BELVIDERE CLUSTER CURRICULUM MAP

SUBJECT: English Language Arts

GRADE: 6

PACING>	UNIT #1	UNIT #2	UNIT #3	UNIT #4
	4 Weeks	4 Weeks	3-4 Weeks	4 Weeks
TOPIC/THEME AND OBJECTIVES	 Building a Community of Readers and Writers Determine the meaning of unfamiliar words by means of a variety of strategies including rereading, context clues, etc. Determine the author's purpose for choosing a specific point of view and sequence of events for a novel. Develop writing by planning, revising, editing, rewriting Write routinely over extended time frames or shorter times frames for range of purposes Come to discussions prepared and engage in respectful and effective discussion about texts Determine major elements of a novel including plot, character, setting, point of view, and theme. 	 Realistic and Science Fiction Literature Determine theme or central idea and summarize with supporting details Describe how authors often provide foreshadowing of a novel's events. Describe and use textual evidence to analyze how the plot of the novel unfolds in a series of episodes and how the characters respond and change as the plot moves toward a resolution. Cite textual evidence and formulate well thought out inferences to write or discuss a well structured, well supported response and/or essay related to the novel and elements of fiction. Write an engaging narrative story with appropriate details, transitions, and sensory language that conveys experiences and events. 	 Informational Text Features Write informative/ explanatory texts to examine and convey complex ideas and information clearly Cite textual evidence to support analysis of informational text and inferences Determine a central idea of informational text by providing details and summary Determine author's point of view or purpose in text using text features (subtitles; captions; graphs) Introduce a topic, organize ideas and information for expository writing Develop topic with relevant details and facts Establish and maintain a formal style 	 Drama Identify the differences between a narrative and a drama. Describe how a playwright's drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. 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. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text. Create a written review of a play.

ESSENTIAL QUESTIONS & ENDURING UNDERSTANDINGS	 What strategies do effective readers utilize to construct meaning from texts? How do strong readers independently monitor their understanding of texts? How do successful readers improve their reading level and interest? How do readers use text 	 How do the elements of fiction contribute to my comprehension of the novel's plot and theme? How does an author use different literary elements to change the genre of his writing? What writing strategies are needed for an engaging 	 How do readers use informational text to find and share information? Informational text has features that help the reader navigate the text and often provides additional information to help students comprehend the content. Authors write nonfiction for 	 Does the author's message change between reading or watching a visual presentation of a drama? How does a playwright use literary elements to bring a story alive? What is the purpose of stage directions and how do they affect the develop of plot and
	 evidence to support their thinking about texts? Why do we have a writing process? Readers improve their skills by selecting a variety of 'just right' books across many genres. 	 narrative story? The elements of a novel (plot, character, setting, style and point of view) contribute to a reader's understanding of the theme. 	a variety of reasons including to relay information, to explore a topic in depth, to argue a point, or to entertain the reader with interesting facts.	 character development? It is important to know when writing a review how to balance bias and unbiased ideas to make one's argument credible to the reader.

STANDARDS	Reading (R)	Reading (R)	Reading (R)	Reading (R)
STANDARDS	NONE	NONE	NONE	5()
				NJSLSA.R.7
	Reading Literature (RL)	Reading Literature (RL)	Reading Literature (RL)	Integrate and evaluate content
			NONE	presented in diverse media and
	NJSLSA.RL.6.1	NJSLSA.RL.6.1		formats, including visually and
	Cite textual evidence and	Cite textual evidence and	Reading Info Text (RI)	quantitatively, as well as in
	<u>make relevant connections to</u> support analysis of what the	<u>make relevant connections to</u> support analysis of what the	NJSLSA.RI.6.1	words.
	text says explicitly as well as	text says explicitly as well as	Read closely to determine	Reading Literature (RL)
	inferences drawn from the	inferences drawn from the	what the text says explicitly	Reading Literature (RL)
	text.	text.	and to make logical	NJSLSA.RL.6.1
			inferences and relevant	Cite textual evidence and
		NJSLSA.RL.6.2	connections from it; cite	make relevant connections to
		Determine a theme or central idea	specific textual evidence	support analysis of what the
	NJSLSA.RL.6.4	of a text and how it is conveyed	when writing or speaking to	text says explicitly as well as
	Determine the meaning of words	through particular details; provide	support conclusions drawn	inferences drawn from the
	and phrases as they are used in a	a summary of the text distinct	from the text.	<u>text.</u>
	text, including figurative and	from personal opinions or		
	connotative meanings; analyze	judgments.	NJSLSA.RI.6.2	NJSLSA.RL.6.2
	the impact of a specific word	NJSLSA.RL.6.3	Determine a central idea of a	Determine a theme or central idea of a text and how it is
	choice on meaning and tone.	Describe how a particular story's	text and how it is conveyed through particular details;	conveyed through particular
	NJSLSA.RL.6.5	or drama's plot unfolds in a series	provide a summary of the text	details; provide a summary of
	Analyze how a particular	of episodes as well as how the	distinct from personal opinions	the text distinct from personal
	sentence, chapter, scene, or	characters respond or change as	or judgments.	opinions or judgments.
	stanza fits into the overall	the plot moves toward a		- p
	structure of a text and contributes	resolution.	NJSLSARI.6.4	NJSLSA.RL.6.3
	to the development of the theme,		Determine the meaning of	Describe how a particular story's
	setting, or plot.	NJSLSA.RL.6.4	words and phrases as they are	or drama's plot unfolds in a
		Determine the meaning of words	used in a text, including	series of episodes as well as how
		and phrases as they are used in a	figurative, connotative, and	the characters respond or
		text, including figurative and	technical meanings.	change as the plot moves toward
	NJSLSA.RL.6.10	connotative meanings; analyze		a resolution.
	By the end of the year read and comprehend literature,	the impact of a specific word choice on meaning and tone.	NJSLSARI.6.6 Determine an author's point of	NJSLSA.RL.6.4
	including stories, dramas, and	choice on meaning and tone.	view or purpose in a text and	Determine the meaning of words
	poems at grade level	NJSLSA.RL.6.5	explain how it is conveyed in	and phrases as they are used in
	text-complexity or above,	Analyze how a particular	the text.	a text, including figurative and
	scaffolding as needed.	sentence, chapter, scene, or		connotative meanings; analyze
		stanza fits into the overall	NJSLSA.RI.6.10	the impact of a specific word
	Reading Info Text (RI)	structure of a text and contributes	By the end of the year read	choice on meaning and tone.
	NONE	to the development of the theme,	and comprehend literary	-
		setting, or plot.	nonfiction at grade level	NJSLSA.RL.6.5
	Reading Foundation Skills (RF)		text-complexity or above,	Analyze how a particular
	NONE	NJSLSA.RL.6.6	with scaffolding as needed.	sentence, chapter, scene, or
				stanza fits into the overall

Writing (W)	Explain how an author develops	Reading Foundation Skills	structure of a text and
	the point of view of the narrator	(RF)	contributes to the development
NJSLSA.W.6.4	or speaker in a text.	NOŃE	of the theme, setting, or plot.
Produce clear and coherent		-	3, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1,
writing in which the		Writing (W)	NJSLSA.RL.6.6
development, organization,	NJSLSA.RL.6.10		Explain how an author develops
voice and style are	By the end of the year read	NJSLSA.W.2	the point of view of the narrator
appropriate to task, purpose,	and comprehend literature,	Write informative/explanatory	or speaker in a text.
and audience. (Grade-specific	including stories, dramas, and	texts to examine and convey	
expectations for writing types	poems at grade level	complex ideas and information	NJSLSA.RL.6.7
are defined in standards 1–3	text-complexity or above,	clearly and accurately through	Compare and contrast the
above.)	scaffolding as needed.	the effective selection,	experience of reading a story,
<u></u>		organization, and analysis of	drama, or poem to listening to or
NJSLSA.W.6.5	Reading Info Text (RI)	content.	viewing an audio, video, or live
With some guidance and support	NONE		version of the text, including
from peers and adults, develop		NJSLSA.W.6.2.A	contrasting what they "see" and
and strengthen writing as needed	Reading Foundation Skills (RF)	Introduce a topic and	"hear" when reading the text to
by planning, revising, editing,	NONE	organize ideas, concepts,	what they perceive when they
rewriting, or trying a new		and information, using text	listen or watch.
approach.	Writing (W)	structures (e.g., definition,	instell of wateri.
approach	······································	classification,	NJSLSA.RL.6.10
NJSLSA.W.6.10	NJSLSA.W.6.3.A	comparison/contrast,	By the end of the year read
Write routinely over extended	Engage and orient the reader by	cause/effect, etc.) and text	and comprehend literature,
time frames (time for	establishing a context and	features (e.g., headings,	including stories, dramas,
research, reflection,	introducing a narrator and/or	graphics, and multimedia)	and poems at grade level
metacognition/self correction,	characters; organize an event	when useful to aiding	text-complexity or above,
and revision) and shorter time	sequence that unfolds naturally	comprehension.	scaffolding as needed.
frames (a single sitting or a	and logically.	<u>comprenension.</u>	scarrorang as needed.
day or two) for a range of	NJSLSA.W.6.3.C	NJSLSA.W.6.2.B	Reading Info Text (RI)
discipline-specific tasks,	Use a variety of transition words,	Develop the topic with relevant	NONE
purposes, and audiences.	phrases, and clauses to convey	facts, definitions, concrete	NONE
purposes, and addrences.	sequence and signal shifts from	details, quotations, or other	Reading Foundation Skills
Speaking/Listening (SL)	one time frame or setting to	information and examples.	(RF)
Speaking/Listening (SL)	another.	information and examples.	NONE
NJSLSA.SL.6.1		NJSLSA.W.6.2.D	
Engage effectively in a range of	NJSLSA.W.6.3.D	Use precise language and	Writing (W)
collaborative discussions	Use precise words and phrases,	domain-specific vocabulary to	
(one-on-one, in groups, and	relevant descriptive details, and	inform about or explain the	NJSLSA.W.6.1.A
teacher-led) with diverse partners	sensory language to convey	topic.	Introduce claim(s) and organize
on grade 6 topics, texts, and	experiences and events.	topic.	the reasons and evidence
issues, building on others' ideas	experiences and events.	NJSLSA.W.6.2.E	clearly.
and expressing their own clearly.	NJSLSA.W.6.3.E	Establish and maintain a	cicuity.
and expressing their own clearly.	Provide a conclusion that follows	formal/academic style,	NJSLSA.W.6.1.B
NJSLSA.SL.6.1.A	from the narrated experiences or	approach, and form.	Support claim(s) with clear
Come to discussions prepared,	events.		reasons and relevant evidence,
having read or studied required		NJSLSA.W.6.2.F	using credible sources and
material; explicitly draw on that	NJSLSA.W.6.4	1450207.144.0.2.1	using creatible sources and
matchar, explicitly draw off that			

preparation by referring to	Produce clear and coherent	Provide a concluding statement	demonstrating an understanding
evidence on the topic, text, or	writing in which the	or section that follows from the	of the topic or text.
issue to probe and reflect on ideas	development, organization,	information or explanation	
under discussion.	voice and style are	presented.	NJSLSA.W.6.1.C
	appropriate to task, purpose,		Use words, phrases, and clauses
NJSLSA.SL.6.1.B	and audience.		to clarify the relationships
Follow rules for collegial			among claim(s) and reasons.
discussions, set specific goals and	NJSLSA.W.6.5	NJSLSA.W.6.4	
deadlines, and define individual	With some guidance and support	Produce clear and coherent	
roles as needed.	from peers and adults, develop	writing in which the	
	and strengthen writing as needed	development, organization,	
Language (L)	by planning, revising, editing,	voice and style are	NJSLSA.W.6.1.D
	rewriting, or trying a new	appropriate to task,	Establish and maintain a
NJSLSA.L.2	approach.	purpose, and audience.	formal/academic style,
Demonstrate command of the	approach.	purpose, and addience.	approach, and form.
conventions of standard English	NJSLSA.W.6.10	NJSLSA.W.6.5	
	Write routinely over extended		NJSLSA.W.6.1.E
capitalization, punctuation, and	time frames (time for	With some guidance and	
spelling when writing.		support from peers and adults,	Provide a concluding statement
	research, reflection,	develop and strengthen writing	or section that follows from the
	metacognition/self correction,	as needed by planning,	argument presented.
	and revision) and shorter time	revising, editing, rewriting, or	
	frames (a single sitting or a	trying a new approach.	NJSLSA.W.6.9.B
	day or two) for a range of		Apply grade 6 Reading standards
	discipline-specific tasks,	NJSLSA.W.6.6	to literary nonfiction (e.g.,
	purposes, and audiences.	Use technology, including the	"Trace and evaluate the
		Internet, to produce and	argument and specific claims in
	Speaking/Listening (SL)	publish writing as well as to	a text, distinguishing claims that
		interact and collaborate with	are supported by reasons and
	NJSLSA.SL.6.1.A	others; demonstrate sufficient	evidence from claims that are
	Come to discussions prepared,	command of keyboarding skills	not").
	having read or studied required	to type a minimum of three	· ·
	material; explicitly draw on that	pages in a single sitting.	NJSLSA.W.6.10
	preparation by referring to	, , , , , , , , , , , , , , , , , , ,	Write routinely over
	evidence on the topic, text, or	NJSLSA.W.6.9	extended time frames (time
	issue to probe and reflect on ideas	Draw evidence from literary or	for research, reflection,
	under discussion.	informational texts to support	metacognition/self
		analysis, reflection, and	correction, and revision) and
	NJSLSA.SL.6.1.C	research.	shorter time frames (a single
	Pose and respond to specific		sitting or a day or two) for a
	questions with elaboration and	Speaking/Listening (SL)	range of discipline-specific
		Speaking/Listening (SL)	tasks, purposes, and
	detail by making comments that		
	contribute to the topic, text, or	NJSLSA.SL.6.1.D	audiences.
	issue under discussion.	Review the key ideas expressed	
		and demonstrate understanding	Speaking/Listening (SL)
	NJSLSA.SL.6.1.D	of multiple perspectives	
	Review the key ideas expressed	through reflection and	NJSLSA.SL.6.2
	and demonstrate understanding of	paraphrasing.	

multiple neverentives through		Interrupt information procented
multiple perspectives through	Language (L)	Interpret information presented
reflection and paraphrasing.		in diverse media and formats
	NJSLSA.L.2	(e.g., visually, quantitatively,
Language (L)	Demonstrate command of the	orally) and explain how it
	conventions of standard English	contributes to a topic, text, or
NJSLSA.L.6.1.D	capitalization, punctuation, and	issue under study.
Recognize and correct vague	spelling when writing.	
pronouns (i.e., ones with unclear		NJSLSA.SL.6.6
or ambiguous antecedents).	L.6.2.B	Adapt speech to a variety of
	Spell correctly.	contexts and tasks,
NJSLSA.L.6.3.A	NJSLSAL.6.3.B	demonstrating command of
Vary sentence patterns for	Maintain consistency in style	formal English when indicated or
meaning (syntax),	and tone.	appropriate.
reader/listener interest, and		
style/voice.	NJSLSA.L.6.4.A	Language (L)
	Use context (e.g., the overall	
NJSLSA.L.6.4.A	meaning of a sentence or	NJSLSA.L.6.1.E
Use context (e.g., the overall	paragraph; a word's position or	Recognize variations from
meaning of a sentence or	function in a sentence) as a	standard English in their own
paragraph; a word's position or	clue to the meaning of a word	and others' writing and
function in a sentence) as a clue	or phrase.	speaking, and identify and use
to the meaning of a word or	or prirase.	strategies to improve expression
phrase.	NJSLSA.L.6.4.C	in conventional language.
pinase.		III conventional language.
	Consult reference materials	
NJSLSA.L.6.4.C	(e.g., dictionaries, glossaries,	NJSLSA.L.6.2.B
Consult reference materials (e.g.,	thesauruses), both print and	Spell correctly.
dictionaries, glossaries,	digital, to find the	
thesauruses), both print and	pronunciation of a word or	NJSLSA.L.6.3.A
digital, to find the pronunciation	determine or clarify its precise	Vary sentence patterns for
of a word or determine or clarify	meaning or its part of speech.	<u>meaning (syntax),</u>
its precise meaning or its part of		reader/listener interest, and
speech.	NJSLSA.L.6.5.B	<u>style/voice.</u>
	Use the relationship between	
NJSLSA.L.6.4.D	particular words (e.g.,	NJSLSAL.6.3.B
Verify the preliminary	cause/effect, part/whole,	Maintain consistency in style and
determination of the meaning of a	item/category) to better	tone.
word or phrase (e.g., by checking	understand each of the words.	
the inferred meaning in context or		NJSLSA.L.6.4.A
in a dictionary).	NJSLSA.L.6.6	Use context (e.g., the overall
	Acquire and use accurately	meaning of a sentence or
NJSLSA.L.6.5.A	grade-appropriate general	paragraph; a word's position or
Interpret figures of speech (e.g.,	academic and domain-specific	function in a sentence) as a clue
personification) in context.	words and phrases; gather	to the meaning of a word or
personnication, in context.		phrase.
	vocabulary knowledge when	pinase.
NJSLSA.L.6.5.B	considering a word or phrase	
Use the relationship between	important to comprehension or	NJSLSA.L.6.4.B
particular words (e.g.,	expression.	

		course (offect port/whole		lles common grade appropriate
		cause/effect, part/whole, item/category) to better		Use common, grade-appropriate Greek or Latin affixes and roots
		understand each of the words.		as clues to the meaning of a
		understand each of the words.		word (e.g., audience, auditory,
				audible).
				audible).
				NJSLSA.L.6.4.C
				Consult reference materials
				(e.g., dictionaries, glossaries,
				thesauruses), both print and
				digital, to find the pronunciation
				of a word or determine or clarify
				its precise meaning or its part of
				speech.
				NJSLSA.L.6.4.D
				Verify the preliminary
				determination of the meaning of
				a word or phrase (e.g., by
				checking the inferred meaning in
				context or in a dictionary).
				NJSLSA.L.6.5.C
				Distinguish among the
				connotations (associations) of
				words with similar denotations
				(definitions) (e.g., stingy,
				scrimping, economical,
				unwasteful, thrifty).
INSTRUCTIONAL	Whole Group	Whole Group	Whole Group	Whole Group
PROCEDURES	Whole class read alouds	Teacher modelling	Teacher model research	Guided reading
	Introduce and review parts of	Mentor texts	practices and finding reputable	Acting out plays; film
	speech (Parts of Speech Life Map)	Guided practice	sources	performances to see how stage
	introduce the process of becoming	class discussions	Guided practice with analysis of	directions were followed.
	a lifelong reader through reading	Mini-lessons	bias and author's purpose	Pair and share
	incentive program and the role of	think aloud	Web data collection and	Drama map- readwrirtethink.org
	book choice	story map/ graphic organizer	analysis	Drama tableaux-drawing of one
	Guided reading Mini lessons: Picture Book	posters/anchor charts (classroom listening/sharing	Use of mentor texts to	event in the story showing elements used by playwright
		insterning/snaring	annotate goals for their own	
	Analysis Analog blog	Individual	writing Reading response logs	Journal reflections; comprehension guestions
	Word sorts	Independent reading	Skill-based workstations	Impromptu skits using mystery
	Daily Warm Ups (text editing,	Reading conferences	Ted Talk	bag of props/Improv
	grammar, previous lesson topics,	Journal writing/responses	Use of short non-fiction to	Word analogies
	current events, vocabulary,	Connection drawings	explore ideas for writing	Class discussions
	spelling, etc.)	Idea formation	Word sorts/ Spelling practice	Chart of stage directions
		Personal word wall		
	l			1

	Role Playing (discussion, leadership skills, goal setting, accountable talk, conflict resolution) Individual Conferences (teacher and peer) Independent reading Journal reflection, response to text Small Groups Reteaching teacher led instruction Student led discussion topics/brainstorming pair/share Book review/Book talk	Small Groups Literature circles Reteaching students as needed Flexible grouping Skill based workstations Shared reading Guided reading groups Word study session	Internet research/web page design Individual Peer/teacher conferences Graphic organizers Individual skill practice activity Create KWL chart Create Thin/Thick questions "I wonder" board Small Groups Discussion groups with research goals Reteaching students as needed Skills based workstations Pair/Share	Videos concerning theater, stage performances, acting Pantomime/charades Mini-lessons Quick writes of skits Graphic organizers; requirements for play review write a scene from a previously read story incorporating drama elements Write a comparative piece regarding directorial choice and presentation of themes Individual Peer/teacher conferences Graphic organizers Individual skill practice activity Venn diagram Monologues Small Groups Reteaching students as needed Skills based workstations Skit performance
INSTRUCTIONAL AND SUPPLEMENTAL MATERIALS/ LEVELED TEXTS	Materials Computer or iPad with Internet MyAccess Document Camera LCD projector Teacher-generated Slides Teacher-generated activities Summer reading list/response form Choice boards Texts/Leveled Texts Poetry and short fiction such as Maya Angelou's "Life Doesn't Frighten Me At All," "Eleven" Sandra Cisernos, Excerpts from Brown Girl Dreaming Holt Handbook, 2010	MaterialsComputer or iPad with InternetMyAccessDocument CameraLCD projectorSmartBoardTeacher-generated activitiesTeacher-generated Slides Texts/Leveled Texts Various short fiction texts,Literature circle books such asThreads, Hatchet, HolesWhere the Red Fern GrowsManiac MageeA Wrinkle in TimeHolt Handbook, 2010	MaterialsComputer or iPad with InternetMyAccessDocument CameraLCD projectorSmartBoardTeacher-generated activitiesTeacher-generated SlidesScholastic ScopeUnited StreamingNational GeographicResearch modelsTexts/Leveled TextsHolt Handbook, 2010Literature 6 McDougal Douglas2008	Reader's Theatre Pair/Share Discussion groups Materials Computer or iPad with internet MyAccess Document Camera LCD Projector Smartboard Scholastic Scope Teacher Generated activities Teacher Generated Slides <u>Texts/Leveled Texts</u> Reader's Theater selections "You're a Good Man, Charlie Brown" "It's a Wonderful Life" Holt Handbook, 2010

	Literature 6 McDougal Douglas 2008 Prentice Hall Literature Grade 6 Common Core Edition. 2012 textbook/consumable textbook <i>myPerspectives</i> - Pearson digital and consumable text Write Source, 2010 Readwritethink.org Sadlier-Oxford Vocabulary Workshop, Level A Vocabulary Their Way. Pearson Commonlit.org Newsela.com	Literature 6 McDougal Douglas 2008 Prentice Hall Literature Grade 6 Common Core Edition. 2012 textbook/consumable textbook <i>myPerspectives</i> - Pearson digital and consumable text Write Source, 2010 Readwritethink.org Sadlier-Oxford Vocabulary Workshop, Level A Vocabulary Their Way. Pearson Commonlit.org Newsela.com "Feathered Friend," a science fiction short story by Arthur C. Clarke	Prentice Hall Literature Grade 6 Common Core Edition. 2012 textbook/consumable textbook <i>myPerspectives</i> - Pearson digital and consumable text Write Source, 2010 Readwritethink.org Sadlier-Oxford Vocabulary Workshop, Level A Vocabulary Their Way. Pearson Commonlit.org Newsela.com Read Works	Literature 6 McDougal Douglas 2008 Prentice Hall Literature Grade 6 Common Core Edition. 2012 textbook/consumable textbook <i>myPerspectives</i> - Pearson digital and consumable text Write Source, 2010 Readwritethink.org Sadlier-Oxford Vocabulary Workshop, Level A Vocabulary Their Way. Pearson Commonlit.org Newsela.com
ASSESSMENTS	FormativeExit SlipsReading Response LogWriting ConferencesClass participation in small andwhole group discussionsQuick Writing Response/shareWriter's NotebookReading ConferencesSummativeReading responsejournal(conference/journal rubric)Writing ProcessDiscussion/ObservationBenchmarkDRAStandardized test practiceMyAccess (White Twp)MAP (Hope)BAS testing (Harmony)AlternativeA-B-C ProjectsProject based learning	FormativeComprehension questionsCreating Thin and Thick questionsJournal reflectionWriter's/Reader's NotebookReading response logSummativeNarrative RubricReading Response journal/rubricDiscussion/ObservationStudent led group blogBenchmarkDRAStandardized test practiceMyAccess (White Twp)MAP (Hope)BAS testing (Harmony)AlternativeKahootDramatic interpretationQuestion creationScoring Rubrics:	FormativeReading Response logWriting/Reading conferencesClass participationWriter's/reader's notebookSpelling/VocabularyassessmentSummativeReading ResponseJournal/rubricDiscussion/ObservationStudent led group projectInformative Writing RubricBenchmarkDRAStandardized test practiceMyAccess (White Twp)MAP (Hope)BAS testing (Harmony)AlternativeKahootOral monologue readings(memorized)TouchCast Studio	FormativeJournal reflectionPlay comparative writingComplete script and presentationParticipation for impromptuactivitiesGraphic organizerReading/Writing ConferencesSummativeReading Response Journal/rubricDiscussion/ObservationStudent productionBenchmarkDRAStandardized test practiceMyAccess (White Twp)MAP (Hope)BAS testing (Harmony)AlternativeKahootPeer assessment formsSelf evaluationsStage Direction Charades

	Matchbook summaries Kahoot Teacher-generated rubrics and checklists Scoring Rubrics: GRADES 6-11 (July 2015) v3.01 PARCC SCORING RUBRIC FOR PROSE CONSTRUCTED RESPONSE ITEMS Narrative Task (NT) https://parcc.pearson.com/resour ces/Practice-Tests/ELA_GR/ELA_L _Grade_6-11_July_2015_Updated _Rubric_v3.pdf Teacher-generated rubrics and	GRADES 6-11 (July 2015) v3.01 PARCC SCORING RUBRIC FOR PROSE CONSTRUCTED RESPONSE ITEMS Narrative Task (NT) https://parcc.pearson.com/resour ces/Practice-Tests/ELA_GR/ELA_L _Grade_6-11_July_2015_Updated _Rubric_v3.pdf Teacher-generated rubrics and checklists.	FlipGrid Scoring Rubrics: GRADES 6-11 (July 2015) v3.01 PARCC SCORING RUBRIC FOR PROSE CONSTRUCTED RESPONSE ITEMS Research Simulations https://parcc.pearson.com/reso urces/Practice-Tests/ELA_GR/E LA_L_Grade_6-11_July_2015_ Updated_Rubric_v3.pdf Teacher-generated rubrics and checklists.	Scoring Rubrics: GRADES 6-11 (July 2015) v3.01 PARCC SCORING RUBRIC FOR PROSE CONSTRUCTED RESPONSE ITEMS Literary Analysis https://parcc.pearson.com/resou rces/Practice-Tests/ELA_GR/ELA _L_Grade_6-11_July_2015_Upd ated_Rubric_v3.pdf Teacher-generated rubrics and checklists.
ACCOMMODATIONS	 checklists. Special Education Printed copy of board work/notes provided Additional time for skill mastery Behavior management plan Check work frequently for understanding Extended time on tests/ quizzes as needed Have student repeat directions to check for understanding Highlighted text visual presentation Modified assignment format Modified test accommodations Preferential seating Preview of content, concepts, and vocabulary Reduced/shortened written assignments Secure attention before giving instruction/directions Shortened assignments Choice of books or activities Exploration by interest Flexible grouping Goal setting with students 	 Special Education Additional time for skill Varied supplemental materials Printed copy of board work/notes provided Additional time for skill master Check work frequently for understanding Extended time on tests/ quizzes as needed Modified assignment format/ content/length Preferential seating Preview of content, concepts, and vocabulary Goal setting with students Mini workshops to re-teach or extend skills Open-ended activities ELL Allowing students to correct errors (looking for understanding) allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, 	 Special Education Printed copy of board work/notes provided Additional time for skill master Check work frequently for understanding Extended time on tests/ quizzes as needed Modified assignment format/ content/length Preferential seating Preview of content, concepts, and vocabulary Goal setting with students Mini workshops to re-teach or extend skills Open-ended activities ELL Allowing students to correct errors (looking for understanding) Having peers take notes or providing a copy of the teacher's notes Providing study guides 	 Special Education Printed copy of board work/notes provided Additional time for skill master Check work frequently for understanding Extended time on tests/ quizzes as needed Modified assignment format/ content/length Preferential seating Preview of content, concepts, and vocabulary Goal setting with students Mini workshops to re-teach or extend skills Open-ended activities Reader's Theatre ELL Allowing students to correct errors (looking for understanding) Having peers take notes or providing a copy of the teacher's notes Providing study guides

- Mini workshops to re-teach or	slideshows, videos, etc.) to	- Reducing the number of	 Reducing the number of
extend skills Open-ended	demonstrate student's learning	answer choices on a multiple	answer choices on a multiple
activities	 Allowing the use of note cards 	choice test	choice test
	 Decreasing the amount of work 	 Using computer word 	 Using computer word
ELL	presented or required	processing spell check and	processing spell check and
 Allowing students to correct 	 Having printed copy of notes 	grammar check features	grammar check features
errors (looking for	 Providing study guides 	 Having Printed copy of notes 	 Having Printed copy of notes
understanding)	 Reducing or omitting lengthy 	 Reducing or omitting lengthy 	 Reducing or omitting lengthy
 Having peers take notes or 	outside reading assignments	outside reading assignment	outside reading assignment
providing a copy of the			
teacher's notes	<u>At Risk</u>	At Risk	At Risk
– Providing study guides	 Allowing students to correct 	- Allowing students to correct	- Allowing students to correct
- Reducing the number of answer	errors (looking for	errors (looking for	errors (looking for
choices on a multiple choice	understanding)	understanding)	understanding)
test	 Allowing the use of note cards 	 Allowing the use of note 	 Allowing the use of note cards
– Using computer word	or open-book during testing	cards or open-book during	or open-book during testing
processing spell check and	 decreasing the amount of work 	testing	 decreasing the amount of
grammar check features	presented or required .	 decreasing the amount of 	work presented or required .
- Having Printed copy of notes	 Having peers take notes or 	work presented or required .	- Having peers take notes or
- Reducing or omitting lengthy	providing a copy of the	- Having peers take notes or	providing a copy of the
outside reading assignment	teacher's notes	providing a copy of the	teacher's notes
	 Marking students' correct and 	teacher's notes	 Marking students' correct and
At Risk	acceptable work, not the	 Marking students' correct and 	acceptable work, not the
- Allowing students to correct	mistakes	acceptable work, not the	mistakes
errors (looking for	 Providing study guides 	mistakes	 Providing study guides
understanding)	 Reducing or omitting length, 	 Providing study guides 	 Reducing or omitting length,
- Allowing the use of note cards	answers, and content on	 Reducing or omitting length, 	answers, and content on
or open-book during testing	reading/ written assessments	answers, and content on	reading/ written assessments
- decreasing the amount of work	and lengthy Outside reading	reading/ written assessments	and lengthy Outside reading
presented or required .	assignments	5,	
	 Using authentic assessments 	and lengthy Outside reading assignments	assignments
- Having peers take notes or			- Using authentic assessments
providing a copy of the	with real-life problem-solving	- Using authentic assessments	with real-life problem-solving
teacher's notes	Cifted and Talents d	with real-life problem-solving	Ciffed and Talantad
- Marking students' correct and	Gifted and Talented	Ciffed and Talantad	Gifted and Talented
acceptable work, not the	 Alternative formative and 	Gifted and Talented	 Alternative formative and
mistakes	summative assessments	 Alternative formative and 	summative assessments
- Providing study guides	- Learning contracts	summative assessments	- Learning contracts
– Reducing or omitting length,	 Allowing students to select 	- Learning contracts	 Allowing students to select
answers, and content on	from given choices	 Allowing students to select 	topic choice
reading/ written assessments	- Leveled rubrics	topic choice	- Leveled rubrics
and lengthy Outside reading	 Literature circles/Book clubs 	- Leveled rubrics	 Literature circles/Book clubs
assignments	 Multiple intelligence options 	 Literature circles/Book clubs 	 Multiple intelligence options
- Using authentic assessments	 Personal agendas 	 Multiple intelligence options 	 Personal agendas
with real-life problem-solving	 Tiered products 	 Personal agendas 	 Tiered products
	 Varying supplemental materials 	 Tiered products 	 Varying supplemental
Gifted and Talented		 Varying supplemental 	materials
		materials	 Independent role

	 Alternative formative and 	504		- playing/production
	summative assessments	– work/notes provided	504	playing/production
	- Learning contracts	 Behavior management plan 	– work/notes provided	504
	 Allowing students to select from 	 Check work frequently for 	 Behavior management plan 	– work/notes provided
	aiven choices	understanding	 Check work frequently for 	 Behavior management plan
	5	· · · · · · · · · · · · · · · · · · ·		
	- Leveled rubrics	- Extended time on tests/ quizzes	understanding	 Check work frequently for
	- Literature circles/Book clubs	 Have student repeat directions 	 Extended time on tests/ 	understanding
	 Multiple intelligence options 	to check for understanding	quizzes	 Extended time on tests/
	– Personal agendas	 Highlighted text visual 	 Have student repeat 	quizzes
	 Tiered products 	presentation	directions to check for	 Have student repeat directions
	 Varying supplemental materials 	 Multi-sensory presentation 	understanding	to check for understanding
		 Preferential seating 	 Highlighted text visual 	 Highlighted text visual
	<u>504</u>	 Preview of content, concepts, 	presentation	presentation
	 work/notes provided 	and vocabulary	 Multi-sensory presentation 	 Multi-sensory presentation
	 Behavior management plan 	 Shortened assignments 	 Preferential seating 	 Preferential seating
	 Check work frequently for 	 Exploration by interest 	- Preview of content, concepts,	- Preview of content, concepts,
	understanding	 Flexible grouping 	and vocabulary	and vocabulary
	- Extended time on tests/ quizzes		 Shortened assignments 	 Shortened assignments
	 Have student repeat directions 		 Exploration by interest 	 Exploration by interest
	to check for understanding		- Flexible grouping	- Flexible grouping
	 Highlighted text visual 			
	presentation			
	- Multi-sensory presentation			
	 Preferential seating 			
	 Preview of content, concepts, 			
	and vocabulary			
	 Shortened assignments 			
	 Exploration by interest 			
	. ,			
	- Flexible grouping	Tutoudio du liu o no Come o stion o	Testandia du lina ma	Tutoudio sin line no Compositione
INTERDISCIPLINARY	Interdisciplinary Connections	Interdisciplinary Connections	Interdisciplinary	Interdisciplinary Connections
CONNECTIONS	- English Language Arts	- English Language Arts	Connections	- English Language Arts
	- Social Studies, including	- Science and Scientific Inquiry	 English Language Arts 	- Social Studies, including
21ST CENTURY	American History, World	(Next Generation)	- Mathematics	American History, World
SKILLS/THEMES	History, Geography,	- Social Studies, including	- Science and Scientific Inquiry	History, Geography,
-	Government and Civics, and	American History, World	(Next Generation)	Government and Civics, and
(P21.ORG)	Economics	History, Geography,	- Social Studies, including	Economics
	– Technology	Government and Civics, and	American History, World	- Technology
TECHNOLOGY	 Visual and Performing Arts 	Economics	History, Geography,	 Visual and Performing Arts
INTEGRATION		– Technology	Government and Civics, and	
	21st Century Skills/ Themes	 Visual and Performing Arts 	Economics	21st Century Skills/ Themes
	 Creativity and Innovation 	 World languages 	– Technology	 Creativity and Innovation
CAREER EDUCATION	 Critical Thinking 			 Critical Thinking
(NJDOE CTE Clusters)	 Problem Solving 	21st Century Skills/ Themes	21st Century Skills/ Themes	 Problem Solving
(Communication 	 Civic Literacy 	 Global Awareness 	 Communication
	 Collaboration 	 Health Literacy 	 Civic Literacy 	- Collaboration
	 Media Literacy 	 Environmental Literacy 	 Health Literacy 	 Media Literacy
	-	 Creativity and Innovation 	- Environmental Literacy	-

PACING>	UNIT #5 4 Weeks	UNIT #6 4 Weeks	(STEM) UNIT #7 4 Weeks	UNIT #8 4 Weeks
	 Chromebooks Interactive whiteboard Google classroom Online textbooks Career Education Arts, A/V Technology & Communications 	 Communication Collaboration ICT (Information, Communication and Technology) Literacy Technology Integration Chromebooks Interactive whiteboard Google classroom Online textbooks Career Education Arts, A/V Technology & Communication Education & Training Finance Government & Public Administration Health Science Human Services Information Technology 	 Problem Solving Communication Collaboration Information Literacy Media Literacy ICT (Information, Communication and Technology) Literacy Technology Integration Chromebooks Interactive whiteboards Google classroom Online text Career Education Agriculture, Food & Natural Resources Architecture & Construction Arts, A/V Technology & Communications Manufacturing Science, Technology, Engineering & Mathematics 	Technology) Literacy Technology Integration - Chromebooks - Interactive whiteboards - Google classroom - Online text Career Education - Arts, A/V Technology & Communications - Education & Training
	Technology Integration	Critical ThinkingProblem Solving	 Creativity and Innovation Critical Thinking 	 ICT (Information, Communication and

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TOPIC/THEME AND OBJECTIVES	 Functional Text Identify characteristics of effective argumentative writing by reading & listening to published and student mentor texts/models. Take a stand on a debatable issue and recognize differing points of view on the topic. Write a detailed, organized 5-paragraph argumentative essay/letter with an introduction, thesis/claim, topic sentences, supporting details, transitions, conclusion, etc Outline a multi-paragraph argumentative essay. Establish and maintain a formal style and awareness of audience. Use a scoring rubric / checklist as a guide to revising writing. Receive feedback on writing from their peers and provide specific feedback to other students. Revise writing based on peer conferences and teacher feedback. 	 Biographies and Memoirs Understand the consequential events of the subject's life. Differentiate between verifiable facts and opinions in a biography. Determine the author's purpose/central idea of the biography supported with evidence from the text. Make personal connections between self and subject. Analyze and cite textual evidence and formulate well thought out inferences to write a well structured, well supported response and/or essay related to the biography. 	 Myths/Legends/Folktales Read, compare, and contrast myths, legends, and tall and pourquoi tales from a variety of countries/cultures. Compare and contrast one author's presentation of events with that of another. Write a variety of responses to literature and informational text. Write a narrative (myth, legend, tall tale, or pourquoi tale). 	 Poetry Analyze poetry for literary elements including word choice and figurative language. Analyze the impact of a specific word choice on meaning and tone. Explain the various uses and effectiveness of literary elements within a poem. Compare and contrast one poet's presentation of events and or feelings with that of another. Recognize and correct inappropriate shifts in pronoun number and person.

ESSENTIAL QUESTIONS & ENDURING UNDERSTANDINGS	 How are logical arguments (and persuasive techniques) used in writing to change the reader's point of view, to bring about some action on the reader to accept the writer's explanation of a concept, issue or problem? How does knowledge of an audience shape the writer's decisions in crafting an argument? 	 How can one person make a difference? How does the kind of life one leads impact others and history? A person can make a positive or negative difference in the lives of others and in the course of history. 	 What are legends and their cultural significance to a particular society? What are folktales and in what ways are stories that come from oral tradition different from written stories? Legends are traditional stories based on historical figures and usually exaggerate or supernaturalize heroic deeds 	 How do poetic devices, word choice and figurative language make a given poem more effective? Why do readers interpret poetry differently? Poems are written and read for a variety of purposes such as entertainment, instruction and enlightenment reflecting, at times, the norms in society. Poets make connections to not only themselves, but also react to the world around them.
STANDARDS	Reading (R) NONE	Reading (R) NONE	Reading (R) NONE	Reading (R) NONE
	NONE	NONE	NONE	NONE
	Reading Literature (RL) NONE	Reading Literature (RL)	Reading Literature (RL)	Reading Literature (RL)
		NJSLSA.RL.6.5	NJSLSA.RL.6.1	RL.6.2
	Reading Info Text (RI)	Analyze how a particular	Cite textual evidence and	Determine a theme or central
	NJSLSA.RI.6.1	sentence, chapter, scene, or	make relevant connections	idea of a text and how it is
	Cite textual evidence and	stanza fits into the overall	to support analysis of what	conveyed through particular
	make relevant connections to	structure of a text and contributes	the text says explicitly as	details; provide a summary of
	support analysis of what the	to the development of the theme,	well as inferences drawn	the text distinct from personal
	text says explicitly as well as	setting, or plot.	from the text.	opinions or judgments.
	inferences drawn from the			LA.6.CCSS.ELA-Literacy.RL.6.4
	<u>text.</u>	<u>NJSLSA.RL.6.9</u> Compare, contrast and reflect	NJSLSA.RL.6.2 Determine a theme or central	Determine the meaning of words and phrases as they are used in
	NJSLSA.RI.6.2	on (e.g. practical knowledge,	idea of a text and how it is	a text, including figurative and
	Determine a central idea of a text	historical/cultural context,	conveyed through particular	connotative meanings; analyze
	and how it is conveyed through	and background knowledge)	details; provide a summary of	the impact of a specific word
	particular details; provide a	texts in different forms or	the text distinct from personal	choice on meaning and tone.
	summary of the text distinct from	genres (e.g., stories and	opinions or judgments.	LA.6.CCSS.ELA-Literacy.RL.6.5
	personal opinions or judgments.	poems; historical novels and		Analyze how a particular
		fantasy stories) in terms of	NJSLSA.RL.6.3	sentence, chapter, scene, or
	NJSLSA.RI.6.3	their approaches to similar	Describe how a particular	stanza fits into the overall
	Analyze in detail how a key	themes and topics.	story's or drama's plot unfolds	structure of a text and
	individual, event, or idea is		in a series of episodes as well	contributes to the development
	introduced, illustrated, and	NJSLSA.RL.6.10	as how the characters respond	of the theme, setting, or plot.

		- <u>-</u>	
elaborated in a text (e.c		or change as the plot moves	LA.6.CCSS.ELA-Literacy.RL.6.6
examples or anecdotes)		toward a resolution.	Explain how an author develops
	including stories, dramas, and		the point of view of the narrator
NJSLSA.RI.6.6	poems at grade level	NJSLSA.RL.6.4	or speaker in a text.
Determine an author's p		Determine the meaning of	LA.6.CCSS.ELA-Literacy.RL.6.7
view or purpose in a tex		words and phrases as they are	Compare and contrast the
explain how it is convey		used in a text, including	experience of reading a story,
text.	Reading Info Text (RI)	figurative and connotative	drama, or poem to listening to or
		meanings; analyze the impact	viewing an audio, video, or live
NJSLSA.RI.6.7	NJSLSA.RI.6.1	of a specific word choice on	version of the text, including
Integrate information pr		meaning and tone.	contrasting what they "see" and
different media or forma	ats (e.g., make relevant connections to		"hear" when reading the text to
visually, quantitatively)	as well as support analysis of what the	NJSLSA.RL.6.5	what they perceive when they
in words to develop a co	oherent text says explicitly as well as	Analyze how a particular	listen or watch.
understanding of a topic	c or issue. inferences drawn from the	sentence, chapter, scene, or	
	text.	stanza fits into the overall	Reading Info Text (RI)
NJSLSA.RI.6.8		structure of a text and	
Trace and evaluate the	argument NJSLSA.RI.6.2	contributes to the development	NJSLSA.RI.6.2
and specific claims in a	text, Determine a central idea of a text	of the theme, setting, or plot.	Determine a central idea of a
distinguishing claims that			text and how it is conveyed
supported by reasons an		NJSLSA.RL.6.6	through particular details;
evidence from claims th		Explain how an author develops	provide a summary of the text
	personal opinions or judgments.	the point of view of the	distinct from personal opinions
NJSLSA.RI.6.10	,	narrator or speaker in a text.	or judgments.
By the end of the yea	nr read NJSLSA.RI.6.3		
and comprehend liter		NJSLSA.RL.6.7	NJSLSA.RI.6.5
nonfiction at grade le		Compare and contrast the	Analyze how a particular
text-complexity or ab		experience of reading a story,	sentence, paragraph, chapter, or
scaffolding as needed			section fits into the overall
	examples or anecdotes).	or viewing an audio, video, or	structure of a text and
Reading Foundation S		live version of the text,	contributes to the development
NONE	NJSLSA.RI.6.4	including contrasting what they	of the ideas.
	Determine the meaning of words	"see" and "hear" when reading	
Writing (W)	and phrases as they are used in a	the text to what they perceive	NJSLSA.RI.6.6
	text, including figurative,	when they listen or watch.	Determine an author's point of
NJSLSA.W.6.1.A	connotative, and technical		view or purpose in a text and
Introduce claim(s) and o		NJSLSA.RL.6.9	explain how it is conveyed in the
the reasons and evidence		Compare, contrast and	text.
	NJSLSA.RI.6.6	reflect on (e.g. practical	
NJSLSA.W.6.1.B	Determine an author's point of	knowledge,	NJSLSA.RI.6.9
Support claim(s) with cl		historical/cultural context,	Compare, contrast and reflect
reasons and relevant ev		and background knowledge)	on (e.g. practical knowledge,
using credible sources a		texts in different forms or	historical/cultural context,
demonstrating an under		genres (e.g., stories and	and background knowledge)
of the topic or text.	NJSLSA.RI.6.7	poems; historical novels and	one author's presentation of
of the topic of text.	Integrate information presented in		events with that of another
NJSLSA.W.6.1.C	different media or formats (e.g.,	<u>-antaby stories in terms of</u>	(e.g., a memoir written by
NJ3L3A.W.0.1.C			Leight a memory written by

Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	their approaches to similar themes and topics.	and a biography on the same person).
NJSLSA.W.6.1.D Establish and maintain a formal/academic style,	Reading Foundation Skills (RF)	NJSLSA.RL.6.10 By the end of the year read and comprehend literature, including stories, dramas,	Reading Foundation Skills (RF) NONE
approach, and form.	NJSLSA.W.6.1.A	and poems at grade level text-complexity or above,	Writing (W) NONE
NJSLSA.W.6.1.E Provide a concluding statement or section that follows from the	Introduce claim(s) and organize the reasons and evidence clearly.	<u>scaffolding as needed.</u> Reading Info Text (RI)	Speaking/Listening (SL)
argument presented.	NJSLSA.W.6.1.B Support claim(s) with clear	Reading Foundation Skills	NJSLSA.SL.6.5 Include multimedia components
NJSLSA.W.6.2.A Introduce a topic and organize ideas, concepts, and	reasons and relevant evidence, using credible sources and demonstrating an understanding	(RF) Writing (W)	(e.g., graphics, images, music, sound) and visual displays in presentations to clarify
information, using text structures (e.g., definition, classification,	of the topic or text. NJSLSA.W.6.1.C	NJSLSA.W.6 Use technology, including the	information. NJSLSA.SL.6.6
comparison/contrast, cause/effect, etc.) and text	Use words, phrases, and clauses to clarify the relationships among	Internet, to produce and publish writing and to interact	Adapt speech to a variety of contexts and tasks,
<u>features (e.g., headings,</u> graphics, and multimedia) when useful to aiding	claim(s) and reasons. NJSLSA.W.6.1.D	and collaborate with others. NJSLSA.W.6.3.A	demonstrating command of formal English when indicated or appropriate.
comprehension. NJSLSA.W.6.2.B	Establish and maintain a formal/academic style, approach, and form	Engage and orient the reader by establishing a context and introducing a narrator and/or	Language (L)
Develop the topic with relevant facts, definitions, concrete details,	NJSLSA.W.6.1.E	characters; organize an event sequence that unfolds naturally	NJSLSA.L.6.1.C Recognize and correct
quotations, or other information and examples.	Provide a concluding statement or section that follows from the argument presented.	and logically. NJSLA.RL.6.9 Compare and contrast texts in different forms or	inappropriate shifts in pronoun number and person. NJSLSA.L.6.2.A
NJSLSA.W.6.2.C Use appropriate transitions to clarify the relationships among ideas and concepts.	NJSLSA.W.6.4 Produce clear and coherent writing in which the	genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
NJSLSA.W.6.2.D Use precise language and domain-specific vocabulary to	development, organization, voice and style are appropriate to task, purpose, and audience.	topics.	NJSLSA.L.6.2.B Spell correctly.
inform about or explain the topic. <u>NJSLSA.W.6.2.E</u> <u>Establish and maintain a</u> <u>formal/academic style,</u> <u>approach, and form.</u>	NJSLSA.W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing,	NJSLSA.W.6.4 Produce clear and coherent writing in which the development, organization, voice and style are	NJSLSA.L.6.4.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

		· ·	
	rewriting, or trying a new	appropriate to task,	to the meaning of a word or
NJSLSA.W.6.2.F	approach.	purpose, and audience.	phrase.
Provide a concluding statement or			
section that follows from the	NJSLSA.W.6.10	NJSLSA.W.6.9.A	NJSLSA.L.6.5.A
information or explanation	Write routinely over extended	Apply grade 6 Reading	Interpret figures of speech (e.g.,
presented.	time frames (time for	standards to literature (e.g.,	personification) in context.
	research, reflection,	"Compare and contrast texts in	
NJSLSA.W.6.4	metacognition/self correction,	different forms or genres [e.g.,	NJSLSA.L.6.5.C
Produce clear and coherent	and revision) and shorter time	stories and poems; historical	Distinguish among the
writing in which the	frames (a single sitting or a	novels and fantasy stories] in	connotations (associations) of
development, organization,	day or two) for a range of	terms of their approaches to	words with similar denotations
voice and style are	discipline-specific tasks,	similar themes and topics").	(definitions) (e.g., stingy,
appropriate to task, purpose,	purposes, and audiences.	· · · · · · · · · · · · · · · · · · ·	scrimping, economical,
and audience.	<u></u>	NJSLSA.W.6.10	unwasteful, thrifty).
<u></u>	Speaking/Listening (SL)	Write routinely over	
NJSLSA.W.6.5		extended time frames (time	NJSLSA.L.6.6
With some guidance and support	NJSLSA.SL.6.4	for research, reflection,	Acquire and use accurately
from peers and adults, develop	Present claims and findings,	metacognition/self	grade-appropriate general
and strengthen writing as needed	sequencing ideas logically and	correction, and revision)	academic and domain-specific
by planning, revising, editing,	using pertinent descriptions,	and shorter time frames (a	words and phrases; gather
rewriting, or trying a new	facts, and details to	single sitting or a day or	vocabulary knowledge when
approach.	accentuate main ideas or	two) for a range of	considering a word or phrase
	themes; use appropriate	discipline-specific tasks,	important to comprehension or
NJSLSA.W.6.6	speaking behaviors (e.g., eye	purposes, and audiences.	expression.
Use technology, including the	contact, adequate volume, and	purposes, and addrences.	
Internet, to produce and publish	clear pronunciation).	Speaking/Listening (SL)	
writing as well as to interact and	<u>cical pronunciation).</u>	Speaking/Eistening (SE)	
collaborate with others;	NJSLSA.SL.6.5	NJSLSA.SL1	
demonstrate sufficient command	Include multimedia components	Prepare for and participate	
of keyboarding skills to type a	(e.g., graphics, images, music,	effectively in a range of	
minimum of three pages in a	sound) and visual displays in	conversations and	
single sitting.	presentations to clarify	collaborations with diverse	
Single Sitting.	information.	partners, building on others'	
NJSLSA.W.6.9.B	information.	ideas and expressing their own	
Apply grade 6 Reading standards	Language (L)	clearly and persuasively.	
to literary nonfiction (e.g., "Trace		clearly and persuasivery.	
and evaluate the argument and	NJSLSA.L.6.1.E	NJSLSA.SL.6.1.A	
specific claims in a text,	Recognize variations from	Come to discussions prepared,	
distinguishing claims that are	standard English in their own and	having read or studied required	
supported by reasons and	others' writing and speaking, and	material; explicitly draw on	
evidence from claims that are	identify and use strategies to	that preparation by referring to	
not").	improve expression in	evidence on the topic, text, or	
	conventional language.	issue to probe and reflect on	
NJSLSA.W.6.10	convencional language.	ideas under discussion.	
Write routinely over extended	NJSLSA.L.6.2.B		
time frames (time for	Spell correctly.	NJSLSA.SL.6.1.B	
	open correctly.	1000000.00.0.0	
research, reflection.			

Greek or Latin affixes and roots as		meaning (syntax),	
Use common, grade-appropriate		Vary sentence patterns for	
NJSLSA.L.6.4.B		NJSLSA.L.6.3.A	
pindse.		open concerty.	
phrase.		Spell correctly.	
to the meaning of a word or	expression.	NJSLSA.L.6.2.B	
function in a sentence) as a clue	important to comprehension or		
paragraph; a word's position or	considering a word or phrase	antecedents).	
meaning of a sentence or	vocabulary knowledge when	unclear or ambiguous	
Use context (e.g., the overall	words and phrases; gather	pronouns (i.e., ones with	
NJSLSA.L.6.4.A	academic and domain-specific	Recognize and correct vague	
conventional language.	grade-appropriate general	NJSLSA.L.6.1.D	
conventional language.	Acquire and use accurately		
improve expression in	NJSLSA.L.6.6	number and person.	
identify and use strategies to		inappropriate shifts in pronoun	
others' writing and speaking, and	in a dictionary).	Recognize and correct	
standard English in their own and	the inferred meaning in context or	NJSLSA.L.6.1.C	
Recognize variations from	word or phrase (e.g., by checking		
NJSLSA.L.6.1.E	determination of the meaning of a	myself, ourselves).	
Language (L)	Verify the preliminary	Use intensive pronouns (e.g.,	
Language (L)	NJSLSA.L.6.4.D	NJSLSA.L.6.1.B	
<u>not.</u>	speech.		
evidence from claims that are not.		objective, possessive).	
evidence from claims that are	its precise meaning or its part of	objective, possessive).	
supported by reasons and	of a word or determine or clarify	proper case (subjective,	
distinguishing claims that are	digital, to find the pronunciation	Ensure that pronouns are in the	
argument and specific claims,	thesauruses), both print and	NJSLSA.L.6.1.A	
NJSLSA.SL.0.3 Deconstruct a speaker's	dictionaries, glossaries,		
NJSLSA.SL.6.3	Consult reference materials (e.g.,	writing or speaking.	
	NJSLSA.L.6.4.C	grammar and usage when	
under discussion.		conventions of standard English	
issue to probe and reflect on ideas	audible).	Demonstrate command of the	
evidence on the topic, text, or	(e.g., audience, auditory,	NJSLSA.L.1	
preparation by referring to	clues to the meaning of a word		
material; explicitly draw on that	Greek or Latin affixes and roots as	Language (L)	
having read or studied required	Use common, grade-appropriate		
Come to discussions prepared,	NJSLSA.L.6.4.B	text, or issue under discussion.	
NJSLSA.SL.6.1.A		that contribute to the topic,	
	tone.	detail by making comments	
Speaking/Listening (SL)	Maintain consistency in style and	questions with elaboration and	
	NJSLSA.L.6.3.B	Pose and respond to specific	
purposes, and audiences.		NJSLSA.SL.6.1.C	
discipline-specific tasks,	style/voice.		
day or two) for a range of	reader/listener interest, and	individual roles as needed.	
frames (a single sitting or a	meaning (syntax),	and deadlines, and define	
and revision) and shorter time	Vary sentence patterns for	discussions, set specific goals	
metacognition/self correction,	NJSLSA.L.6.3.A	Follow rules for collegial	

clues to the meaning of a word	reader/listener interest,	
(e.g., audience, auditory,	and style/voice.	
audible).		
	NJSLSA.L.6.3.B	
NJSLSA.L.6.4.C	Maintain consistency in style	
Consult reference materials (e.g.,	and tone.	
dictionaries, glossaries,		
thesauruses), both print and	NJSLSA.L.6.4.A	
digital, to find the pronunciation	Use context (e.g., the overall	
of a word or determine or clarify	meaning of a sentence or	
its precise meaning or its part of	paragraph; a word's position or	
speech.	function in a sentence) as a	
speech	clue to the meaning of a word	
NJSLSA.L.6.4.D	or phrase.	
	or prirase.	
Verify the preliminary		
determination of the meaning of a	NJSLSA.L.6.4.B	
word or phrase (e.g., by checking	Use common,	
the inferred meaning in context or	grade-appropriate Greek or	
in a dictionary).	Latin affixes and roots as clues	
	to the meaning of a word (e.g.,	
NJSLSA.L.6.5.B	audience, auditory, audible).	
Use the relationship between		
particular words (e.g.,	NJSLSA.L.6.4.C	
cause/effect, part/whole,	Consult reference materials	
item/category) to better	(e.g., dictionaries, glossaries,	
understand each of the words.	thesauruses), both print and	
	digital, to find the	
	pronunciation of a word or	
	determine or clarify its precise	
	meaning or its part of speech.	
	NJSLSA.L.6.4.D	
	Verify the preliminary	
	determination of the meaning	
	of a word or phrase (e.g., by	
	checking the inferred meaning	
	in context or in a dictionary).	
	.,	
	NJSLSA.L.6.6	
	Acquire and use accurately	
	grade-appropriate general	
	academic and domain-specific	
	words and phrases; gather	
	vocabulary knowledge when	
	considering a word or phrase	
	important to comprehension or	
	expression.	

INSTRUCTIONAL	Whole Group	Whole Group	Whole Group	Whole Group
PROCEDURES	Teacher created slides regarding	Teacher modelling questioning/	Analyzing multiple mentor texts	Create a collage to analyze
PROCEDURES	topics such as plagiarism,	interview skills	from various world cultures	theme, central idea, setting, and
	research skills, citations and	Present mentor texts and real-life	Listen to audio storytellers and	characters with written format
	transitions	biographies	respond to differing styles and	citing details from poem to
	Compare and contrast mentor	Whole class discussion with	how it changed the experience	connect picture/image.
	texts	essential questions in mind	of the listener	Research biography of poet and
	Teacher modelled interactive	Student presentation of projects	Create modern-day myths or	historical setting of poems prior
	notebook	Digital sharing with the whole	legends based on mentor texts	to reading.
	Presentation of student	group	Whole class discussions	Color code poems to identity
	essays/speeches	Biographical Essays	Read a traditional story and	characteristics.
	Digital sharing of student research		respond to the belief systems	Create a passport to list
	topics/published work		of a culture	characteristics of different styles
	Graphic organizer (pro/con,	Individual	Artistic representations of	of poems listing titles and
	t-chart, digital organizers)	Interview family members	mythological Gods and write	authors.
	Use of editorials, reviews, and	Teacher Conferences	about the text connections that	Orally present a poem of choice
	mentor persuasive articles to	Graphic Organizers	affected their choices	to an audience.
	annotate	Reteach/redirect as needed	Reader's Theater	Create a multimedia
	Short nonfiction persuasive text in	Write alouds/think alouds	Write a comparison essay after	presentation to visually present
	mini lessons to present necessary		reading similar texts	the feelings and message of a
	elements		Cross grade level peer	poem.
			collaboration	Create a Venn Diagram to
	Individual	Small Groups		compare and contrast given
	Actively Learn leveled materials	Book Clubs	<u>Individual</u>	poem or poet.
	Teacher Conferences	Reteach/redirect missing skills	Teacher Conferences	Write a poem using the five
	Additional graphic organizers	Student-led groups	Graphic organizers	senses (free verse).
	Reteach individual daily goals	Students collaboration	Reteach/Redirect as needed	Write a collection of poems
	Write alouds/think alouds		Choice of texts	evidencing the particular
				elements found in the styles
	<u>Small Groups</u>		Small Groups	investigated.
	Reteach missing skills		Retell small group activity-	Word analogies
	Peer Conferencing/feedback		Students retell one student's	
	Student-led groups based on		work and discuss how story	Individual
	topic/skills/interests		changed	Pair and share
	Debates		Reader's Theater	Self record and assess for
			Peer conferences	fluency
				Annotation of mentor poetry
				Reteach individual daily goals
				Small Cround
				<u>Small Groups</u> Reteach missing skills
				Peer collaborative groups
				Peer conferences
				Response groups
THETRUCTIONAL AND	Materials	Materials	Materials	Materials
INSTRUCTIONAL AND	Actively Learn	Computer or iPad with Internet	Rick Riordon: Kane Chronicals	Computer or iPad with Internet
SUPPLEMENTAL	Scholastic Scope	MvAccess	NICK NOTUOIT. NAME CHIOMICAIS	MvAccess
MATERIALS/	Scholastic Scope	MUCCSS		MyALLESS

LEVELED TEXTS	Digital Graphic Organizers	Document Camera	Neil Gaiman Odd & the Frost	Document Camera
	Teacher Created Materials	LCD projector	Giants	LCD projector
	Computer or iPad with Internet	Teacher-generated Slides	Fortunately the Milk by Neil	Teacher-generated Slides
	MyAccess	Teacher-generated activities	Gaiman	Teacher-generated activities
	Document Camera	Ancestry.com	Scholastic Scope	
	LCD projector		Teacher Created Materials	Texts/Leveled Texts
	Teacher-generated Slides	Texts/Leveled Texts	Computer or iPad with internet	Grammar for Writing Printed
	Teacher-generated activities	I am Malala	MyAccess	resources
	Short nonfiction articles	Undefeated: Jim Thorpe and the	Document Camera	Grammar Resources for grades
	concerning current events and	Carlisle Indian School Football	LCD projector	6-8 -Houghton-Mifflin
	engaging issues	Team	High-interest mentor texts	Teachertube.com
		"Brown Girl Dreaming."	Weird New Jersey magazine	Holt Handbook, 2010
	Texts/Leveled Texts	Jacqueline Woodson		Literature 6 McDougal Douglas
	Declaration of the Rights of the	Small Steps: The Year I Got Polio-	Texts/Leveled Texts	2008 (Hope)
	Child-United Nations General	Peg Kehret	Aesop's Fables	Prentice Hall Literature Grade 6
	Assembly	"Michaela DePrince: The War	Favorite Folktales from Around	Common Core Edition. 2012
	"Michaela DePrince: The War	Orphan Who Became a Ballerina,"	the World(Jane Yolen)	(White Twp)
	Orphan Who Became a Ballerina,"	by William Kremer	The Firebird and Other Russian	-myPerspectives - Pearson
	by William Kremer	"My Life with the Chimpanzee"	Fairy Tales(Arthur Ransome)	Realize digital text and
	news article "Pet Therapy: How	memoir by Jane Goodall	Just So Stories (Rudyard	consumable text (Harmony)
	Animals and Humans Heal Each	"Bad Boy" Walter Dean Myers	Kipling)	Write Source, 2010
	Other,"	Grammar for Writing Printed	Grammar for Writing Printed	Readwritethink.org
	Grammar for Writing Printed	resources	resources	Sadlier-Oxford Vocabulary
	resources	Grammar Resources for grades	Grammar Resources for grades	Workshop, Level A
	Grammar Resources for grades	6-8 -Houghton-Mifflin	6-8 -Houghton-Mifflin	Vocabulary Their Way. Pearson
	6-8 -Houghton-Mifflin	Teachertube.com	Teachertube.com	Commonlit.org
	Martin Luther King Speech	Holt Handbook, 2010	Holt Handbook, 2010	ReadWorks
	Teachertube.com	Literature 6 McDougal Douglas	Literature 6 McDougal Douglas	poetrysoup.com
	Holt Handbook, 2010	2008 (Hope)	2008 (Hope)	"I Was a Skinny Tomboy Kid," by
	Literature 6 McDougal Douglas	Prentice Hall Literature Grade 6	Prentice Hall Literature Grade 6	Alma Villanueva
	2008 (Hope)	Common Core Edition, 2012	Common Core Edition, 2012	"Oranges" by Gary Soto
	Prentice Hall Literature Grade 6	(White Twp)	(White Twp)	"A Blessing," by James Wright
	Common Core Edition. 2012	-myPerspectives - Pearson Realize	-myPerspectives - Pearson	"Predators" Linda Hogan
	(White Twp)	digital text and consumable text	Realize digital text and	
	<i>myPerspectives</i> - Pearson Realize	(Harmony)	consumable text (Harmony)	
	digital text and consumable text	Write Source, 2010	Write Source, 2010	
	(Harmony)	Readwritethink.org	Readwritethink.org	
	Write Source, 2010	Sadlier-Oxford Vocabulary	Sadlier-Oxford Vocabulary	
	Readwritethink.org	Workshop, Level A	Workshop, Level A	
	Sadlier-Oxford Vocabulary	Vocabulary Their Way. Pearson	Vocabulary Their Way. Pearson	
	Workshop, Level A	Commonlit.org	Commonlit.org	
	Vocabulary Their Way. Pearson	Newsela.com	Newsela.com	
	Commonlit.org		"Black Cowboy, Wild Horses,"	
	Newsela.com		folk literature by Julius Lester	
			"How the Camel Got His	
			Hump," a fable from Rudyard	
			Kipling	
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ASSESSMENTS	<u>Formative</u>	<u>Formative</u>	<u>Formative</u>	<u>Formative</u>
	Teacher created rubrics	Teacher conferences	Writing response journals	Journal response log
	Student/Teacher collaborative	Teacher created rubric	class participation in small and	Multimedia presentation
	rubrics	Writer's/Reader's notebook	whole group discussion	Poem assessed rubric
	Conferences	Teacher observation	reading/writing conferences	Class participation
	Interactive Notebook	Exit slips	Class participation in	<u>Summative</u>
	Writer's/Reader's Notebook		discussions	Oral presentation
		<u>Summative</u>	Collaborative rubrics/checklists	Poetry Portfolio
	Summative	Family Ties Writing Assignment		Conferencess
	Persuasive Writing Assignment	Teacher Created Rubrics	Summative	Project Portfolio
	Teacher created rubrics	Conferences	Teacher created rubrics	-
	Conferences	Student Role Feedback	Conferences	Benchmark
	Book Review		Comparative essay	MyAccess
		Benchmark	Reading Responses	DRA
	Benchmark	MyAccess	5 1	Standardized test practice
	MyAccess	DRA	Benchmark	MAP
	DRA	Standardized test practice	MyAccess	BAS testing
	Standardized test practice	МАР	DRA	CommonLit
	MAP	BAS testing	Standardized test practice	
	BAS testing	CommonLit	MAP	Alternative
	CommonLit		BAS testing	Kahoot
		Alternative	CommonLit	Poeticpower.com (poetry
	Alternative	Kahoot		contest)
	Kahoot	Teacher-generated	Alternative	PoetrySlam
	Timelines	rubrics/checklists	Kahoot	,
	Teacher-generated	Short Memoir texts	Scholastic Scope	Scoring Rubrics:
	rubrics/checklists		Articles/Activities	GRADES 6-11 (July 2015) v3.01
	TouchCast Studio	Scoring Rubrics:		PARCC SCORING RUBRIC FOR
	WeVideo	GRADES 6-11 (July 2015) v3.01	Scoring Rubrics:	PROSE CONSTRUCTED
	Mapping	PARCC RUBRIC FOR PROSE	GRADES 6-11 (July 2015)	RESPONSE ITEMS
		CONSTRUCTED RESPONSE ITEMS	v3.01 PARCC SCORING RUBRIC	
	Scoring Rubrics:	(simulation task and literary	FOR PROSE CONSTRUCTED	https://parcc.pearson.com/resou
	GRADES 6-11 (July 2015) v3.01	analysis task)	RESPONSE ITEMS	rces/Practice-Tests/ELA GR/ELA
	PARCC SCORING RUBRIC FOR	, ,		_L_Grade_6-11_July_2015_Upd
	PROSE CONSTRUCTED RESPONSE	https://parcc.pearson.com/resour	https://parcc.pearson.com/reso	ated Rubric v3.pdf
	ITEMS (simulation task and	ces/Practice-Tests/ELA GR/ELA L	urces/Practice-Tests/ELA GR/E	
	literary analysis task)	_Grade_6-11_July_2015_Updated	LA_L_Grade_6-11_July_2015_	Teacher-generated rubrics and
			Updated_Rubric_v3.pdf	checklists.
	https://parcc.pearson.com/resour			Student debates
	ces/Practice-Tests/ELA_GR/ELA_L	Teacher-generated rubrics and	Teacher-generated rubrics and	
	_Grade_6-11_July_2015_Updated	checklists.	checklists.	
		Student debates	Student debates	
	Tapphan gaparated with the and			
	Teacher-generated rubrics and checklists.			
	Student debates			
	Student debates			l

ACCOMMODATIONS	Special Education	Special Education	Special Education	Special Education
	 Additional time for skill mastery 	 Additional time for skill mastery 	 Additional time for skill 	 Additional time for skill
	 Exploration by interest 	 Assistive technology 	mastery	mastery
	 Flexible grouping 	 Check work frequently for 	 Assistive technology 	 Assistive technology
	 Goal setting with students 	understanding	 Check work frequently for 	 Check work frequently for
	 Mini workshops to re-teach or 	 Extended time on tests/ quizzes 	understanding	understanding
	extend skills Open-ended	 Have student repeat directions 	 Extended time on tests/ 	 Extended time on tests/
	activities	to check for understanding	quizzes	quizzes
	 Varied supplemental 	 Choice of books or activities 	 Highlighted text visual 	 Modified assignment format,
	 Materials Preview of content, 	 Exploration by interest 	presentation	content, or length
	concepts, and vocabulary	 Flexible grouping 	 Multi-sensory presentation 	 Multi-sensory presentation
	 Modified assignment format, 	 Goal setting with students 	 Reduced/shortened reading 	 Preview of content, concepts,
	content, or length	 Mini workshops to re-teach or 	or written assignments	and vocabulary
	 Reduced/shortened reading or 	extend skills Open-ended	 Choice of books or activities 	 Reduced/shortened reading or
	written assignments	activities	 Exploration by interest 	written assignments
	- Use open book, study guides,	 Modified assignment format, 	- Flexible grouping	 Use open book, study guides,
	test prototypes	content, or length	 Goal setting with students 	test prototypes
		 Varied supplemental material 	 Mini workshops to re-teach 	 Exploration by interest
	ELL		or extend skills Open-ended	 Goal setting with students
	- Allowing students to correct		activities	- Mini workshops to re-teach or
	errors (looking for	ELL	 Varied supplemental 	extend skills Open-ended
	understanding)	 Allowing students to correct 	materials	activities
	- Teaching key aspects of a topic	errors (looking for	F1.	- Varied supplemental materials
	through project based learning	understanding)	ELL Allowing students to correct	E11
	 allowing products (projects, timelines, demonstrations, 	 Teaching key aspects of a topic Eliminate nonessential 	 Allowing students to correct errors (looking for 	ELL – Allowing students to correct
	models, drawings, dioramas,	information Using videos,	understanding)	errors (looking for
	poster boards, charts, graphs,	illustrations, pictures, and	- allowing products (projects,	understanding
	slideshows, videos, etc.) to	drawings to explain or clarify	timelines, demonstrations,	 Decreasing the amount of
	demonstrate student's learning	 Providing study guides 	models, drawings, dioramas,	work presented or required
	 Modifying tests to reflect 	Troviang study guides	poster boards, charts,	 Having peers take notes or
	selected objectives		graphs, slideshows, videos,	providing a copy of the
	 Providing study guides 	At Risk	etc.) to demonstrate	teacher's notes
		 Allowing students to correct 	student's learning	 Reducing or omitting lengthy
	At Risk	errors (looking for	- Allowing students to correct	outside reading assignments
	- Allowing students to correct	understanding)	errors (looking for	- Using computer word
	errors (looking for	- Collaborating (general	understanding)	processing spell check and
	understanding)	education teacher and	 Modifying tests to reflect 	grammar check features
	- Allowing the use of note cards	specialist) to modify	selected objectives	-
	or open-book during testing	vocabulary, omit or modify	 Providing study guides 	<u>At Risk</u>
	 decreasing the amount of work 		 Using computer word 	 Allowing students to correct
	presented or required .	Gifted and Talented	processing spell check and	errors (looking for
	 Having peers take notes or 	 Alternative formative and 	grammar check features	understanding)
	providing a copy of the	summative assessments		 Allowing the use of note cards
	teacher's notes	 Group investigations 	<u>At Risk</u>	or open-book during testing
		 Independent research and 		 decreasing the amount of
		projects Interest groups		work presented or required .

 Marking students' correct and acceptable work, not the mistakes Providing study guides Reducing or omitting length, answers, and content on reading/ written assessments and lengthy Outside reading assignments Using authentic assessments with real-life problem-solving Gifted and Talented Alternative formative and summative assessments Group investigations Independent research and projects Interest groups Multiple texts Personal agendas Stations/centers Tiered activities/assignments Extended time on tests/ quizzes Have student repeat directions to check for understanding Highlighted text visual presentation Multi-sensory presentation Preview of content concents 	 Multiple intelligence options Multiple texts Personal agendas Stations/centers Tiered activities/assignments 504 Printed copy of board work/notes provided Behavior management plan Check work frequently for understanding Extended time on tests/ quizzes Highlighted text visual presentation Secure attention before giving instruction/directions Use open book, study guides, test prototypes Goal setting with students 	 Allowing students to correct errors (looking for understanding) allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning Allowing students to correct errors (looking for understanding) Modifying tests to reflect selected objectives Providing study guides Using computer word processing spell check and grammar check features Gifted and Talented Alternative formative and summative assessments Group investigations Independent research and projects Interest groups Multiple intelligence options Multiple texts Personal agendas Stations/centers Tiered activities/assignments Extended time on tests/ muizzes 	 Having peers take notes or providing a copy of the teacher's notes Marking students' correct and acceptable work, not the mistakes Providing study guides Reducing or omitting length, answers, and content on reading/ written assessments and lengthy Outside reading assignments Using authentic assessments with real-life problem-solving Gifted and Talented Alternative formative and summative assessments Group investigations Independent research and projects Interest groups Multiple intelligence options Multiple texts Personal agendas Stations/centers Tiered activities/assignments Check work frequently for understanding Extended time on tests/ quizzes Have student repeat directions to check for understanding Hioblichted text visual
 Behavior management plan Extended time on tests/ quizzes Have student repeat directions to check for understanding Highlighted text visual presentation Multi-sensory presentation 		 Personal agendas Stations/centers Tiered activities/assignments 504 Behavior management plan 	 Behavior management plan Check work frequently for understanding Extended time on tests/ quizzes Have student repeat directions

			 Check work frequently for understanding 	
INTERDISCIPLINARY	Interdisciplinary Connections	Interdisciplinary Connections	Interdisciplinary	Interdisciplinary Connections
CONNECTIONS	 Science and Scientific Inquiry (Next Generation) 	 Social Studies, including American History, World 	<u>Connections</u> - Social Studies, including	 Science and Scientific Inquiry (Next Generation)
21ST CENTURY SKILLS/THEMES (P21.ORG)	 Social Studies, including American History, World History, Geography, Government and Civics, and Economics 	History, Geography, Government and Civics, and Economics - Technology - World languages	American History, World History, Geography, Government and Civics, and Economics – Technology	 Social Studies, including American History, World History, Geography, Government and Civics, and Economics
TECHNOLOGY INTEGRATION	 Technology Visual and Performing Arts World languages 	<u>21st Century Skills/ Themes</u> - Creativity and Innovation - Critical Thinking	 Visual and Performing Arts World languages 	 Technology Visual and Performing Arts
CAREER EDUCATION (NJDOE CTE Clusters)	21st Century Skills/ Themes - Global Awareness - Health Literacy - Environmental Literacy - Creativity and Innovation	 Critical miniking Problem Solving Communication Collaboration Information Literacy Media Literacy 	21st Century Skills/ Themes - Global Awareness - Environmental Literacy - Creativity and Innovation - Critical Thinking - Problem Solving	21st Century Skills/ Themes - Global Awareness - Creativity and Innovation - Communication - Collaboration - Information Literacy
	 Critical Thinking Problem Solving Communication Information Literacy 	 ICT (Information, Communication and Technology) Literacy 	 Communication Collaboration Information Literacy Media Literacy 	 ICT (Information, Communication and Technology) Literacy
	 Media Literacy ICT (Information, Communication and Technology) Literacy 	Technology Integration - Chromebooks - Interactive whiteboards - Google Tools: classroom, DOCs, Slides, etc.	 ICT (Information, Communication and Technology) Literacy Technology Integration 	<u>Technology Integration</u> - Chromebooks - Interactive whiteboards - Google Tools: classroom, DOCs, Slides, etc.
	Technology Integration - Chromebooks - Interactive whiteboards - Google Tools: classroom, DOCs, Slides, etc.	 Online text YouTube Digital Cameras/Web Cam Ancestry.com 	 Chromebooks Interactive whiteboards Google Tools: classroom, DOCs, Slides, etc. Online text 	 Online text YouTube Digital Cameras/Web Cam FlipGrid Seesaw
	 Online text YouTube Tutorials TED Talks (ED) Digital Cameras/Web Cam 	Career Education - Agriculture, Food & Natural Resources - Architecture & Construction - Arts, A/V Technology &	 YouTube Digital Cameras/Web Cam FlipGrid Seesaw 	Career Education - Agriculture, Food & Natural Resources - Arts, A/V Technology &
	Career Education- Agriculture, Food & Natural Resources- Arts, A/V Technology & Communications- Government & Public Administration- Health Science - Human Services	Communications – Hospitality & Tourism – Information Technology – Manufacturing – Marketing	Career Education - Architecture & Construction - Arts, A/V Technology & Communications - Information Technology	Communications – Education & Training – Health Science – Human Services

	 Information Technology Science, Technology, Engineering & Mathematics (STEM) 		
PACING>	UNIT #9 4 Weeks	UNIT #10 4 Weeks	
TOPIC/THEME AND OBJECTIVES	 Historical Fiction Identifying any significant changes in character or setting over time Describe characters' traits, motivation, or interactions, citing thoughts, words, or actions that reveal characters' traits motivations, or their changes over time Making inferences about cause/effect, external conflicts (e.g. person versus person, person versus nature/society/fate), or the relationship among elements within text (e.g. how the historical era influences the characters' actions or thinking) Identify author's message or theme 	 Research and Reading Informational Text Choose and narrow a research topic Take notes in phrases and paraphrasing Research topics using a variety of sources (a minimum of 3) Understand and identify plagiarism Write a paper with an introduction with a thesis/topic sentence, researched supporting reasons (at least 3), and a concluding paragraph that restates the thesis and synthesizes the information in the body of the paper Learn the basic format of a bibliography and/or works cited (www.noodletools.com) 	
ESSENTIAL QUESTIONS & ENDURING UNDERSTANDINGS	 What can a reader learn from reading historical fiction? What makes characters in historical fiction believable? How does the author add clues to allow the reader to infer relationships between literary elements? One's understanding of historical events impact the formation of identity. 	 Good writers develop and refine their research writing skills by using strategies to create a thesis, locate and collect information, creating a focused outline and identifying where more information is needed. By writing a research paper, the writer learns the importance of not plagiarizing, but incorporating the formal use of citing text and development of a works cited page. 	

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STANDARDS	Reading (R)	Reading (R)		
	NONE	NONE		
	Reading Literature (RL)	Reading Literature (RL)		
		NONE		
	NJSLSA.RL.6.1			
	Cite textual evidence and	Reading Info Text (RI)		
		Reading Into Text (RI)		
	make relevant connections to			
	support analysis of what the	NJSLSA.RI.6.1		
	text says explicitly as well as	Cite textual evidence and		
	inferences drawn from the	make relevant connections to		
		support analysis of what the		
	<u>text.</u>			
		text says explicitly as well as		
	NJSLSA.RL.6.2	inferences drawn from the		
	Determine a theme or central idea	text.		
	of a text and how it is conveyed	texti		
	through particular details; provide	NJSLSA.RI.6.2		
	a summary of the text distinct	Determine a central idea of a text		
	from personal opinions or	and how it is conveyed through		
	judgments.	particular details; provide a		
	Judgmenter	summary of the text distinct from		
		,		
	NJSLSA.RL.6.3	personal opinions or judgments.		
	Describe how a particular story's			
	or drama's plot unfolds in a series	NJSLSA.RI.6.4		
	of episodes as well as how the	Determine the meaning of words		
	characters respond or change as	and phrases as they are used in a		
	the plot moves toward a	text, including figurative,		
	resolution.	connotative, and technical		
		meanings.		
		······································		
	NJSLSA.RL.6.4	NJSLSA.RI.6.6		
	Determine the meaning of words	Determine an author's point of		
	and phrases as they are used in a	view or purpose in a text and		
	text, including figurative and	explain how it is conveyed in the		
	connotative meanings; analyze	text.		
	the impact of a specific word			
	choice on meaning and tone.	NJSLSA.RI.6.7		
		Integrate information presented in		
	NJSLSA.L.6.5	different media or formats (e.g.,		
	Analyze how a particular	visually, quantitatively) as well as		
	, ,	in words to develop a coherent		
	sentence, chapter, scene, or			
	stanza fits into the overall	understanding of a topic or issue.		1
	structure of a text and contributes			1
	to the development of the theme,	NJSLSA.RI.6.8		
	setting, or plot.	Trace and evaluate the argument		
		and specific claims in a text,		
	NJSLSA.RL.6.6	distinguishing claims that are		
				1
	1		1	1

Explain how an author develops	supported by reasons and	
the point of view of the narrator	evidence from claims that are not.	
or speaker in a text.		
	NJSLSA.RI.6.10	
NJSLSA.RL.6.10	By the end of the year read	
By the end of the year read	and comprehend literary	
	nonfiction at grade level	
and comprehend literature,		
including stories, dramas, and	text-complexity or above, with	
poems at grade level	scaffolding as needed.	
text-complexity or above,		
scaffolding as needed.	Reading Foundation Skills (RF)	
	Writing (W)	
Reading Info Text (RI)		
NONE	NJSLSA.W.6.1.A	
	Introduce claim(s) and organize	
Deadline Found the Obline (DF)		
Reading Foundation Skills (RF)	the reasons and evidence clearly.	
NONE		
	NJSLSA.W.6.1.B	
Writing (W)	Support claim(s) with clear	
	reasons and relevant evidence,	
NJSLSA.W.4	using credible sources and	
Produce clear and coherent	demonstrating an understanding	
writing in which the development,	of the topic or text.	
organization, and style are		
appropriate to task, purpose, and	NJSLSA.W.6.1.C	
audience.	Use words, phrases, and clauses	
	to clarify the relationships among	
NJSLSA.W.5	claim(s) and reasons.	
Develop and strengthen writing as		
needed by planning, revising,	NJSLSA.W.6.1.D	
editing, rewriting, or trying a new	Establish and maintain a	
approach.	formal/academic style,	
approach	approach, and form.	
NJSLSA.W.6.3.A		
Engage and orient the reader by	NJSLSA.W.6.1.E	
establishing a context and	Provide a concluding statement or	
introducing a narrator and/or	section that follows from the	
characters; organize an event	argument presented.	
sequence that unfolds naturally		
and logically.		
NJSLSA.W.6.3.B	NJSLSA.W.6.2.A	
Use narrative techniques, such as	Introduce a topic and organize	
dialogue, pacing, and description,	ideas, concepts, and	
to develop experiences, events,	information, using text	
and/or characters.	structures (e.g., definition,	
	<u>classification,</u>	

NJSLSA.W.6.3.C Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	<u>comparison/contrast,</u> <u>cause/effect, etc.) and text</u> <u>features (e.g., headings,</u> <u>graphics, and multimedia)</u> <u>when useful to aiding</u> <u>comprehension.</u>	
NJSLSA.W.6.3.D Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	NJSLSA.W.6.2.B Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	
NJSLSA.W.6.3.E Provide a conclusion that follows from the narrated experiences or events.	NJSLSA.W.6.2.C Use appropriate transitions to clarify the relationships among ideas and concepts.	
NJSLSA.W.6.4 Produce clear and coherent writing in which the development, organization, voice and style are	NJSLSA.W.6.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic.	
appropriate to task, purpose, and audience.	NJSLSA.W.6.2.E Establish and maintain a	
NJSLSA.W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing,	formal/academic style, approach, and form. NJSLSA.W.6.2.F Provide a concluding statement or section that follows from the	
rewriting, or trying a new approach. NJSLSA.W.6.6	information or explanation presented. NJSLSA.W.6.6	
Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a	
single sitting. NJSLSA.W.6.10 Write routinely over extended time frames (time for	single sitting. NJSLSA.W.6.7 Conduct short research projects to answer a question, drawing on	

research, reflection,	several sources and refocusing	
metacognition/self correction,	the inquiry when appropriate.	
and revision) and shorter time	the inquiry when uppropriate.	
frames (a single sitting or a	NJSLSA.W.6.8	
day or two) for a range of	Gather relevant information from	
discipline-specific tasks,	multiple print and digital sources;	
purposes, and audiences.	assess the credibility of each	
purposes, and addrences.	source; and quote or paraphrase	
	the data and conclusions of others	
Speaking/Listening (SL)	while avoiding plagiarism and	
Speaking/Eistening (SE)	providing basic bibliographic	
NJSLSA.SL.6.1.A	information for sources.	
Come to discussions prepared,	information for sources.	
having read or studied required	Speaking/Listening (SL)	
material; explicitly draw on that	NONE	
preparation by referring to	NONE	
evidence on the topic, text, or	Language (L)	
issue to probe and reflect on ideas		
under discussion.	NJSLSA.L.6.1	
	Demonstrate command of the	
NJSLSA.SL.6.1.B	conventions of standard English	
Follow rules for collegial	grammar and usage when writing	
discussions, set specific goals and	or speaking.	
deadlines, and define individual	or speaking.	
roles as needed.	NJSLSA.L.6.2	
Toles as fielded.	Demonstrate command of the	
NJSLSA.L.6.1.C	conventions of standard English	
Pose and respond to specific	capitalization, punctuation, and	
questions with elaboration and		
detail by making comments that	spelling when writing.	
contribute to the topic, text, or	NJSLSA.L.6.3.A	
issue under discussion.	Vary sentence patterns for	
issue under discussion.	meaning (syntax),	
NJSLSA.SL.6.1.D	reader/listener interest, and	
Review the key ideas expressed	style/voice.	
and demonstrate understanding of	Style/ VOICE.	
multiple perspectives through		
reflection and paraphrasing.		
reneedon and paraphrasing.	NJSLSA.L.6.3.B	
Language (L)	Maintain consistency in style and	
	tone.	
NJSLSA.L.6.2.B		
Spell correctly.		
NJSLSA.L.6.4.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.		
	NJSLSA.L.6.4.B Use common, grade-appropriate		
	Greek or Latin affixes and roots as clues to the meaning of a word		
	(e.g., audience, auditory, audible).		
	NJSLSA.L.6.4.C Consult reference materials (e.g., dictionaries, glossaries,		
	thesauruses), both print and digital, to find the pronunciation		
	of a word or determine or clarify its precise meaning or its part of		
	speech. NJSLSA.L.6.4.D		
	Verify the preliminary determination of the meaning of a		
	word or phrase (e.g., by checking the inferred meaning in context or		
	in a dictionary).		
	NJSLSA.L.6.6 Acquire and use accurately		
	grade-appropriate general academic and domain-specific		
	words and phrases; gather vocabulary knowledge when		
	considering a word or phrase important to comprehension or		
	expression.		
INSTRUCTIONAL	Whole Group Cooperative learning novel	Whole Group Informational research project	
PROCEDURES	museum highlighting the history	based on countries of ancestry.	
	and literary elements	Graphic organizers - developing	
	Mini-Lessons	outlining skills	
	Interactive notebook Note-taking	Index cards/Google Slides - developing skill to cite source and	
	Whole group discussion	information found	
	Guided Reading	Work collaboratively with Peers	
	Think aloud/read aloud	through the use of technology	

	Individual Independent reading Teacher conferences Reteach as necessary Literature Circle Roles Small Groups Book clubs Student led discussion groups Peer conferences Student presentation	Color coding index card/Google Slides to match subtopics Class discussion Journal Writing Reading response Media presentation (power point; glogster) Individual Research graphic organizer Teacher conferences Note-taking Independent research Reteach as necessary Small Groups Debates Cooperative learning Discussion groups Read-aloud/Think-aloud	
INSTRUCTIONAL AND SUPPLEMENTAL MATERIALS/ LEVELED TEXTS	MaterialsComputer or iPad with InternetMyAccessDocument CameraLCD projectorTeacher-generated SlidesTeacher-generated activitiesAncestry.comTexts/Leveled TextsSadako and the Thousand PaperCranes-CoerrNumber the Stars-LowrySophia's War-AVICrispin-AVIAl Capone Does my ShirtsThe War That Saved My LifeBud, Not Buddy-Christopher PaulCurtisHolt Handbook, 2010Literature 6 McDougal Douglas2008myPerspectives - Pearson digitaland consumable text	MaterialsComputer or iPad with InternetMyAccessDocument CameraLCD projectorTeacher-generated SlidesTeacher-generated activitiesAncestry.comNoodletools.comTexts/Leveled TextsHolt Handbook, 2010Literature 6 McDougal Douglas2008Prentice Hall Literature Grade 6Common Core Edition. 2012textbook/consumable textbookmyPerspectives - Pearson digitaland consumable textWrite Source, 2010Readwritethink.orgSadlier-Oxford VocabularyWorkshop, Level A	

	Prentice Hall Literature Grade 6 Common Core Edition. 2012 textbook/consumable textbook Write Source, 2010 Readwritethink.org Sadlier-Oxford Vocabulary Workshop, Level A Vocabulary Their Way. Pearson Commonlit.org	Vocabulary Their Way. Pearson Commonlit.org Newsela.com	
	Newsela.com		
ASSESSMENTS	FormativeGraphic organizerJurnal responsesDiary EntriesExit TicketsWhole-group discussionsOpen-ended responsesProject GuidelinesSummativeCompleted researchTeacher Created RubricEssays-assessed with NJ HolisticRubricReading ResponsesBenchmarkMyAccessDRAStandardized test practiceMAPBAS testingCommonLitAlternativeKahootKinesthetic Mapping Activity(movement around the roomconnecting short stories & placesfound on a boat to America)Scoring Rubrics:GRADES 6-11 (July 2015) v3.01PARCC SCORING RUBRIC FORPROSE CONSTRUCTED RESPONSE	Formative Media presentation open ended response Portfolio Summative Completed research paper-assessed with NJ Holistic Rubric Essays-assessed with NJ Holistic Rubric Benchmark MyAccess DRA Standardized test practice MAP BAS testing CommonLit Alternative Kahoot Family History Parade Float Teacher created rubric/checklist Scoring Rubrics: GRADES 6-11 (July 2015) v3.01 PARCC SCORING RUBRIC FOR PROSE CONSTRUCTED RESPONSE ITEMS https://parcc.pearson.com/resour ces/Practice-Tests/ELA_GR/ELA_L _Grade_6-11_July_2015_Updated _Rubric_v3.pdf	

	ITEMS (simulation task and literary analysis task) https://parcc.pearson.com/resour ces/Practice-Tests/ELA_GR/ELA_L _Grade_6-11_July_2015_Updated _Rubric_v3.pdf Teacher-generated rubrics and checklists. Student debates	Teacher-generated rubrics and checklists. Student debates	
ACCOMMODATIONS	 Special Education Additional time for skill mastery Check work frequently for understanding Extended time on tests/ quizzes Modified assignment format/content/length Multiple test sessions Multi-sensory presentation Preview of content, concepts, and vocabulary Reduced/shortened reading and written assignments Use open book, study guides, test prototypes Exploration by interest Goal setting with students Mini workshops to re-teach or extend skills Open-ended activities Think-Pair-Share Varied supplemental materials ELL Allowing students to correct errors (looking for understanding) Teaching key aspects of a topic Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify Allowing the use of note cards or open-book during testing Decreasing the amount of work presented or required 	 Special Education Additional time for skill mastery Check work frequently for understanding Extended time on tests/ quizzes Highlighted text visual presentation Modified assignment format/content/length Multiple test sessions Multi-sensory presentation Preview of content, concepts, and vocabulary Reduced/shortened reading and written assignments Use open book, study guides, test prototypes Choice of books or activities Exploration by interest Goal setting with students Mini workshops to re-teach or extend skills Open-ended activities Varied supplemental materials ELL Allowing students to correct errors (looking for understanding) allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning 	

 Having peers take notes or 	 Allowing the use of note cards 	
providing a copy of the	or open-book during testing	
teacher's notes	 Decreasing the amount of work 	
 Modifying tests to reflect 	presented or required	
selected objectives	 Having peers take notes or 	
 Providing study guides 	providing a copy of the	
- Reducing or omitting lengthy	teacher's notes	
outside reading assignments	 Modifying tests to reflect 	
- Using computer word	selected objectives	
processing spell check and	 Providing study guides 	
grammar check features	- Reducing or omitting lengthy	
	outside reading assignments	
At Risk	 Reducing the number of answer 	
- Allowing students to correct	choices on a multiple choice	
errors (looking for	test	
understanding)	 Using computer word 	
- Allowing the use of note cards	processing spell check and	
or open-book during testing	grammar check features	
- decreasing the amount of work	gi allinar encelt reacailee	
presented or required .		
 Marking students' correct and 	At Risk	
acceptable work, not the	 Allowing students to correct 	
mistakes	errors (looking for	
 Providing study guides 	understanding)	
- using videos, illustrations,	 Allowing the use of note cards 	
pictures, and drawings to	or open-book during testing	
explain or clarify	 decreasing the amount of work 	
- Choice of books or activities	presented or required .	
 Exploration by interest 	- Having peers take notes or	
- Flexible grouping	providing a copy of the	
- Goal setting with students	teacher's notes	
 Mini workshops to re-teach or 	 Marking students' correct and 	
extend skills Open-ended	acceptable work, not the	
activities	mistakes	
- Reading buddies	 Providing study guides 	
	 Reducing or omitting lengthy 	
Gifted and Talented	Outside reading assignments	
- Games and tournaments	 using videos, illustrations, 	
 Independent research and 	pictures, and drawings to	
projects Interest groups	explain or clarify	
- Leveled rubrics	- Exploration by interest	
 Multiple intelligence options 	 Flexible grouping 	
 Personal agendas 	 Goal setting with students 	
 Project-based/ Problem-Based 	 Mini workshops to re-teach or 	
learning	extend skills Open-ended	
 Tiered activities/assignments 	activities	
- Tiered products	- Reading buddies	
	Acading buddles	

		Variad supplemental materials	
		 Varied supplemental materials 	
	504	Gifted and Talented	
	– Behavior management plan	- Games and tournaments	
	 Check work frequently for 	 Independent research and 	
	understanding	projects Interest groups	
	- Computer or electronic device	- Leveled rubrics	
	utilization	 Multiple intelligence options 	
	- Extended time on tests/ quizzes	- Personal agendas	
	- Have student repeat directions	 Project-based/ Problem-Based 	
	to check for understanding	learning	
	- Highlighted text visual	 Tiered activities/assignments 	
	presentation	- Tiered products	
	 Multi-sensory presentation 		
	- Preferential seating	<u>504</u>	
	 Preview of content, concepts, 	 work/notes provided 	
	and vocabulary	 Behavior management plan 	
	 Shortened assignments 	 Check work frequently for 	
	 Exploration by interest 	unq1derstanding	
	 Flexible grouping 	 Computer or electronic device 	
		utilization	
		 Extended time on tests/ quizzes 	
		 Have student repeat directions 	
		to check for understanding	
		 Highlighted text visual 	
		presentation	
		 Multi-sensory presentation 	
		 Preferential seating 	
		 Preview of content, concepts, 	
		and vocabulary – Shortened assignments	
		 Exploration by interest 	
		 Exploration by interest Flexible grouping 	
INTERDISCIPLINARY	Interdisciplinary Connections	Interdisciplinary Connections	
CONNECTIONS	- Social Studies, including	 Science and Scientific Inquiry 	
	American History, World	(Next Generation)	
21ST CENTURY	History, Geography,	 Social Studies, including 	
	Government and Civics, and	American History, World	
SKILLS/THEMES	Economics	History, Geography,	
(P21.ORG)	– Technology	Government and Civics, and	
	 Visual and Performing Arts 	Economics	
TECHNOLOGY	– World languages	 Technology 	
INTEGRATION		 Visual and Performing Arts 	
	21st Century Skills/ Themes	 World languages 	
	- Global Awareness	21 at Contumy Chille / There a	
CAREER EDUCATION (NJDOE CTE Clusters)	 Civic Literacy Health Literacy 	21st Century Skills/ Themes – Global Awareness	

– Environmental Literacy	- Civic Literacy	
- Creativity and Innovation	- Health Literacy	
- Critical Thinking	– Environmental Literacy	
– Problem Solving	– Creativity and Innovation	
– Communication	– Critical Thinking	
– Collaboration	– Problem Solving	
– Information Literacy	– Communication	
	- Collaboration	
Technology Integration	– Information Literacy	
– Chromebooks	– Media Literacy	
 Interactive whiteboards 	– ICT (Information,	
- Google Tools: classroom, D	OCs, Communication and	
Slides, etc.	Technology) Literacy	
– Online text		
- YouTube	Technology Integration	
- Digital Cameras/Web Cam	- Chromebooks	
- FlipGrid	- Interactive whiteboards	
- Seesaw	- Google Tools: classroom, DOCs,	
- Coggle.it	Slides, etc.	
	– Online text	
Career Education	- YouTube	
– Agriculture, Food & Natural	– Digital Cameras/Web Cam	
Resources	– FlipGrid	
– Architecture & Construction		
– Arts, A/V Technology &	- Coggle.it	
Communications		
– Government & Public	Career Education	
Administration	– Agriculture, Food & Natural	
– Manufacturing	Resources	
	- Architecture & Construction	
	– Arts, A/V Technology &	
	Communications	
	- Education & Training	
	- Government & Public	
	Administration	
	- Hospitality & Tourism	
	- Human Services	
	- Information Technology	
	- Manufacturing	
	- Marketing	
	- Science, Technology,	
	Engineering & Mathematics	
	(STEM)	