



Reading Curriculum Grade 6

Reading Curriculum Committee	
Name	Position
Christine Moran	<i>Director of Curriculum & Instruction</i>
Kaitlyn DeVasto	<i>Grade 6 ELA Teacher</i>
Jaime Lazor	<i>Grade 6 ELA Teacher</i>

Introduction

The River Edge School District is committed to providing a rich and rigorous curriculum so that all students can achieve at the highest levels, while developing as responsible citizens, who respect individuality. Our curriculum is designed to help students develop skills and learn core content through active, meaningful experiences that will lead to lasting understanding and the ability to apply and use knowledge in new contexts.

Our curriculum is aligned to the New Jersey Student Learning Standards. Each area of the curriculum contains identified standards for learning. These standards help to guide classroom instruction and assessment. The standards articulate the skills and knowledge we believe all students need in order to become educated, responsible, and productive citizens.

The River Edge curriculum is revised regularly to ensure that the curriculum is aligned with identified New Jersey academic standards. In addition, we seek to integrate college and career readiness standards. Practical and relevant real-life experiences are integrated into our curriculum and learning environment. We use New Jersey's Social Emotional Competencies to ensure our students are healthy and well, and we give our students opportunities to use cutting edge technology in order to prepare them for the future. Our students leave our schools well prepared for Middle School, High School, and beyond.

Born On Date: July 2024

Revised & Readopted Date: August 2025

**Grade 6 English Language Arts - Reading
PACING**

Unit	Pacing
<u>Unit 1: Working Through Character Struggles and Overcoming Adversity: Narrative Nonfiction Reading</u>	September - October
<u>Unit 2: Page Turners for Change: Leveraging Book Clubs to Navigate Social Issues</u>	November - December
<u>Unit 3: Beyond the Page: Navigating Nonfiction and Harnessing Words for Transformative Impact</u>	January - February
<u>Unit 4: Enchanting Realms: A Journey Through the Magical Tapestry of Fairy Tales</u>	March - April
<u>Unit 5: Exploring Meaning through Lyrical Analysis: Analyzing Poetry, Songs, and Photos</u>	May - June
Equity, Diversity, and Inclusion	
The River Edge Public School District is committed to promoting Equity, Diversity, and Inclusion (E-D-I). As per Chapter 32 (C.18A:35-4.36a), our District incorporates instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 6 as part of the District's implementation of the New Jersey Student Learning Standards. • <u>River Edge E-D-I Book List</u> • <u>River Edge Grade 6 E-D-I Activities</u>	

Reading Curriculum

Grade: 6

River Edge BOE Approved August 27, 2025

Unit 1: Working Through Character Struggles and Overcoming Adversity: Narrative Nonfiction Reading

New Jersey Student Learning Standards

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

RL.CI.6.2. Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.

RL.IT.6.3. Describe how a particular text's structure unfolds in a series of episodes and use textual evidence to describe how the characters respond or change as the plot moves toward a resolution.

RL.TS.6.4. Analyze how a particular piece (e.g., sentence, chapter, scene, stanza, or section) fits into the overall structure of a text and contributes to the development of the ideas, theme, setting, or plot.

RL.PP.6.5. Determine how an author conveys or develops perspective in a text (through the narrator or speaker when appropriate).

RL.MF.6.6. Compare and contrast information or texts to develop a coherent understanding of a theme, topic, or issue when reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text.

RL.CT.6.8. Compare and contrast literary texts in different forms, by different authors, or from different genres (e.g., stories and poems; historical novels and primary source documents, scientific journals and fantasy stories) in terms of their approaches to similar themes and topics.

SL.PE.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.PI.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.UM.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

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

L.KL.6.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- B. Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.6.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, 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. Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings.
- C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
- D. 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.
- E. 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.VI.6.4. 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.

Unit Summary (Enduring Understandings)

This reading unit focuses on exploring how characters in narrative nonfiction overcome adversity and work through personal struggles. Students will read a variety of narrative nonfiction texts, examining how real people face challenges, make decisions, and grow through their experiences. The unit aims to develop students' abilities to analyze characters, understand the impact of adversity, determine themes, and draw connections between the characters' experiences and their own lives.

In this unit, students will be encouraged to develop responsibility for learning by actively engaging with the texts, setting personal reading and analysis goals, and reflecting on their growth as readers. They will track their progress and use self-reflection to deepen their understanding of the characters' struggles and the themes of resilience. As they analyze the texts, students will practice adapting communication to meet the demands of different tasks and audiences, whether they are writing a reflective response, participating in group discussions, or presenting their insights through creative projects. Valuing evidence in argumentation will also be emphasized, as students will support their claims with specific details from the texts to discuss how adversity shapes character development and influences themes. They will also learn to evaluate, defend, challenge, and qualify arguments based on textual evidence in both written and oral forms. Through building knowledge, students will connect ideas from narrative nonfiction to real-world issues, using a variety of text resources and media to explore themes of struggle and growth in different contexts. Leveraging technology will be an integral part of the unit, as students use digital tools to research real-life stories of adversity, create presentations, and share their reflections. Finally, the unit will promote understanding of self and others by encouraging students to reflect on how the characters' experiences connect to their own lives and how these stories foster empathy and a deeper understanding of different perspectives and cultures. This holistic approach will help students connect with the themes of the texts while developing critical thinking and communication skills.

Essential Questions

- What routines can readers establish for Reading Workshop?
- How do individuals overcome adversity?
- What can we learn from characters who face significant challenges?
- How do the struggles of characters in narrative nonfiction relate to our own lives?
- In what ways do the decisions of individuals shape their paths and outcomes?
- What themes are developed in texts that depict character struggles and adversity?

Skills

- Create a routine for Reading Workshop
- Use organizational skills to establish a Reading Notebook
- Determine internal and external character traits
- Build stamina as a reader
- Analyze conflict types faced by characters
- Make connections from life to characters' experiences
- Define the theme, universal lesson, the author is trying to teach
- Use textual evidence to support ideas about reading (i.e.,

Transfer

- Utilize and maintain a Reader's Notebook
- Demonstrate stamina for reading tasks
- Effectively collaborate with peers
- Use character traits to get to know characters
- Make real life connections to characters and their experiences
- Determine the theme of literary works
- Use textual evidence to strengthen claims about reading

- character traits, conflicts, themes) • Work with peers to have literate talk and strengthen abilities as readers	
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Instructional Goals and Pathways	
Goal 1: Readers establish routines for Reading Workshop.	
Pathways	
Pathway #1 • Readers define expectations for reading environment ○ Think about good reading experiences in the past ○ Discuss how to regulate behaviors and classroom routines to create best setting for all ○ Brainstorm rules for how Reading Workshop should Look, Sound, Feel	Pathway #2 • Readers use and organize a Reading Notebook ○ Designate a marble notebook for reading ONLY ○ Turn to the next clean page ○ Put a date on the top of that page ○ Label the Reading Task of the day
Pathway #3 • Readers choose appropriate books to read ○ Keep in mind the <u>Genre</u> of the current unit ○ Determine appropriate <u>Length</u> for the task ○ Consider the <u>Complexity</u> of the text ■ Is it grade level appropriate? ■ Do you understand what you are reading? ■ Is it challenging you as a reader? ○ Honor your <u>Interests</u>	Pathway #4 • Readers read for sustained periods of time ○ Set a focus for the reading task ○ Begin reading and stick to it ○ Read until time is up
Pathway #5 • Readers use post-its to “Notice and Note” ○ Contrasts & Contradictions ○ “Aha” Moments ○ Tough Questions	Pathway #6 • Readers work with peers for support ○ Use Accountable Talk to: ■ Discuss reading orally ■ Ask questions about reading work

○ Words from the Wiser ○ Again and Again ○ Memory Moments	■ Explore challenges/difficulties ■ Showcase strengths/highlight successes ■ Teach one another as a mentor
Goal 2: Readers get to know characters. (STEAL)	
Pathways	
Pathway #1 ● Readers pay close attention to the words characters <u>SAY</u> ○ Read the text ○ Notice their words In dialogue and take notes ■ What specific words are said? ■ How are they expressed? ● Dialogue tags ● Emotion shown ■ What impact do their words have? ■ Explain why this is important ● What does this tell us about the character?	Pathway #2 ● Readers pay close attention to what characters <u>THINK</u> ○ Read the text ○ Notice the character's thoughts and take notes ○ What specific thoughts are had? ○ How are they expressed/explained? ■ What emotion is displayed? ○ Explain why this is important ■ What does this tell us about the character?
Pathway #3 ● Readers pay close attention to the characters' <u>EFFECT</u> on others ○ Read the text ○ Notice the impact they have on each other ■ Words (What do they say?) ■ Actions (What do they do?) ■ Emotions (How do they feel?) ○ Explain why this interaction is important ■ What does this tell us about each of the characters? ■ What does this tell us about their relationship to one another?	Pathway #4 ● Readers pay close attention to the characters' <u>ACTIONS</u> ○ Read the text ○ Notice how the character acts... ■ In calm moments ■ In happy moments ■ In moments of anger ■ In moments of fright ■ In moments of stress ○ Take notes on descriptions/details ○ Explain importance of these actions ■ What does this tell us about the character?

Pathway #5 • Readers pay close attention to how the character <u>LOOKS</u> ○ Read the text ■ Look for descriptions of external character traits ■ Think deeply about the mental images these details create ■ What does this tell us about the character? What deeper understanding does this give us? ○ Look at images present ■ Read captions (if given) ■ Think deeply about what the images show us about the character • External traits • Clothing/ personal effects • Actions/behaviors • Contextual setting ■ What does this tell us about the character? What deeper understanding does this give us?	RESOURCE: STEAL: Indirect Characterization Chart
Goal 3: Readers analyze conflicts that characters face. (Conflict graphic organizer)	
Pathways	
Pathway #1 • Readers pay close attention to the type of conflict the character(s) faces ○ Read the text ○ Define the conflict type based on the challenges encountered	Pathway #2 • Readers understand how the conflict affects the plot ○ Read the text ○ Identify the conflict faced ○ Determine how the conflict propels the story's happenings

■ Man vs. Man ■ Man vs. Nature ■ Man vs. Himself ■ Man vs. Society ■ Man vs. Technology ■ Man vs. Supernatural ○ Explain how you know this is the type of conflict being faced in the text	■ Think about the story's trajectory ■ Think about the story's structure ● Beginning, middle, end ● Rising action, climax, resolution ○ Explain importance
Pathway #3 ● Readers determine how the conflict affects the character's emotions ○ Read the text ○ Identify the conflict/challenge ○ Track the character's emotions as you read ○ Compare the emotions before, during, and after the conflict (if applicable) ○ Explain impact/importance	Pathway #4 ● Readers determine how the conflict affects the character's actions ○ Read the text ○ Identify the conflict/challenge ○ Track the character's actions as you read ○ Compare the actions before, during, and after the conflict (if applicable) ○ Explain impact/importance
Goal 4: Readers analyze lessons characters learn and the growth it inspires.	
Pathways	
Pathway #1 ● Readers determine the lessons learned in the story based on conflict resolution ○ Read the text ○ Think of how the character solves conflicts in the story ■ Find text evidence to support these moments ○ Define the lesson the character learned ○ Explain how this lesson impacted the character's growth	Pathway #2 ● Readers determine the lessons learned in the story based on changes to the character ○ Read the text ○ Think of changes the character has made throughout the story ■ Find text evidence to support these changes ○ Define the lesson the character learned ○ Explain what how this lesson impacted the character's growth
Pathway #3	Pathway #4

● Readers determine the lessons learned in the story based on “Aha” moments ○ Read the text ○ Think of “Aha” moments, moments of clarity, or moments of realization for the character ■ Find text evidence to support these moments ○ Define the lesson the character learned ○ Explain what how this lesson impacted the character’s growth	● Readers determine the growth of the characters in the story ○ Read the text ○ Think of how the character changed from the beginning of the story to the end ■ Find text evidence to support these changes ○ Define what personal growth he/she achieved ○ Explain what lesson was learned through that growth?
Goal 5: Readers recognize and understand the author’s intentional use of literary devices.	
Pathways	
Pathway #1 ● Readers understand that author’s use literary devices to enrich the text ○ Name and define literary devices in your notebook: ■ Personification ■ Hyperbole ■ Metaphor ■ Simile ■ Idiom ■ Irony ■ Onomatopoeia ■ Allusion ■ Imagery ■ Oxymoron ■ Symbolism ■ Alliteration ■ Foreshadowing ■ Flashback/Memory Moments	Pathway #2 ● Readers identify literary devices in the texts they read ○ Read the text ○ Identify literary device ○ Cite the literary device ○ Ask yourself: ■ What device is this? ■ How do I know? ■ Do I understand what the device is trying to say? ■ Why did the author use this here? ○ Repeat
Pathway #3 ● Readers will explain how the literary device adds to the	

text ○ Read the text ○ Notice literary device ○ Ask yourself: ■ How does it deepen the meaning of this part? ■ How does it make this part more vivid? ■ How does it help the reader connect or relate to the text? ■ Why was it used by the author here? ○ Explain the literary device's importance ○ Repeat	
Goal 6: Readers uncover deeper meaning within texts.	
Pathways	
Pathway #1 ● Readers understand what THEME is: <u>THE MESSAGE</u> ○ Define Topic as: one word/ idea that the story is about ■ ex) love; friendship; honesty; perseverance ○ Define THEME as: The universal life lesson that the author is trying to teach the reader. ■ It is a complete sentence ■ It is applicable to life and all stories ○ Use examples to practice writing themes from topics/ideas ■ ex) Topic= Perseverance Theme= Perseverance is the key to achieving one's goals.	Pathway #2 ● Readers identify a theme by thinking of advice they would give a character ○ Identify one character from the story ○ What is the problem the character faces? ○ What advice might you give to help that character? ○ What possible theme can you define?
Pathway #3 ● Readers pay attention to how characters change in order to determine theme	Pathway #4 ● Readers connect to their personal life and empathize with the character in the text to determine theme

○ Identify one character from the story ○ How did that character change from the beginning to the end? ○ What possible theme can you identify that relates to that change?	○ Think of one character from the story ○ Think of a powerful moment in the story ○ Try to make a personal connection to that moment ■ Think of how you felt ■ Think of what you learned ■ Think of how it helped you grow ○ Based on your experiences, relate to the character in the text ■ Put yourself in their shoes (empathize) ● Ex: You felt... So he must feel... ○ Define a possible theme
Pathway #5 ● Readers think of a lesson the character has taught them to determine theme ○ Identify one character from the story ○ Think of a lesson that character taught you through their journey in the text ○ Define a possible theme	

Differentiation	
Multilingual Learners	● Collaborate with the ESL Specialist ● Preview content vocabulary (<i>with pictures and labels in the student's first language</i>) ● Use visual clues (<i>pictures</i>) ● Repeat directions ● Simplify task directions ● Check for understanding ● Utilize peer models ● English Language supports for parents of non-English speaking students ● Use Google Translate or language apps (<i>such as Papago</i>) between English and the student's first language

	• Break down writing tasks into manageable units (<i>i.e. graphic organizers, provide idea starters</i>) • Use of writer's checklists throughout each step of the writing process • Use of modified grading • Utilize Chromebook extensions (<i>speech-to-text</i>) • Provide a variety of paper (with highlighting as needed) to meet the learner's needs • Use sentence starters or frames when possible • Provide graphic organizers
Special Education	• Modify curriculum content based on student's ability level (<i>i.e provide sentence starters, transition-words word bank, sensory details word bank</i>) • Break down writing tasks into manageable units (<i>i.e. graphic organizers, provide idea starters</i>) • Use of writer's checklists throughout each step of the writing process • Provide guided instruction and modeling (<i>i.e provide completed writing samples, model how to structure a paragraph and incorporate details</i>) • Simplify task directions • Provide small group instruction • Provide oral as well as written instructions • Clarify or reword writing prompts or topics • Monitor on-task performance • Provide positive reinforcement (<i>i.e sensory breaks, point based earn time</i>) • Modified grading (<i>consider students' IEP goals and objectives when grading writing samples</i>) • Extended time for assignments • Preferential seating • Utilize Chromebook extensions (<i>speech-to-text</i>) • Use pre-assessment data to drive instruction • Use sentence starters and frames when possible
At Risk	• Targeted skill/goal improvement plans within a set time frame • Preferential seating • Implement behavior chart to increase focus and work completion • Use of FM system to improve attention and support auditory information • Sensory breaks • Utilize Chromebook extensions (<i>speech-to-text</i>) • Consult with academic support teachers to address skills identified by the classroom teacher

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	● Provide frequent parent communication to ensure goals are being met ● Provide a variety of writing utensils, grips and spacers as needed to meet the learner's needs ● Use sentence starters or frames when possible ● Provide a variety of paper (with highlighting as needed) to meet the learner's needs ● Use pre-assessment data to drive instruction
Gifted and Talented	● Provide a variety of topics and prompts to acknowledge the variety of interests and talents of gifted students ● Pursue individual passions to encourage deeper engagement with the writing process ● Offer flexible grouping strategies when collaborating to challenge and support growth (<i>work alongside intellectual peers, engage in meaningful discussions, and exchange ideas</i>) ● Offer student choice through advanced content (<i>complex writing topics, genres, and literary techniques</i>) ● Allow progression of student pace through the writing process ● Provide feedback to refine writing skills and address areas for improvement ● Give specific and constructive feedback to challenge students and elevate writing to the next level ● Use pre-assessment data to drive instruction ● Provide opportunities to use student notebook as an example
504	● Extended time for assignments ● Provide prompting, reassurance, and time to formulate ideas ● Preferential seating ● Repeat directions ● Check for understanding ● Utilize instructional aides in the classroom setting ● Utilize peer models ● Use of FM system to improve attention and support auditory information ● Implement positive behavior chart to increase focus and work completion ● Sensory breaks ● Provide writer's checklists ● Chromebook extensions (<i>speech-to-text</i>) ● Provide a variety of writing utensils, grips and spacers as needed to meet the learner's needs ● Use sentence starters or frames when possible ● Provide a variety of paper (with highlighting as needed) to meet the learner's needs

- Use pre-assessment data to drive instruction

Evidence of Learning - Assessment

Formative	Summative	Benchmark
• Teacher observation • Conferences • Reading notebook entries • Rubric for individual reading notebook entries	• Possible Unit 1 Assessments: ◦ A Boating Life ◦ Beat-Up Butterfly ◦ Majesty • ALWTW Newspaper Assignment ◦ ALWTW Newspaper Writing Assignment Example and RUBRIC • Unit Notebook Check ◦ Reader's Notebook Rubric	• LinkIt! - Forms A, B, C • DIBELS ◦ Fall - ORF, Maze ◦ Mid Year - ORF, Maze ◦ Spring - ORF, Maze

Core Instructional Materials

Mentor Texts	Digital Resources	Miscellaneous Resources
• <i>A Long Walk to Water</i> by Linda Sue Park	• A Long Walk to Water by Linda Sue Park (PDF version) • Topic Vs Theme video • Conflict graphic organizer	• 6th Grade: Reading Units and Goals • Reading Log Expectations Slideshow

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• <i>Emmanuel's Dream: The True Story of Emmanuel Ofosu Yeboah</i> by Laurie Ann Thompson • <i>Balloons Over Broadway: The True Story of the Puppeteer of Macy's Parade</i> by Melissa Sweet • <i>Soul Surfer</i> by Bethany Hamilton • <i>Brown Girl Dreaming</i> by Jacqueline Woodson • <i>Hidden Figures</i> (young readers' edition) by Margot Lee Shetterly • <i>The Boy Who Harnessed the Wind</i> by William Kamkwamba • <i>I am Malala</i> by Malala Yousafzai • <i>My Life in Dog Years</i> by Gary Paulsen		○ Student Copy ○ Use to go over reading response standards (for classwork and hw) • Hungry for a Good Book? Book Shelf for Keeping Track of Books Read
Interdisciplinary Connections		
Comprehensive Health & Physical Education - Community Time • 2.1.8.EH.2. Analyze how personal attributes, resiliency, and protective factors support mental and emotional health. • 2.1.8.SSH.4. Compare and contrast the characteristics of healthy and unhealthy relationships. English Language Arts - Writing • W.NW.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.		
Career Readiness, Life Literacies, and Key Skills		

NJSLS	Practices
● 9.1.8.CR.4 Examine the implications of legal and ethical behaviors when making financial decisions. ● 9.2.8.CAP.18 Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process. ● 9.4.8.GCA.1 Model how to navigate cultural differences with sensitivity and respect.	● CLKSP1 Act as a responsible and contributing community member and employee. ● CLKSP7 Plan education and career paths aligned to personal goals.
Social Emotional Learning Competencies	
<u>Self-Awareness</u> : ability to recognize one's emotions and know one's strengths and limitations	Connections ● Writing a journal entry to reflect on thoughts and ideas ● Regular check-ins to share feelings (Oral, Thumbs Up, Thumbs Down, Emojis, etc.) ● Reflecting on one's learning (Oral, Thumbs Up, Thumbs Down, Pictures, etc.)
<u>Self-Management</u> : ability to regulate and control one's emotions and behaviors, particularly in stressful situations	Connections ● Using zones of regulation chart to monitor emotions ● Take a break with deep breathing to focus
<u>Social Awareness</u> : 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 ● Writing a journal entry to reflect on understanding of key concepts ● Regular check-ins to share feelings (Oral, Thumbs Up, Thumbs Down, Emojis, etc.)

	Reflecting on one's learning (Oral, Thumbs Up, Thumbs Down, Pictures, etc.)
<u>Relationship Skills</u> : refers to one's ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts	Connections - Engaging in collaborative discussions - Incentives for individual students and small groups
<u>Responsible Decision-Making</u> : refers to the ability to use multiple pieces of information to make ethical and responsible decisions	Connections - Class rules and routines - Engaging in collaborative discussions - Following directions

Computer Science and Design Thinking

Domain	Core Idea	Performance Expectation
Algorithms & Programming	Individuals design and test solutions to identify problems taking into consideration the diverse needs of the users and the community.	8.1.8.AP.6: Refine a solution that meets users' needs by incorporating feedback from team members and users.
Engineering Design	Engineering design is a systematic, creative, and iterative process used to address local and global problems. The process includes generating ideas, choosing the best solution, and making, testing, and redesigning models or prototypes.	8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem. 8.2.8.ED.3: Develop a proposal for a solution to a real-world problem that includes a model (e.g., physical prototype, graphical/technical sketch).

Unit 2: Page Turners for Change: Leveraging Book Clubs to Navigate Social Issues

New Jersey Student Learning Standards

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RL.CI.6.2. Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.

RL.IT.6.3. Describe how a particular text's structure unfolds in a series of episodes and use textual evidence to describe how the characters respond or change as the plot moves toward a resolution.

RL.TS.6.4. Analyze how a particular piece (e.g., sentence, chapter, scene, stanza, or section) fits into the overall structure of a text and contributes to the development of the ideas, theme, setting, or plot.

RL.PP.6.5. Determine how an author conveys or develops perspective in a text (through the narrator or speaker when appropriate).

RL.MF.6.6. Compare and contrast information or texts to develop a coherent understanding of a theme, topic, or issue when reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text.

RL.CT.6.8. Compare and contrast literary texts in different forms, by different authors, or from different genres (e.g., stories and poems; historical novels and primary source documents, scientific journals and fantasy stories) in terms of their approaches to similar themes and topics.

SL.PE.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.

SL.II.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.PI.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.UM.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information

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

L.KL.6.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- B. Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.6.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, 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. Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings.
- C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
- D. 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.
- E. 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.VI.6.4. 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. Analyze the impact of a specific word choice on meaning and tone.
- D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).

Unit Summary (Enduring Understandings)

This unit is designed to help sixth-grade students engage with social issues through the format of book clubs. By reading and discussing various texts that tackle various social themes, students will develop critical thinking skills, empathy, and a deeper understanding of the world around them.

In addition to engaging with literature, this unit will encourage students to develop responsibility for learning by setting personal goals for their participation in book club discussions and reading, actively reflecting on their progress, and taking ownership of their learning. Students will also adapt their communication skills based on the task at hand, whether it's contributing to group discussions, presenting their findings, or writing thoughtful reflections that align with the audience and purpose of each activity. Valuing evidence in argumentation will be an essential focus, as students will construct and defend their claims using textual evidence to support their understanding of social issues. They will evaluate and challenge different perspectives while considering the broader context of the issues presented in the texts. Through building knowledge, students will connect the themes of the books to real-world events and ideas, exploring these topics through a variety of media and disciplines. The unit will also incorporate leveraging technology, as students use digital tools to research social issues, collaborate with peers in virtual discussions, and create multimedia presentations to share their insights. Finally, the unit will foster understanding of self and others, encouraging students to reflect on their own identity while building empathy for others by exploring diverse perspectives, cultures, and experiences within the literature. Through these practices, students will engage deeply with the texts and develop the skills necessary to navigate complex social issues.

Essential Questions

- How can literature help us understand and navigate social issues?
- What are some ways that different characters in texts respond to social challenges?
- How can discussing literature with others deepen our understanding of the issues presented?
- How can empathy and understanding be galvanized to make societal change?

Skills

- Use the routines of Reading Workshop
- Use organizational skills to continue to use Reading Notebook
- Determine internal and external character traits
- Build stamina as a reader
- Analyze conflict types faced by characters
- Analyze social issues challenging characters
- Make connections from life to characters' experiences with empathy in mind
- Define the theme, universal lesson, the author is trying to teach
- Use textual evidence to support ideas about reading (i.e., character traits, conflicts, social issues, themes)

Transfer

- Utilize and maintain a Reader's Notebook
- Demonstrate stamina for reading tasks
- Effectively collaborate with peers
- Use character traits to get to know characters
- Make real life connections to characters and their experiences while using empathy
- Determine the theme of literary works
- Use textual evidence to strengthen claims about reading
- Understand social issues and the challenges they create

• Work with peers to have literate talk and strengthen abilities as readers	
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Instructional Goals and Pathways	
Goal 1: Readers orient themselves to the setting and society a text portrays.	
Pathways	
Pathway #1 • Readers will define relevant vocabulary (<u>The Outsiders Vocabulary</u>) ○ Choose a text ○ Determine the time period of the story ■ Look up vocabulary specific to that time ■ Jot notes in your notebook to refer to as you read ○ Determine the place/setting of the story ■ Look up vocabulary specific to that place/setting ■ Jot notes in your notebook to refer to as you read	Pathway #2 • Readers will research a time period (<u>The Outsiders 1960s</u>) ○ Choose a text ○ Determine the time period of the story ■ Research characteristics of that time (ex: clothing, cars, etc.) ■ Jot notes in your notebook/digital notebooks
Pathway #3 • Readers will research community/city/place ○ Choose a text ○ Determine the location of the story ■ Research characteristics of that location 1. Urban, suburban, rural 2. Class divisions 3. Socio-economic status of community 4. Community hot-spots ■ Jot notes in your notebook/digital notebook	

Goal 2: Readers familiarize themselves with social issues and the injustices they cause.

Pathways

Pathway #1

- **Readers identify social issues**
 - Brainstorm issues facing society today
 - Think of problems in the world and how they affect PEOPLE and SOCIAL INTERACTIONS
 - Make a list of these problems and the injustices they cause
 - Brainstorm issues facing society in the past
 - Think of problems from the past and how they affected PEOPLE and SOCIAL INTERACTIONS
 - Make a list of these problems and the injustices they caused

Pathway #2

- **Readers identify social issues in texts they read**
 - Think of texts you've read that deal with a social issue
 - Make a list of these texts
 - Brainstorm social issues within the texts you've read that pose challenges (i.e., *A Long Walk to Water* by Linda Sue Park: social issues= violence, poverty, religious intolerance)
 - Make a list of these social issues and the injustices they cause

Pathway #3

- **Readers identify social issues in shows/movies**
 - Think of shows/movies you've seen that deal with a social issue
 - Make a list of these shows/movies
 - Brainstorm social issues within the shows/movies you've seen that pose challenges
 - Make a list of these social issues and the injustices they cause

Pathway #4

- **Readers identify social issues in social media**
 - Think of social media you've seen that deal with a social issue
 - Make a list of these social media outlets/influencers
 - Brainstorm social issues within the social media you've seen that pose challenges
 - Make a list of these social issues and the injustices they cause

Pathway #5

- **Readers identify social issues in music**
 - Think of songs you've listened to that deal with a social issue
 - Make a list of these songs

***THROUGHOUT DISCUSSIONS TRY TO HIGHLIGHT THE FOLLOWING SOCIAL ISSUES:**

- Racism
- Classism
- Sexism

○ Brainstorm social issues within the songs you've listened to that pose challenges ○ Make a list of these social issues and the injustices they cause	● Ageism ● Bullying ● Poverty ● Violence ● Immigration/Assimilation ● Religious intolerance ● Mental Health ● Disabilities
Goal 3: Readers get to know characters. (STEAL Chart and Outsiders Biography Posters)	
Pathways	
Pathway #1 ● Readers identify the main characters and get to know them ○ Choose a text and begin reading ○ Identify the main characters in the story ○ Use STEAL to get to know each character in the story ○ Jot in notebook to convey your ideas or fill in STEAL character chart **IDEA: Use Outsiders Biography Posters throughout unit**	Pathway #2 ● Readers will identify character motivations ○ Choose a text and begin reading ○ Identify the main characters in the story ○ Think about the goals the character has ○ Reflect on the character's incentives- ■ Ask yourself: why is this a goal of his/hers? ■ Ask: what is inspiring him/her to achieve this goal? ○ Define possible motives for this character and his/her actions/decisions and record notes
Pathway #3 ● Readers will identify characters' decisions ○ Choose a text and begin reading ○ Think of a difficult decision the character had to make ○ Ask yourself: ■ Why did they make this decision? ■ How does their decision affect their own life? ■ How does their decision affect the lives	Pathway #4 ● Readers will identify character growth ○ Choose a text and begin reading ○ Think of a character who has changed ○ Ask yourself: ■ What made the character change? ■ Why did the character go through this change? ■ How does this affect relationships in the

■ around them? ○ Explain the importance of the decision made and how it impacts the story (this can be a longer notebook entry to releavl new thinking)	- story? ■ How does this affect the character's life? ○ Explain the growth of the character and how that growth impacts the story or the theme and convey this through writing to discover new thinking about the plot, characters, issues, etc
Goal 4: Readers recognize and understand the author's intentional use of literary elements. (Common Literary Devices)	
Pathways	
Pathway #1 ● Readers understand that author's use literary elements to enrich the text ○ Name and define literary elements in your notebook. Next, think and jot about how these elements impact your reading ■ Personification ■ Hyperbole ■ Metaphor ■ Simile ■ Idiom ■ Onomatopoeia ■ Allusion ■ Imagery ■ Oxymoron ■ Symbolism ■ Alliteration	Pathway #2 ● Readers identify literary elements in the texts they read ○ Read the text ○ Identify literary element ○ Cite the literary element ○ Ask yourself: ■ What element is this? ■ How do I know? ■ Do I understand what the element is trying to say? ■ Why did the author use this here? ○ Repeat
Pathway #3 ● Readers will explain how the literary element adds to the text ○ Read the text ○ Notice literary element ○ Ask yourself:	

■ How does it deepen the meaning of this part? ■ How does it make this part more vivid? ■ How does it help the reader connect or relate to the text? ■ Why was it used by the author here? ○ Explain the literary element's importance ○ Repeat and write long in your notebook as you go through this process	
Goal 5: Readers work in literature circles to strengthen their understanding of texts and social issues. Digital Book Circle Notebook	
Pathways	
Pathway #1 ● Readers define expectations for reading environment ○ Think about good reading experiences in the past ○ Discuss how to regulate behaviors and Literature Circle routines to create best setting for all ○ Brainstorm rules for how literature circles should Look, Sound, Feel ○ Jot down in notebook/agree upon as class	Pathway #2 ● Readers collaboratively work with peers ○ Use Accountable Talk to: ■ Discuss reading orally ■ Respectfully disagree ■ Ask questions about reading work ■ Explore challenges/difficulties ■ Showcase strengths/highlight successes ■ Teach one another as a mentor ■ Support one another to grow as readers
Pathway #3 ● Readers ask relevant and focused questions to clarify understanding ○ Read the text (or portion of the text required) ○ Make a list of relevant and specific questions that you have about the text ■ Make sure they are deep questions that will prompt discussion/debate ■ NOT YES OR NO QUESTIONS	Pathway #4 ● Readers respond to questions and discussion with relevant and focused comments ○ Read the text (or portion of the text required) ○ Answer the questions or discussion prompts given ■ Make sure you have answered in complete sentences with relevant evidence from the text ■ NO YES OR NO ANSWERS

○ Come to the group prepared to ask and share your relevant questions ○ Take notes on your group's thoughts as well ■ Ask yourself: ● How are they the same? ● How are they different? ● How did this help you gain more understanding of the text?	○ Come to the group prepared to discuss your responses ○ Take notes on your group's thoughts as well ■ Ask yourself: ● How are they the same? ● How are they different? ● How did this help you gain more understanding of the text?
Pathway #5 ● Readers paraphrase and summarize information from the text ○ Read the text (or portion of the text required) ○ Take notes by paraphrasing ■ Put important parts in your own words to explain what you read ○ Summarize what you read briefly in complete sentences ○ Share your synopsis with the group ○ Take notes on your group's thoughts as well ■ Ask yourself: ● How are they the same? ● How are they different? ● How did this help you gain more understanding of the text?	Pathway #6 ● Readers identify and analyze literary elements and how they enrich the text ○ Read the text (or portion of the text required) ○ Notice any literary elements present ■ Personification ■ Hyperbole ■ Metaphor ■ Simile ■ Idiom ■ Onomatopoeia ■ Allusion ■ Imagery ■ Oxymoron ■ Symbolism ■ Alliteration ○ Explain how this literary element adds to the text ■ Ask yourself: ● How does it deepen the meaning of this part? ● Why was it used by the author here? ○ Repeat
Pathway #7 ● Readers do more than talk about a text. They let it inspire future research and reading to learn more about	

the text and the world ○ Reread your notes the you jotted form the text ○ Think, “What am I inspired to learn more about after reading this book?” ○ Record soem questions, such as, “What was society like during the time The Outsiders takes place?” ○ Make a plan to research and talk again.	
Goal 6: Readers uncover deeper meaning within texts. (The Outsiders Theme/Social Issues/BIG IDEA Synthesis Lesson Idea)	
Pathways	
Pathway #1 ● Readers understand what THEME is: <u>THE MESSAGE</u> ○ Define Topic as: one word/ idea that the story is about ■ ex) love; friendship; honesty; perseverance ○ Define THEME as: The universal life lesson that the author is trying to teach the reader. ■ It is a complete sentence ■ It is applicable to life and all stories ○ Use examples to practice writing themes from topics/ideas ■ ex) Topic= Perseverance Theme= Perseverance is the key to achieving one’s goals.	Pathway #2 ● Readers identify a theme by thinking of advice they would give a character ○ Identify one character from the story ○ What is the problem the character faces? ○ What advice might you give to help that character? ○ What possible theme can you define? And write long about them in your notebook to discover new thinking
Pathway #3 ● Readers pay attention to how characters grow in order to determine theme ○ Identify one character from the story ○ What growth did that character show from the beginning to the end? ○ What possible theme can you identify that relates to that growth?	Pathway #4 ● Readers connect to their personal life and empathize with the character in the text to determine theme ○ Think of one character from the story ○ Think of a powerful moment in the story ○ Try to make a personal connection to that moment ■ Think of how you felt ■ Think of what you learned

	■ Think of how it helped you grow ○ Based on your experiences, relate to the character in the text ■ Put yourself in their shoes (empathize) ● Ex: You felt... So he must feel... ○ Define a possible theme
Pathway #5 ● Readers think of a lesson the character has taught them to determine theme ○ Identify one character from the story ○ Think of a lesson that character taught you through their journey in the text ○ Define a possible theme	Pathway #6 ● Readers understand how theme relates to social issues ○ Identify a social issue in the text ○ Think of the lessons characters learn ○ How do these translate to the universal theme of the text? ○ Define a possible theme or themes and record them in your notebook ○ If you have a few, categorize them and think, "Whatr does this reveal about...?"

Differentiation	
Multilingual Learners	● Collaborate with the ESL Specialist ● Preview content vocabulary (<i>with pictures and labels in the student's first language</i>) ● Use visual clues (<i>pictures</i>) ● Repeat directions ● Simplify task directions ● Check for understanding ● Utilize peer models ● English Language supports for parents of non-English speaking students ● Use Google Translate or language apps (<i>such as Papago</i>) between English and the student's first language ● Break down writing tasks into manageable units (<i>i.e. graphic organizers, provide idea starters</i>) ● Use of writer's checklists throughout each step of the writing process

	• Use of modified grading • Utilize Chromebook extensions (<i>speech-to-text</i>) • Provide a variety of paper (with highlighting as needed) to meet the learner's needs • Use sentence starters or frames when possible • Provide graphic organizers
Special Education	• Modify curriculum content based on student's ability level (<i>i.e provide sentence starters, transition-words word bank, sensory details word bank</i>) • Break down writing tasks into manageable units (<i>i.e. graphic organizers, provide idea starters</i>) • Use of writer's checklists throughout each step of the writing process • Provide guided instruction and modeling (<i>i.e provide completed writing samples, model how to structure a paragraph and incorporate details</i>) • Simplify task directions • Provide small group instruction • Provide oral as well as written instructions • Clarify or reword writing prompts or topics • Monitor on-task performance • Provide positive reinforcement (<i>i.e sensory breaks, point based earn time</i>) • Modified grading (<i>consider students' IEP goals and objectives when grading writing samples</i>) • Extended time for assignments • Preferential seating • Utilize Chromebook extensions (<i>speech-to-text</i>) • Use pre-assessment data to drive instruction • Use sentence starters and frames when possible
At Risk	• Targeted skill/goal improvement plans within a set time frame • Preferential seating • Implement behavior chart to increase focus and work completion • Use of FM system to improve attention and support auditory information • Sensory breaks • Utilize Chromebook extensions (<i>speech-to-text</i>) • Consult with academic support teachers to address skills identified by the classroom teacher • Provide frequent parent communication to ensure goals are being met • Provide a variety of writing utensils, grips and spacers as needed to meet the learner's needs

	● Use sentence starters or frames when possible ● Provide a variety of paper (with highlighting as needed) to meet the learner's needs ● Use pre-assessment data to drive instruction
Gifted and Talented	● Provide a variety of topics and prompts to acknowledge the variety of interests and talents of gifted students ● Pursue individual passions to encourage deeper engagement with the writing process ● Offer flexible grouping strategies when collaborating to challenge and support growth (<i>work alongside intellectual peers, engage in meaningful discussions, and exchange ideas</i>) ● Offer student choice through advanced content (<i>complex writing topics, genres, and literary techniques</i>) ● Allow progression of student pace through the writing process ● Provide feedback to refine writing skills and address areas for improvement ● Give specific and constructive feedback to challenge students and elevate writing to the next level ● Use pre-assessment data to drive instruction ● Provide opportunities to use student notebook as an example
504	● Extended time for assignments ● Provide prompting, reassurance, and time to formulate ideas ● Preferential seating ● Repeat directions ● Check for understanding ● Utilize instructional aides in the classroom setting ● Utilize peer models ● Use of FM system to improve attention and support auditory information ● Implement positive behavior chart to increase focus and work completion ● Sensory breaks ● Provide writer's checklists ● Chromebook extensions (<i>speech-to-text</i>) ● Provide a variety of writing utensils, grips and spacers as needed to meet the learner's needs ● Use sentence starters or frames when possible ● Provide a variety of paper (with highlighting as needed) to meet the learner's needs ● Use pre-assessment data to drive instruction

Evidence of Learning - Assessment

Formative	Summative	Benchmark
- Teacher Observation - Conferences - Reading notebook entries Rubric for individual reading notebook entries - Literature Circle Meetings	Outsiders Biography Posters - Paper assignment or digital - Rubric Outsiders Unit Assessment Modified version ANSWER KEY - Unit Notebook Check Reader's Notebook Rubric	- LinkIt! - Forms A, B, C - DIBELS - Fall - ORF, Maze - Mid Year - ORF, Maze - Spring - ORF, Maze

Core Instructional Materials

Mentor Texts	Digital Resources	Miscellaneous Resources
<u>Books:</u> <i>Long Way Down</i> by Jason Reynolds <i>The Outsiders</i> by S. E. Hinton <u>Short Stories:</u> Teacher Guided Examples "Popularity" by Adam Bagdasarian "The Fight" by Adam Bagdasarian Low "An Honest Mistake" by Karen Meissner	Long Way Down digital version The Outsiders PDF - Literary Elements Resources Hyperbole Personification Similes Metaphor Idiom Theme/Social Issues Synthesis Lesson/Activity <i>The Outsiders</i> possible assignments/projects: Diary Project	6th Grade: Reading Units and Goals Book Clubs digital notebook - Social Issue Books: https://www.amightygirl.com/books/social-issues - Social Justices Books: https://socialjusticebooks.org/booklists/ Other Novels for Conversation Consideration STEAL Characterization Graphic Organizer

“Marble Champ” by Gary Soto Middle-Low “The Challenge” by Gary Soto “The Jacket” by Gary Soto Middle-high “Sometimes a Dream Needs a Push” ‘by Walter Dean Myers High “Inside Out” by Francisco Jiménez “Unusual Normality” by Ishmael Beah	○ Collage Project ○ Newspaper Project	● 1960’s Time Period Research Slides ● The Outsiders Vocabulary ● Bloom’s Leveled Questions ● The Outsiders Book Vs Movie Activity
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Interdisciplinary Connections

Comprehensive Health & Physical Education - Community Time

- **2.1.5.EH.3.** Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).
- **2.1.8.EH.1.** Compare and contrast stress management strategies that are used to address various types of stress-induced situations. (e.g., academics, family, personal relationships, finances, celebrations, violence).
- **2.1.8.EH.2.** Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.
- **2.1.8.SSH.3.** Demonstrate communication skills that will support healthy relationships.
- **2.1.8.SSH.4.** Compare and contrast the characteristics of healthy and unhealthy relationships.

English Language Arts - Writing

- **W.WR.6.5.** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- **W.SE.6.6.** Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
- **W.RW.6.7.** Write routinely over extended time frames (time for research, reflection, metacognition/self- correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Career Readiness, Life Literacies, and Key Skills

NJSLS	Practices
● 9.1.8.CR.4 Examine the implications of legal and ethical behaviors when making financial decisions. ● 9.2.8.CAP.18 Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process. ● 9.4.8.GCA.1 Model how to navigate cultural differences with sensitivity and respect.	● CLKSP8 Use technology to enhance productivity, increase collaboration, and communicate effectively.

Social Emotional Learning Competencies

<u>Self-Awareness</u> : ability to recognize one's emotions and know one's strengths and limitations	Connections ● Writing a journal entry to reflect on thoughts and ideas ● Regular check-ins to share feelings (Oral, Thumbs Up, Thumbs Down, Emojis, etc.) ● Reflecting on one's learning (Oral, Thumbs Up, Thumbs Down, Pictures, etc.)
<u>Self-Management</u> : ability to regulate and control one's emotions and behaviors, particularly in stressful situations	Connections ● Using zones of regulation chart to monitor emotions ● Take a break with deep breathing to focus
<u>Social Awareness</u> : 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 ● Writing a journal entry to reflect on understanding of key concepts ● Regular check-ins to share feelings (Oral, Thumbs Up,

	Thumbs Down, Emojis, etc.) • Reflecting on one's learning (Oral, Thumbs Up, Thumbs Down, Pictures, etc.)
Relationship Skills: refers to one's ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts	Connections • Engaging in collaborative discussions • Incentives for individual students and small groups
Responsible Decision-Making: refers to the ability to use multiple pieces of information to make ethical and responsible decisions	Connections • Class rules and routines • Engaging in collaborative discussions • Following directions

Computer Science and Design Thinking

Domain	Core Idea	Performance Expectation
Data & Analysis	People use digital devices and tools to automate the collection, use, and transformation of data. The manner in which data is collected and transformed is influenced by the type of digital device(s) available and the intended use of the data.	8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.
Algorithms & Programming	Individuals design and test solutions to identify problems taking into consideration the diverse needs of the users and the community.	8.1.8.AP.6: Refine a solution that meets users' needs by incorporating feedback from team members and users.
Engineering Design	Engineering design is a systematic, creative, and iterative process used to address local and global problems. The process includes generating ideas, choosing the best solution, and making, testing, and	8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem. 8.2.8.ED.3: Develop a proposal for a solution to a real-world problem that includes a model (e.g.,

	redesigning models or prototypes.	physical prototype, graphical/technical sketch).
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Unit 3: Beyond the Page: Navigating Nonfiction and Harnessing Words for Transformative Impact

New Jersey Student Learning Standards

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

RI.CI.6.2. Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.

RI.IT.6.3. Analyze how a particular text's (e.g., article, brochure, technical manual, procedural text) structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.

RI.TS.6.4. Use text structures (e.g., cause-effect, problem-solution), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information.

RI.PP.6.5. Identify author's purpose perspective or potential bias in a text and explain the impact on the reader's interpretation.

RI.MF.6.6. Integrate information when presented in different media or formats (e.g., visually, quantitatively) to develop a coherent understanding of a topic or issue.

RI.AA.6.7. Trace the development of and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

RI.CT.6.8. Compare and contrast informational texts in different forms, by different authors, or from different genres (e.g., a memoir written by and a biography on the same person, historical novels and primary source documents, infographics and scientific journals) in terms of their approaches to similar themes and topics.

SL.PE.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.II.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.ES.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.PI.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.UM.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

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

L.KL.6.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- B. Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- C. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
- D. Maintain consistency in style and tone.

L.VL.6.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies.

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

Unit Summary (Enduring Understandings)	
Words have an impact. They can make change in minds, hearts, and the world. Careful readers and responsible citizens recognize that messaging and content is everywhere. Exposure to influences and influencers is constant and across various mediums; facts and opinions are presented as equally viable truths; and credibility is left to the burden of proof. Students must learn to responsibly navigate the world of words to inform and equip themselves with knowledge, sometimes challenging personal biases or stances along the way by delving deep into the fog of “truth.” Respectful dialogue and debate is a required practice in classrooms and can become a standard in the global community as well; however, it requires an intentional commitment to the responsible consumption of information and an astute understanding of effective communication strategies when arguing and providing ideas. In this unit, students will develop responsibility for learning by critically engaging with a wide variety of nonfiction texts, reflecting on their own understanding, and taking ownership of their learning journey. They will be encouraged to set personal reading and analysis goals, tracking their progress as they navigate complex materials. Through collaborative discussions and debates, students will adapt their communication skills, adjusting their tone, style, and argumentation strategies based on the audience, task, and purpose. The unit will place a strong emphasis on valuing evidence in argumentation, requiring students to construct viable claims supported by solid evidence, while evaluating, defending, and challenging the arguments of others with respect. By engaging in interdisciplinary discussions and research, students will be building knowledge that connects ideas from diverse fields, incorporating multiple types of media and text resources to gain a comprehensive understanding of the issues at hand. Leveraging technology will also be key, as students utilize digital platforms to research credible sources, participate in virtual discussions, and create presentations to share their insights effectively. Finally, students will use literacy as a vehicle to understand themselves and others, reflecting on how their own identities shape their views and developing a deeper empathy for others by exploring diverse perspectives and cultures through nonfiction texts. By honing these skills, students will become informed, responsible consumers and communicators of information.	
Essential Questions	
● To what extent do outside influences affect our everyday lives? ● How/Where do people convey convincing arguments in our world? ● What is our responsibility when we encounter arguments? ● How do we empower ourselves and engage in meaningful conversations with others? ● How can our reading lives influence our stances, our beliefs, and our opinions? ● Do facts matter or are we living in a post-factual world? ● Where does fact matter?	
Skills	Transfer

• Search for credible resources using appropriate and effective key terms • Evaluate resources for credibility • Identify fact reporting versus opinion sharing • Self-monitor level of prior knowledge required to access texts found • Determine how information is organized and structured across mediums, especially how they are written (i.e., text structures) • Understand the nuanced differences between argumentative and persuasive texts • Understand that arguments can take on various forms including visual, spoken, and written • Recognize argument and counterargument claims • Evaluate effective arguments and counterarguments • Read and synthesize information from various informational texts to create new meaning and an informed perspective • Engage in healthy, robust debate in a respectful, responsible way • Correctly cite resources and textual evidence used	• Read for extended periods of time • Set a purpose for reading • Read and understand informational texts • Recognize and understand the different text structures in informational writing • Synthesize information from various sources and from various perspectives • Search for and utilize credible resources • Engage respectfully in conversations/debates about important, real-world topics
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Instructional Goals and Pathways	
Goal 1: Readers identify a worthwhile social issue impacting middle school students that they want to research.	
Pathways	
Pathway #1 • Readers make a list of current issues impacting middle school students ○ Think of current, debatable issues impacting students your age ○ Make a list of these in your notebook ○ Think about what you know about these topics	Pathway #2 • Research current news for issues impacting middle school students ○ Choose one topic ○ Decide what the author wants you to know about: ■ Social media/social issues?

○ Jot down <u>your opinion/stance</u> on the issues you listed ○ Put a star by ones you are most passionate about	■ climate/environment? ■ nutrition/health? ■ Technology? ■ Mental health? ○ Jot down <u>your opinion/stance</u> on the issue ○ Repeat for multiple topics in the news ○ Put a star by ones you are most passionate about
Pathway #3 ● Listen to/watch TED talks about social issues impacting middle school students ○ Choose one topic ○ Decide what the author wants me to know about: ■ Social media/social issues? ■ climate/environment? ■ nutrition/health? ■ Technology? ■ Mental health? ○ Jot down <u>your opinion/stance</u> on the issue ○ Repeat for multiple topics in the news ○ Put a star by ones you are most passionate about	Pathway #4 ● Review the arguments, research, topics, and ideas you've jotted ○ Look at your list of personal beliefs about social issues that impact middle school students ○ Are there opposing stances on this topic? ○ Think: How does this issue impact you? ○ Think: Do you feel passionate about it and are you willing to research more about it?
Pathway #5 ● Discuss the arguments, research, topics, and ideas you've listed ○ Discuss your thoughts about potential topics with a partner ○ Ask one another if there are opposing stances on a given topic ○ Ask: How does this issue impact you? ○ Ask: Do you feel passionate about it and are you willing to research more about it?	Pathway #6 ● Readers decide on a stance and topic to research ○ Write down topic of choice ○ Write down your stance on the topic ○ Explain why you feel this way
Goal 2: Readers search for credible sources of information and vet out unreliable resources.	

Pathways

Pathway #1

- **Readers gather information from a variety of sources to be well-informed**
 - Think about where you can get information:
 - Adults
 - Peers
 - Books
 - TV
 - Websites
 - Youtube
 - Magazines
 - Databases
 - Ask yourself:
 - Which of these sources do you use most often? Why?
 - What kind of information do you get from these sources?
 - Explore different sources and jot down notes on what kind of information you can get from them

Pathway #2

- **Readers determine if the source is credible**
 - Choose a source that has information on your topic
 - Check for:
 - Currency: Timeliness of the information.
 - How long ago was it written?
 - Relevance: Importance of the information for your needs.
 - Authority: Source of the information.
 - Is it an expert? Published book? Published website? Look for .org, .edu, .gov
 - Accuracy: Truthfulness and correctness of the information.
 - Is it facts or opinions?
 - What is the source? Published book? Published website? Look for .org, .edu, .gov
 - Purpose: Reason the information exists.
 - Is it sensational?
 - If your source does not meet all of these requirements, it is not credible. KEEP SEARCHING!
 - If your source meets these requirements, it is credible and can be used for research
 - Repeat

Pathway #3

- **Readers cross check their sources for validity**
 - Choose a credible source that has factual information on your topic
 - Choose another credible source that has factual information on that same topic
 - Compare and contrast the facts

○ Decide if both sources are appropriate for your research ○ Continue with one, both, or neither based on your needs ○ Repeat	
Goal 3: Readers determine how information is organized and structured in informational writing. (Magazine: Debate Page)	
Pathways	
Pathway #1 ● Readers define text features found in nonfiction texts ○ Define nonfiction text features ■ Headings ■ Subheadings ■ Section titles ■ Bold words ■ Images ■ Captions ■ Glossary ■ Index ○ Look for examples of features in current texts related to your topic ○ Jot down helpful information ○ Explain how the text feature helped you understand the information more	Pathway #2 ● Readers will identify text features to aid in comprehension ○ Read a nonfiction text about your topic ○ Apply knowledge of text features to better understand the information presented ■ How are ideas organized? What features are present? (i.e. headings, graphics, multimedia, etc.) ■ How do these features present the information in a helpful/meaningful way? ○ Jot down <u>your opinion/stance</u> on the issue after digesting the information presented ○ Jot down helpful information that supports your ideas ○ Explain how the text feature helped you understand the information more
Pathway #3 ● Readers define text structures found in nonfiction texts ○ Define nonfiction text structures ■ Definition/description ■ Sequence/chronological ■ Cause & effect ■ Problem & solution	Pathway #4 ● Readers will identify text structures to aid in comprehension ○ Students will read or listen to discussions/debates about potential topics ○ Students will apply their knowledge of text structures to better understand the information presented

■ Compare & contrast ■ Classification ○ Look for examples of structures in current texts related to your topic ○ Jot down helpful information ○ Explain how the text structures helped you understand the information more	■ How are ideas organized? What structures are used? (i.e. definition/description, classification, sequencing, compare/contrast, cause/effect, problem/solution, etc.) ■ How does this structure present the information in a helpful/meaningful way? ■ Jot down <u>your opinion/stance</u> on the issue after digesting the information presented ○ Jot down helpful information that supports your ideas ○ Explain how the text structure helped you understand the information more
Goal 4: Readers read and synthesize information from various sources to construct new meaning.	
Pathways	
Pathway #1 ● Readers practice taking notes in different ways ○ Explore different styles of note taking ■ Outlines ■ Charts ■ Boxes and bullets ■ Pros and cons ■ Webs ■ Venn diagram ○ Practice taking notes in different styles using the texts you have found ○ Notice which style or styles best fits you	Pathway #2 ● Readers read various sources about a topic and paraphrase similar information presented ○ Read one credible source ○ Take notes on important information ○ Read another source ○ Take notes on important information ○ Find similar facts and write a sentence or two combining the information in your own words ○ Does this support your stance or does it go against it?
Pathway #3 ● Readers read various sources about a topic and paraphrase different information presented ○ Read one credible source ○ Take notes on important information	Pathway #4 ● Readers read for evidence that supports their stance ○ Read one credible source ○ Take notes on important information that supports your stance

○ Read another source ○ Take notes on important information ○ Find different facts and write a sentence or two combining the information in your own words ○ Does this support your opinion or does it go against it?	○ Record quotations from text that are meaningful ○ Repeat
Pathway #5 ● Readers read for evidence that opposes their stance ○ Read one credible source ○ Take notes on important information that opposes your stance ○ Record quotations from text that are meaningful ○ Repeat	
Goal 5: Readers correctly cite and utilize textual evidence from various resources.	
Pathways	
Pathway #1 ● Use evidence from a source to support a claim statement ○ Read your claim/stance ○ Look for and underline evidence that says how you feel ○ Quote or paraphrase the evidence in your argument ○ Give credit to the source by naming it and the author ■ Example: In the article, “Pros and Cons of Cellphone Use” by Dr. Smarts, the benefits of technology become clear when “students use cellphones to research information from a variety of sources.” ○ Repeat	Pathway #2 ● Quoting Evidence ○ Start with an evidence stem such as “According to...” ■ Then state the article’s title and the author’s name ○ Put a comma then... ○ Put quotation marks ○ Insert a quotation and directly copy word for word ○ End with punctuation and quotation marks ○ Repeat

Pathway #3 ● Paraphrasing Evidence ○ Find evidence in a source ○ Cover it up ○ Say it in your own words ○ Add your words to your piece ○ Give credit to the source by stating the author's name and the title of the source ○ Repeat	Pathway #4 ● Give evidence of a counterclaim ○ Find a quotation that supports opposing viewpoint ○ Directly quote or paraphrase the evidence by beginning with a sentence starter like: ■ It is said that... ■ It is often thought... ■ Opposing viewpoints argue... ○ End with punctuation and/or quotation marks ○ Repeat
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Differentiation	
Multilingual Learners	● Collaborate with the ESL Specialist ● Preview content vocabulary (<i>with pictures and labels in the student's first language</i>) ● Use visual clues (<i>pictures</i>) ● Repeat directions ● Simplify task directions ● Check for understanding ● Utilize peer models ● English Language supports for parents of non-English speaking students ● Use Google Translate or language apps (<i>such as Papago</i>) between English and the student's first language ● Break down writing tasks into manageable units (<i>i.e. graphic organizers, provide idea starters</i>) ● Use of writer's checklists throughout each step of the writing process ● Use of modified grading ● Utilize Chromebook extensions (<i>speech-to-text</i>) ● Provide a variety of paper (with highlighting as needed) to meet the learner's needs ● Use sentence starters or frames when possible ● Provide graphic organizers
Special Education	● Modify curriculum content based on student's ability level (<i>i.e provide sentence starters,</i>

	<i>transition-words word bank, sensory details word bank)</i> • Break down writing tasks into manageable units (<i>i.e. graphic organizers, provide idea starters</i>) • Use of writer's checklists throughout each step of the writing process • Provide guided instruction and modeling (<i>i.e provide completed writing samples, model how to structure a paragraph and incorporate details</i>) • Simplify task directions • Provide small group instruction • Provide oral as well as written instructions • Clarify or reword writing prompts or topics • Monitor on-task performance • Provide positive reinforcement (<i>i.e sensory breaks, point based earn time</i>) • Modified grading (<i>consider students' IEP goals and objectives when grading writing samples</i>) • Extended time for assignments • Preferential seating • Utilize Chromebook extensions (<i>speech-to-text</i>) • Use pre-assessment data to drive instruction • Use sentence starters and frames when possible
At Risk	• Targeted skill/goal improvement plans within a set time frame • Preferential seating • Implement behavior chart to increase focus and work completion • Use of FM system to improve attention and support auditory information • Sensory breaks • Utilize Chromebook extensions (<i>speech-to-text</i>) • Consult with academic support teachers to address skills identified by the classroom teacher • Provide frequent parent communication to ensure goals are being met • Provide a variety of writing utensils, grips and spacers as needed to meet the learner's needs • Use sentence starters or frames when possible • Provide a variety of paper (with highlighting as needed) to meet the learner's needs • Use pre-assessment data to drive instruction
Gifted and Talented	• Provide a variety of topics and prompts to acknowledge the variety of interests and talents of gifted students • Pursue individual passions to encourage deeper engagement with the writing process

	● Offer flexible grouping strategies when collaborating to challenge and support growth (<i>work alongside intellectual peers, engage in meaningful discussions, and exchange ideas</i>) ● Offer student choice through advanced content (<i>complex writing topics, genres, and literary techniques</i>) ● Allow progression of student pace through the writing process ● Provide feedback to refine writing skills and address areas for improvement ● Give specific and constructive feedback to challenge students and elevate writing to the next level ● Use pre-assessment data to drive instruction ● Provide opportunities to use student notebook as an example	
504	● Extended time for assignments ● Provide prompting, reassurance, and time to formulate ideas ● Preferential seating ● Repeat directions ● Check for understanding ● Utilize instructional aides in the classroom setting ● Utilize peer models ● Use of FM system to improve attention and support auditory information ● Implement positive behavior chart to increase focus and work completion ● Sensory breaks ● Provide writer's checklists ● Chromebook extensions (<i>speech-to-text</i>) ● Provide a variety of writing utensils, grips and spacers as needed to meet the learner's needs ● Use sentence starters or frames when possible ● Provide a variety of paper (with highlighting as needed) to meet the learner's needs ● Use pre-assessment data to drive instruction	
Evidence of Learning - Assessment		
Formative	Summative	Benchmark

• Teacher Observation • Conferences • Reading notebook entries • Rubric for individual reading notebook entries	• Published Writing Piece • Argumentative Rubric • Unit Notebook Check ◦ Reader's Notebook Rubric	• LinkIt! - Forms A, B, C • DIBELS ◦ Fall - ORF, Maze ◦ Mid Year - ORF, Maze ◦ Spring - ORF, Maze
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Core Instructional Materials

Mentor Texts	Digital Resources	Miscellaneous Resources
• Navigating Nonfiction Website with Articles for Deliberation	• Classification Text Structure Video • Definition Text Structure Video • Magazine: Debate Page (writing using different text structures) • Argumentative Essay EXAMPLE • Argumentative Essay Teacher Slideshow with example essay step by step • Argumentative Student Slideshow for essay writing step by step (edits in progress) • Paper based note taking ◦ Pros & Cons ◦ Reasons & Evidence	• 6th Grade: Reading Units and Goals • Magazine Debate Page • Navigating Nonfiction Reading and Writing Scope and Sequence (work in progress) • Funny Debate Prompts

Interdisciplinary Connections

Comprehensive Health & Physical Education - Community Time

- **2.1.8.SSH.4.** Compare and contrast the characteristics of healthy and unhealthy relationships.

Reading Curriculum

Grade: 6

River Edge BOE Approved August 27, 2025

- **2.1.8.SSH.6.** Examine how culture influences the way families cope with traumatic situations, crisis, and change.

English Language Arts - Writing

- **W.IW.6.2.** Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- **W.WR.6.5.** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- **W.SE.6.6.** Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

Science

- **MS-ESS3-5** ESS3.D: Global Climate Change: Ask questions to clarify evidence of the factors that have caused [rise in global temperatures] climate change over the past century.

Social Studies

- **6.1.8.GeoSV.3.a.** Use maps and other geographic tools to construct an argument on the impact of geography on the developments and outcomes of the American Revolution including New Jersey's pivotal role.

Career Readiness, Life Literacies, and Key Skills

NJSLS	Practices
● 9.2.8.CAP.18 Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process. ● 9.4.8.GCA.1 Model how to navigate cultural differences with sensitivity and respect. ● 9.4.8.GCA.2 Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.	● CLKSP1 Act as a responsible and contributing community member and employee. ● CLKSP8 Use technology to enhance productivity, increase collaboration, and communicate effectively.

- **9.4.8.IML.1** Critically curate multiple resources to assess the credibility of sources when searching for information.
- **9.4.8.IML.2** Identify specific examples of distortion, exaggeration, or misrepresentation of information.

Social Emotional Learning Competencies

<u>Self-Awareness</u>: ability to recognize one's emotions and know one's strengths and limitations	Connections ● Writing a journal entry to reflect on thoughts and ideas ● Regular check-ins to share feelings (Oral, Thumbs Up, Thumbs Down, Emojis, etc.) ● Reflecting on one's learning (Oral, Thumbs Up, Thumbs Down, Pictures, etc.)
<u>Self-Management</u>: ability to regulate and control one's emotions and behaviors, particularly in stressful situations	Connections ● Using zones of regulation chart to monitor emotions ● Take a break with deep breathing to focus
<u>Social Awareness</u>: 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 ● Writing a journal entry to reflect on understanding of key concepts ● Regular check-ins to share feelings (Oral, Thumbs Up, Thumbs Down, Emojis, etc.) ● Reflecting on one's learning (Oral, Thumbs Up, Thumbs Down, Pictures, etc.)
<u>Relationship Skills</u>: refers to one's ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts	Connections ● Engaging in collaborative discussions ● Incentives for individual students and small groups

Responsible Decision-Making: refers to the ability to use multiple pieces of information to make ethical and responsible decisions

Connections

- Class rules and routines
- Engaging in collaborative discussions
- Following directions

Computer Science and Design Thinking

Domain	Core Idea	Performance Expectation
Algorithms & Programming	Individuals design and test solutions to identify problems taking into consideration the diverse needs of the users and the community.	8.1.8.AP.6: Refine a solution that meets users' needs by incorporating feedback from team members and users.
Engineering Design	Engineering design is a systematic, creative, and iterative process used to address local and global problems. The process includes generating ideas, choosing the best solution, and making, testing, and redesigning models or prototypes.	8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem. 8.2.8.ED.3: Develop a proposal for a solution to a real-world problem that includes a model (e.g., physical prototype, graphical/technical sketch).
Interaction of Technology and Humans	Economic, political, social and cultural aspects of society drive development of new technological products, processes, and systems.	8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.

Unit 4: Enchanting Realms: A Journey Through the Magical Tapestry of Fairy Tales

New Jersey Student Learning Standards

RL.CI.6.2. Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.

RL.IT.6.3. Describe how a particular text's structure unfolds in a series of episodes and use textual evidence to describe how the characters respond or change as the plot moves toward a resolution.

RL.TS.6.4. Analyze how a particular piece (e.g., sentence, chapter, scene, stanza, or section) fits into the overall structure of a text and contributes to the development of the ideas, theme, setting, or plot.

RL.PP.6.5. Determine how an author conveys or develops perspective in a text (through the narrator or speaker when appropriate).

RL.MF.6.6. Compare and contrast information or texts to develop a coherent understanding of a theme, topic, or issue when reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text.

RL.CT.6.8. Compare and contrast literary texts in different forms, by different authors, or from different genres (e.g., stories and poems; historical novels and primary source documents, scientific journals and fantasy stories) in terms of their approaches to similar themes and topics.

SL.PE.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.II.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.PI.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.UM.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

L.VI.6.4. 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. Analyze the impact of a specific word choice on meaning and tone.
- D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).

Unit Summary (Enduring Understandings)

This unit explores the rich and diverse world of fairy tales, providing students with an opportunity to delve into enchanting realms filled with magical creatures, timeless morals, and captivating narratives. Through reading, discussion, and creative activities, students will gain a deeper understanding of the cultural significance, literary elements, and thematic depth of fairy tales from around the world.

In addition to exploring the captivating world of fairy tales, this unit encourages developing responsibility for learning by empowering students to take ownership of their learning journey. They will set personal goals for their exploration of different stories, actively reflecting on their understanding and interpretations of the tales. Adapting communication is a key component of this unit, as students engage in group discussions and share their insights, adjusting their approaches to suit the task at hand, whether it be in oral discussions or written reflections. By analyzing the characters, themes, and morals of fairy tales, students will practice valuing evidence in argumentation, constructing thoughtful claims supported by textual evidence, and considering the perspectives of others in their discussions. Throughout the unit, students will be building knowledge by connecting themes from fairy tales to broader cultural, historical, and social contexts, making cross-disciplinary connections through reading and multimedia resources. Students will also leverage technology to enhance their learning by using digital tools for research, sharing their findings with peers through digital presentations, and engaging with interactive media related to fairy tales. Finally, this unit provides a platform for understanding self and others, as students reflect on how the fairy tales they encounter shape their perceptions and values, while also deepening their empathy for cultures, experiences, and perspectives that may differ from their own. Through these practices, students will not only gain a deeper appreciation for fairy tales but will also develop essential skills for critical thinking, communication, and cultural awareness.

Essential Questions

- What are the elements of the fairy tale genre?
- What is the common story structure for fairy tales?
- What differences/comparisons are found between familiar fairy tales and those of different cultures?
- What importance does perspective play when telling a tale?
- What themes do readers learn from fairy tale stories and how do they impact our lives?

Skills

Transfer

● Read and understand fairy tale stories within the genre ● Compare and contrast versions of the same story from different perspectives ● Recognize and celebrate cultural differences in similar stories ● Understand the structure of the fairy tale genre and common characteristics of the stories within it ● Define the moral, theme/universal lesson, the author is trying to teach ● Use textual evidence to support ideas about reading (i.e., character traits, conflicts, themes)	● Understand the characteristics of the fairy tale genre ● Determine the moral, theme/universal lesson of fairy tales ● Use textual evidence to strengthen claims about reading ● Recognize cultural differences in literature ● Demonstrate stamina for reading tasks ● Effectively collaborate with peers ● Use character traits to get to know characters ● Make real life connections to characters and their experiences
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Instructional Goals and Pathways	
Goal 1: Readers understand the structure and main components of the fairy tale genre.	
Pathways	
Pathway #1 ● Readers identify parts of a story and plot it on a Story Map ○ Read a fairy tale ○ Identify the parts of the story as you read: ■ Exposition ■ Rising action ■ Climax ■ Falling action ■ Resolution ○ Fill in a Story Map for the tale you have read ○ Use this to write/tell a summary of the story	Pathway #2 ● Readers identify the main characters and get to know them ○ Read a fairy tale ○ Identify the main characters in the story ○ Use STEAL to get to know each character in the story ○ Jot in notebook or fill in STEAL character chart ○ Explain why the characterization is so simplistic ■ Characters come to represent moral qualities (for example: Good vs Evil- characters are vehicles to help further theme/bigger message)
Pathway #3	Pathway #4

● Readers identify the setting(s)- time, place, mood ○ Read a fairy tale ○ Identify the setting(s) in with story ■ Ask why this location? ■ Ask if there is a set time? Why or why not? ● Is there a timelessness to this tale? Why would that be important? ○ Jot in notebook or fill in Setting Graphic Organizer	● Readers identify the conflict/problem ○ Read a fairy tale ○ Identify the conflict/problem in the story ○ Jot in notebook or fill in graphic organizer
Pathway #5 ● Readers identify the Perspective/Narration of the story ○ Read a fairy tale ○ Identify whose perspective or narration the story is being told by ■ How do you know this? ○ Explain why the perspective or narration can affect the story ○ Jot in notebook	Pathway #6 ● Readers identify the Moral of the story ○ Read a fairy tale ○ Identify the moral of the story (values) ■ ex) Slow and steady wins the race ○ Jot in notebook or fill in graphic organizer
Goal 2: Readers understand the elements of fairy tales. Elements Graphic Organizer	
Pathways	
Pathway #1: ● Readers know that fairy tales have the Power of Three/Seven ○ Think of things that usually come in groups of three or seven in fairy tales ■ Characters ■ Wishes ■ Times, mess-ups, guesses ○ Identify and explain the element and importance in the tale you have read ○ Jot in notebook or use Elements Graphic Organizer	Pathway #2: ● Readers know that fairy tales have Magical Elements ○ Think of how magic is used? ■ To solve problems ■ As a special gift ■ Becomes a problem ○ Explain significance to story's plot ○ Jot in notebook or use Elements Graphic Organizer

Pathway #3: • Readers know that characters in a fairy tale may have a Change of Heart ○ Notice simple characterization of characters (like - Good or Evil). ■ Ask- why are they so transparent or one note? <i>**Simple characters are good vehicles to show growth/ change through transformation**</i> ○ Think about characters who have transformations (Woody changes feelings towards Buzz; Gru learns to love the girls) ■ Change of opinion ■ Change of habits ■ Change of heart ○ Identify the change and the significance for the character who undergoes the transformation ○ Jot in notebook or use Elements Graphic Organizer	Pathway #4: • Readers know that fairy tales have Repetition and Patterns- specifically within Dialogue and Comeback Lines (Fee, Fi, Fo, Fum)- ○ Think about well-known fairy tales and the repetition within them ■ What is repeated? ■ Why is it important? ○ Think about well-known fairy tales and their dialogue ■ Ask yourself: why are these memorable? Impactful? ○ Identify within a story ○ Jot in notebook or use Elements Graphic Organizer
Pathway #5 • Readers know that fairy tales have Villains and Heroes ○ Think of villains and heroes in fairy tales ○ Identify villains and heroes in the story ■ Notice their simplistic characterization ○ Explain the importance of these characters in the story ■ How do they forward the theme? How do they help represent growth? How do they act as cautionary figures? ■ Is justice served? • Do evil characters get punished? - Does good prevail? ○ Jot in notebook or use Elements Graphic Organizer	Pathway #6 • Readers know that fairy tales have Symbols and Colors ○ Think about symbolism and colors in well-known fairy tales ■ Weather ■ Colors ■ Light and dark ■ Objects ■ Animals ○ Identify these within the story ○ Jot in notebook or use Elements Graphic Organizer
Goal 3: Readers are exposed to a variety of different fairy tale stories.	

Pathways	
Pathway #1 • Readers read a variety of original fairy tale stories ○ Choose an original tale ○ Read ○ Take notes on story structure, main components, and fairy tale elements ■ Use graphic organizers ■ Jot in notebook ■ Use post its ○ Repeat with another story <i>**Students will be doing this while working on Goals 1 and 2.</i>	Pathway #2 • Readers read a variety of original fairy tale stories from DIFFERENT CULTURES ○ Choose an original tale from a different culture ○ Read ○ Take notes on story structure, main components, and fairy tale elements ■ Use graphic organizers ■ Jot in notebook ■ Use post its ○ Compare this version to the most traditional tale that is commonly known ○ What similarities and differences are significant? ○ What importance do these similarities and differences have? ○ Repeat with another story
Pathway #3 • Readers read a variety of fractured fairy tale stories ○ Choose a fractured tale ○ Read ○ Take notes on story structure, main components, and fairy tale elements ■ Use graphic organizers ■ Jot in notebook ■ Use post its ○ Compare this version to the most traditional tale that is commonly known ○ What similarities and differences are significant? ○ What importance do these similarities and differences have? ○ Repeat with another story	

Goal 4: Readers uncover deeper meaning within texts. [Fairy Tale Moral & Theme Graphic Organizer](#)

Pathways

Pathway #1

- **Readers understand what THEME is: THE MESSAGE**
 - Define Topic as: one word/ idea that the story is about
 - ex) perseverance
 - Define Moral as: a lesson specific to a story
 - ex) slow and steady wins the race
 - Define THEME as: The universal life lesson that the author is trying to teach the reader.
 - ex) Perseverance is the key to achieving one's goals.
 - Identify themes in fairy tales read using this process

Pathway #2

- **Readers identify a theme by thinking of advice they would give a character**
 - Identify one character from the story
 - What is the problem the character faces?
 - What advice might you give to help that character?
 - What possible theme can you define?
 - Make sure your theme is universal and a complete sentence.
 - Repeat with other fairy tales

Pathway #3

- **Readers pay attention to how characters change in order to determine theme**
 - Identify one character from the story
 - How did that character change from the beginning to the end?
 - What universal theme can you identify that relates to that change?
 - Make sure your theme is a complete sentence
 - Repeat with other fairy tales

Pathway #4

- **Readers connect to their personal life and empathize with the character in the text to determine theme**
 - Think of one character from the story
 - Think of a powerful moment in the story
 - Try to make a personal connection to that moment
 - Think of how you felt
 - Think of what you learned
 - Think of how it helped you grow
 - Based on your experiences, relate to the character in the text
 - Put yourself in their shoes (empathize)
 - Ex: You felt... So he must feel...
 - Define a possible, universal theme
 - Make sure your theme is a complete sentence
 - Repeat with other fairy tales

Pathway #5

- **Readers think of a lesson the character has taught them to determine theme**
 - Identify one character from the story
 - Think of a lesson that character taught you through their journey in the text
 - Define a possible, universal theme
 - Make sure your theme is a complete sentence
 - Repeat with other fairy tales

Pathway #6

- **Readers identify and analyze literary elements and how they enrich the text**
 - Read the text (or portion of the text required)
 - Notice any literary elements present
 - Personification
 - Hyperbole
 - Metaphor
 - Simile
 - Idiom
 - Onomatopoeia
 - Allusion
 - Imagery
 - Oxymoron
 - Symbolism
 - Alliteration
 - Explain how this literary element adds to the text
 - Ask yourself:
 - How does it deepen the meaning of this part?
 - Why was it used by the author here?
 - Repeat

Differentiation**Multilingual Learners**

- Collaborate with the ESL Specialist
- Preview content vocabulary (*with pictures and labels in the student's first language*)
- Use visual clues (*pictures*)
- Repeat directions
- Simplify task directions
- Check for understanding
- Utilize peer models

	• English Language supports for parents of non-English speaking students • Use Google Translate or language apps (<i>such as Papago</i>) between English and the student's first language • Break down writing tasks into manageable units (<i>i.e. graphic organizers, provide idea starters</i>) • Use of writer's checklists throughout each step of the writing process • Use of modified grading • Utilize Chromebook extensions (<i>speech-to-text</i>) • Provide a variety of paper (with highlighting as needed) to meet the learner's needs • Use sentence starters or frames when possible • Provide graphic organizers
Special Education	• Modify curriculum content based on student's ability level (<i>i.e provide sentence starters, transition-words word bank, sensory details word bank</i>) • Break down writing tasks into manageable units (<i>i.e. graphic organizers, provide idea starters</i>) • Use of writer's checklists throughout each step of the writing process • Provide guided instruction and modeling (<i>i.e provide completed writing samples, model how to structure a paragraph and incorporate details</i>) • Simplify task directions • Provide small group instruction • Provide oral as well as written instructions • Clarify or reword writing prompts or topics • Monitor on-task performance • Provide positive reinforcement (<i>i.e sensory breaks, point based earn time</i>) • Modified grading (<i>consider students' IEP goals and objectives when grading writing samples</i>) • Extended time for assignments • Preferential seating • Utilize Chromebook extensions (<i>speech-to-text</i>) • Use pre-assessment data to drive instruction • Use sentence starters and frames when possible
At Risk	• Targeted skill/goal improvement plans within a set time frame • Preferential seating • Implement behavior chart to increase focus and work completion • Use of FM system to improve attention and support auditory information

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	• Sensory breaks • Utilize Chromebook extensions (<i>speech-to-text</i>) • Consult with academic support teachers to address skills identified by the classroom teacher • Provide frequent parent communication to ensure goals are being met • Provide a variety of writing utensils, grips and spacers as needed to meet the learner's needs • Use sentence starters or frames when possible • Provide a variety of paper (with highlighting as needed) to meet the learner's needs • Use pre-assessment data to drive instruction
Gifted and Talented	• Provide a variety of topics and prompts to acknowledge the variety of interests and talents of gifted students • Pursue individual passions to encourage deeper engagement with the writing process • Offer flexible grouping strategies when collaborating to challenge and support growth (<i>work alongside intellectual peers, engage in meaningful discussions, and exchange ideas</i>) • Offer student choice through advanced content (<i>complex writing topics, genres, and literary techniques</i>) • Allow progression of student pace through the writing process • Provide feedback to refine writing skills and address areas for improvement • Give specific and constructive feedback to challenge students and elevate writing to the next level • Use pre-assessment data to drive instruction • Provide opportunities to use student notebook as an example
504	• Extended time for assignments • Provide prompting, reassurance, and time to formulate ideas • Preferential seating • Repeat directions • Check for understanding • Utilize instructional aides in the classroom setting • Utilize peer models • Use of FM system to improve attention and support auditory information • Implement positive behavior chart to increase focus and work completion • Sensory breaks • Provide writer's checklists • Chromebook extensions (<i>speech-to-text</i>)

	● Provide a variety of writing utensils, grips and spacers as needed to meet the learner’s needs ● Use sentence starters or frames when possible ● Provide a variety of paper (with highlighting as needed) to meet the learner’s needs ● Use pre-assessment data to drive instruction	
Evidence of Learning - Assessment		
Formative	Summative	Benchmark
● Teacher Observation ● Conferences ● Reading notebook entries ● Rubric for individual reading notebook entries ● Graphic Organizers	● Fairy Tale Assessment (identifying elements within a story) ● Unit Notebook Check ○ Reader’s Notebook Rubric	● LinkIt! - Forms A, B, C ● DIBELS ○ Fall - ORF, Maze ○ Mid Year - ORF, Maze ○ Spring - ORF, Maze
Core Instructional Materials		
Mentor Texts	Digital Resources	Miscellaneous Resources
● <i>The Three Little Pigs</i> ● <i>The True Story of the Three Little Pigs</i> by Jon Scieszka ● <i>Goldilocks and the Three Bears</i> ● <i>Goldy Luck and the Three Pandas</i> by Natasha Yim	● The True Story of the Three Little Pigs PDF ● The Otherside of the Story PDF ● Another Otherside of the Story PDF ● Fairy Tale Elements Identification Activity	● 6th Grade: Reading Units and Goals ● Comparing POV graphic organizer ● Fairy Tales on Trial Activity ● Modern Fairy Tale Books ○ Website with book suggestions ○ More book suggestions

● <i>Little Red Riding Hood</i> ● <i>Fredrico and the Wolf</i> by Rebecca J. Gomez ● <i>Cinderella</i> ● <i>Egyptian Cinderella</i> by Shirley Climo ● <i>Yeh-Shen: A Cinderella Story</i> by Ai-Ling Louie ● <i>The Rough Faced Girl</i> by Rafe Martin ● <i>The Otherside of the Story</i> ● <i>Another Otherside of the Story</i>		● <u>Books for Classroom Libraries:</u> ○ <i>Once Upon a Curse</i> by E.D. Baker ○ <i>Dragon’s Breath</i> by E.D. Baker ○ <i>The Frog Princess</i> by E.D. Baker ○ <i>A Prince Among Frogs</i> by E.D. Baker ○ <i>The Salamander Spell</i> by E.D. Baker
Interdisciplinary Connections		
Comprehensive Health & Physical Education - Community Time ● 2.1.8.EH.2. Analyze how personal attributes, resiliency, and protective factors support mental and emotional health. ● 2.1.8.SSH.3. Demonstrate communication skills that will support healthy relationships.		
English Language Arts - Writing ● W.NW.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.		
Career Readiness, Life Literacies, and Key Skills		
NJSLS	Practices	
● 9.2.8.CAP.18 Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process.	● CLKSP1 Act as a responsible and contributing community member and employee. ● CLKSP7 Plan education and career paths aligned to	

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- **9.4.8.GCA.1** Model how to navigate cultural differences with sensitivity and respect.
- **9.4.8.GCA.2** Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

- personal goals.
- **CLKSP8** Use technology to enhance productivity, increase collaboration, and communicate effectively.

Social Emotional Learning Competencies

<u>Self-Awareness</u> : ability to recognize one's emotions and know one's strengths and limitations	Connections • Writing a journal entry to reflect on thoughts and ideas • Regular check-ins to share feelings (Oral, Thumbs Up, Thumbs Down, Emojis, etc.) • Reflecting on one's learning (Oral, Thumbs Up, Thumbs Down, Pictures, etc.)
<u>Self-Management</u> : ability to regulate and control one's emotions and behaviors, particularly in stressful situations	Connections • Using zones of regulation chart to monitor emotions • Take a break with deep breathing to focus
<u>Social Awareness</u> : 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 • Writing a journal entry to reflect on understanding of key concepts • Regular check-ins to share feelings (Oral, Thumbs Up, Thumbs Down, Emojis, etc.) • Reflecting on one's learning (Oral, Thumbs Up, Thumbs Down, Pictures, etc.)
<u>Relationship Skills</u> : refers to one's ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships	Connections • Engaging in collaborative discussions

and resolve interpersonal conflicts	• Incentives for individual students and small groups
<u>Responsible Decision-Making</u> : refers to the ability to use multiple pieces of information to make ethical and responsible decisions	Connections • Class rules and routines • Engaging in collaborative discussions • Following directions

Computer Science and Design Thinking

Domain	Core Idea	Performance Expectation
Computing Systems	Troubleshooting a problem is more effective when knowledge of the specific device along with a systematic process is used to identify the source of a problem.	8.1.8.CS.4: Systematically apply troubleshooting strategies to identify and resolve hardware and software problems in computing systems.
Data & Analysis	People use digital devices and tools to automate the collection, use, and transformation of data. The manner in which data is collected and transformed is influenced by the type of digital device(s) available and the intended use of the data.	8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.
Engineering Design	Engineering design is a systematic, creative, and iterative process used to address local and global problems. The process includes generating ideas, choosing the best solution, and making, testing, and redesigning models or prototypes.	8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem. 8.2.8.ED.3: Develop a proposal for a solution to a real-world problem that includes a model (e.g., physical prototype, graphical/technical sketch).
Interaction of Technology and Humans	Economic, political, social and cultural aspects of society drive development of new technological	8.2.8.ITH.1: Explain how the development and use of technology influences economic, political,

	products, processes, and systems.	social, and cultural issues.
Interaction of Technology and Humans	Technology interacts with society, sometimes bringing about changes in a society's economy, politics, and culture, and often leading to the creation of new needs and wants. New needs and wants may create strains on local economies and workforces. Improvements in technology are intended to make the completion of tasks easier, safer, and/or more efficient.	8.2.8.ITH.2: Compare how technologies have influenced society over time.

Unit 5: Exploring Meaning through Lyrical Analysis: Analyzing Poetry, Songs, and Photos
New Jersey Student Learning Standards
RL.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text. RL.CI.6.2. Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments. RL.IT.6.3. Describe how a particular text's structure unfolds in a series of episodes and use textual evidence to describe how the characters respond or change as the plot moves toward a resolution. RL.TS.6.4. Analyze how a particular piece (e.g., sentence, chapter, scene, stanza, or section) fits into the overall structure of a text and contributes to the development of the ideas, theme, setting, or plot. RL.PP.6.5. Determine how an author conveys or develops perspective in a text (through the narrator or speaker when appropriate). RL.MF.6.6. Compare and contrast information or texts to develop a coherent understanding of a theme, topic, or issue when reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text.

RL.CT.6.8. Compare and contrast literary texts in different forms, by different authors, or from different genres (e.g., stories and poems; historical novels and primary source documents, scientific journals and fantasy stories) in terms of their approaches to similar themes and topics.

SL.PE.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.II.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.UM.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

L.KL.6.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- B. Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VI.6.4. 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. Analyze the impact of a specific word choice on meaning and tone.
- D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).

Unit Summary (Enduring Understandings)

In this unit, students will delve deeply into the world of lyrical analysis by examining poetry, photographs, and songs. The unit aims to cultivate an appreciation for the arts while honing critical thinking and interpretive skills. Students will engage in various activities designed to explore the themes, emotions, and messages conveyed through different forms of lyrical expression. The culmination of the

unit will be a comprehensive project where students present their analyses and reflections.

Through the exploration of the artistic expressions within poetry, songs, and photographs, this unit emphasizes developing responsibility for learning by encouraging students to take an active role in selecting, analyzing, and interpreting their chosen works. As they engage in this process, students will practice self-reflection to identify personal connections to the material and set goals for deepening their understanding. Adapting communication is an essential skill in this unit, as students will be required to express their thoughts and ideas in various formats—whether through discussions, written reflections, or presentations—to suit the needs of different audiences and tasks. By analyzing lyrics, poetic devices, and visual elements, students will engage in valuing evidence in argumentation, using textual and visual evidence to support their interpretations and build coherent, thoughtful arguments about the meanings and messages of the works. Building knowledge is an integral part of this unit as students connect their analyses to broader historical, cultural, and social contexts, while integrating a variety of texts and media to deepen their understanding. Through the use of technology, students will enhance their analyses by utilizing digital tools to research, collaborate, and present their work, further refining their ability to communicate effectively. Finally, the unit fosters understanding of self and others, as students examine how different forms of lyrical expression reflect diverse perspectives, cultures, and identities, ultimately allowing them to build empathy and respect for others' experiences and viewpoints.

Essential Questions

- What are the key elements that contribute to the meaning of a poem, song, or photograph?
- How do the words, imagery, and structure work together to convey a message?
- How do literary devices enhance the meaning and emotional impact of lyrical works?
- What themes and messages are commonly explored in poems, songs, and photographs?
- In what ways can a photograph be "read" like a poem or song?

Skills

- Determine impactful life events/moments
- Choose artistic representation for those pivotal memories that reflect the emotional weight of those moments
 - Lyrics to songs
 - Photographs from the moment
 - Photograph giving symbolic representation
- Capture emotions of a song's lyrics by "showing" not telling the feelings of the moment and its importance
- Convey significance of moments by finding common thread throughout (This is who I am; I am brave; I am strong; I

Transfer

- Make informed decisions about what is most important to read/write about when choosing and describing life events
- Identify figurative language and sensory details
- Demonstrate stamina for reading tasks and work for extended time on the reading endeavor at hand
- Effectively collaborate with peers

- have blossomed)
- Engage effectively in collaborative discussions

Instructional Goals and Pathways

Goal 1: Readers analyze the key elements of art (specifically those found in [poems](#), [music](#), & [images](#)).

Pathways

Pathway #1

- Readers define the genre of art**
 - Look at various works of art
 - Think of different genres
 - Music
 - Photography
 - Painting
 - Drawing
 - Poetry
 - Decide what you are experiencing
 - Activate your background knowledge as you immerse yourself in the piece

Pathway #2

- Readers analyze poems** ([Poem Farm](#) & [Poetry Analysis Resource](#))
 - Read the poem
 - Look at the structure
 - Look at the words
 - What does it make you feel?
 - What does it make you think?
 - What is the mood/tone
 - Why? Use evidence from the text

Pathway #3

- Readers analyze songs** ([song analysis resources](#))
 - Listen to the song
 - What does the music make you feel?
 - What does the music make you think?
 - What is the mood/tone?
 - Read the lyrics
 - What do the words make you feel?
 - What do the words make you think?
 - What is the mood/tone?
 - What is the author's purpose/intent?
 - Look at the structure

Pathway #4

- Readers Analyze images** ([New York Times: What's Going On in This Picture?](#))
 - Look at the image
 - Look at the composition of the image
 - What do you notice?
 - What does this make you feel?
 - What does this make you think?
 - What is the mood/tone
 - Why? Use evidence from the text

○ What are your overall feelings/thoughts? ■ Why? Use evidence from the text	
Goal 2: Readers determine the message within different pieces of art. (WHAT IS THE AUTHOR TELLING US?)	
Pathways	
Pathway #1 ● Readers identify the meaning behind art using what they know about THEME ○ Experience the art ○ Think about the TOPIC of the art ■ Ask yourself: ● What is this mostly about? ● Jot down ideas ○ Think about the THEME or greater message of the art ■ Ask yourself: ● What do the words say? ● What does the image show? ○ Jot down what you think the author is trying to say as a UNIVERSAL MESSAGE to the world	Pathway #3 ● Readers identify the meaning behind art using how they feel (their emotional response to the piece) ○ Experience the art ■ Ask yourself: ● How do you feel? ● What made you feel this way? ● Jot down ideas ○ Think about the THEME or greater message of the art ○ Jot down what you think the author is trying to say as a UNIVERSAL MESSAGE to the world
Pathway #3 ● Readers identify the meaning behind art using background knowledge ○ Experience the art ■ Ask yourself: ● Do you have experience with this topic? ● Have you experienced art like this before? ● What messages did those art pieces give you? ● Jot down ideas in your notebook	Pathway #2 ● Readers collaborate to discuss ○ Look or listen to the piece ○ Come up with your own thoughts/feelings about the message of the piece ■ Jot in your notebook ○ Share your ideas with the group ○ Does this change the way you or your group view the piece? ○ How does this help you gain deeper understanding?

○ Think about the THEME or greater message of the art ○ Jot down what you think the author is trying to say as a UNIVERSAL MESSAGE to the world	
Goal 3: Readers determine the “author’s” intent or purpose. (<i>WHY WAS THIS CREATED?</i>)	
Pathways	
Pathway #1 ● Readers determine the audience ○ Experience the art ○ Think about who this art was intended for ■ Ask yourself: ● Who is the intended audience to listen, view, or read? ● Why do you think this? ○ Jot down who you think the author wanted the audience for this piece to be	Pathway #2 ● Readers determine WHY the author chose to create this art ○ Experience the art ○ Think about why it was created? ■ Ask yourself: ● Was this created for others to enjoy? Is it strictly for entertainment? ● Was it made as an outlet for the “author’s” expression/emotion? ● Was it created to teach a specific audience a certain lesson? ● Was it made to inspire change? ○ Jot down your answers to these questions and explain your thinking ○ How does the author’s purpose impact the art and contribute to the overall meaning?
Pathway #3 ● Readers collaborate to discuss ○ Look or listen to the piece ○ Come up with your own thoughts/feelings about the author’s intent or purpose of the piece ■ Jot in your notebook ○ Share your ideas with the group ○ Does this change the way you or your group view	

- the piece?
- How does this help you gain deeper understanding?

Differentiation

Multilingual Learners	● Collaborate with the ESL Specialist ● Preview content vocabulary (<i>with pictures and labels in the student's first language</i>) ● Use visual clues (<i>pictures</i>) ● Repeat directions ● Simplify task directions ● Check for understanding ● Utilize peer models ● English Language supports for parents of non-English speaking students ● Use Google Translate or language apps (<i>such as Papago</i>) between English and the student's first language ● Break down writing tasks into manageable units (<i>i.e. graphic organizers, provide idea starters</i>) ● Use of writer's checklists throughout each step of the writing process ● Use of modified grading ● Utilize Chromebook extensions (<i>speech-to-text</i>) ● Provide a variety of paper (with highlighting as needed) to meet the learner's needs ● Use sentence starters or frames when possible ● Provide graphic organizers
Special Education	● Modify curriculum content based on student's ability level (<i>i.e provide sentence starters, transition-words word bank, sensory details word bank</i>) ● Break down writing tasks into manageable units (<i>i.e. graphic organizers, provide idea starters</i>) ● Use of writer's checklists throughout each step of the writing process ● Provide guided instruction and modeling (<i>i.e provide completed writing samples, model how to structure a paragraph and incorporate details</i>)

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	● Simplify task directions ● Provide small group instruction ● Provide oral as well as written instructions ● Clarify or reword writing prompts or topics ● Monitor on-task performance ● Provide positive reinforcement (<i>i.e sensory breaks, point based earn time</i>) ● Modified grading (<i>consider students' IEP goals and objectives when grading writing samples</i>) ● Extended time for assignments ● Preferential seating ● Utilize Chromebook extensions (<i>speech-to-text</i>) ● Use pre-assessment data to drive instruction ● Use sentence starters and frames when possible
At Risk	● Targeted skill/goal improvement plans within a set time frame ● Preferential seating ● Implement behavior chart to increase focus and work completion ● Use of FM system to improve attention and support auditory information ● Sensory breaks ● Utilize Chromebook extensions (<i>speech-to-text</i>) ● Consult with academic support teachers to address skills identified by the classroom teacher ● Provide frequent parent communication to ensure goals are being met ● Provide a variety of writing utensils, grips and spacers as needed to meet the learner's needs ● Use sentence starters or frames when possible ● Provide a variety of paper (with highlighting as needed) to meet the learner's needs ● Use pre-assessment data to drive instruction
Gifted and Talented	● Provide a variety of topics and prompts to acknowledge the variety of interests and talents of gifted students ● Pursue individual passions to encourage deeper engagement with the writing process ● Offer flexible grouping strategies when collaborating to challenge and support growth (<i>work alongside intellectual peers, engage in meaningful discussions, and exchange ideas</i>) ● Offer student choice through advanced content (<i>complex writing topics, genres, and literary techniques</i>) ● Allow progression of student pace through the writing process

	● Provide feedback to refine writing skills and address areas for improvement ● Give specific and constructive feedback to challenge students and elevate writing to the next level ● Use pre-assessment data to drive instruction ● Provide opportunities to use student notebook as an example
504	● Extended time for assignments ● Provide prompting, reassurance, and time to formulate ideas ● Preferential seating ● Repeat directions ● Check for understanding ● Utilize instructional aides in the classroom setting ● Utilize peer models ● Use of FM system to improve attention and support auditory information ● Implement positive behavior chart to increase focus and work completion ● Sensory breaks ● Provide writer's checklists ● Chromebook extensions (<i>speech-to-text</i>) ● Provide a variety of writing utensils, grips and spacers as needed to meet the learner's needs ● Use sentence starters or frames when possible ● Provide a variety of paper (with highlighting as needed) to meet the learner's needs ● Use pre-assessment data to drive instruction

Evidence of Learning - Assessment

Formative	Summative	Benchmark
● Teacher Observation ● Conferences ● Reading notebook entries ● Rubric for individual reading notebook entries	● Reading/Writing Cumulative Album Essay ● Possibly: Disney Song Lyrics Activity ● Unit Notebook Check	● LinkIt! - Forms A, B, C ● DIBELS ○ Fall - ORF, Maze ○ Mid Year - ORF, Maze ○ Spring - ORF, Maze

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- Graphic Organizers

- [Reader's Notebook Rubric](#)

Core Instructional Materials

Mentor Texts	Digital Resources	Miscellaneous Resources
• <i>Knots in My Yo-Yo String</i> by Jerry Spinelli • <i>Marshfield Dreams: When I was a Kid</i> by Ralph Fletcher • A Moment in Time by Jennifer Butenas • Wilfred Gordon McDonald Partridge by Mem Fox	• Lion King Stampede Video • Up (old man's life) Video • New York Times: Write about a photo • Poetry Analysis Resources • Song Lyric Analysis Resource • Disney Song lyrics activity	• 6th Grade: Reading Units and Goals • <i>Box: Henry Brown Mails Himself to Freedom</i> by Carole Boston Weatherford • <i>Hop to It</i> by Janet Wong

Interdisciplinary Connections

Comprehensive Health & Physical Education - Community Time

- **2.1.8.SSH.6.** Examine how culture influences the way families cope with traumatic situations, crisis, and change.

English Language Arts - Writing

- **W.NW.6.3.** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

Visual and Performing Arts: Media Arts

- **1.2.8.Cr1a.** Generate a variety of ideas, goals and solutions for media artworks using creative processes such as sketching, brainstorming, improvising, and prototyping with increased proficiency, divergent thinking, and opportunity for student choice.
- **1.2.8.Cr1b.** Organize and design artistic ideas for media arts productions.

Visual and Performing Arts: Music

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- **1.3A.8.Cn11a.** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Career Readiness, Life Literacies, and Key Skills

NJSLS	Practices
• 9.2.8.CAP.18 Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process. • 9.4.8.GCA.1 Model how to navigate cultural differences with sensitivity and respect. • 9.4.8.GCA.2 Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.	• CLKSP1 Act as a responsible and contributing community member and employee. • CLKSP7 Plan education and career paths aligned to personal goals. • CLKSP8 Use technology to enhance productivity, increase collaboration, and communicate effectively.

Social Emotional Learning Competencies

<u>Self-Awareness</u> : ability to recognize one's emotions and know one's strengths and limitations	Connections • Writing a journal entry to reflect on thoughts and ideas • Regular check-ins to share feelings (Oral, Thumbs Up, Thumbs Down, Emojis, etc.) • Reflecting on one's learning (Oral, Thumbs Up, Thumbs Down, Pictures, etc.)
<u>Self-Management</u> : ability to regulate and control one's emotions and behaviors, particularly in stressful situations	Connections • Using zones of regulation chart to monitor emotions • Take a break with deep breathing to focus

<u>Social Awareness:</u> 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 • Writing a journal entry to reflect on understanding of key concepts • Regular check-ins to share feelings (Oral, Thumbs Up, Thumbs Down, Emojis, etc.) • Reflecting on one's learning (Oral, Thumbs Up, Thumbs Down, Pictures, etc.)
<u>Relationship Skills:</u> refers to one's ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts	Connections • Engaging in collaborative discussions • Incentives for individual students and small groups
<u>Responsible Decision-Making:</u> refers to the ability to use multiple pieces of information to make ethical and responsible decisions	Connections • Class rules and routines • Engaging in collaborative discussions • Following directions

Computer Science and Design Thinking

Domain	Core Idea	Performance Expectation
Computing Systems	Troubleshooting a problem is more effective when knowledge of the specific device along with a systematic process is used to identify the source of a problem.	8.1.8.CS.4: Systematically apply troubleshooting strategies to identify and resolve hardware and software problems in computing systems.
Data & Analysis	People use digital devices and tools to automate the collection, use, and transformation of data. The manner in which data is collected and transformed is influenced by the type of digital device(s) available and the intended use of the	8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.

	data.	
Algorithms & Programming	Individuals design and test solutions to identify problems taking into consideration the diverse needs of the users and the community.	8.1.8.AP.6: Refine a solution that meets users' needs by incorporating feedback from team members and users.
Engineering Design	Engineering design is a systematic, creative, and iterative process used to address local and global problems. The process includes generating ideas, choosing the best solution, and making, testing, and redesigning models or prototypes.	8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem. 8.2.8.ED.3: Develop a proposal for a solution to a real-world problem that includes a model (e.g., physical prototype, graphical/technical sketch).
Interaction of Technology and Humans	Economic, political, social and cultural aspects of society drive development of new technological products, processes, and systems.	8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.