Career Readiness, Life Literacies, and Key Skills

9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Practices
CLKSP1 Act as a responsible and contributing community member and employee.
CLKSP3 Consider the environmental, social, and economic impacts of decisions.
CLKSP4 Demonstrate creativity and innovation.
CLKSP5 Utilize critical thinking to make sense of problems and persevere in solving them.
CLKSP6 Model integrity, ethical leadership and effective management.
CLKSP8 Use technology to enhance productivity increase collaboration and communicate effectively.
CLKSP9 Work productively in teams while using cultural/global competence.

Interdisciplinary Connections

Social Studies
6.3.8.CivicsPR.3: Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).

Unit 2 Fiction: Character Analysis and Literary Elements in Short Stories
Suggested Teaching Points

Unit 2/Bend 1: Types of Characters and Theories

| *Readers will define and identify the different types of characters that are present in short stories by...* | Reading short stories as a class and identifying the different types of characters that are present in stories. Thinking about the characters in mentor texts such as, *Fish in a Tree* and *Crash.* Using their reading notebooks to define the types of characters: Protagonist Antagonist Flat character Round character Dynamic character Static character |

	- Thinking about their just right books and the types of characters they meet in there. - Thinking about these types of characters in terms of television shows, movies, etc. - Identifying the types of people that live in the real world. - Using stereotypes to identify characters.
Readers will create theories about characters by…	- Lifting the level of analysis by reading for subtext. - Imagining what the details suggest or imply. - Creating timelines about how characters change emotionally and physically. - Asking themselves: - What kind of person is the character? - What does the character long for? Fear? - What is the character struggling against? - Thinking about the types of relationships that the character has and the role that they play. - Thinking about the importance of secondary characters. - Using textual evidence to make predictions about characters' reactions. - Thinking about how the main character changes from the beginning to the end of the story. - Looking at certain forces: people, setting, events, or ideas that make the main character act as they do. - Looking closely at the characters' actions, thoughts, and dialogue. - Making connections to a character: - How are they similar and different to them? - Developing empathy for characters. - Using their schema to connect to a character. - Identifying types of direct and indirect characterization using the STEAL method: **S**peech: What the character says **T**houghts: What the character is thinking **E**ffects/relationship with others: The character's emotions **A**ctions: The character's actions **L**ooks: The character's looks - Defining and identifying internal and external character traits. - Using precise words to describe characters. - Looking for motifs or patterns within the text. - Acknowledging the parts of a character that are less likeable than others. - Considering the external pressures on characters. - Recognizing that some character traits matter more than others.

Unit 2/Bend 2: Lift the Level of Thinking about Characters	
Readers will lift the level of character analysis by...	- Understanding that characters are complex. - Recognizing that when a character acts out of the norm, the author is trying to tell us something. - Grounding theories closely to what they read.

	• Thinking about how the character has changed.
	• Creating theories about how characters are changing:
	  ○ In the beginning my character was___, but now he/she is changing...”
	  ○ In the beginning my character thought___, but now he/she is thinking...”
	• Using textual evidence to support thinking.
	• Identifying similarities in how characters have changed across texts.
	• Looking at similarities between characters across texts.
	• Contrasting characters across texts.

Readers evaluate the factors, such as setting, that influence the type of person a character is by...	• Investigating how the author's language developed characters. • Evaluating the socioeconomic status of characters in stories. • Formulating an opinion about a character's actions or decisions. • Justifying a character's actions or thoughts by citing textual evidence. • Using textual evidence to support thinking. • Realizing how characters' troubles become the subject in a story. • Noticing important symbols or motifs and how they relate to significant themes. • Attending to the precise language authors use to describe setting. • Recognizing that characters are torn by competing pressures, including the pressure of a place. • Noticing that settings can change over time, not just physically but mentally. • Noting that settings can change in time, often bringing back story to develop the character. • Realizing that characters acting as a group can wield enormous influence, both good and bad.

Unit 2/Bend 3: Defining and Identifying Literary Elements to Better Understand Characters

Readers will deepen their understanding of plot and the elements that make up a plot to better understand character by...	• Defining plot and the different parts associated with it:
	  ○ Exposition
	  ○ Rising action
	  ○ Climax
	  ○ Falling action
	  ○ Resolution
	• Using their knowledge of text structures to make meaning.
	• Thinking about how the story would be different if it took place somewhere else.
	• Thinking about how the setting contributes to the overall plot.
	• Recognizing how the different parts of plot all work together.
	• Thinking about which parts of the plot are more important:
	  ○ When does your heart race?
	  ○ When does the character stand to lose or gain something?
	  ○ When does the character face the problem head on?
	• Citing textual evidence using evidence-based terms.
	• Defining and identifying the different conflicts that characters face:

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○ Character vs. Character
○ Character vs. Nature
○ Character vs. Society
○ Character vs. Self
○ Character vs. Supernatural
○ Character vs. Technology
● Evaluating the ways characters deal with conflicts.
● Identifying the difference between internal and external conflict and how they fit together.
● Identifying the ways that the character reacts to a problem and what that says about them.
● Thinking about the role of failed solutions in a text.
● Strengthening their understanding of point of view.
● Defining and identifying point of view:
○ First person
○ Second person
○ Third person
○ Third person limited
○ Third person objective
○ Third person omniscient
● Identifying the difference between point of view and perspective.
● Thinking about the role that perspective plays in the story:
○ How would the story be different if it was told from a different perspective?
● Evaluating the factors that contribute to the socioeconomic status of characters in stories.

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Readers will strengthen their understanding of how stories function by...

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● Defining and identifying the three types of irony:
○ Verbal irony
○ Situational irony
○ Dramatic irony
● Discussing how the use of irony contributes to the mood or tone of a story.
● Defining and identifying areas of foreshadowing.
● Thinking about how foreshadowing gives hints as to what is going to occur.
● Asking themselves why the author would give them these hints.
● Reflecting on and looking back at parts that were providing foreshadowing.
● Identifying cinematic foreshadowing techniques.
● Defining and identifying flashback.
● Thinking about the important background information that readers learn from flashbacks.
● Asking themselves why authors choose to include flashbacks.
● Defining and identifying elements of figurative language and the role it plays in stories:
○ Allusions
○ Analogies
○ Euphemisms
○ Idioms

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	○ Oxymoron ● Reviewing the types of figurative language that they have seen in the past. ● Analyzing the impact of specific word choice on meaning and tone. ● Thinking about how the tone of the story sets the mood. ● Identifying different types of moods that exist. ● Using their emotions and feelings while reading to identify the mood. ● Thinking about how the tone or mood contributes to the overall meaning. ● Thinking about why the author chose this specific mood. ● Thinking about how the mood fits with the conflict, character, setting, and plot.

Unit 2/Bend 4: Comparing and Contrasting Literary Elements Across Texts

Readers look for trends across stories by...	● Thinking about similar characters across texts: ○ What makes them similar? What makes them different? ● Creating charts that compare two stories. ● Keeping detailed records to examine how the treatment of literary elements differs by genre, text types, and authors. ● Noticing similarities and differences in the following: ○ Setting ○ Plotlines ○ Points of view ○ Perspectives ○ Use of figurative language ○ Use of irony ○ Style of the writer ● Engaging in partner talk. ● Using evidence to support their thinking: ○ Ask, "What makes you say that?" ○ Read a part aloud. ○ Debate. ● Have book club discussions. ● Use paired texts to discover similarities and differences. ● Notice similarities and differences between self and text. ● Notice similarities and differences between the world and the text. ● Notice similarities and differences between two texts.

Unit Specific Vocabulary

protagonist, antagonist, stereotype, flat character, round character, dynamic character, static character, primary character, secondary character, external traits, internal traits, direct characterization, indirect characterization, STEAL method, symbolism, theme, exposition, climax, rising action, falling action, resolution, irony, figurative language, foreshadowing, flashback, shared gallery walk, plotlines, point of view, figurative language, irony, perspective

Suggested Modifications

These strategies can be adapted to scaffold for students needing more support or extend the learning for higher-level students. Differentiation is accomplished through content, process, product and learning environment.

Special Education Students

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Ask students to recall together what they already learned in ways that activate their prior knowledge.
- Provide guided notes and direct instruction on direct and indirect characters.
- Provide anchor charts on conflict, perspective, point of view, character and irony and refer to them throughout the unit.
- Provide guided notes with examples on point of view.
- Define all figurative language using examples.
- Build and/or use anchor charts with students and continually refer to them as you teach plotlines, rising action, climax, falling action, etc.
- Provide students with their own copies of the text that they can read independently and track plot.
- Provide opportunities for students to turn and talk.
- Use modeling/role play/cuing.
- Provide graphic organizers for textual connections.
- Incorporate differentiated reading techniques based on the 6th Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

Students with 504 Plans

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Ask students to recall together what they already learned in ways that activate their prior knowledge.
- Provide guided notes and direct instruction on direct and indirect characters.
- Provide anchor charts on conflict, perspective, point of view, character and irony and refer to them throughout the unit.
- Provide guided notes with examples on point of view.
- Define all figurative language using examples.
- Build and/or use anchor charts with students and continually refer to them as you teach plotlines, rising action, climax, falling action, etc.
- Provide students with their own copies of the text that they can read independently and track plot.
- Provide opportunities for students to turn and talk.
- Use modeling/role play/cuing.
- Provide graphic organizers for textual connections.
- Incorporate differentiated reading techniques based on the 6th Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

Students at Risk

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Ask students to recall together what they already learned in ways that activate their prior knowledge.
- Provide guided notes and direct instruction on direct and indirect characters.

- Provide anchor charts on conflict, perspective, point of view, character and irony and refer to them throughout the unit.
- Provide guided notes with examples of point of view.
- Define all figurative language using examples.
- Build and/or use anchor charts with students and continually refer to them as you teach plotlines, rising action, climax, falling action, etc.
- Provide students with their own copies of the text that they can read independently and track plot.
- Provide opportunities for students to turn and talk.
- Use modeling/role play/cuing.
- Provide graphic organizers for text-to-text connections.
- Incorporate differentiated reading techniques based on the 6th Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

English Language Learners

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Ask students to recall together what they already learned in ways that activate their prior knowledge.
- Allow for the use of a handheld translator.
- Provide audiobooks when possible.
- Allow student to work in pairs or small groups for discussions.
- Provide guided notes and direct instruction on direct and indirect characters.
- Provide anchor charts on conflict, perspective, point of view, character and irony and refer to them throughout the unit.
- Provide guided notes with examples of point of view.
- Define all figurative language using examples.
- Build and/or use anchor charts with students and continually refer to them as you teach plotlines, rising action, climax, falling action, etc.
- Provide students with their own copies of the text that they can read independently and track plot.
- Provide opportunities for students to turn and talk.
- Use modeling/role play/cuing.
- Provide graphic organizers for text-to-text connections.
- Incorporate differentiated reading techniques based on the 6th Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

Gifted and Talented

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Ask students to recall together what they already learned in ways that activate their prior knowledge.
- Provide students the opportunity to make connections across genres.
- Provide opportunity for higher-level questioning and connections.
- Provide students with their own copies of the text to read independently.
- Provide opportunities for students to turn and talk.
- Provide student opportunities to set their own agenda.
- Incorporate differentiated reading techniques based on the 6th Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

Social Emotional Learning Competencies

- **Self-Awareness**: ability to recognize one's emotions and know one's strengths and limitations
  - Connections:
    - Students will be working with partners or in small groups. It is important for students to understand that everyone has different strengths and areas of growth. The teacher helps support students with this.
    - Use of student/teacher specific praise regularly on student areas of strength and areas that have been improving.
    - Check-in on feelings (thumbs up, down, in the middle). This helps the teacher know who might need additional support.
- **Self-Management**: ability to regulate and control one's emotions and behaviors, particularly in stressful situations
  - Connections:
    - Applying Open Circle strategies such as belly breathing when feeling upset or anxious.
    - Cool down spot in classroom to take a break. Students are encouraged to use it to help refocus as needed.
    - Use of fidget toys as needed.
- **Social Awareness**: ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one's actions influence and are influenced by others
  - Connections:
    - Students becoming the "expert" helper to support others in their work.
    - Practicing active listening strategies when classmates are speaking.
    - Use of "I messages" when resolving conflicts.
- **Relationship Skills**: refers to one's ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
  - Connections:
    - Sharing materials, taking turns, understanding that everyone may not always get a turn for every activity.
    - Use of "I messages" when resolving conflicts.
    - Use of active listening strategies, i.e. repeating what you heard your partner say when discussion conflicts.
- **Responsible Decision-Making**: refers to the ability to use multiple pieces of information to make ethical and responsible decisions
  - Connections:
    - Class rules
    - Class discussions
    - Following rules

Diversity Mandate Lesson Plans

October: *Thank you, Mr. Falker* by Patricia Polacco

Suggested Mentor Texts
Crash by Jerry Spinelli

Fish in a Tree by Lynda Mullaly Hunt
A Scout's Honor by Avi
Baseball in April by Gary Soto
Your Name in Gold by A.F. Bauman
Eleven by Sandra Cisneros
Table Rich People Sit At by Byrd Baylor
Thank You, Ma'am by Langston Hughes
Tripping Over the Lunch Lady and Other School Stories by various authors (edited by Nancy E. Mercado)
Tuesdays of the Other June by Norma Fox Mazer
The Other Side by Jacqueline Woodson
Thank You Mr. Falker by Patricia Polacco (Guided Reading Level: M)

Professional Resources
A Guide to the Reading Workshop, Intermediate Grades, Units of Study for Teaching Reading by Lucy Calkins with Colleagues from the Teachers College Reading and Writing Project
A Deep Study of Character, Grade 6-8, Units of Study for Teaching Reading by Lucy Calkins (series editor) and Mary Ehrenworth.
The Reading Strategies Book: Your Everything Guide to Developing Skilled Readers by Jennifer Serravallo
Scholastic Leveled Bookroom 4.0

Unit 3 Fiction: Comparing Themes in Literature

Unit Overview:

In the *Comparing Themes in Literature* unit, students will use all of their knowledge of the literary elements and characters to start identifying themes in stories. Readers will think about the conflict, reactions, and resolutions of characters in order to identify the messages in stories. Students will track characters and the ways in which they are changing to think deeply about the text. They will think about what the text is mostly about and use textual evidence to support their thinking. They will think about the themes discussed in *Fish in a Tree* and *Crash*, and use these to compare themes from the independent narratives they have read. Students will think about the universal messages they have encountered in short stories and independent novels. They will create a list of common themes in literature by thinking about the types of lessons that should exist. They will track trends across stories determining themes and exploring evidence-based similarities and differences.

Enduring Understandings

Readers will...
- Read a variety of narratives that involve drama and conflict.
- Cite textual evidence when discussing the characters and structure of the text.
- Think about the character's conflict, reactions, and resolutions to identify the theme.
- Synthesize meaning across the text as they read.
- Compare and contrast the ways in which storylines are developed.
- Compare and contrast themes and how characters contributed to those themes.
- Look for motifs, or recurring ideas, concepts, and characters to better understand theme.

Assessments

Possible Ongoing Assessments
- TCRWP Assessment for Independent Reading Levels   - Take custom LinkIt! assessments.   - Create boxes and bullets of themes.   - Take unit quizzes.   - List common themes found in literature.   - Use partner talk.   - Write short stories that contain strong themes.
Suggested Reading Notebook Entries
- Use textual evidence: "What in the text makes you think that?"   - Compare and contrast themes in a t-chart.   - Chart the conflict, reaction, and resolution.   - Think about how the character is changing.   - Stop and jot theories about the theme.

Standards (NJSLS) Addressed in this Unit

Reading Literature

RL.6.1 Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.

RL.6.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.

Writing

W.6.1. Write arguments to support claims with clear reasons and relevant evidence.
     D. Establish and maintain a formal/academic style, approach, and form.

W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
     A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g. definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g. headings, graphics, and multimedia) when useful to aiding comprehension.

Speaking & Listening

SL.6.1. 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.
     A. 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.
     B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
     C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
     D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

SL.6.3. Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

SL.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g. eye contact, adequate volume, and clear pronunciation).

Language

L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

 A. Ensure that pronouns are in the proper case (subjective, objective, possessive).

 B. Use intensive pronouns (e.g. myself, ourselves).

 C. Recognize and correct inappropriate shifts in pronoun number and person.

 D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

 E. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

 A. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.

 B. Maintain consistency in style and tone.

L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

 A. Use context (e.g. the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

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

 C. Consult reference materials (e.g. dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

 D. Verify the preliminary determination of the meaning of a word or phrase (e.g. by checking the inferred meaning in context or in a dictionary).

L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

 A. Interpret figures of speech (e.g. personification) in context.

 B. Use the relationship between particular words (e.g. cause/effect, part/whole, item/category) to better understand each of the words.

 C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g. stingy, scrimping, economical, unwasteful, thrifty).

L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Computer Science and Design Thinking

8.2.8.ED.5: Explain the need for optimization in a design process.

Career Readiness, Life Literacies, and Key Skills

9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Practices

CLKSP1 Act as a responsible and contributing community member and employee.

CLKSP3 Consider the environmental, social, and economic impacts of decisions.

CLKSP4 Demonstrate creativity and innovation.
CLKSP5 Utilize critical thinking to make sense of problems and persevere in solving them.
CLKSP6 Model integrity, ethical leadership and effective management.
CLKSP8 Use technology to enhance productivity, increase collaboration and communicate effectively.
CLKSP9 Work productively in teams while using cultural/global competence.

Interdisciplinary Connections
Social Studies 6.3.8.CivicsPR.3: Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).

Unit 3 Comparing Themes in Literature
Suggested Teaching Points

Unit 3/Bend 1: Defining and Identifying Theme	
Readers will draw on all they know to understand theme by…	- Determining the theme of a text and explaining how it's conveyed through details. - Talking about characters in multiple texts to push their thinking. - Providing a summary of the text distinct from author's or reader's opinion. - Citing relevant textual evidence to support ideas. - Growing big ideas from details about characters. - Thinking about the conflicts that characters are facing and how they react to these conflicts. - Thinking about how characters resolve their conflicts. - Charting how characters change throughout the text. - Analyzing how chapters fit together to develop a theme. - Determining how scenes and stanzas contribute to the development of the theme in a story or poem. - Looking back at the theories about characters and what these theories say about the character and theme. - Creating a list of common themes found in literature. - Looking at patterns or motifs in the text and using these to identify the theme. - Investigating how symbolism relates to themes. - Using timelines and Post-it notes to trace motifs and themes. - Considering themes that arise in genres, series, and in works by certain authors. - Thinking about what characters stand to lose or gain. - Thinking about a character's motivations, fears, struggles, etc. - Looking for a moment when something related to the problem shifts. - Being open to seeing the text through the eyes of different readers..

Unit 3/Bend 2: Comparing and Identifying Themes Across Texts	
Readers will compare and contrast themes across texts by...	- Building muscles to compare a similar theme across texts. - Building muscles to contrast the way in which that similar theme was developed across texts. - Exploring the different treatment of a similar theme. - Comparing and contrasting literature that has been read to one that has been viewed or heard. - Rereading pivotal moments for deeper meaning. - Comparing and contrasting themes and topics across a variety of genres: - Notice similarities and differences. - Comparing and contrasting a fictional character to a realistic character of the same and/or different time period. - Reading about heroic themes in stories and comparing them to heroes in current events that contribute to society. - Noticing similarities and differences in characters and their traits to start to look for bigger ideas. - Noticing that more than one character in a book has learned a lesson. - Thinking about characters that have faced similar struggles. - Thinking about characters that come from similar socioeconomic groups. - Noting characters that learn opposite messages. (e.g. One learns to speak up, while one learns to keep quiet) - Understanding that one character can affect other characters. - Naming one word topics (issues, ideas, concepts) to determine similar themes and ideas. - Attaching real world issues they read in books to think more deeply in their lives. - Identifying connections in the text that confirm or disprove their theory.

Unit Specific Vocabulary:
protagonist, antagonist, character trait, external traits, symbolism, theme, motif, resolution, motifs, message, compare, contrast, genre

Suggested Modifications
These strategies can be adapted to scaffold for students needing more support or extend the learning for higher-level students. Differentiation is accomplished through content, process, product and learning environment.

Special Education Students
- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.   - Provide graphic organizers to track characters' actions and personalities throughout story.   - Provide double storyline plot graph organizer to track events and characters in order to compare and contrast.   - Provide direct and explicit instruction on how to cite textual evidence.

- Ask students to recall together what they already learned in ways that activate their prior knowledge.
- Build and/or use theme anchor charts with students and continually refer to them as you teach.
- Provide students with their own paper copies of the text for tracking and note-taking.
- Provide timeline graphic organizer with examples.
- Provide opportunities for students to turn and talk.
- Use modeling/role play/cuing.
- Provide direct and explicit instruction as needed in strategies, skills and grammar.
- Incorporate differentiated reading techniques based on the 6th Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

Students with 504 Plans

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Provide graphic organizers to track characters' actions and personalities throughout story.
- Provide double storyline plot graph organizer to track events and characters in order to compare and contrast.
- Provide direct and explicit instruction on how to cite textual evidence.
- Ask students to recall together what they already learned in ways that activate their prior knowledge.
- Build and/or use theme anchor charts with students and continually refer to them as you teach.
- Provide students with their own paper copies of the text for tracking and note-taking.
- Provide timeline graphic organizer with examples.
- Provide opportunities for students to turn and talk.
- Use modeling/role play/cuing.
- Provide direct and explicit instruction as needed in strategies, skills and grammar.
- Incorporate differentiated reading techniques based on the 6th Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

Students at Risk

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Provide graphic organizers to track characters actions and personalities throughout story.
- Provide double storyline plot graph organizer to track events and characters in order to compare and contrast.
- Provide direct and explicit instruction on how to cite textual evidence.
- Ask students to recall together what they already learned in ways that activate their prior knowledge.
- Build and or use theme anchor charts with students and continually refer to them as you teach.
- Provide students with their own paper copies of the text for tracking and note-taking.
- Provide timeline graphic organizer with examples.
- Provide opportunities for students to turn and talk.
- Use modeling/role play/cuing.
- Provide direct and explicit instruction as needed in strategies, skills and grammar.
- Incorporate differentiated reading techniques based on the 6th Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

English Language Learners

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Ask students to recall together what they already learned in ways that activate their prior knowledge.
- Allow for the use of a handheld translator.
- Provide audiobooks when possible.
- Allow students to work in pairs or small group for discussion.
- Provide graphic organizers to track characters' actions and personalities throughout story.
- Provide double storyline plot graph organizer to track events and characters in order to compare and contrast.
- Provide direct and explicit instruction on how to cite textual evidence.
- Ask students to recall together what they already learned in ways that activate their prior knowledge.
- Build and or use theme anchor charts with students and continually refer to them as you teach.
- Provide students with their own paper copies of the text for tracking and note-taking.
- Provide timeline graphic organizer with examples.
- Provide opportunities for students to turn and talk.
- Use modeling/role play/cuing.
- Provide graphic organizers for text-to-text connections.
- Incorporate differentiated reading techniques based on the 6th Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

Gifted and Talented

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Ask students to recall together what they already learned in ways that activate their prior knowledge.
- Provide student the opportunity to make connections across genres.
- Provide opportunity for higher-level questioning and connections.
- Provide opportunity to create a project on themes and their connection to the setting (time and place).
- Provide students with their own copies of the text to be read independently.
- Provide opportunities for students to turn and talk.
- Provide students opportunities to set their own agenda.
- Incorporate differentiated reading techniques based on the 6th Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

Social Emotional Learning Competencies

- **Self-Awareness**: ability to recognize one's emotions and know one's strengths and limitations
  - Connections:
    - Students will be working with partners or in small groups. It is important for students to understand that everyone has different strengths and areas of growth. The teacher helps support students with this.
    - Use of student/teacher specific praise regularly on student areas of strength and areas that have been improving.
    - Check-in on feelings (thumbs up, down, in the middle). This helps the teacher know who might need additional support.

- **Self-Management**: ability to regulate and control one's emotions and behaviors, particularly in stressful situations
  - Connections:
    - Applying Open Circle strategies such as belly breathing when feeling upset or anxious.
    - Cool down spot in classroom to take a break. Students are encouraged to use it to help refocus as needed.
    - Use of fidget toys as needed.
- **Social Awareness**: ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one's actions influence and are influenced by others
  - Connections:
    - Students becoming the "expert" helper to support others in their work.
    - Practicing active listening strategies when classmates are speaking.
    - Use of "I messages" when resolving conflicts.
- **Relationship Skills**: refers to one's ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
  - Connections:
    - Sharing materials, taking turns, understanding that everyone may not always get a turn for every activity.
    - Use of "I messages" when resolving conflicts.
    - Use of active listening strategies, i.e. repeating what you heard your partner say when discussion conflicts.
- **Responsible Decision-Making**: refers to the ability to use multiple pieces of information to make ethical and responsible decisions
  - Connections:
    - Class rules
    - Class discussions
    - Following rules

Diversity Mandate Lesson Plans
November: *Girl Wonder* by Deborah Hopkinson

Suggested Mentor Texts
A Scout's Honor by Avi
Baseball in April by Gary Soto
Your Name in Gold by A.F. Bauman
Eleven by Sandra Cisneros
Table Rich People Sit At by Byrd Baylor
Thank You, Ma'am by Langston Hughes
Tripping Over the Lunch Lady and Other School Stories by various authors (edited by Nancy E. Mercado)
Tuesdays of the Other June by Norma Fox Mazer
The Other Side by Jacqueline Woodson
Fish in a Tree by Lynda Mullaly Hunt
Thank You, Mr. Falker by Patricia Polacco
Crash by Jerry Spinelli
Girl Wonder by Deborah Hopkinson (Guided Reading Level: P)

Professional Resources:

A Guide to the Reading Workshop, Intermediate Grades, Units of Study for Teaching Reading by Lucy Calkins with Colleagues from the Teachers College Reading and Writing Project

A Deep Study of Character, Grade 6-8, Units of Study for Teaching Reading by Lucy Calkins (series editor) and Mary Ehrenworth

The Reading Strategies Book: Your Everything Guide to Developing Skilled Readers by Jennifer Serravallo

Scholastic Leveled Bookroom 4.0

Unit 4 Nonfiction: Tapping into the Power of Nonfiction

Unit Overview
In the *Tapping into the Power of Nonfiction* reading unit, students will read nonfiction texts to delve deeply into the genre. Students will develop their own ideas, generate questions to contribute to small group discussions, and deepen their understanding of the intricacies of informational texts. They will use knowledge of text structures and text features to strengthen their understanding of nonfiction. Students will synthesize information on the same topics across texts. By doing so, they will become masters on a variety of nonfiction topics. Class texts will include: The African American Experience, Important Women, The Holocaust, The Asian American Experience, the impact of climate change, and the Industrial Revolution. They will learn strategies to discern the author's perspective and point of view. Students will work in research groups to study nonfiction topics. Students research topics by previewing texts to notice repeating subtopics, critical vocabulary and concepts. Readers will recognize that nonfiction texts come in many different forms: in print, online and as video. Students will incorporate ideas from numerous texts with what they already know. They will use critical thinking and problem-solving strategies when encountering information that seems unfair or unjust. Students will learn how to use trustworthy online resources as tools to support their research. They might study online articles, interactive text features, and videos. Students will ultimately learn ways to sustain their nonfiction reading lives even when transitioning into a new reading unit.

Enduring Understandings
Readers will…
- Synthesize main ideas across texts.
- Cite textual evidence to support inferences.
- Identify text structures and use them to take notes.
- Use text features to strengthen their understanding of nonfiction information.
- Determine the central idea of a nonfiction text.
- Determine word meanings within a text.
- Read with multiple lenses to notice more.
- Determine an author's point of view and recognize biased text.
- Compare and contrast evidence from various sources of text.
- Read texts from multiple sources to become masters on specific topics.
- Analyze informational texts to gather and synthesize information.
- Engage effectively in a range of collaborative discussions.

Assessments

Possible Ongoing Assessments
- Custom LinkIt! Assessments   *Newsela* quizzes   - Exit tickets   - Partner talk and discussion   - Conferring   - Graphic organizers for note-taking   - T-chart comparing and contrasting expository nonfiction, narrative nonfiction, and fiction   - Annotated sources

● Highlighted sources

Suggested Reading Notebook Entries
● Boxes and bullets structure ● Ask: "How does my information fit together?" ● Citing sources and keeping track of information ● Notes on the PowerPoint presentations ● Reading goals ● Synthesize across texts. ● Use Post-its to keep track of both information and story structure.

Standards (NJSLS) Addressed in this Unit

Reading Literature
RL.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. RL.6.3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. RL.6.5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text. RL.6.7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch

Reading Informational
RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g. through examples or anecdotes). RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. RI.6.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. RI.6.6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. RI.6.7. Integrate information presented in different media or formats (e.g. visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

Writing
W.6.1. Write arguments to support claims with clear reasons and relevant evidence.   A. Introduce claim(s) and organize the reasons and evidence clearly.

B. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
C. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
D. Establish and maintain a formal/academic style, approach, and form.
E. Provide a concluding statement or section that follows from the argument presented.

Speaking & Listening

SL.6.1. 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.
> A. 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.
> B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
> C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
> D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

SL.6.2. Interpret information presented in diverse media and formats (e.g. visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
SL.6.3. Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
SL.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g. eye contact, adequate volume, and clear pronunciation).
SL.6.5. Include multimedia components (e.g. graphics, images, music, sound) and visual displays in presentations to clarify information.
SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Language

L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
E. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
> A. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
> B. Maintain consistency in style and tone.

L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
> A. Use context (e.g. the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
> B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g. audience, auditory, audible).
> C. Consult reference materials (e.g. dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
> D. Verify the preliminary determination of the meaning of a word or phrase (e.g. by checking the inferred meaning in context or in a dictionary).

L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

> A. Interpret figures of speech (e.g. personification) in context.
> B. Use the relationship between particular words (e.g. cause/effect, part/whole, item/category) to better understand each of the words. C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g. stingy, scrimping, economical, unwasteful, thrifty).

L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Reading History and Social Studies

Key Ideas and Details
RH.6-8.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

Craft and Structure
RH.6-8.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
RH.6-8.5: Describe how a text presents information (e.g., sequentially, comparatively, causally).
RH.6-8.6.: dentify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Integration of Knowledge and Ideas
RH.6-8.7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
RH.6-8.8: Distinguish among fact, opinion, and reasoned judgment in a text.

Computer Science and Design Thinking

8.2.8.ED.5: Explain the need for optimization in a design process.

Career Readiness, Life Literacies, and Key Skills

9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).
9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
9.4.8.TL.3: Select appropriate tools to organize and present information digitally.

Practices
CLKSP1 Act as a responsible and contributing community member and employee.
CLKSP3 Consider the environmental, social, and economic impacts of decisions.
CLKSP4 Demonstrate creativity and innovation.
CLKSP5 Utilize critical thinking to make sense of problems and persevere in solving them.
CLKSP6 Model integrity, ethical leadership and effective management.
CLKSP8 Use technology to enhance productivity, increase collaboration and communicate effectively.
CLKSP9 Work productively in teams while using cultural/global competence.

Interdisciplinary Connections

<u>Social Studies</u>

6.3.8.CivicsPR.3: Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).

Unit 4: Tapping into the Power of Nonfiction
Suggested Teaching Points

Unit 4/Bend 1: Analyzing and Interpreting Non-Fiction

Readers will determine importance and synthesize in informational texts by...	- Identifying the differences between nonfiction and fiction. - Identifying nonfiction text structures to adjust their understanding. - Using note-taking tools that fit with the big ideas of the text. - Paying attention to domain-specific vocabulary. - Using a boxes and bullets structure to stop and jot. - Generating questions and ideas to spark thinking. - Looking at videos as a textual form. - Reading with multiple lenses to notice more about the topic: - Vocabulary - Big ideas - Places - People - Previewing books and focusing on nonfiction features: - Read the title. - Look at the front and back cover. - Skim the table of contents. - Flip through the pages. - Ask: "What am I going to learn about from this book?" - Making a plan for their reading. Authors will set up books for the purpose of reading it in order or in sections: - Cover to cover - Only reading sections of interest - Preview first two sections for background information - Using the table of contents to look for specific topics - Collecting and comprehending the information they just read: - Chunking text - Stopping and jotting - Summarizing the important parts of text - Identifying the main idea: - Thinking about what the text is mostly about - Looking for repeated words - Using the first and last sentences - Discussing the text in order to grow ideas and push their thinking by using phrases or sentence starters such as: - On the other hand… - I partly agree, but I also think… because… - Could it also be that… - Might the reason for this be… - This is different from... because… - I think that this is important to notice because… - The thing that doesn't fit for me is… - Many people think... but I think…

	○ I used to think… but now I notice... so I've changed my mind about... - Noticing the similarities and differences in author's point of view across different sources. - Dissecting *Newsela* articles: ○ Annotating the text ○ Highlighting important information ○ Referring to the text when answering a text-dependent question ○ Looking at the questions ahead of time - Thinking about the author's purpose for writing.
Readers will synthesize across texts to become masters on specific topics by...	- Choosing topics that they want to learn more about. - Thinking about the big questions they want to answer. - Using multiple sources to fact-check. - Thinking about the perspective of the sources to deepen understanding. - Stopping and thinking about the big ideas across texts. - Reading for a wide view of a topic. - Becoming engaged in a specific topic. - Reading and looking for specific angles using many sources. - Letting texts change their mind about topics. - Rethinking initial ideas. - Summarizing complex texts. - Dealing with tricky parts: ○ Reading outside the text to help them comprehend inside - Engaging with contradictory texts.

Unit 4/Bend 2: Navigating Narrative Nonfiction and Hybrid Texts

Readers navigate narrative nonfiction and hybrid texts to learn about a topic by…	- Looking for underlying ideas in narrative nonfiction texts. - Knowing that narrative nonfiction texts are written to convey facts and ideas. - Identifying both the theme and main idea of hybrid texts. - Determining which facts and details matter most in the text. - Using context clues to help them comprehend the meaning of a new word or concept. - Adjusting their reading after identifying the text structure. - Reading narrative nonfiction as stories with characters. - Looking for underlying ideas in narrative nonfiction texts.

Unit 4/Bend 3: Researching a Topic with More Independence while Reading Critically

Informational text partners teach each other about specific topics by...	- Using a combination of narrative nonfiction and expository texts. - Becoming an expert and thinking of themselves as teachers. - Using trustworthy online resources as research tools. - Determining author's point of view. - Engaging with contradictory texts. - Using a variety of sources and information.

	- Teaching someone else about this topic or idea. - Knowing the main ideas and supporting details. - Synthesizing articles and sources. - Asking: "How does all of this fit together?" - Using accountable talk effectively. - Illustrating meaning with their tone of voice, hand gestures, eye contact and body language. - Rehearsing what they will say as they refer to a picture or chart. - Linking previously learned ideas to new information.

Suggested Modifications

These strategies can be adapted to scaffold for students needing more support or extend the learning for higher-level students. Differentiation is accomplished through content, process, product and learning environment.

Special Education Students
- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels. - Use preferential seating. - Use flexible groupings. - Provide opportunities to pre-teach key skills, strategies and concepts. - Provide intensive, explicit instruction based on pre-assessments. - Provide direct instruction on using text and finding information. - Provide direct, explicit instruction in using informational text. - Ask students to recall together what they already learned in ways that activate their prior knowledge. - Provide reinforcement as needed. - Seek full-length and video clips on a research topic. - Give constant and consistent feedback on research process. - Provide explicit writing instruction along with examples of research papers, talks, etc. - Provide opportunities for students to turn and talk. - Use modeling/role play/cuing. - Provide direct and explicit instruction as needed in strategies, skills, and grammar. - Incorporate differentiated reading techniques based on the 6th Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

Students with 504 Plans
- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels. - Use preferential seating. - Use flexible groupings. - Provide opportunities to pre-teach key skills, strategies and concepts. - Provide intensive, explicit instruction based on pre-assessments. - Provide direct instruction on using text and finding information. - Provide direct, explicit instruction in using informational text. - Ask students to recall together what they already learned in ways that activate their prior knowledge. - Provide reinforcement as needed. - Seek full-length and video clips on a research topic.

- Give constant and consistent feedback on research process.
- Provide explicit writing instruction along with examples of research papers, talks, etc.
- Provide opportunities for students to turn and talk.
- Use modeling/role play/cuing.
- Provide direct and explicit instruction as needed in strategies, skills, and grammar.
- Incorporate differentiated reading techniques based on the 6th Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

Students at Risk

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Use preferential seating.
- Use flexible groupings.
- Provide opportunities to pre-teach key skills, strategies and concepts.
- Provide intensive, explicit instruction based on pre-assessments.
- Provide direct instruction on using text and finding information.
- Provide direct, explicit instruction in using informational text.
- Ask students to recall together what they already learned in ways that activate their prior knowledge.
- Provide reinforcement as needed.
- Seek full-length and video clips on a research topic.
- Give constant and consistent feedback on research process.
- Provide explicit writing instruction along with examples of research papers, talks, etc.
- Provide opportunities for students to turn and talk.
- Use modeling/role play/cuing.
- Provide direct and explicit instruction as needed in strategies, skills and grammar.
- Incorporate differentiated reading techniques based on the 6th Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

English Language Learners

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow to build on that knowledge.
- Allow for the use of a handheld translator.
- Provide audiobooks when possible.
- Allow students to work in pairs or small group for discussion.
- Use preferential seating.
- Use flexible groupings.
- Provide opportunities to pre-teach key skills, strategies and concepts.
- Provide intensive, explicit instruction based on pre-assessments.
- Provide direct instruction on using text and finding information.
- Provide direct, explicit instruction in using informational text.
- Provide reinforcement as needed.
- Seek full-length and video clips on a research topic.
- Give constant and consistent feedback on research process.
- Provide explicit writing instruction along with examples of research papers, talks, etc.
- Incorporate differentiated reading techniques based on the 6th Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

Gifted and Talented

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Ask students to recall together what they already learned in ways that activate their prior knowledge.
- Provide opportunities for students to bridge their findings on specific topics with another topic and how it can be applied to a field of study.
- Provide opportunity for higher-level questioning and connections.
- Provide opportunity for hands-on activities that challenge and add to the complexity of their research.
- Provide centers that will have the student explore subsets of their chosen topic.
- Provide students with their own copies of the text that they can read independently.
- Provide opportunities for students to turn and talk.
- Provide student opportunities to set their own agenda.
- Incorporate differentiated reading techniques based on the 6th Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

Unit Specific Vocabulary

expository, informational, narrative, hybrid, text structure, comparison, main idea, essential message, synthesize, boxes and bullets, annotate, highlight, text features

Social Emotional Learning Competencies

- **Self-Awareness**: ability to recognize one's emotions and know one's strengths and limitations
  - Connections:
    - Students will be working with partners or in small groups. It is important for students to understand that everyone has different strengths and areas of growth. The teacher helps support students with this.
    - Use of student/teacher specific praise regularly on student areas of strength and areas that have been improving.
    - Check-in on feelings (thumbs up, down, in the middle). This helps the teacher know who might need additional support.
- **Self-Management**: ability to regulate and control one's emotions and behaviors, particularly in stressful situations
  - Connections:
    - Applying Open Circle strategies such as belly breathing when feeling upset or anxious.
    - Cool down spot in classroom to take a break. Students are encouraged to use it to help refocus as needed.
    - Use of fidget toys as needed.
- **Social Awareness**: ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one's actions influence and are influenced by others
  - Connections:

- Students becoming the "expert" helper to support others in their work.
- Practicing active listening strategies when classmates are speaking.
- Use of "I messages" when resolving conflicts.
- **Relationship Skills**: refers to one's ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
  - Connections:
    - Sharing materials, taking turns, understanding that everyone may not always get a turn for every activity.
    - Use of "I messages" when resolving conflicts.
    - Use of active listening strategies, i.e. repeating what you heard your partner say when discussion conflicts.
- **Responsible Decision-Making**: refers to the ability to use multiple pieces of information to make ethical and responsible decisions
  - Connections:
    - Class rules
    - Class discussions
    - Following rules

Suggested Mentor Texts

Holocaust
Heroes of the Holocaust: True Stories of Rescues by Teens by Allan Zullo and Mara Bovsun (found in Scholastic Leveled Book Room 4.0)
Adolf Hitler by Sean Stewart Price (found in Scholastic Leveled Book Room 4.0)
The Hidden Girl by Lola Rein Kaufman (found in Scholastic Leveled Book Room 4.0)
I am a Star: Child of the Holocaust by Inge Auerbacher (found in Scholastic Leveled Book Room 4.0)
Number the Stars by Lois Lowry
Video: A Survivor's Perspective of the Holocaust

Industrial Revolution
The New York City Triangle Factory Fire (Images of America Series) by Leigh Benin

Influential African Americans
Frederick's Journey: The Life of Frederick Douglass (found in Scholastic Leveled Book Room 4.0)
Freedom Walkers: Story of the Montgomery Boycott by Russell Freedman (found in Scholastic Leveled Book Room 4.0)
Get on Board: The Story of the Underground Railroad (found in Scholastic Leveled Book Room 4.0)
Courage Has No Color by Tanya Lee Stone (Candlewick Press)

Asian Americans
A Place to Belong by Cynthia Kadohata
Newsela Biography: **World Leaders: Queen Liliuokalani**

Influential Women
Amelia and Eleanor Go for a Ride by Pam Muñoz Ryan (found in Scholastic Leveled Book Room 4.0)
Ida B. Wells: Let the Truth Be Told by Walter Dean Myers (found in Scholastic Leveled Book Room 4.0)
Girls think of Everything: Stories of Ingenious Inventions by Women by Catherine Thimmesh
I Am Malala: How One Girl Stood Up for Education and Changed the World (Young Readers Edition) by

Malala Yousafzai and Patricia McCormick (Hachette)

Climate Change
Climate Change from Kids National Geographic
Bad Future: Better Future from The New York Times

Other Topics
Newsela
Fast Food Nation by Eric Schlosser
Chew On This: Everything You Don't Want to Know About Fast Food by Eric Schlosser and Charles Wilson
What Was…? series (Penguin Random House)

Videos
Super Size Me (documentary film directed by and starring Morgan Spurlock)
The Danger of a Single Story by Chimamanda Ngozi Adichie (TED Talk, July 2009)
Ancient Wonders Captured in 3D by Ben Kacyra (TED Talk, July 2011)
How Pig Parts Make the World Turn by Christien Meindertsma (TED Talk, July 2010)

Supplemental Resources
STEAM Integration: UNIT 8 - STEAM TANK

Professional Resources
A Guide to the Reading Workshop: Middle School Grades by Lucy Calkins and Mary Ehrenworth
Tapping the Power of Nonfiction Grades 6-8 by Lucy Calkins
The Reading Strategies Book: Your Everything Guide to Developing Skilled Readers by Jennifer Serravallo
NJ Amistad Curriculum
NJ Holocaust Curriculum
Scholastic Leveled Bookroom 4.0

Unit 5 Standardized Test Prep: Reading, Thinking, and Writing About Complex Texts

Unit Overview
In the *Reading, Thinking, and Writing About Complex Texts* unit, students will review all of the skills they have learned when reading both literary and informational texts. Students will pull on all they have learned during reading and writing workshop lessons throughout the year and apply them to the test-taking genre. They will continue to answer literal and inferential comprehension questions. They will review narrative and non-narrative techniques through a testing-taking lens. Students will learn how to carefully read and unpack a prompt in order to successfully respond to the text within a limited time frame. They will support their thinking by using textual evidence. Students will use reading, writing, and vocabulary comprehension strategies to help them efficiently read and answer questions in order to produce a written response in the appropriate genre.

Enduring Understandings
Readers will:
- Cite textual evidence to support inferences.
- Determine the central idea of nonfiction text.
- Determine word meanings and connotations within context.
- Determine an author's point of view and recognize biased text.
- Compare evidence from various sources of text.
- Analyze informational text to gather and synthesize information.
- Present claims and findings grounded in evidence from the text.
- Create digital public service announcements on different topics.
- Engage effectively in a range of collaborative discussions.
- Write effective research simulation, literary analysis and narrative tasks.

Assessments

Possible Ongoing Assessments
- Current standardized assessment practice texts   - Timed stamina activities   - Annotated piece of text   - TCRWP Assessment for Independent Reading Level   - Newsela   - Custom LinkIt! assessments   - Annotated texts   - Highlighted texts
Suggested Reading Notebook Entries
- Stop and jot notes   - Proof of correct and incorrect answers

Standards (NJSLS) Addressed in this Unit

Reading Literature

RL.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL.6.3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

RL.6.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Informational

RI.6.7. Integrate information presented in different media or formats (e.g. visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

RI.6.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

Writing

W.6.1. Write arguments to support claims with clear reasons and relevant evidence.
- Introduce claim(s) and organize the reasons and evidence clearly.
- Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
- Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from the argument presented.

W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g. headings), graphics (e.g. charts, tables), and multimedia when useful to aiding comprehension.
- Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- Use appropriate transitions to clarify the relationships among ideas and concepts.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from the information or explanation presented.

W.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well structured event sequences.
- Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
- Provide a conclusion that follows from the narrated experiences or events.

Speaking & Listening

SL.6.1. 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.
- 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.
- Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

SL.6.2. Interpret information presented in diverse media and formats (e.g. visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

SL.6.3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

Language

L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
>   A. Ensure that pronouns are in the proper case (subjective, objective, possessive).
>   B. Use intensive pronouns (e.g. myself, ourselves).
>   C. Recognize and correct inappropriate shifts in pronoun number and person.
>   D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
>   E. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling
when writing.
>   A. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
>   B. Spell correctly.

L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
>   A. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
>   B. Maintain consistency in style and tone.

L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
>   A. Use context (e.g. the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
>   B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g. audience, auditory, audible).
>   C. Consult reference materials (e.g. dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
>   D. Verify the preliminary determination of the meaning of a word or phrase (e.g. by checking the inferred meaning in context or in a dictionary).

L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
>   A. Interpret figures of speech (e.g. personification) in context.

B. Use the relationship between particular words (e.g. cause/effect, part/whole, item/category) to better understand each of the words.

C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g. stingy, scrimping, economical, unwasteful, thrifty).

L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Computer Science and Design Thinking

8.2.8.ED.5: Explain the need for optimization in a design process.

Career Readiness, Life Literacies, and Key Skills

9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Practices
CLKSP1 Act as a responsible and contributing community member and employee.
CLKSP3 Consider the environmental, social, and economic impacts of decisions.
CLKSP4 Demonstrate creativity and innovation.
CLKSP5 Utilize critical thinking to make sense of problems and persevere in solving them.
CLKSP6 Model integrity, ethical leadership and effective management.
CLKSP8 Use technology to enhance productivity increase collaboration and communicate effectively.
CLKSP9 Work productively in teams while using cultural/global competence.

Interdisciplinary Connections

Theatre
1.4.8.Pr5b: Use various character objectives and tactics in a theatre work to identify the conflict and overcome the obstacle.

Unit 5 Reading, Thinking, and Writing About Complex Texts
Suggested Teaching Points

Unit 5/Bend 1: Demonstrating Text Comprehension in Fiction	
Readers and writers will know and apply Grade 6 strategies for fiction by...	- Reading grade level texts with purpose and understanding. - Quoting accurately from a text. - Using context clues to define words. - Determining a theme in a story, drama, or poem using details from the text. - Determining a theme across texts. - Comparing and contrasting two or more characters and events. - Comprehending literature including stories, dramas, and poetry. - Thinking about how authors use reasoning and evidence to support a particular point in a text. - Summarizing a written text.

	- Determining a genre and setting a purpose for reading. - Identifying the conflict or character struggle. - Understanding character perspective. - Using what they know about the characters' actions to help better understand the plot. - Comparing and contrasting literary elements across texts. - Comparing and contrasting the development of plots with similar themes. - Thinking about how specific parts of a story help to develop the plot. - Reviewing the parts of a plot. - Finding the parts in the text that support their thinking. - Crafting effective literary analysis and narrative responses.

Unit 5/Bend 2: Demonstrating Text Comprehension in Nonfiction

Readers and writers will know and apply Grade 6 strategies for nonfiction by...	- Underlining the topic sentences. - Drawing on information from multiple print or digital sources. - Demonstrating the ability to locate an answer within a text. - Explaining how an author uses reasoning and evidence to support particular points. - Synthesizing the main idea across a text. - Summarizing the text. - Using text features to support thinking. - Understanding how text features contribute to the overall meaning. - Identifying the text structure and thinking about how it contributes to the overall meaning. - Thinking about what the text is mostly about. - Comparing and contrasting perspectives. - Thinking about the strategies used to develop a claim. - Identifying the author's purpose for writing the piece. - Crafting effective research simulation responses.

Unit 5/Bend 3: What To Do If You Get Stuck

Readers and writers will prepare with test taking skills by...	- Reading with uninterrupted stamina. - Following test directions accurately. - Recognizing and responding to various forms of questioning. - Reading the questions and understanding what is being asked. - Backing up and rereading. - Taking a deep breath and then getting back to work. - Rereading and referring to the text when you get stuck. - Highlighting and annotating as you are reading. - Stopping and jotting using test prep paper. - Asking themselves, "What did that paragraph mean?"

Unit Specific Vocabulary

annotate, textual evidence, genre, proof, best answer vs. correct answer, compare and contrast, theme,

literary elements, plot, text structures, text features

Suggested Modifications
These strategies can be adapted to scaffold for students needing more support or extend the learning for higher-level students. Differentiation is accomplished through content, process, product and learning environment.

Special Education Students

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Ask students to recall together what they already learned in ways that activate their prior knowledge.
- Build and/or use anchor charts on context clues and summarizing with students and continually refer to them as you teach.
- Provide students with their own copies of the text for tracking and note-taking.
- Provide opportunities for students to turn and talk.
- Use modeling/role play/cuing.
- Provide graphic organizers for comparing and contrasting across texts.
- Provide direct instruction on drawing information from multiple sources. (e.g. pictures, video and/or audio clips)
- Provide anchor chart on test-taking strategies.
- Incorporate differentiated reading techniques based on the 6th Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

Students with 504 Plans

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
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Students at Risk

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- Build and/or use anchor charts on context clues and summarizing with students and continually refer to them as you teach.

- Provide students with their own copies of the text.
- Provide opportunities for students to turn and talk.
- Use modeling/role play/cuing.
- Provide graphic organizers for comparing and contrasting across texts.
- Provide direct instruction on drawing information from multiple sources. (e.g. pictures, video and/or audio clips)
- Provide anchor chart on test-taking strategies.
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English Language Learners

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- Provide students with their own copies of the text.
- Provide opportunities for students to turn and talk.
- Use modeling/role play/cuing.
- Provide graphic organizers for comparing and contrasting across texts.
- Provide direct instruction on drawing information from multiple sources. (e.g. pictures, video and/or audio clips)
- Provide anchor chart on test-taking strategies.
- Provide audiobooks when possible.
- Allow students to use handheld translator.
- Incorporate differentiated reading techniques based on the 6th Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

Gifted and Talented

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Ask students to recall together what they already learned in ways that activate their prior knowledge.
- Provide students with their own copies of the text.
- Provide opportunities for students to turn and talk.
- Provide students opportunities to set their own agenda.
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Social Emotional Learning Competencies

- **Self-Awareness**: ability to recognize one's emotions and know one's strengths and limitations
  - Connections:
    - Students will be working with partners or in small groups. It is important for students to understand that everyone has different strengths and areas of growth. The teacher helps support students with this.

- - ■ Use of student/teacher specific praise regularly on student areas of strength and areas that have been improving.
    - ■ Check-in on feelings (thumbs up, down, in the middle). This helps the teacher know who might need additional support.
- **Self-Management**: ability to regulate and control one's emotions and behaviors, particularly in stressful situations
  - ○ Connections:
    - ■ Applying Open Circle strategies such as belly breathing when feeling upset or anxious.
    - ■ Cool down spot in classroom to take a break. Students are encouraged to use it to help refocus as needed.
    - ■ Use of fidget toys as needed.
- **Social Awareness**: ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one's actions influence and are influenced by others
  - ○ Connections:
    - ■ Students becoming the "expert" helper to support others in their work.
    - ■ Practicing active listening strategies when classmates are speaking.
    - ■ Use of "I messages" when resolving conflicts.
- **Relationship Skills**: refers to one's ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
  - ○ Connections:
    - ■ Sharing materials, taking turns, understanding that everyone may not always get a turn for every activity.
    - ■ Use of "I messages" when resolving conflicts.
    - ■ Use of active listening strategies, i.e. repeating what you heard your partner say when discussion conflicts.
- **Responsible Decision-Making**: refers to the ability to use multiple pieces of information to make ethical and responsible decisions
  - ○ Connections:
    - ■ Class rules
    - ■ Class discussions
    - ■ Following rules

Suggested Mentor Texts

From *Boy's Life* by Robert McCammon
Emancipation: A Life Fable by Kate Chopin
Mapping the Invisible by Stephen Ornes
The Stripes Will Survive by Jacqueline Adams
The Zoos Go Wild from *No More Dodos* by Nicholas Nirgiotis and Theodore Nirgiotis
Our Beautiful Macaws and Why They Need Enrichment by Alicia Powers
The Alligator's Super Sense by Ana Marie Rodriguez
From *Magic Elizabeth* by Norma Kassirer
From *The Story of a Bad Boy* by Thomas Bailey Aldrich
From *The Life of a Ship from the Launch to the Wreck* by R.M. Ballantyne

Professional Resources
[Standardized Testing Scoring Rubric](#)
[Standardized Testing Website](#)
The Reading Strategies Book: Your Everything Guide to Developing Skilled Readers by Jennifer Serravallo
Scholastic Leveled Bookroom 4.0

Unit 6 Poetry: Reading and Analyzing Poetry

Unit Overview

In the *Reading and Analyzing Poetry* unit, students will closely read a variety of poems and learn high-level analysis strategies. It is suggested that the teacher compiles a collection/anthology of poetry and distributes it to students prior to the start of the unit. A list of suggested poems and their corresponding skills can be found at the end of this unit. This will allow students to annotate and highlight poems as they are used in class. They will reflect on how emotion and figurative language help the reader to visualize and interpret the meaning of a poem. They will identify the main idea and author's message of poems by dissecting the content. Students will analyze and discuss how punctuation, pace, and line breaks can impact the meaning of a poem. They will identify and recognize various terms associated with poetry to better equip them for written analysis and discussion. They will identify the speaker's perspective or point of view to better understand the overall meaning. Readers will identify the mood or tone of poems by examining the literal and figurative language as well as word choice. Students will grow their understanding of poetry by visualizing the images and emotions in their heads. They will recognize that there can be many different interpretations of poems due to schema and they will discuss their feelings and attitudes towards poems with their peers. Students will compare and contrast poems with similar issues and they will look at groups of poems written by the same author to notice patterns. During this unit, students should be given time to write their own poems in order to emulate the poetry they have read and put into practice the skills they have learned.

Enduring Understandings

Readers will:
- Identify the main idea of a poem.
- Identify and understand poetic terms.
- Think about and identify the author's message or purpose for writing the poem.
- Identify the speaker and their perspective or attitude.
- Analyze the use of figurative language.
- Differentiate between literal and figurative language and evaluating their impact on poems.
- Looking at punctuation and line breaks.
- Identify the mood or tone of poems by examining the word choice.
- Compare and contrast poems with similar issues or main ideas.
- Analyze how a particular line or stanza is central to the meaning of the text.
- Make connections to poems and themselves.
- Demonstrate their understanding of poetry by experimenting with their own poetry.

Assessments

Possible Ongoing Assessments
- TCRWP Assessment for Independent Reading Levels   - LinkIt! benchmark and custom assessments   - Conferring Notes - daily observation of students' participation and conversation with partners   - Teacher-student conferences including: individual, small group, strategy group, and guided reading   - Reading logs, Reader's Notebooks, Writing About Reading evidence (e.g. Post-its, journal entries, writing long about reading)   - Annotated poems

- Student-created poetry demonstrating specific skills
- Online poetry journals
- Mentor poetry analogies

Possible Reading Notebook Entries

- Reflecting on the role of poetry in their lives
- Stopping and jotting about different forms of poetry
- Stopping and jotting about the main idea
- Experimenting with different types of poems

Standards (NJSLS) Addressed in this Unit

Reading Literature

RL.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RL.6.3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. Craft and Structure
RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
RL.6.5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.
RL.6.7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.
RL.6.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) texts in different forms or genres (e.g. stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
RL.6.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

Reading Informational

RI.6.1 Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g. through examples or anecdotes).
RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. Integration of Knowledge and Ideas
RI.6.7 Integrate information presented in different media or formats (e.g. visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

RI.6.9 Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g. a memoir written by and a biography on the same person).

RI.6.10 By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

Speaking & Listening

SL.6.1. 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.

    A. 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.

    B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

    C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

    D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

SL.6.3. Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

SL.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g. eye contact, adequate volume, and clear pronunciation).

Language

L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

    A. Ensure that pronouns are in the proper case (subjective, objective, possessive).

    B. Use intensive pronouns (e.g. myself, ourselves).

    C. Recognize and correct inappropriate shifts in pronoun number and person.

    D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

    E. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

    A. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.

    B. Maintain consistency in style and tone.

L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

    A. Use context (e.g. the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

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

    C. Consult reference materials (e.g. dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

    D. Verify the preliminary determination of the meaning of a word or phrase (e.g. by checking the inferred meaning in context or in a dictionary).

L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

A. Interpret figures of speech (e.g. personification) in context.
B. Use the relationship between particular words (e.g. cause/effect, part/whole, item/category) to better understand each of the words.
C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g. stingy, scrimping, economical, unwasteful, thrifty).

Computer Science and Design Thinking

8.2.8.ED.5: Explain the need for optimization in a design process.

Career Readiness, Life Literacies, and Key Skills

9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).
9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Practices
CLKSP1 Act as a responsible and contributing community member and employee.
CLKSP3 Consider the environmental, social, and economic impacts of decisions.
CLKSP4 Demonstrate creativity and innovation.
CLKSP5 Utilize critical thinking to make sense of problems and persevere in solving them.
CLKSP6 Model integrity, ethical leadership and effective management.
CLKSP8 Use technology to enhance productivity, increase collaboration and communicate effectively.
CLKSP9 Work productively in teams while using cultural/global competence.

Interdisciplinary Connections

Social Studies
6.3.8.CivicsPR.3: Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).

Unit 6 Reading and Analyzing Poetry
Suggested Teaching Points

Unit 6 /Bend 1: Interpreting Poems	
Readers will interpret poems to better understand the main idea and theme by...	- Reading through the poem for the first time from beginning to end and reflecting on their initial thoughts: - What feeling does this poem give me? - What is the author telling me? - Is there a rhythm to the poem? - Why might the author have made that choice? - Reading poems carefully—at least three times: - Don't forget the title! - Reading poems with partners and discussing what is familiar to them. - Reading aloud with a partner and then discussing key points of the poem. - Looking at illustrations that may be included with a poem to better understand intent.

	- Picturing the images in their mind and describing what they see. - Thinking about the feelings they get after reading this poem. - Understanding every word in the poem. - Using a variety of skills to figure out words they don't know: - Using context clues - Using a dictionary - Asking a friend - Thinking about the poet's message. - Discussing what the poem means. - Thinking about what readers can learn from the poem. - Noticing that sometimes poems can be structured in a similar way as narratives. - Defining and looking at terms associated with poetry and noticing their impact in the poem: - Rhyme (end rhyme) - Assonance, consonance - Sound - Voice - Stanza - Structure - Line breaks - Patterns - Referring to a list of terms associated with poetry. - Annotating and marking-up poems with all kinds of thinking: - Feelings - Thoughts - Reactions - Jotting about specific aspects, such as characters.
Readers will identify the speaker and the speaker's point of view or attitude by...	- Interpreting what is being said by paying close attention to the words a poet chooses. - Interpreting the meaning of a poem by attending to the author's voice. - Learning about poets' motivations and influences by reading about their lives. - Identifying the style of an author by reading several of that writer's poems. - Understanding that poetry can be interpreted in many ways by discussing it with a partner or in a group. - Connecting to poems and choosing ones that they admire or like. - Identifying the speaker of the poem and identifying what you know. - Looking at poems with multiple speakers and making inferences about both speakers. - Noticing the active verbs and the sequence of action. - Looking for patterns in the text. - Paying close attention to the specific word choice and the mood that those words convey.

Unit 6/Bend 2: Distinguishing Between Literal and Figurative Language	
Readers will	Identifying the author's intent by looking at the use of similes and

understand the difference between literal and figurative language to better understand poems by...	metaphors. ● Thinking about the impact and purpose of repetition. ● Looking at the role of other forms of figurative language, such as assonance, alliteration, personification, and hyperbole. ● Noticing how figurative language conveys the perspective. ● Identifying the characteristics of various styles of poetry. ● Examining the style of a poem by looking at how authors use punctuation. ● Identifying and examining the use of idioms. ● Examining the use of "poetic license" by looking at an author's use of punctuation and white space. ● Visualizing a poet's intent by creating a picture in their mind from the words the poet uses. ● Developing a deeper understanding of a poem by creating illustrations to go with the poems they read.

Unit 6/Bend 3: Making Connections to Poetry	

Readers will make connections across poems and to themselves by...	● Comparing and contrasting the content and structure of poems.
	● Examining the similarities between the settings in poems.
	● Examining the different literary elements present in poems.
	● Making connections to books that they have read such as fiction or nonfiction:
	   ○ Similar speakers
	   ○ Similar themes
	● Linking poems to other aspects of classroom discussion:
	   ○ Poems about bullying
	   ○ Issues
	   ○ Poverty
	   ○ Diversity
	● Writing reactions to poems and flash drafting about ideas.
	● Reflecting on likes and dislikes about poetry.

Readers and writers will mimic poets' craft by...	● Replicating the style of specific authors. ● Experimenting with line breaks and punctuation. ● Writing about topics, issues, and themes that they feel passionately about. ● Looking at mentor poems as examples to fuel their own creativity. ● Experimenting with literal and figurative language. ● Reading and writing poems about specific issues. ● Expressing themselves through poetry. ● Creating a mentor poetry anthology. ● Experimenting with various types of poetry. ● Drawing illustrations that match their written poems.

Unit Specific Vocabulary
metaphor, extended metaphor, mood, tone, figurative language, literal language, hyperbole, oxymoron, alliteration, personification, assonance, consonance, ballad, lyric, couplet, epic, sonnet, ode, analogies,

symbolism, simile, imagery, text structure, idiom, stanza, line break, repetition, rhyme, limerick, haiku, list poem

Suggested Modifications

These strategies can be adapted to scaffold for students needing more support or extend the learning for higher-level students. Differentiation is accomplished through content, process, product and learning environment.

Special Education Students

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Ask students to recall together what they already learned in ways that activate their prior knowledge.
- Use preferential seating.
- Use flexible grouping.
- Provide opportunities to pre-teach key skills, strategies and concepts.
- Provide direct instruction on using key points, word choice and poetic license.
- Provide examples of poetic license.
- Provide examples of illustrations that convey meaning.
- Provide examples of poet's tone in reading poems.
- Incorporate differentiated reading techniques based on the 6th Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

Students with 504 Plans

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Ask students to recall together what they already learned in ways that activate their prior knowledge.
- Use preferential seating.
- Use flexible grouping.
- Provide opportunities to pre-teach key skills, strategies and concepts.
- Provide direct instruction on using key points, word choice and poetic license.
- Provide examples of poetic license.
- Provide examples of illustrations that convey meaning.
- Provide examples of poet's tone in reading poems.
- Incorporate differentiated reading techniques based on the 6th Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

Students at Risk

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Ask students to recall together what they already learned in ways that activate their prior knowledge.
- Use preferential seating.
- Use flexible grouping.
- Provide opportunities to pre teach key skills, strategies and concepts.
- Provide direct instruction on using key points, word choice and poetic license.
- Provide examples of poetic license.

- Provide examples of illustrations that convey meaning.
- Provide examples of poet's tone in reading poems.
- Incorporate differentiated reading techniques based on the 6th Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

English Language Learners

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Ask students to recall together what they already learned in ways that activate their prior knowledge.
- Use preferential seating.
- Use flexible grouping.
- Provide opportunities to pre-teach key skills, strategies and concepts.
- Provide direct instruction on using key points, word choice and poetic license.
- Provide examples of poetic license.
- Provide examples of illustrations that convey meaning.
- Provide examples of poet's tone in reading poems.
- Provide audiobooks when possible.
- Allow students to use handheld translator.
- Incorporate differentiated reading techniques based on the 6th Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

Gifted and Talented

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Ask students to recall together what they already learned in ways that activate their prior knowledge.
- Provide students with the opportunity to conduct an independent study of a poet.
- Provide opportunity to read and then use the poet's style to write their own modern version of a poet's poem that relates directly to their own interpretation and life experiences.
- Provide opportunities for students to turn and talk.
- Provide student opportunities to set their own agenda.
- Incorporate differentiated reading techniques based on the 6th Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

Social Emotional Learning Competencies

- **Self-Awareness**: ability to recognize one's emotions and know one's strengths and limitations
  - Connections:
    - Students will be working with partners or in small groups. It is important for students to understand that everyone has different strengths and areas of growth. The teacher helps support students with this.
    - Use of student/teacher specific praise regularly on student areas of strength and areas that have been improving.
    - Check-in on feelings (thumbs up, down, in the middle). This helps the teacher know who might need additional support.
- **Self-Management**: ability to regulate and control one's emotions and behaviors, particularly in

stressful situations
- ○ Connections:
  - ■ Applying Open Circle strategies such as belly breathing when feeling upset or anxious.
  - ■ Cool down spot in classroom to take a break. Students are encouraged to use it to help refocus as needed.
  - ■ Use of fidget toys as needed.
- **Social Awareness**: ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one's actions influence and are influenced by others
  - ○ Connections:
    - ■ Students becoming the "expert" helper to support others in their work.
    - ■ Practicing active listening strategies when classmates are speaking.
    - ■ Use of "I messages" when resolving conflicts.
- **Relationship Skills**: refers to one's ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
  - ○ Connections:
    - ■ Sharing materials, taking turns, understanding that everyone may not always get a turn for every activity.
    - ■ Use of "I messages" when resolving conflicts.
    - ■ Use of active listening strategies, i.e. repeating what you heard your partner say when discussion conflicts.
- **Responsible Decision-Making**: refers to the ability to use multiple pieces of information to make ethical and responsible decisions
  - ○ Connections:
    - ■ Class rules
    - ■ Class discussions
    - ■ Following rules

Suggested Mentor Texts
Salting the Ocean: 100 Poems by Young Poets selected by Naomi Shihab Nye
Every Cat Has a Story by Naomi Shihab Nye (list poem, images, structure, line break, personification)
Abandoned Farmhouse by Ted Kooser (setting, imagery, repetition, figurative language) (issue: failure, loss)
Deserted Farm by Mark Vinz (line break, setting, simile, mood) (Issue: loss, hope, change)
When it is Snowing by Siv Cedering (images, metaphors)
Speak Up by Janet S. Wong (tone, character, two speakers, line breaks) (Issue: stereotypes, immigration, racism)
A Poison Tree by William Blake (tone, mood, rhyme, plot, metaphor, stanza) (issue: anger, getting even)
Summertime Sharing by Nikki Grimes (structure, word choice, alliteration) (issue: friendship)
The Wreck of the Hesperus by Henry Wadsworth Longfellow (ballad, plot, metaphor, simile) (issue: shipwreck, sailing)
Street Painting by Ann Turner (images, alliteration, assonance, line break) (issue: risk taking)
Seeing the World by Steven Herrick (images, mood, repetition, line break, hyperbole) (issue: fathers and sons)
Four Haiku by J. Patrick Lewis (sound, haiku)
Tugboat at Daybreak by Lillian Morrison (setting, image, mood, metaphor)
Ode to Family Photographs by Gary Soto (images, mood, patterns, structure) (issue: family, memories)

Oranges by Gary Soto
How Things Work by Gary Soto
Hoods by Paul B. Janeczko (plot, metaphor, simile, line breaks, images, hyperboles, story) (issue: bullying)
Friends in the Klan by Marilyn Nelson (images, figurative language, metaphor, structure, repetition) (issue: African American, bullies, courage, civil rights)
Spring Storm by Jim Wayne Miller (narrative, metaphor, structure, mood, anger) (issue: anger)
Foul Shot by Edwin A. Hoey (alliteration, repetition, structure, personification, line breaks) (issue: performing under pressure)
A Hot Property by Ronald Wallace (list poem, repetition, structure) (issue: popularity)
Junkyards by Julian Lee Rayford (structure, expression of grief)
Nothing Gold Can Stay by Robert Frost (figurative language, sound, alliteration) (issue: change)
Stopping by Woods on a Snowy Evening by Robert Frost
The Road Not Taken by Robert Frost
Mother to Son by Langston Hughes
Dreams by Langston Hughes
A Dream Deferred by Langston Hughes
City by Langston Hughes
If I Can Stop One Heart From Breaking by Emily Dickinson
I Heard a Fly Buzz by Emily Dickinson
My Love and My Heart by Henry S. Leigh
O Captain! My Captain! by Walt Whitman
Sweet! Sweet! by Louisa May Alcott
Poetry Poem by Jacqueline Woodson
List Poem by Jacqueline Woodson
Photographs by Jacqueline Woodson
Failing by Jacqueline Woodson

Professional Resources
Reading Poetry in the Middle Grades by Paul B. Janeczko
The Reading Strategies Book: Your Everything Guide to Developing Skilled Readers by Jennifer Serravallo
Scholastic Leveled Bookroom 4.0

Unit 7 Fiction: Analyzing Social Issues Through Book Clubs

Unit Overview

In the *Analyzing Social Issues Through Book Clubs* reading unit, readers will divide into book clubs and select books based on their interest, reading level, and collaboration. Students will build on their knowledge of social issues and read and discuss books containing a variety of themes. The term "social issues" refers to issues that affect groups of people such as poverty, homelessness, joblessness, bullying, racism, and bias against the elderly. Students will develop ways to manage their book clubs and take notes to prepare for discussions. They will debate and use textual evidence to support their claims. Readers will identify the issues that characters are facing in the book, and they will use their knowledge of these issues and empathize with the characters. Students will think deeply about how power, relationships, and perspective influence theme. They will notice how characters are starting to change and what that might teach them about the message. Students will make connections to the characters and learn from the texts.

At this point in the year, students have built a solid foundation for the reading work to come as they move to middle school. They have been reading with high volume and engagement and they have studied the nuances of characters across books. Now is the time to give them a practical introduction to critical literacy. In this case, they will be focusing on reading to identify and study the social issues that are woven into the fabric of middle grade and young adult fiction, to consider how power, perspective, and stereotyping help to shape narratives' themes, and to learn how reading across genres can also help to develop a more researched view of an issue in society.

Enduring Understandings

Readers will:
- Establish book club routines and collaboration.
- Define social issue, problem, power, unfairness, power relationship, pressure, and perspective.
- Use their understanding of the issues to develop empathy for the likeable and less admirable characters.
- Compare and contrast power dynamics over time to observe change.
- Think about the relationships that exist in characters' lives.
- Assemble relevant textual evidence, weighing the strength and validity of each to formulate a claim.
- Cite textual evidence to support literal and inferential interpretation of the text.
- Determine a theme of a text and explain how it is conveyed.
- Employ active reading strategies to track and develop interpretation across a text.
- Employ a critical reading lens to focus reading and deepen interpretation.
- Engage in group discussion to build and debate ideas.

Assessments

Possible Ongoing Assessments
- TCRWP Assessment for Independent Reading Levels   - LinkIt! benchmark and custom assessments   - Conferring notes - daily observation of students' participation and conversation with partners   - Teacher-student conferences including: individual, small group, strategy group, and guided reading   - Reading logs, reader's notebooks, writing about reading evidence (e.g. Post-its, journal entries,

writing long about reading)
- Book club calendars to manage book clubs
- Collaboration documents on Google Classroom
- Write an email to an activist

Suggested Reading Notebook Entries

- Stop and jot on a Post-it
- Retelling (characters, setting, plot, problem/solution)
- Pull a Post-it and write long
- Ask and answer questions
- Elaborate on characters and traits
- Make inferences and predictions
- Elaborate on conflicts and resolutions
- Think about how the character is changing
- Use a timeline to track conflicts
- Use a t-chart to track character relationships
- Lift lines from the text and write about them
- Reflect on how certain books made them view the world differently

Standards (NJSLS) Addressed in this Unit

Reading Literature

RL.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RL.6.3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. Craft and Structure
RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
RL.6.5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.
RL.6.7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.
RL.6.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) texts in different forms or genres (e.g. stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
RL.6.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

Speaking & Listening

SL.6.1 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.

A. 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.

B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

SL.6.2. Interpret information presented in diverse media and formats (e.g. visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study

Language

L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

A. Use context (e.g. the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

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

C. Consult reference materials (e.g. dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

D. Verify the preliminary determination of the meaning of a word or phrase (e.g. by checking the inferred meaning in context or in a dictionary).

L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

A. Interpret figures of speech (e.g. personification) in context.

B. Use the relationship between particular words (e.g. cause/effect, part/whole, item/category) to better understand each of the words.

C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g. stingy, scrimping, economical, unwasteful, thrifty).

L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Computer Science and Design Thinking

8.2.8.ED.5: Explain the need for optimization in a design process.

Career Readiness, Life Literacies, and Key Skills

9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Practices
CLKSP1 Act as a responsible and contributing community member and employee.
CLKSP3 Consider the environmental, social, and economic impacts of decisions.
CLKSP4 Demonstrate creativity and innovation.

CLKSP5 Utilize critical thinking to make sense of problems and persevere in solving them.
CLKSP6 Model integrity, ethical leadership and effective management.
CLKSP8 Use technology to enhance productivity, increase collaboration and communicate effectively.
CLKSP9 Work productively in teams while using cultural/global competence.

Interdisciplinary Connections

Social Studies
6.3.8.CivicsPR.3: Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).

Unit 7 Fiction: Analyzing Social Issues Through Book Clubs
Suggested Teaching Points

Unit 7/Bend 1: Reading Thoughtfully to Deepen Understanding	
Readers will establish and manage book clubs by...	- Choosing books based on level, interest, and collaboration. - Deciding how many pages they will read in a set amount of time: - Use a calendar to divide page numbers based on a set amount of days—usually two weeks. - Establishing some questions that guide reading. - Reporting club conversations using a sheet to remain on task: - Google Classroom - Launching clubs with a shared agenda.
Readers will identify social issues and study characters' relationships by...	- Considering social issues. - Naming the issue inside their books and discussing their previous knowledge on that issue: - Examples: divorce, grief, bullying, poverty, discrimination, racism, homelessness, loneliness, etc. - Differentiating between the issue and the problem by asking if the condition can be solved: - If it can be solved, it is a problem. - If it can't be solved, it is an issue. - Talking about other issues that exist in the world. - Noticing how characters contribute to relationship issues through actions and reactions. - Weighing characters' relationships for the positive and negative in literature and in life. - Thinking critically and viewing a text through a specific lens. - Noticing social issues emerging from moments of unfairness. - Combining and noticing clues within the text to generate big ideas. - Collecting clues as they read in a text and noticing patterns. - Discussing how the parts fit together. - Noticing when characters are dealing with problems that are bigger than themselves.

	● Analyzing how and why power affects relationships and noticing that power imbalances often lead to problems. ● Using notebook work to nudge themselves into more focused interpretations and to track relationships that are complex. ● Studying moments when characters collide with an outside force or another character.
Readers will prepare for group discussions by...	● Using Post-its to mark interesting parts. ● Engaging in close reading using note-taking strategies. ● Coming to discussions with ideas and theories. ● Debating with other readers. ● Sharing their thinking with others. ● Using textual evidence to support and debate their claims. ● Collaborating within discussions. ● Using active listening skills.

Unit 7/Bend 2: Reading Critically for Power, Perspective, and Stereotyping

Readers will notice power, perspective, and stereotyping in texts they read by…	● Understanding their characters in deeper ways:
	   ○ Traits
	   ○ Motives
	   ○ Desires
	   ○ Struggles
	● Thinking about groups as sources of issues.
	● Recognizing that when people within a group struggle, it is often because of power imbalances.
	● Pushing readers to think more deeply about group issues and power imbalances.
	● Deepening their understanding of characters by looking at what pressures and rules the character faces.
	● Considering significant moments in the text, and ask, "Who or what has power here?"
	● Examining relationships to consider its influence on the characters.
	● Connecting power relationships to larger social issues present in the text.
	● Distinguishing pivotal moments within the plot that act as turning points for characters and power relationships.
	● Investigating when texts are reinforcing and challenging assumptions about groups.
	● Considering roles people can play when issues arise.
	● Finding symbols in moments of hardship and hope.
	● Offering a variety of reading support in mixed-book groups.
	● Citing textual evidence.
	● Identifying parts of the book that seem unfair.

Unit 7/Bend 3: Reading to Learn How Authors Craft Stories to Convey Messages

Readers will develop ideas about themes	● Thinking about how the issue is starting to change a character. ● Using common literary themes to think more deeply about group

of texts by...	- issues in a text. - Constructing big ideas about stories by asking ourselves, "What does this story say/teach us about _____?" - Thinking thematically to interpret a text. - Paying attention to how an author conveys his/her message. - Noticing the writing decisions an author makes and thinking about the goals and effects of those decisions. - Reflecting on how they are writing about their reading and thinking. - Thinking about how the issue changed the character. - Thinking about how the character changed the issue.
Readers will bring their lives and others' lives into their reading by...	- Thinking about how the books they are reading affect their own lives. - Making personal connections with their books. - Looping back to better understand characters' experiences using their own experiences. - Setting ambitious reading goals as students come to the end of the reading unit and their OPS experience. - Learning from our texts and from one another. - Connecting reading literature to the big work of trusting, understanding, and supporting others. - Identifying with less likeable and less admirable characters to think about perspective. - Writing long about a meaningful word or line. - Finding important takeaway messages about social issues. - Reflecting on how these books made them think differently about the world around them.
Readers will reflect on their roles as book club members by...	- Making plans to continue reading together. - Self-evaluating their role as a book club member. - Making goals moving forward. - Reflecting on strengths and weaknesses. - Evaluating the collaboration of their peers.

Unit Specific Vocabulary
social issue, problem, power, unfairness, power relationship, pressure, perspective, stereotyping, imbalance, character traits, perspective, theme, message

Suggested Modifications
These strategies can be adapted to scaffold for students needing more support or extend the learning for higher-level students. Differentiation is accomplished through content, process, product and learning environment.

Special Education Students
- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.   - Ask students to recall together what they already learned in ways that activate their prior knowledge.   - Use preferential seating.

- Use flexible grouping.
- Provide opportunities to pre-teach key skills, strategies and concepts.
- Use shared reading to highlight text clues and patterns.
- Model appropriate accountable talk and debate.
- Define social issues with examples.
- Provide graphic organizer to construct and track powerful moments in relationships.
- Provide examples on powerful moments and determining who has the power using audio and video clips.
- Incorporate differentiated reading techniques based on the 6th Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

Students with 504 Plans

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Ask students to recall together what they already learned in ways that activate their prior knowledge.
- Use preferential seating.
- Use flexible grouping.
- Provide opportunities to pre-teach key skills, strategies and concepts.
- Use shared reading to highlight text clues and patterns.
- Model appropriate accountable talk and debate.
- Define social issues with examples.
- Provide graphic organizer to construct and track powerful moments in relationships.
- Provide examples on powerful moments and determining who has the power using audio and video clips.
- Incorporate differentiated reading techniques based on the 6th Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

Students at Risk

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Ask students to recall together what they already learned in ways that activate their prior knowledge.
- Use preferential seating.
- Use flexible grouping.
- Provide opportunities to pre-teach key skills, strategies and concepts.
- Use shared reading to highlight text clues and patterns.
- Model appropriate accountable talk and debate.
- Define social issues with examples.
- Provide examples on piecing together the big idea.
- Provide graphic organizer to construct and track powerful moments in relationships.
- Provide examples on powerful moments and determining who has the power using audio and video clips.
- Incorporate differentiated reading techniques based on the 6th Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

English Language Learners

- Use various methods to understand a student's learning style: observation, surveys, conferring,

TCRWP Assessments for Independent Reading Levels.
- Ask students to recall together what they already learned in ways that activate their prior knowledge.
- Use preferential seating.
- Use flexible grouping.
- Allow time for pair/share prior to group discussion.
- Provide opportunities to pre-teach key skills, strategies and concepts.
- Use shared reading to highlight text clues and patterns.
- Model appropriate accountable talk and debate.
- Define social issues with examples.
- Provide examples on piecing together the big idea.
- Provide graphic organizer to construct and track powerful moments in relationships.
- Provide examples on powerful moments and determining who has the power using audio and video clips.
- Incorporate differentiated reading techniques based on the 6th Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

Gifted and Talented

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Ask students to recall together what they already learned in ways that activate their prior knowledge.
- Provide students with the opportunity lead group discussion.
- Provide opportunity to read and connect social issues to past or present day.
- Promote higher-level questioning.
- Provide opportunity for reflection.
- Provide opportunities for students to turn and talk.
- Provide student opportunities to set their own agenda.
- Incorporate differentiated reading techniques based on the 6th Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

Social Emotional Learning Competencies

- **Self-Awareness**: ability to recognize one's emotions and know one's strengths and limitations
  - Connections:
    - Students will be working with partners or in small groups. It is important for students to understand that everyone has different strengths and areas of growth. The teacher helps support students with this.
    - Use of student/teacher specific praise regularly on student areas of strength and areas that have been improving.
    - Check-in on feelings (thumbs up, down, in the middle). This helps the teacher know who might need additional support.
- **Self-Management**: ability to regulate and control one's emotions and behaviors, particularly in stressful situations
  - Connections:
    - Applying Open Circle strategies such as belly breathing when feeling upset or anxious.

- ■ Cool down spot in classroom to take a break. Students are encouraged to use it to help refocus as needed.
- ■ Use of fidget toys as needed.
- ● **Social Awareness**: ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one's actions influence and are influenced by others
  - ○ Connections:
    - ■ Students becoming the "expert" helper to support others in their work.
    - ■ Practicing active listening strategies when classmates are speaking.
    - ■ Use of "I messages" when resolving conflicts.
- ● **Relationship Skills**: refers to one's ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
  - ○ Connections:
    - ■ Sharing materials, taking turns, understanding that everyone may not always get a turn for every activity.
    - ■ Use of "I messages" when resolving conflicts.
    - ■ Use of active listening strategies, i.e. repeating what you heard your partner say when discussion conflicts.
- ● **Responsible Decision-Making**: refers to the ability to use multiple pieces of information to make ethical and responsible decisions
  - ○ Connections:
    - ■ Class rules
    - ■ Class discussions
    - ■ Following rules

Suggested Mentor Texts and Book Club Titles

Across the Alley by Richard Michelson
Crash by Jerry Spinelli (Guided Reading Level: V)
Fish in a Tree by Lynda Mullaly Hunt
To This Day by Shane Koyczan
Out of My Mind by Sharon M. Draper (Guided Reading Level: S)
Wonder by R.J. Palacio (Guided Reading Level: U)
Rules by Cynthia Lord (Guided Reading Level: R)
The Misfits by James Howe (Guided Reading Level: W)
The Skin I'm In by Sharon G. Flake (Guided Reading Level: W)
Double Dutch by Sharon Draper (Guided Reading Level: T)
Firegirl by Tony Abbot (Guided Reading Level: V)
A Mango-shaped Space by Wendy Mass (Guided Reading Level: Y)
If You Come Softly by Jacqueline Woodson (Guided Reading Level: Z)
Pictures of Hollis Woods by Patricia Reilly Giff (Guided Reading Level: V)
Wringer by Jerry Spinelli (Guided Reading Level: U)
Iqbal by Francesco D'Adamo
Blush by Virginia Hamilton (Guided Reading Level: S)
Esperanza Rising by Pam Muñoz Ryan (Guided Reading Level: V)
Money Hungry by Sharon G. Flake (Guided Reading Level: V)
Al Capone Does My Shirts by Gennifer Choldenko (Guided Reading Level: X)
Hoops by Walter Dean Myers (Guided Reading Level: X)

Professional Resources

Social Issues Book Clubs: Reading for Empathy and Advocacy, Grade 6-8, Units of Study for Teaching Reading Lucy Calkins with Colleagues from the Reading and Writing Project

The Reading Strategies Book: Your Everything Guide to Developing Skilled Readers by Jennifer Serravallo

Teachers College Reading and Writing Project. Reading Curricular Calendar, Sixth Grade 2016-2017: Social Issues Book Clubs: Developing Critical Literacies

Scholastic Leveled Bookroom 4.0