



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

Curriculum Development Timeline

School: Township of Ocean Intermediate School

Course: English, Grade 6

Department: English

Board Approval	Supervisor	Notes
August 2018	Ian Schwartz	Born Date Combine Reading and Language Arts

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Week	Marking Period 1	Week	Marking Period 3 *Benchmark: Spring Literary Analysis Task
1	Six Traits of Writing/ Writing Process	21	Writing strategies for standardized testing including timed prompts, open ended response, and introduction to Research Simulation Task
2	Writing Benchmark	22	RST and Test Prep (<i>continued</i>)
3	Writing Process/ application of traits of writing/open-ended response/ building a well-developed paragraph	23	RST and Test Prep (<i>continued</i>)
4	Building well-developed paragraphs	24	RST and Test Prep (<i>continued</i>)
5	Begin Narrative Writing	25	RST and Test Prep (<i>continued</i>)
6	Narrative Writing Fiction (<i>continued</i>)	26	RST and Test Prep (<i>continued</i>)
7	Narrative Writing Fiction (<i>continued</i>)	27	RST and Test Prep (<i>continued</i>)
8	Narrative Writing Nonfiction (<i>continued</i>)	28	Review Narrative writing and content
9	Narrative Writing Nonfiction (<i>continued</i>)	29	Review Literary Analysis
10	Begin Informational/ Explanatory writing unit	30	Review RST
Week	Marking Period 2	Week	Marking Period 4
11	Informational/ Explanatory writing unit (<i>continued</i>)	31	Begin Research unit
12	Informational/ Explanatory writing	32	Research unit (<i>continued</i>)

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	unit (continued)		
13	Informational/ Explanatory writing unit (continued)	33	Research unit (continued)
14	Informational/ Explanatory writing unit (continued)	34	Research unit (continued)
15	Begin Literary Analysis writing unit	35	Poetry/Creative Writing Unit (continued)
16	Literary Analysis (continued)	36	Poetry/Creative Writing Unit (continued)
17	Literary Analysis (continued)	37	Poetry/Creative Writing Unit (continued)
18	Literary Analysis (continued)	38	Friendly/Business Letter
19	Literary Analysis (continued)	39	Friendly/Business Letter (continued)
20	Literary Analysis (continued)	40	End of year assessment

***Spelling and Grammar are completed weekly**

***Schedule will vary according to individual teacher; this is for pacing purposes**

Time Frame	2-3 weeks
Topic	
Writing Process (focus writing topic: well-developed paragraphs)	

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Questions

- Why do writers write?
- What makes writing strong?
- What makes writing effective?
- How do I effectively support what I believe?
- How do writers engage an audience?
- How do writers organize/structure writing to communicate?
- Why do writers use transitional words and phrases?

Enduring Understandings

- Good writers write about what they see, know, and love.
- Writing conveys meaning.
- Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts.
- Good writers use appropriate sentence structure and proper spelling.
- Good writers understand the importance of having well-developed paragraphs
- Writers implementing all parts of a well-developed paragraph
- Closing an essay in a strong, concise way
- How sentence structure affects meaning of sentence.
- Different strategies that effective and strong writers use.
- Parts of a strong, well-developed paragraph.
- How well written paragraphs assist with organization and comprehension.

Alignment to NJSLs

W.6.1.A-E., W.6.2.A-F., W.6.4, W.6.5, W.6.6, SL.6.1.A-D., SL.6.4, SL.6.6

L.6.1.A-E., L.6.2.A-B., L.6.3.A-B., L.6.6

T.8.1.2.A.4, T.8.1.8.A.5

Career Ready Practices

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP11. Use technology to enhance productivity.

Key Concepts and Skills

- build fluency through journaling.

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- draft quick writes.
- understand focus correction areas.
- demonstrate the writing process.
- name and identify the Six Traits of Writing.
- write various types of prose
- use correct spelling, capitalization and punctuation, including commas and colons, throughout writing.
- review own writing and that of others to understand the reader's perspective and to consider and incorporate ideas for revision.
- use writing strategies to enhance descriptive language.
- write in a consistent verb tense.
- write in complete sentences.
- speak in clear, concise, organized language that varies in context and form for different audiences and purposes.
- participate in class discussion appropriately.
- stay focused on a topic and ask relevant questions appropriately.

Learning Activities

- Write different types of paragraphs: narrative, descriptive, informational
- Share written work.
- Constructively critique/peer edit.
- Offer positive feedback.
- Practice roles and expectations for conferencing.
- Color code student samples of paragraphs

Assessments

- Summative: Rubric assessment of writing task
- Formative/alternate Assessments:
 - Informal Observations
 - Graded activities
 - Written assessment

21st Century Skills

Creativity	X	Critical Thinking	X	Collaboration	X	Communication	X
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Life & Career Skills	X	Information Technology	X	Media Literacy	X	
Interdisciplinary Connections						
Social Studies: Use examples, anecdotes, and quotes from past and current events to prompt students in their writing task.						
Science: Use examples, anecdotes, and quotes to prompt students in their writing task.						
Technology Integration						
Create a document with text using a word processing program. Use Google apps Use ELMO, data projector, Internet, and Smart Board when available to enhance learning environment. Teachers can use technology to facilitate learning so students can be creative and innovative and share between themselves easier with the usage of technology. Students create the learning and share with each other.						

Time Frame	4-5 weeks
Topic	
Narrative writing	
Essential Questions	
<ul style="list-style-type: none"> ● What makes a great novel or story great? ● How does the point of view affect the reader's understanding of the text? ● What are the strategies that good readers use? ● Why and how does a reader generate text-supported evidence? ● What strategies are used to identify the inferred meaning of a text? ● How are critical thinking questions answered by relating the text to personal information, a global or real life example, or another text? ● How does a reader determine the correct meaning of words with multiple meanings? ● Why do writers write? ● How does sentence structure affect meaning? 	

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- What are the strategies that good writers use?
- How is spoken language different from written language?
- What do effective speakers sound like?
- What techniques can an effective speaker employ?

Students will be able to answer the following *Maniac Magee* (or other selected novel) questions:

- How does the setting of the story affect contribute to the reader's understanding of plot and theme?
- How does the conflict drive the main character's actions and shape their character?
- Identify theme.
- How do main character's develop as the plot develops?
- What are examples of figurative language used by the author?

- How does setting the story in Two Mills contribute to the reader's understanding of plot and theme in the story?
- How does the conflict drive Jeffrey's actions and shape his character?
- What are the themes presented in *Maniac Magee*?
- How does Jeffrey change as the plot moves towards its resolution?
- What are examples of figurative language used by Jerry Spinelli in the novel?

Enduring Understandings

- Good writers write about what they see, know, and love.
- Writing conveys meaning.
- Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts.
- Good writers use appropriate sentence structure and proper spelling.
- Good speakers present clearly to an attentive audience.
- The quality of a novel or story is based upon opinion but backed with examples and facts.
- Effective readers understand there is more than one perspective to a story.
- Good readers ask questions as they read in order to comprehend the text.
- Good readers cite examples from the text when formulating responses.
- The main idea of a text is answered by asking what the writer wants the reader to remember.
- Clues are identified in order to infer the author's intended message.
- Text to self, text to life, and text to text answers are given for critical thinking

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questions.

- Context clues are used to determine which meaning of a word is applicable in a sentence.

Suggested text *Maniac Magee*:

Students will:

- Be able to identify and discuss key ideas and details from the novel.
- Analyze the craft and structure of the novel.
- Use evidence to support analysis and/or reflection.
- Demonstrate comprehension of the novel.
- Collaborate with peers on various activities.
- Present knowledge and ideas in various formats.
- Enhance the understanding of life and develop empathy for characters of different points of view.
- Apply conventions and knowledge of Standard English.
- Acquire and demonstrate vocabulary usage.
- Compare how attitudes of characters in *Maniac Magee* relate to American society pre and post civil rights movement.

Alignment to NJSLs

W.6.1.A-E, W.6.2.A-F., W.6.3.A-E., W.6.4, W.6.5, W.6.6,
T.8.1.2.A.4, T.8.1.8.A.5
L.6.1.A-E, L.6.2.A-B., L.6.3.A-B, L.6.4.A-D., L.6.5.A-C., L.6.6
IT.6.1, IT.6.2, IT.6.3, IT.6.4, IT.6.5, IT.6.6
SL.6.1.A-D., SL.6.2, SL.6.3, SL.6.4, SL.6.5
RL.6.1, RL.6.2, RL.6.3, RL.6.4, RL.6.5, RL.6.6, RL.6.9, RL.6.10
RI.6.1, RI.6.2, RI.6.3, RI.6.4, RI.6.5, RI.6.6

Career Ready Practices

CRP1. Act as a responsible and contributing citizen and employee.
CRP2. Apply appropriate academic and technical skills.
CRP6. Demonstrate creativity and innovation.
CRP7. Employ valid and reliable research strategies.
CRP11. Use technology to enhance productivity.

Key Concepts and Skills

- build fluency through journaling.
- draft quick writes.
- understand focus correction areas.
- utilize figurative/descriptive (beautiful) language.
- demonstrate the writing process.

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- write various types of prose, such as short stories, biography, autobiography, or memoirs that contain narrative elements.
- use correct spelling, capitalization and punctuation, including commas and colons, throughout writing.
- make text connections and predictions.
- construct meaning from text by making conscious connections to self, an author, and others.
- differentiate the text from various types of literature.
- distinguish character traits.
- make inferences using textual information and provide supporting evidence.
- distinguish between major and minor details.
- Determine the theme or central idea of a narrative text.
- Cite textual evidence to support claims about a character, theme, or conflict.
- Determine the meaning of words and phrases in context.
- Determine author's point of view in a text.
- Analyze particular excerpts from a text for relevance to overall story.

Learning Activities

- Answer open-ended questions using evidence from the text.
- Make inferences using evidence from the text.
- Identify the main idea and the supporting details.
- Recognize the elements of a story.
- Sequence the order of events.
- Define and label the traits of the protagonist and antagonist.
- Forecast future events in a story with inferred clues.
- Identify character traits through the author's use of characterization.
- Board game
- Four corners
- Illustrate the setting of the novel
- Letter from a character
- Carousel activity
- Blog
- Exit tickets
- Book talk
- Literacy circles
- Movie poster
- Book soundtrack
- Writing assignment

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- Literary letters/journals/portfolio writes
- Study guide
- Supplemental activities
- Drama activities
- Compose a descriptive/narrative writing piece. (Based off the novel)
- Apply the writing process.
- Recognize proofreading symbols.
- Use journal writing to develop seed ideas.
- Share written work.
- Constructively critique/peer edit.
- Offer positive feedback.
- Practice roles and expectations for discussion in various settings.
- Use Scope magazine, Newsela, and/or ReadWorks to locate articles related to topics found in the novel
- Current events based on topics in novel

Assessments

- Summative assessment: Narrative Writing Task (continue a portion of the story using plot structure, setting, characterization and clues from the text)
- Formative/alternate Assessments:
 - Informal observations
 - Book reports
 - Comprehension tests
 - Open-ended/critical thinking questions
 - Book talks
 - Journal writes
 - Literature circles
 - Vocabulary tests and applications
- Board game: Students will create a board game using characters, symbols, setting, etc. based on the novel.
- Four corners: A statement will be written on the board. Students will choose a position on it (strongly agree, agree, disagree, strongly disagree) and will have to support their point-of-view using examples and details from the novel. They will be able to change their position on the topic based on others' responses which will allow students to physically move from one corner to another to show their change of mind.
- Illustrate the setting of the novel: Students will draw a picture of what they imagine the setting to look like based on what they have read.
- Letter from character: Students assume the voice of the protagonist in writing a

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letter.

- Carousel activity: (This activity can be done in groups or individually.) Critical thinking questions will be placed around the room. Students will write their responses under each question. Post-activity discussion is then based around this activity.
- Blog: Students will respond to various levels of questioning posted on the classroom blog. Students will also post their own questions and respond to one another to enhance class discussion.
- Exit tickets: Students will respond to a question posed by the teacher and answer it on a piece of paper or index card which will allow them to exit the classroom at the end of the period.
- Book talk: A student will present a response to the class and answer critical thinking questions.
- Literacy circles: Students will meet and discuss the novel and select an activity to complete as a group.
- Movie poster: (This activity can be done in groups or individually.) Students will design an original movie poster based on the novel.
- Book soundtrack: Students will choose a song that best represents the novel as a whole or a specific event from the novel. They will provide the teacher with a copy of the lyrics ahead of time for approval, and explain how and why it is appropriate for the assignment.
- Literary letters/journals/portfolio writes: Students will compose a writing sample demonstrating deep understanding of the novel.
- Use Scope magazine, Newsela, and/or ReadWorks assessments and writing prompts
- Current events

21st Century Skills

Creativity	X	Critical Thinking	X	Collaboration	X	Communication	X
Life & Career Skills	X	Information Technology	X	Media Literacy	X		

Interdisciplinary Connections

Social Studies: Use examples, anecdotes, and quotes from past and current events to prompt students in their writing task. Use short stories, news articles, and novels to add depth to and reinforce lessons learned in social studies. Students will use prior knowledge from social studies to enrich their writing.

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Technology Integration
Use ELMO, data projector, Internet, blogs, podcasts, Google apps, and Smart Board when available to enhance the learning environment.

Time Frame	4-5 weeks
Topic	
Informational/Explanatory	
Essential Questions	
<ul style="list-style-type: none">● How to determine source reliability and validity?● What is the main idea of the text?● How to determine text-based evidence needed to help understand author's purpose?● What details best support author's purpose?● What text features did the author use (graphs, charts, etc.) to support purpose?● How does the word choice impact text meaning?● How are these text structures similar/different?● How are these different texts related?● How do good writers express themselves?● What is the purpose of an essay?● What is the best way to organize writing?● What makes a strong thesis statement?● How to elaborate on text-based evidence effectively?● Did the writer reference the multiple sources being used?● What is the connection between literature and informational text?● Why should we read informational text that is related to literature?	

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- How will one analyze and gain insight and make inferences through text?
- How will one identify central idea through personal opinions or judgments?
- How will one analyze how key individuals, events, or ideas are introduced and how they contribute to the development of ideas?
- How will one determine the meanings of figurative language and word choice in a text?
- How will one develop point of view of a speaker or narrator?
- How will one compare/contrast fine print reading versus multimedia watching and/or listening?
- How will one evaluate an argument in text?
- How will one compare and contrast one author's presentation of events with another?

Enduring Understandings

- Writers will apply textual inferencing/comprehension through their writing
- Identify and explain the central idea of a text
- Figurative language, connotative and technical meanings
- Determine point of view and explain its purpose
- Compare/contrast reading fine print versus multimedia
- Evaluate arguments or claims in text
- Compare/contrast different authors' presentations of text
- Analyze and draw inferences based on support from textual evidence
- Summarize central idea and make judgments based upon text
- Identify and analyze key individuals, events or ideas
- Determine word meanings and phrases in text
- Explain how point of view was developed in a text
- Compare and contrast reading texts versus watching or listening to a live version
- Distinguish claims that are supported by reasons and evidence from claims that are not
- Compare and contrast author's presentation with that of another

Alignment to NJSLs

L.6.1.A-E, L.6.2.A-B., L.6.3.A-B., L.6.5A-C., L.6.6
IT.6.1, IT.6.2, IT.6.3, IT.6.5, IT.6.6, IT.6.8, IT.6.9, IT.6.10
W.6.1.A-E., W.6.2.A-F., W.6.4, W.6.5, W.6.9
SL.6.1.A-D., SL.6.2, SL.6.3, SL.6.4, SL.6.5, SL.6.6
LAN.6.1, LAN.6.2, LAN.6.3, LAN.6.4, LAN.6.5, LAN.6.6 T.8.1.2.A.4, T.8.1.8.A.5
T.8.1.2.A.4, T.8.1.8.A.5

Career Ready Practices

CRP1. Act as a responsible and contributing citizen and employee.

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CRP2. Apply appropriate academic and technical skills.
CRP6. Demonstrate creativity and innovation.
CRP7. Employ valid and reliable research strategies.
CRP11. Use technology to enhance productivity.

Key Concepts and Skills

- Using textual evidence
- Analyze and determine appropriate inferences
- Using personal insight and judgments to determine central idea
- Using critical thinking skills, one will analyze how key individuals, events, or ideas are introduced and how they contribute to the development of ideas
- Using specific word choice, one will analyze the impact of meaning and tone in a text
- Using the overall structure of a text, one will identify the point of view or purpose and analyze how it contributes to the overall development of ideas
- Using multimedia and print resources to compare and contrast what is being perceived while watching, listening, and/or simply reading
- Using an evaluation of arguments and claims, one will identify the difference from supported claims and unsupported claims
- Using multiple authors' presentations of events, one will compare and contrast the differences between one other

Learning Activities

- Journal writing
- Informational writing piece
- Explanatory writing piece
- Concepts Maps
- Drawing related to topics or content
- Informational surveys/Questionnaires/Inventories
- Open-ended Questioning
- Picture Interpretation
- Prediction
- Self-evaluations
- Student demonstrations and discussions
- Student products and work samples
- Teacher observation/checklist
- Writing prompts/samples or any pre-writing activity
- Graphic organizers
- Annotating of text

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- Brainstorming
- KWL
- Predicting
- Questioning
- Read-aloud
- Pre-teaching vocabulary
- Re-reading
- Post-its
- Note taking
- Text structure analysis
- Close reading

Assessments

- Summative Assessment: Written Response graded according to Informational/Explanatory Rubric

Formative/alternate Assessments:

- Brief Constructed Responses
- Observation
- Work Samples
- Exit Tickets
- Game activities
- Student discussions
- Teacher observation/ checklist
- KWL and other graphic organizers

21st Century Skills

Creativity	X	Critical Thinking	X	Collaboration	X	Communication	X
Life & Career Skills	X	Information Technology	X	Media Literacy	X		

Interdisciplinary Connections

- Math: Students will apply reading strategies to word problems and scenarios in which they must analyze text to find an accurate solution.
- Speaking/Listening: Students will engage in constructive, academic dialogue, where

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they support their claims with evidence and respond to others' claims in a purposeful manner.

- Science/Social Studies: Students will utilize various reading strategies to read Social Studies and Science texts with fluency and comprehension.

Technology Integration

Use ELMO, data projector, Internet, blogs, podcasts, Google apps, and Smart Board when available to enhance the learning environment.

Time Frame	4-5 weeks
Topic	
Literary Analysis	
Essential Questions	
<ul style="list-style-type: none">● Why do writers write?● How does sentence structure affect meaning?● What are the strategies that good writers use?● How is spoken language different from written language?● What do effective speakers sound like?● What makes a great novel or story great?● What are the different types of genres?● How does the point of view affect the reader's understanding of the text?● What are the strategies that good readers use?● Why and how does a reader generate text-supported evidence?● What strategies are used to identify the main idea of a text?● What strategies are used to identify the inferred meaning of a text?● How are critical thinking questions answered by relating the text to personal information, a global or real life example, or another text?● How does a reader determine the correct meaning of words with multiple meanings?	

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Students will be able to answer the following *Hatchet* questions:

- How does the setting of the story affect contribute to the reader's understanding of plot and theme?
- How does the conflict drive the main character's actions and shape their character?
- Identify theme.
- How do main character's develop as the plot develops?
- What are examples of figurative language used by the author?

- How does setting the story in the Canadian wilderness contribute to the reader's understanding of plot and theme in the story?
- How does the conflict drive Brian's actions and shape his character?
- What are the themes presented in *Hatchet*?
- How does Brian change as the plot moves towards its resolution?
- What are examples of figurative language used by Gary Paulsen in the novel?

Enduring Understandings

- The quality of a novel or story is based upon opinion and backed with examples and facts.
- There are many types of genres in the fiction with different techniques and styles.
- Effective readers understand there is more than one perspective to a story.
- Good readers ask questions as they read in order to comprehend the text.
- Good readers cite examples from the text when formulating responses.
- The main idea of a text is answered by asking what the writer wants the reader to remember.
- Good writers write about what they see, know, and love.
- Writing conveys meaning.
- Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts.
- Good writers use appropriate sentence structure and proper spelling.
- Good speakers present clearly to an attentive audience.
- Clues are identified in order to infer the author's intended message.
- Text to self, text to life, and text to text answers are given for critical thinking questions.
- Context clues are used to determine which meaning of a word is applicable in a sentence.

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For *Hatchet*, students will:

- Be able to identify and discuss key ideas and details from the novel.
- Analyze the craft and structure of the novel.
- Use evidence to support analysis and/or reflection.
- Demonstrate comprehension of the novel.
- Collaborate with peers on various activities.
- Present knowledge and ideas in various formats.
- Enhance the understanding of life and develop empathy for characters of different points of view.
- Apply conventions and knowledge of Standard English.
- Acquire and demonstrate vocabulary usage.
- Explain how Brian learns to become an adult because of his time in the wilderness and how this experience helps him to cope with the divorce of his parents and the guilt he feels for knowing the “Secret.”

Alignment to NJSLs

L.6.1.A-E., L.6.2.A-B., L.6.3.A-B., L.6.5.A-D., L.6.6
IT.6.1, IT.6.2, IT.6.3, IT.6.4, IT.6.5, IT.6.6
SL.6.1.A-D., SL.6.2, SL.6.3, SL.6.4, SL.6.5, SL.6.6, LS.6.5
LAN.6.1, LAN.6.2, LAN.6.3, LAN.6.4, LAN.6.5, LAN.6.6 T.8.1.2.A.4, T.8.1.8.A.5
RL.6.1, RL.6.2, RL.6.3, RL.6.4, RL.6.5, RL.6.6, RL.6.7, RL.6.9, RL.6.10
RI.6.2, RI.6.3, RI.6.5 RI.6.7, RI.6.9, RI.6.10
W.6.1.A-E., W.6.2.A-F., W.6.4, W.6.5, W.6.6,
Career Ready Practices
CRP1. Act as a responsible and contributing citizen and employee.
CRP2. Apply appropriate academic and technical skills.
CRP6. Demonstrate creativity and innovation.
CRP7. Employ valid and reliable research strategies.
CRP11. Use technology to enhance productivity.

Key Concepts and Skills

- build fluency through journaling.
- draft quick writes.
- understand focus correction areas.
- demonstrate the writing process.
- write various types of prose that contain analysis elements.
- use correct spelling, capitalization and punctuation, including commas and

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colons, throughout writing.

- review own writing and that of others to understand the reader's perspective and to consider and incorporate ideas for revision.
- use writing strategies to enhance descriptive language.
- Use logical reasoning and convey it through their writing
- speak in clear, concise, organized language that varies in context and form for different audiences and purposes.
- participate in class discussion appropriately.
- stay focused on a topic and ask relevant questions appropriately.
- recognize a "just right" book.
- make text connections and predictions.
- construct meaning from text by making conscious connections to self, an author, and others.
- question the text from various types of literature.
- identify and respond to the elements of sound and structure in poetry.

Hatchet:

Students will:

- Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
- Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
- Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
- By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
- Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
- Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
- Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
- By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end

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of the range.

- Write arguments to support claims with clear reasons and relevant evidence.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- 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.

Learning Activities

- Answer open-ended questions using evidence from the text.
- Make inferences using evidence from the text.
- Identify the main idea and the supporting details.
- Recognize the elements of a story.
- Sequence the order of events.
- Read and discuss poems related to the novel or topics present in the novel.
- Identify new word meaning in various reading passages.
- Constructively critique student work.
- Offer positive feedback.
- Listen attentively to peers.
- Compose a Literary Analysis writing piece.

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- Apply the writing process.
- Recognize proofreading symbols.
- Use journal writing to develop seed ideas.

Hatchet:

- “Survival” pre-reading activity
- Hatchet audio recording; “A Cry in the Wild” DVD
- Board game
- Four corners
- Illustrate the setting of Brian’s camp in the Canadian wilderness
- Letter from Brian
- Carousel activity
- Blog
- Exit tickets
- Book talk
- Literacy circles
- Movie poster
- Book audio recording
- Writing assignment
- Literary letters/journals/portfolio writes

Assessments

- Summative Assessment: Literary Analysis Task - Benchmark

Formative/alternate Assessments:

- Informal observations
- Book reports
- Comprehension tests
- Open-ended/critical thinking questions
- Book talks
- Journal writes
- Literature circles
- Vocabulary tests and applications

Hatchet:

- “Survival” pre-reading activity: Students will work in small groups to simulate a wilderness survival situation. They will rank the relative importance of 12 survival supplies, and consider the dangers and challenges the situation presents.

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- Hatchet audio recording: Use for group listening and discussion of the text; “A Cry in the Wild” DVD: Compare and contrast film and text.
- Board game: Students will create a board game using characters, symbols, setting, etc. based on the novel.
- Four corners: A statement will be written on the board. Students will choose a position on it (strongly agree, agree, disagree, strongly disagree) and will have to support their point-of-view using examples and details from the novel. They will be able to change their position on the topic based on others’ responses which will allow students to physically move from one corner to another to show their change of mind.
- Illustrate the setting of the Canadian wilderness: Students will draw a picture of what they imagine the setting to look like based on what they have read.
- Carousel activity: (This activity can be done in groups or individually.) Critical thinking questions will be placed around the room. Students will write their responses under each question. Post-activity discussion is then based around this activity.
- Blog: Students will respond to various levels of questioning posted on the classroom blog. Students will also post their own questions and respond to one another to enhance class discussion.
- Exit tickets: Students will respond to a question posed by the teacher and answer it on a piece of paper or index card which will allow them to exit the classroom at the end of the period.
- Book talk: A student will present a response to the class and answer critical thinking questions.
- Literacy circles: Students will meet and discuss the novel and select an activity to complete as a group.
- Movie poster: (This activity can be done in groups or individually.) Students will design an original movie poster based on the novel.
- Book soundtrack: Students will choose a song that best represents the novel as a whole or a specific event from the novel. They will provide the teacher with a copy of the lyrics ahead of time for approval, and explain how and why it is appropriate for the assignment.
- Literary letters/journals/portfolio writes: Students will compose a writing sample demonstrating deep understanding of the novel.
- Study guide: Students will complete a review of the novel preparing them for a final assessment.
- Supplemental activities from novel workbook
- Drama activities: Students will participate in reader’s theatre, a skit, or play based on the themes of the novel or related nonfiction text.
- Suggest that students read one of the other books in the “Brian” series for independent reading.

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- Replicate “foolbird” coloration; camouflage ruffed grouse in classroom.

21st Century Skills

Creativity	X	Critical Thinking	X	Collaboration	X	Communication	X
Life & Career Skills	X	Information Technology	X	Media Literacy	X		

Interdisciplinary Connections

- **Social Studies:** use short stories, news articles, and novels to add depth to and reinforce lessons learned in social studies as well as add to their writing. Use examples, anecdotes, and quotes from past and current events to prompt students in their writing task.
- **Science:** use short stories, news articles, and novels to add depth to and reinforce lessons learned in science. Use examples, anecdotes, and quotes to prompt students in their writing task. Students will use prior knowledge from science to enrich their writing.
- **Hatchet:**
 - Social Studies (geography)
 - Art (map, illustrations, bird outline)
 - Drama (readers’ theatre, skit, play)
 - Technology (blog)

Technology Integration

Create a document with text using a word processing program.
Use ELMO, data projector, Internet, and Smart Board when available to enhance learning environment.

Time Frame	4 weeks
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Topic

Research Simulated Task

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Essential Questions

- Why do writers write?
- How does sentence structure affect meaning?
- What are the strategies that good writers use?
- How is spoken language different from written language?
- How do transitions affect the flow of ideas in writing?
- Why and how does a reader generate text-supported evidence?
- What strategies are used to identify the main idea of a text?
- What strategies are used to identify the inferred meaning of a text?
- How are critical thinking questions answered by relating the text to personal information, a global or real life example, or another text?
- How does the style and point of view of the author affect the reader's understanding of the text?
- How does the author set a tone for a text?
- How do digital sources relate to print sources?
- How does a reader determine the correct meaning of words with multiple meanings?
- How does a writer generate text-supported evidence from multiple sources?

Enduring Understandings

- Good writers write about what they see, know, and love.
- Writing conveys meaning.
- Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts.
- Good writers use appropriate sentence structure and proper spelling.
- Transition words provide logical sequence and refine organizational structure.
- Good readers ask questions as they read in order to comprehend the text.
- Good readers cite examples from the text when formulating responses.
- The main idea of a text is answered by asking what the writer wants the reader to remember.
- Clues are identified in order to infer the author's intended message.
- Text to self, text to life, and text to text answers are given for critical thinking questions.
- Readers understand that every author writes text (fiction or nonfiction) according to the point of view of a character or narrator.
- An author's use of words set a tone for a text.
- Context clues are used to determine which meaning of a word is applicable in a sentence.

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Alignment to NJSLS

L.6.1.A-E., L.6.2.A-B., L.6.3.A-B., L.6.5.A-C., L.6.6
IT.6.1, IT.6.2, IT.6.3, IT.6.5, IT.6.6, IT.6.8, IT.6.9, IT.6.10
SL.6.1.A-D., SL.6.2, SL.6.3, SL.6.4, SL.6.5, 6.6
LAN.6.1, LAN.6.2, LAN.6.3, LAN.6.4, LAN.6.5, LAN.6.6 T.8.1.2.A.4, T.8.1.8.A.5
W.6.1.A-E., W.6.2.A-F., W.6.3.A-E., W.6.4, W.6.5, W.6.6,
T.8.1.2.A.4, T.8.1.8.A.5

Companion Standards

RH.6-8.1.
RH.6-8.2.
RH.6-8.4.
RH.6-8.5.
RH.6-8.6
RH.6-8.7
RH.6-8.8
RH.6-8.10
RST.6-8.1.
RST.6-8.2
RST.6-8.4
RST.6-8.5
RST.6-8.7
RST.6-8.10
WHST.6-8.1.
WHST.6-8.4.
WHST.6-8.5.
WHST.6-8.6.
WHST.6-8.7
WHST.6-8.8.
WHST.6-8.9.
WHST.6-8.10

Career Ready Practices

CRP1. Act as a responsible and contributing citizen and employee.
CRP2. Apply appropriate academic and technical skills.
CRP6. Demonstrate creativity and innovation.
CRP7. Employ valid and reliable research strategies.
CRP11. Use technology to enhance productivity.

Key Concepts and Skills

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- understand focus correction areas.
- demonstrate the writing process.
- write various types of prose that contain research elements.
- use correct spelling, capitalization and punctuation, including commas and colons, throughout writing.
- review own writing and that of others to understand the reader's perspective and to consider and incorporate ideas for revision.
- use writing strategies to enhance descriptive language.
- use transition words to enhance expository writing.
- respond critically to an author's purpose, ideas, views, and beliefs.
- recognize historical and cultural bias and different points of view.
- question the text.
- make inferences using textual information and provide supporting evidence.
- define the difference between fact and opinion.
- identify and respond to the elements of sound and structure in poetry.
- speak in clear, concise, organized language that varies in context and form for different audiences and purposes.
- participate in class discussions appropriately.
- stay focused on a topic and ask relevant questions.

Learning Activities

- Answer open-ended questions using evidence from the text.
- Make inferences using evidence from the text.
- Identify the main idea and supporting details.
- Analyze and hypothesize the author's intended message.
- Identify the author's purpose and respond critically.
- Differentiate between fact and opinion.
- Apply the writing process
- Compose a RST writing piece
- Use journal writing to develop seed ideas.
- Newsela, ReadWorks, and Scope digital resources

Assessments

Summative Assessment: Rubric assessment of writing task

Formative/alternate Assessments:

- Informal Observations
- Graded activities

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- Authentic assessment
- Research Simulation Task using a combination of print and digital sources
- Informal observations
- Written assessments
- Scope magazine, ReadWorks, Newsela activities and assessments

21st Century Skills

Creativity	X	Critical Thinking	X	Collaboration	X	Communication	X
Life & Career Skills	X	Information Technology	X	Media Literacy	X		

Interdisciplinary Connections

Social Studies: use short stories, news articles, and novels to add depth to and reinforce lessons learned in social studies. Use examples, anecdotes, and quotes from past and current events to prompt students in their writing task.

Science: use short stories, news articles, and novels to add depth to and reinforce lessons learned in science. Use examples, anecdotes, and quotes to prompt students in their writing task.

Technology Integration

Use ELMO, data projector, Internet, ReadWorks, Newsela, Scope, and Smart Board when available to enhance the learning environment.

Time Frame	2-3 weeks
Topic	

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Poetry/Creative Writing

Essential Questions

- Why do writers write?
- How does sentence structure affect meaning?
- What are the strategies that good writers use?
- How is spoken language different from written language?
- What do effective speakers sound like?
- What techniques can an effective speaker employ?
- What are the different types of poems?
- What are the different types of figurative language?
- What is the meaning behind the figurative language used in a poem?
- What is the author's purpose?
- How does figurative language impact the meaning of poetry?
- What is rhythm and rhyme?
- What is a symbol?
- Why do authors use symbolism?
- How is characterization important to the development of theme?
- What details help determine/identify theme?
- How are these text structures similar/different?
- How are these different texts related?
- How to use dialogue effectively?
- Identify and apply different points of view in writing

Enduring Understandings

- Good writers write about what they see, know, and love.
- Writing conveys meaning.
- Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts.
- Good writers use appropriate sentence structure and proper spelling.
- Poems are written in many different formats.
- Figurative language has multiple meanings
- Poems have different purposes
- How to use dialogue effectively and accurately
- How to develop a character in a story
- Interpret various scenes and colorful settings
- How to develop plot
- Development of conflict and resolution

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Alignment to NJSLS

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L.6.1.A-E., L.6.2.A-B., L.6.3.A-B., L.6.6
T.8.1.2.A.4, T.8.1.8.A.5

Career Ready Practices

CRP1. Act as a responsible and contributing citizen and employee.
CRP2. Apply appropriate academic and technical skills.
CRP6. Demonstrate creativity and innovation.
CRP7. Employ valid and reliable research strategies.
CRP11. Use technology to enhance productivity.

Key Concepts and Skills

- build fluency through journaling.
- draft quick writes.
- understand different types of poetry
- explain the meaning of a poem and its purpose
- understand focus correction areas.
- utilize figurative/descriptive (beautiful) language.
- demonstrate the writing process.
- write various types of poetry.
- use correct spelling, capitalization and punctuation, including commas and colons, throughout writing.
- review own writing and that of others to understand the reader's perspective and to consider and incorporate ideas for revision.
- use writing strategies to enhance descriptive language.
- speak in clear, concise, organized language that varies in context and form for different audiences and purposes.
- participate in class discussion appropriately.
- apply plot structure to construct a creative writing piece
- stay focused on a topic and ask relevant questions appropriately.

Learning Activities

- Apply the writing process.
- Recognize proofreading symbols.
- Use journal writing to develop seed ideas.
- Compose several different types of poems.

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- Share written work.
- Constructively critique/peer edit.
- Offer positive feedback.
- Practice roles and expectations for conferencing.
- Write different types of poetry
- Read and discuss different types of poetry
- Use Storybird for creative writing
- Crime report:create a scene and use the detective's POV
- Create a postcard focus on word choice and persuasion
- Rewrite fairy tales and folklore

Assessments

Summative Assessment: Rubric assessment of writing task

Formative/alternate Assessments:

- Informal Observations
- Graded activities
- Authentic assessment
- Open-ended questions
- Poetry Portfolio
- Recite poetry
- Storybird

21st Century Skills

Creativity	X	Critical Thinking	X	Collaboration	X	Communication	X
Life & Career Skills	X	Information Technology	X	Media Literacy	X		

Interdisciplinary Connections

Social Studies: Use examples, anecdotes, and quotes from past and current events to prompt students in their writing task.

Students will use prior knowledge from social studies to enrich their writing. Science: Use examples, anecdotes, and quotes to prompt students in their writing task. Students will use prior knowledge from science to enrich their writing.

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Technology Integration

Create a document with text using a word processing program.
Use ELMO, data projector, Internet, and Smart Board when available to enhance learning environment.

Time Frame

2-3 weeks

Topic

Research (MLA Citation)

Essential Questions

- How is a claim supported by reasons and evidence?
- How do we make and present an argument?
- How to write a research paper using MLA format?
- How to write a strong thesis statement?
- How to distinguish a primary source from a secondary source?
- How to summarize, paraphrase, and quote from a text?
- How to use proper citation in a research project?
- How to formulate an opinion based on research?
- How to use paragraphing to clarify the relationships between claims and evidence?
- How to develop a Works Cited page?

Enduring Understandings

- Gather textual evidence to support analysis of what the text says
- Inferences drawn from the text
- Distinguish between claims that are supported by reasons and evidence from claims that are not
- The key ideas expressed through different types of sources
- Understanding of multiple perspectives through reflection and paraphrasing
- Ideas logically and using pertinent descriptions facts, and details to accentuate main ideas of research

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- Differences between primary and secondary sources
- Purpose of a Works Cited page

Alignment to NJSLs

W.6.1.A-E., W.6.2.A-F., W.6.4, W.6.5, W.6.6, W.6.7, W.6.8, W.6.9,
SL.6.1.A-D., SL.6.2, SL.6.3, SL.6.4, SL.6.6
L.6.1.A-E., L.6.2.A-B., L.6.3.A-B., L.6.6
T.8.1.2.A.4, T.8.1.8.A.5
RI.6.2, RI.6.3, RI.6.7, RI.6.8, RI.6.9, RI.6.10

Career Ready Practices

CRP1. Act as a responsible and contributing citizen and employee.
CRP2. Apply appropriate academic and technical skills.
CRP6. Demonstrate creativity and innovation.
CRP7. Employ valid and reliable research strategies.
CRP11. Use technology to enhance productivity.

Key Concepts and Skills

- Gather textual evidence to support analysis of what the text says
- Able to draw inferences from the text
- Distinguish between claims that are supported by reasons and evidence from claims that are not
- Determine when to summarize, paraphrase, and quote from the text
- Able to develop research skills
- Able to distinguish and comprehend information from multiple sources (print and digital)
- Differences between primary and secondary sources
- Develop note-taking skills
- Comprehend informational text

Learning Activities

- Note-taking activities
- Summarize, paraphrase, and quote worksheet
- Research project following MLA citation
- Research note cards
- Articles: primary and secondary sources
- Newsela, Scope, and ReadWorks
- Prezi presentation

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Assessments							
<ul style="list-style-type: none"> Summative: Research project Formative/alternate: <ul style="list-style-type: none"> Research presentation Informal observations Graded activities Research paper 							
21st Century Skills							
Creativity	X	Critical Thinking	X	Collaboration	X	Communication	X
Life & Career Skills	X	Information Technology	X	Media Literacy	X		
Interdisciplinary Connections							
<p>Social Studies: Use examples, anecdotes, and quotes from past and current events to prompt students in their writing task.</p> <p>Students will use prior knowledge from social studies to enrich their writing. Science: Use examples, anecdotes, and quotes to prompt students in their writing task. Students will use prior knowledge from science to enrich their writing.</p>							
Technology Integration							
<p>Create a document with text using a word processing program.</p> <p>Use ELMO, data projector, Internet, and Smart Board when available to enhance learning environment.</p>							

Time Frame	4-5 weeks
Topic	

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Test Prep

1 Questions

- Why do writers write?
- How does sentence structure affect meaning?
- What are the strategies that good writers use?
- How is spoken language different from written language?
- What do effective speakers sound like?
- What techniques can an effective speaker employ?
- Why and how does a reader generate text-supported evidence?
- What strategies are used to identify the main idea of a text?
- What strategies are used to identify the inferred meaning of a text?
- How are critical thinking questions answered by relating the text to personal information, a global or real life example, or another text?
- How does the style and point of view of the author affect the reader's understanding of the text?
- How does the author set a tone for a text?
- How are multisyllabic words decoded?
- How does a reader determine the correct meaning of words with multiple meanings?

Enduring Understandings

- Good writers write about what they see, know, and love.
- Writing conveys meaning.
- Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts.
- Good writers use appropriate sentence structure and proper spelling.
- Good test-takers carefully review all questions and answers.
- Good readers ask questions as they read in order to comprehend the text.
- Good readers cite examples from the text when formulating responses.
- The main idea of a text is answered by asking what the writer wants the reader to remember.
- Clues are identified in order to infer the author's intended message.
- Text to self, text to life, and text to text answers are given for critical thinking questions.
- Readers understand that every author writes text (fiction or nonfiction) according to the point of view of a character or narrator.
- An author's use of words set a tone for a book.

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- Multisyllabic words are pronounced one syllable at a time with a corresponding root word, prefix, and/or suffix definition for each syllable.
- Context clues are used to determine which meaning of a word is applicable in a sentence.

Alignment to NJSLS

W.6.1.A-E., W.6.2.A-F., W.6.3.A-E., W.6.4, W.6.5, W.6.6, W.6.10 SL.6.1.A-D., SL.6.4, SL.6.6
L.6.1.A-E., L.6.2.A-B., L.6.3.A-B., L.6.6
T.8.1.2.A.4, T.8.1.8.A.5
RL.6.1, RL.6.2, RL.6.3, RL.6.4, RL.6.5, RL.6.6, RL.6.7, RL.6.9, RL.6.10
RI.6.2, RI.6.3, RI.6.7, RI.6.9, RI.6.10

Career Ready Practices

CRP1. Act as a responsible and contributing citizen and employee.
CRP2. Apply appropriate academic and technical skills.
CRP6. Demonstrate creativity and innovation.
CRP7. Employ valid and reliable research strategies.
CRP11. Use technology to enhance productivity.

Key Concepts and Skills

- build fluency through journaling.
- draft quick writes.
- understand focus correction areas.
- utilize explanatory, persuasive, and figurative/descriptive (beautiful) language.
- demonstrate the writing process.
- write various types of prose.
- use correct spelling, capitalization and punctuation, including commas and colons, throughout writing.
- review own writing and that of others to understand the reader's perspective and to consider and incorporate ideas for revision.
- use writing strategies to enhance descriptive language.
- participate in class discussion appropriately.
- stay focused on a topic and ask relevant questions appropriately.
- respond critically to an author's purpose, ideas, views, and beliefs.
- recognize persuasive and propaganda techniques used to influence readers.
- recognize historical and cultural bias and different points of view.
- question the text.
- make inferences using textual information and provide supporting evidence.

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- define the difference between fact and opinion.
- identify and respond to the elements of sound and structure in poetry.

Learning Activities

- Compose a descriptive/narrative writing piece.
- Compose a RST writing piece.
- Compose an explanatory/informational writing piece.
- Apply the writing process.
- Share written work.
- Constructively critique/peer edit.
- Offer positive feedback.
- Answer open-ended questions using evidence from the text.
- Make inferences using evidence from the text.
- Identify the main idea and supporting details.
- Analyze and hypothesize the author's intended message.
- Identify the author's purpose and respond critically.
- Differentiate between fact and opinion.
- Poetry analysis
- PARCC reading passages and open-ended questions
- PARCC writing prompts

Assessments

Summative: Rubric assessment of writing task

Formative/alternate:

- Informal Observations
- Graded activities
- Authentic assessment
- Research Simulation Task using a combination of print and digital sources
- Informal observations
- Comprehension tests
- Open-ended/critical thinking questions
- Vocabulary tests and applications
- Practice PARCC test online

21st Century Skills

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Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

Creativity	X	Critical Thinking	X	Collaboration	X	Communication	X
Life & Career Skills	X X	Information Technology	X	Media Literacy	X		
Interdisciplinary Connections							
<p>Social Studies: Use examples, anecdotes, and quotes from past and current events to prompt students in their writing task. Students will use prior knowledge from social studies to enrich their writing.</p> <p>Science: Use examples, anecdotes, and quotes to prompt students in their writing task. Students will use prior knowledge from science to enrich their writing.</p>							
Technology Integration							
<p>Create a document with text using a word processing program. Use ELMO, data projector, Internet, and Smart Board when available to enhance learning environment.</p>							

Time Frame	2 weeks
Topic	
Friendly/Business Letter	
Essential Questions	
<ul style="list-style-type: none"> ● What is a friendly letter? ● What is a business letter? ● What are the essential components for letter writing? ● What are the five parts of a friendly letter? ● What are the five parts of a business letter? ● What is the purpose of letter writing? ● What makes a friendly letter effective? ● What makes a business letter effective? 	

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- How do I address an envelope?
- What are the names of the parts of a letter?
- How do you remain professional and courteous in a letter?
- How are a personal/friendly letter and business letter different?

Enduring Understandings

- Understand the differences between a friendly letter and business letter
- Understand the components of a friendly letter and business letter
- Understand how letters apply in other areas outside of the classroom
- The purpose of a business letter
- The three types of business letters
- The purpose of a friendly letter
- The main customer service/human resources personnel in companies
- Why letters are not as prominent in society today
- Why and when a letter would be more practical than using technology as a form of communication.
- Coherently organizing and structuring a business letter.
-

Alignment to NJSLs

W.6.1.A-E., W.6.2.A-F., W.6.4, W.6.5, W.6.6, W.6.7, W.6.8, W.6.9, W.6.10, SL.6.1.A-D.,
SL.6.2, SL.6.3, SL.6.4, SL.6.6,
L.6.1A-E., L.6.2.A-B., L.6.3.A-B., L.6.6
T.8.1.2.A.4, T.8.1.8.A.5
RI.6.2, RI.6.3, RI.6.7, RI.6.8, RI.6.9, RI.6.10

Career Ready Practices

CRP1. Act as a responsible and contributing citizen and employee.
CRP2. Apply appropriate academic and technical skills.
CRP6. Demonstrate creativity and innovation.
CRP7. Employ valid and reliable research strategies.
CRP11. Use technology to enhance productivity.

Key Concepts and Skills

- Writing a friendly letter in correct format
- Writing a business letter in correct format

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- Writing a letter for a specific purpose
- Writing a letter using all appropriate components
- Demonstrating strong command of conventions
- Understanding the components of a letter
- Understanding the purpose of a letter

Learning Activities

- Writing friendly/business letter
- Writing a letter to an author
- Writing a letter to a fictional character
- Writing a letter to a fellow classmate
- Present information about business, people, etc. that was learned through research or response letter.
- Read famous letters (Martin Luther King Jr.) to analyze and identify different components of a letter.
- Analyze business letters to understand purpose
- Locate corporate headquarters and corporate officer using research skills and keywords.

Assessments

- Summative: Writing friendly/business letter
- Formative/Alternate:
- Writing a letter to an author
 - Writing a letter to a fictional character
 - Writing a letter to a fellow classmate
 - Analyze famous letter for clarity of purpose

21st Century Skills

Creativity	X	Critical Thinking	X	Collaboration	X	Communication	X
Life & Career Skills	X	Information Technology	X	Media Literacy	X		

Interdisciplinary Connections

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Social Studies: Use examples, anecdotes, and quotes from past and current events to prompt students in their writing task.

Students will use prior knowledge from social studies to enrich their writing.

Science: Use examples, anecdotes, and quotes to prompt students in their writing task.

Students will use prior knowledge from science to enrich their writing.

Technology Integration

Create a document with text using a word processing program.

Use ELMO, data projector, Internet, and Smart Board when available to enhance learning environment.

Discussing the advantages/disadvantages of writing letters when technology was not an option.

Time Frame	4-5 weeks
Topic	
Reading Optional titles include <i>Where the Red Fern Grows</i> , <i>Stargirl</i> , <i>Rascal</i> , <i>Roll of Thunder, Hear My Cry</i> , <i>Wrinkle in Time</i> , <i>Tuck Everlasting</i> , <i>The Secret Garden</i> , <i>The Indian in the Cupboard</i> , <i>Holes</i> , and others, short stories [Prentice Hall]) and Vocabulary	
Questions	
<ul style="list-style-type: none">● What makes a great novel or story great?● How does the point of view affect the reader's understanding of the text?● What are the strategies that good readers use?● Why and how does a reader generate text-supported evidence?● What strategies are used to identify the inferred meaning of a text?● How are critical thinking questions answered by relating the text to personal information, a global or real life example, or another text?● How does a reader determine the correct meaning of words with multiple meanings?● Why do writers write?● How does sentence structure affect meaning?● What are the strategies that good writers use?	

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- How is spoken language different from written language?
- What do effective speakers sound like?
- What techniques can an effective speaker employ?

Students will be able to answer the following questions:

- How does setting the story in the novel contribute to the reader's understanding of plot and theme in the story?
- How does the conflict drive the protagonist's actions and shape his/her character?
- What are the themes presented in the novel?
- How does the protagonist change as the plot moves towards its resolution?
- What are examples of figurative language used by the author in the novel?

Enduring Understandings

- Good writers write about what they see, know, and love.
- Writing conveys meaning.
- Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts.
- Good writers use appropriate sentence structure and proper spelling.
- Good speakers present clearly to an attentive audience.
- The quality of a novel or story is based upon opinion but backed with examples and facts.
- Effective readers understand there is more than one perspective to a story.
- Good readers ask questions as they read in order to comprehend the text.
- Good readers cite examples from the text when formulating responses.
- The main idea of a text is answered by asking what the writer wants the reader to remember.
- Clues are identified in order to infer the author's intended message.
- Text to self, text to life, and text to text answers are given for critical thinking questions.
- Context clues are used to determine which meaning of a word is applicable in a sentence.

Selected novel

Students will:

- Be able to identify and discuss key ideas and details from the novel.
- Analyze the craft and structure of the novel.
- Use evidence to support analysis and/or reflection.
- Demonstrate comprehension of the novel.
- Collaborate with peers on various activities.
- Present knowledge and ideas in various formats.

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- Enhance the understanding of life and develop empathy for characters of different points of view.
- Apply conventions and knowledge of Standard English.
- Acquire and demonstrate vocabulary usage.
- Compare how attitudes of characters in Maniac Magee relate to American society pre and post civil rights movement.

Alignment to NJSLs

W.6.2.A-F., W.6.3.A-E., W.6.4, W.6.5, W.6.6, W.6.10
T.8.1.2.A.4, T.8.1.8.A.5
L.6.1.A-E., L.6.2.A-B., L.6.3.A-B., L.6.5, L.6.6, L.6.10
IT.6.1, IT.6.2, IT.6.3, IT.6.4, IT.6.5, IT.6.6
SL.6.1.A-D., SL.6.2, SL.6.3, SL.6.4, SL.6.5
RL.6.1, RL.6.2, RL.6.3, RL.6.4, RL.6.5, RL.6.6, RL.6.9, RL.6.10
RI.6.1, RI.6.2, RI.6.3, RI.6.4, RI.6.5, RI.6.6

Career Ready Practices

CRP1. Act as a responsible and contributing citizen and employee.
CRP2. Apply appropriate academic and technical skills.
CRP6. Demonstrate creativity and innovation.
CRP7. Employ valid and reliable research strategies.
CRP11. Use technology to enhance productivity.

Key Concepts and Skills

- build fluency through journaling.
- draft quick writes.
- understand focus correction areas.
- utilize figurative/descriptive (beautiful) language.
- demonstrate the writing process.
- write various types of prose, such as short stories, biography, autobiography, or memoirs that contain narrative elements.
- use correct spelling, capitalization and punctuation, including commas and colons, throughout writing.
- make text connections and predictions.
- construct meaning from text by making conscious connections to self, an author, and others.
- question the text from various types of literature.
- distinguish character traits.
- make inferences using textual information and provide supporting evidence.

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- distinguish between major and minor details.

Learning Activities

- Answer open-ended questions using evidence from the text.
- Make inferences using evidence from the text.
- Identify the main idea and the supporting details.
- Recognize the elements of a story.
- Sequence the order of events.
- Define and label the traits of the protagonist and antagonist.
- Forecast future events in a story with inferred clues.
- Identify character traits through the author's use of characterization.
- Board game
- Four corners
- Illustrate the setting of the novel
- Letter from a character
- Carousel activity
- Blog
- Exit tickets
- Book talk
- Literacy circles
- Movie poster
- Book soundtrack
- Writing assignment
- Literary letters/journals/portfolio writes
- Study guide
- Supplemental activities
- Drama activities
- Compose a descriptive/narrative writing piece. (Based off the novel)
- Apply the writing process.
- Recognize proofreading symbols.
- Use journal writing to develop seed ideas.
- Share written work.
- Constructively critique/peer edit.
- Offer positive feedback.
- Practice roles and expectations for discussion in various settings.
- Use Scope magazine, Newsela, and/or ReadWorks to locate articles related to topics found in the novel
- Current events based on topics in novel

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Assessments							
<ul style="list-style-type: none"> Summative: Rubric assessment of writing task 							
Formative/Alternate							
<ul style="list-style-type: none"> Informal Observations Graded activities Written assessment Projects Presentations/Speeches 							
21st Century Skills							
Creativity	X	Critical Thinking	X	Collaboration	X	Communication	X
Life & Career Skills	X	Information Technology	X	Media Literacy	X		
Interdisciplinary Connections							
<p>Social Studies: Use examples, anecdotes, and quotes from past and current events to prompt students in their writing task.</p> <p>Science: Use examples, anecdotes, and quotes to prompt students in their writing task.</p>							
Technology Integration							
<p>Create a document with text using a word processing program. Use Google apps</p> <p>Use ELMO, data projector, Internet, and Smart Board when available to enhance learning environment.</p>							

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Modifications (ELL, Special Education, Gifted and Talented, and 504 Plans)

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers.

Supports for Students With IEPs:

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts.

Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed

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- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

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