

ELA Academic Prep 6

Unit Title: UNIT 1 - Getting to know you and me

Stage 1: Desired Results

Standards & Indicators:

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

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

RL.6.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

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

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.4.8.DC.7:	Collaborate within a digital community to create a digital artifact using strategies such as crowdsourcing or digital surveys.	Digital communities are used by individuals to share information, organize, and engage around issues and topics of interest.
9.4.8.TL.6:	Collaborate to develop and publish work that provides perspectives on a real-world problem.	Digital tools allow for remote collaboration and rapid sharing of ideas unrestricted by geographic location or time.

Central Idea/Enduring Understanding:

Reading is an essential skill that I will need throughout my life.

There are specific strategies that I can use to help me improve my reading and comprehension.

I understand my reading level as well as my areas of strength and areas that I need to improve.

Essential/Guiding Question:

What do I hope to achieve in the 6th grade and beyond and how can this class help me achieve those goals?

Content:

Getting to know you activities

Plot Structure - Pixar Shorts






Character Analysis - short passages

Do Now's

Skills(Objectives):

- Writings statements and complete sentences
- Making inferences
- Plot structure
- Character analysis
- Research
- Critical Thinking and Collaboration

ELA Academic Prep 6

<p>  TEMPLATE Passage of the Day Set 1 Student Do Now's (5-10 minutes)</p> <p>Independent work/small group</p> <p>  Template Island Survival PBL</p>	
<p><u>Interdisciplinary Connections:</u> Science and Social Studies- students will research various landforms and animals and consider the ecosystem as they work on their island survival PBL's</p>	
<h3 style="text-align: center;">Stage 2: Assessment Evidence</h3>	
<p><u>Performance Task(s):</u></p> <p>Daily Do-Now passages Pixar Short Plot Diagrams Character Analysis passages Island survival PBL's</p>	<p><u>Other Evidence:</u></p> <p>Beginning Reading inventories MAP testing</p>
<h3 style="text-align: center;">Stage 3: Learning Plan</h3>	
<p><u>Learning Opportunities/Strategies:</u></p> <p>Getting to know you activities</p> <p>writing statements- 2 truths and a lie</p> <p>Making inferences and asking questions- guess what's in the box game teacher presents items and students each share a small personal item- students ask questions to infer what is in the box</p> <p>Plot Structure</p> <p>Use Pixar shorts and accompanying graphic organizers to teach and reteach plot structure model- I do, you do, we do</p> <p>Character Analysis</p> <p>Introduce character trait vocabulary to students. Students work together to sort vocabulary in an open sort - lead discussion to connotation.</p> <p>Student select character traits that they believe apply to themselves.</p> <p>Students read short passages and analyze the characters.</p>	<p><u>Resources:</u></p> <p>Free Plot diagrams templates for PIXAR shorts</p> <p>Pixar Shorts: For the Birds https://www.youtube.com/watch?v=T63MCogI4sM Lifted https://www.youtube.com/watch?v=dWAERJhHL4w Geri's Game https://www.youtube.com/watch?v=gLQG3sORAJQ Partly Cloudy https://www.youtube.com/watch?v=PfyJQEIsMt0 Knick Knack https://www.youtube.com/watch?v=9uhM_SUhdaw Presto https://www.youtube.com/watch?v=D4Dnm6dkOVI Dug's Special Mission https://www.youtube.com/watch?v=BfYYOJ-c3tE</p> <p>  TEMPLATE Character Traits Activities - Teaching M...  TEMPLATE Character Trait Vocabulary - Teaching ...</p> <p>  Reading Strategy Posters.pdf</p> <p>GLSEN Educator Resources</p> <p>Supporting LGBTQIA Youth Resource List</p>

ELA Academic Prep 6

Do Now's 📄 TEMPLATE Passage of the Day Set 1 Stude... Do Now's (5-10 minutes) Independent work/small group 📄 Template Island Survival PBL Students work in small groups to complete Island survival PBL while teacher administers reading inventories		Respect Ability: Fighting Stigmas, Advancing Opportunities Learning for Justice	
Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Provide targeted instruction/practice to address previously identified areas of need in skills that are not taught in this unit, utilizing online software - IXL	Provide targeted instruction/practice to address previously identified areas of need in skills that are not taught in this unit, utilizing online software - IXL	Provide targeted instruction/practice to address previously identified areas of need in skills that are not taught in this unit, utilizing online software - IXL Reteach in a smaller group using tactile manipulatives, such as index cards or foldables, video clips, or further examples/practice to target skill and/or leveled reading passages.	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries

Unit Title: Unit 2- What's the purpose?

Stage 1: Desired Results

ELA Academic Prep 6

Standards & Indicators:

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

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

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

RL.6.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

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

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.4.8.TL.6:	Collaborate to develop and publish work that provides perspectives on a real-world problem.	Digital tools allow for remote collaboration and rapid sharing of ideas unrestricted by geographic location or time.
9.4.8.GCA.1:	Model how to navigate cultural differences with sensitivity and respect	Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.

Central Idea/Enduring Understanding:

The narrator's perspective affects the mood and tone of the text.

How can we interact with others while respecting various perspectives?

When I formulate a response I need to use my thinking combined with what is stated in the text, and I need to cite the text to explain my response.

Essential/Guiding Question:

How does understanding perspective help me in reading and my interactions with others in life?

Content:

Author's Purpose

Voices in The Park- Narrator's Perspective

 Voices in the Park Read Aloud

Citing Text Evidence

How Do We Write About the Text Evidence ...

Skills(Objectives):

Author's purpose (PIE)

Narrator's Perspective/Point of View

Finding and Citing Text Evidence

Using the RACE strategy to write an open ended Response

Literal vs. Inferential

ELA Academic Prep 6

<p>☐ TEMPLATE Passage of the Day Set 1 Student Do Now's 5-10 minutes</p>	
<p><u>Interdisciplinary Connections:</u></p> <p>Social Studies- Philosophical chair- examining real world problems</p>	
<p>Stage 2: Assessment Evidence</p>	
<p><u>Performance Task(s):</u></p> <p>Narrator's Perspective Graphic Organizer</p> <p>Compose a written response citing text evidence and using the RACE strategy.</p> <p>Small Group Inference Jam Board</p>	<p><u>Other Evidence:</u></p> <p>Running records</p>
<p>Stage 3: Learning Plan</p>	
<p><u>Learning Opportunities/Strategies:</u></p> <p>Introduce the concept of perspective using a Philosophical Chair where students debate possible solutions to a real world topic. Discuss perspective as it refers to people and their interactions, transition that to the concept of Narrator's perspective.</p> <p>☐ Point of View - turn and talk activity</p> <p>Use "Voices in the Park" to explore the concept of Narrator's Perspective. Students fill in graphic organizer.</p> <p>Introduce citing text evidence Have students color code the text as they look for text evidence to various questions.</p> <p>Introduce the RACE strategy preview by creating a jamboard where students share their background knowledge about the word or strategy "RACE" Explain strategy and use I do, We do, You do to scaffold as students learn to write their own RACE responses scaffolded step by step first restate and answer then add on cite and explain</p> <p>Small Group - literal vs. inference lesson and Jam board</p> <p>Small group reading passages</p>	<p><u>Resources:</u></p> <p>📄 Philosophical Chairs Topics.pdf</p> <p>☰ voices in the park</p> <p>☰ Color Coded Text Evidence April Fools</p> <p>☐ Color Coding Dragonflies 1</p> <p>☰ Restating the Question Practice 2</p> <p>☰ anchor chart - literal v inferential</p> <p>☐ Literal vs. Inferential Comprehension small group</p> <p>Observation and inference small group jamboard</p> <p>📄 Reading Strategy Posters.pdf</p> <p>☐ Small group Reading passages</p> <p>GLSEN Educator Resources</p> <p>Supporting LGBTQIA Youth Resource List</p> <p>Respect Ability: Fighting Stigmas, Advancing Opportunities</p>

ELA Academic Prep 6

		Learning for Justice	
Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Provide targeted instruction/practice to address previously identified areas of need in skills that are not taught in this unit, utilizing online software - IXL	Provide targeted instruction/practice to address previously identified areas of need in skills that are not taught in this unit, utilizing online software - IXL	Provide targeted instruction/practice to address previously identified areas of need in skills that are not taught in this unit, utilizing online software - IXL Reteach in a smaller group using tactile manipulatives, such as index cards or foldables, video clips, or further examples/practice to target skill and/or leveled reading passages.	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries

Unit Title: Unit 3- Important Figures - Informational Text
Stage 1: Desired Results
Standards & Indicators: RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. RL.6.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed. RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELA Academic Prep 6

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

RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

RI.6.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. RI.6.6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text

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

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

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

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
Amistad Law: N.J.S.A. 18A 52:16A-88	Read, analyze, and understand texts about the contributions of African-Americans to our country	African-Americans have made great contributions to our country
Holocaust Law: N.J.S.A. 18A:35-28	Read and analyze text relating to victims of the Holocaust	Recognize personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.
LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35	Read and analyze text relating to the political, economic, and social contributions of persons with disabilities	Recognize the contributions to our society of individuals with disabilities

Central Idea/Enduring Understanding:

I understand the genre of biography.

The history of African American people and women in America is important and valuable.

I can use reading strategies to help me understand difficult text and content vocabulary.

Essential/Guiding Question:

How have African American people and women influenced or impacted our society throughout history?

ELA Academic Prep 6

Word choice is important- words have different connotations and nuance.	
<p><u>Content:</u></p> <p>Whole class do now-</p> <p>BLACK HISTORY passages</p> <p>📄 Copy of Digital Bonus Influential Women Re... passages</p> <p>Small Group</p> <p>Vocabulary Instruction/ word study- vocabulary ladders . Analyze the connotations and nuance/shades of meaning of similar words.</p>	<p><u>Skills(Objectives):</u></p> <p>Read for detail</p> <p>Cite text evidence</p> <p>Analyze text</p> <p>Identify the main idea</p> <p>Author's purpose</p> <p>Point of View</p> <p>Using context to determine word meaning</p> <p>Strategies for understanding content vocabulary</p> <p>Construct a written response using the RACE strategy</p>

<p><u>Interdisciplinary Connections:</u></p> <p>History- students will learn about important/influential African American individuals and women from various backgrounds.</p>
--

Stage 2: Assessment Evidence

<p><u>Performance Task(s):</u></p> <p>Respond to multiple choice and written responses to daily reading passages</p>	<p><u>Other Evidence:</u></p> <p>Small group vocabulary ladder slides</p> <p>Running records</p> <p>Winter MAP testing</p>
---	---

Stage 3: Learning Plan

<p><u>Learning Opportunities/Strategies:</u></p> <p>Introduce the genre of biography</p> <p>Select a focus skill from the daily reading passage for each day.</p> <p>Discuss the contributions of the individual from the daily reading passage</p> <p>Small group - vocabulary instruction</p> <p>📄 Small Group Vocabulary Lesson 1 lesson example</p>	<p><u>Resources:</u></p> <p>BLACK HISTORY passages</p> <p>📄 Copy of Digital Bonus Influential Women Reading Comp... passages</p> <p>📄 Small Group Vocabulary Lesson 1</p> <p>📄 Small group Reading passages</p> <p>📄 Reading Strategy Posters.pdf</p> <p>GLSEN Educator Resources</p>
--	--

ELA Academic Prep 6

<p>Supporting LGBTQIA Youth Resource List</p> <p>Respect Ability: Fighting Stigmas, Advancing Opportunities</p> <p>Learning for Justice</p>			
<p><u>Differentiation</u></p> <p>*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation</p>			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Provide targeted instruction/practice to address previously identified areas of need in skills that are not taught in this unit, utilizing online software - IXL	Provide targeted instruction/practice to address previously identified areas of need in skills that are not taught in this unit, utilizing online software - IXL	<p>Provide targeted instruction/practice to address previously identified areas of need in skills that are not taught in this unit, utilizing online software - IXL</p> <p>Reteach in a smaller group using tactile manipulatives, such as index cards or foldables, video clips, or further examples/practice to target skill and/or leveled reading passages.</p>	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following::</p> <ul style="list-style-type: none"> Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries

<u>Unit Title:</u> UNit 4- Getting Ready
Stage 1: Desired Results
<p><u>Standards & Indicators:</u></p> <p>RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>

ELA Academic Prep 6

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

RL.6.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

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

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

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.1.8.FP.6:	Compare and contrast advertising messages to understand what they are trying to accomplish.	Marketing techniques are designed to encourage individuals to purchase items they may not need or want.
9.1.8.FP.7:	Identify the techniques and effects of deceptive advertising.	Marketing techniques are designed to encourage individuals to purchase items they may not need or want.

Central Idea/Enduring Understanding:

We are aware of our reading level and areas of strength and need and we should celebrate our growth and improvements this year.

Our end of the year testing is an important way to show that we are ready for the next grade level.

Figurative Language is different from literal language.

Advertisements make a claim that as consumers we can analyze the validity of.

Essential/Guiding Question:

What do we need to be prepared for 7th grade and beyond?

Content:

Published advertisements to analyze

■ FigurativeLanguageReferenceSheet-1.pdf

Analyzing Theme

■ How To Find A Theme [EDITED]

Identifying theme [Identifying theme form](#)

■ Copy of test-strategies pptfor standardized tests

Skills(Objectives):

Evaluating a claim

Interpreting figurative language

Analyzing theme

Test taking strategies

ELA Academic Prep 6








<p>📄 TEMPLATE Passage of the Day Set 1 Student Do Now's (5-10 minutes)</p>	
<p><u>Interdisciplinary Connections:</u></p> <p>Music- we will analyze the figurative language in music Consumer science- we will think about our role as consumers in evaluating the claims of an advertisement</p>	
<h3 style="text-align: center;">Stage 2: Assessment Evidence</h3>	
<p><u>Performance Task(s):</u></p> <p>Create an advertisement that makes a claim</p> <p>Create a paper or digital presentation to explain and give examples of types of figurative language.</p> <p>Google Form- Identifying theme</p>	<p><u>Other Evidence:</u></p> <p>IXL Map testing</p>
<h3 style="text-align: center;">Stage 3: Learning Plan</h3>	
<p><u>Learning Opportunities/Strategies:</u></p> <p>Nearpod presentation on Analyzing a Claim in advertisements https://share.nearpod.com/e/PdJ2pWowiib Discuss the claims and the strategies used in the various advertisements. Have students create their own advertisement for an existing product or one that they have invented using one of the strategies described - use turn and talk</p> <p>Students watch a figurative language EdPuzzle https://edpuzzle.com/media/60a296f71946c441714d8c2d and take notes on types of figurative language. Practice identifying types of figurative language with music - Kahoot! Or you tube - if using you tube have students hold up cards or white boards with their answers Students will work with a partner to create their own posters or google slides to explain and crate examples for each type of figurative language.</p> <p>Introduce Theme to students with you tube video. Students can practice identifying theme in the Google Form with sample passages. Students will create a theme for this school year based on their experiences.</p>	<p><u>Resources:</u></p> <p>https://share.nearpod.com/e/PdJ2pWowiib 📄 print advertisements transfer techniques</p> <p>https://edpuzzle.com/media/60a296f71946c441714d8c2d 📄 Figurative Language Study Guide</p> <p>https://play.kahoot.it/#/?quizId=e6e5dd32-f3de-432a-b559-034251ddbc85</p> <p>📺 How To Find A Theme [EDITED] 📄 Copy of School Year Themes Google Form- Identifying theme</p> <p>📄 Copy of test-strategies pptfor standardized tests</p> <p>📄 Reading Strategy Posters.pdf</p> <p>GLSEN Educator Resources</p> <p>Supporting LGBTQIA Youth Resource List</p> <p>Respect Ability: Fighting Stigmas, Advancing Opportunities</p> <p>Learning for Justice</p>

ELA Academic Prep 6






<u>Differentiation</u> *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Provide targeted instruction/practice to address previously identified areas of need in skills that are not taught in this unit, utilizing online software - IXL	Provide targeted instruction/practice to address previously identified areas of need in skills that are not taught in this unit, utilizing online software - IXL	Provide targeted instruction/practice to address previously identified areas of need in skills that are not taught in this unit, utilizing online software - IXL Reteach in a smaller group using tactile manipulatives, such as index cards or foldables, video clips, or further examples/practice to target skill and/or leveled reading passages.	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries

ELA Academic Prep 6

Pacing Guide

Academic Prep	Content/Resources	Standards
UNIT 1		
Getting to know you and me 22 Days	IXL- Diagnostic Getting to know you activities Plot Structure - Pixar Shorts Character Analysis - short passages Do Now's  TEMPLATE Passage of the Day ... Do Now's (5-10 minutes) Independent work/small group  Template Island Survival PBL	RL.6.3. RL.6.5. RL.6.10. RI.6.10.
UNIT 2		
What's the Purpose? 23 Days	IXL- Diagnostic  Author's Purpose Voices in The Park- Narrator's Perspective  Voices in the Park Read Aloud  Citing Text Evidence  How Do We Write About the Text...  TEMPLATE Passage of the Day ... Do Now's 5-10 minutes	RL.6.1. RL.6.6. RL.6.7. RL.6.10. RI.6.10.
UNIT 3		

ELA Academic Prep 6

<p>Important Figures/Informational Text</p> <p>22 Days</p>	<p>IXL- Diagnostic</p> <p><u>Whole class do now-</u></p> <p>BLACK HISTORY passages</p> <p> Copy of Digital Bonus Influential ... passages</p> <p>Small Group</p> <p>Vocabulary Instruction/ word study- vocabulary ladders . Analyze the connotations and nuance/shades of meaning of similar words</p>	<p>RL.6.4.</p> <p>RL.6.10.</p> <p>RI.6.1.</p> <p>RI.6.2.</p> <p>RI.6.3.</p> <p>RI.6.4.</p> <p>RI.6.5.</p> <p>RI.6.7.</p> <p>RI.6.9.</p> <p>RI.6.10.</p>
UNIT 4		
<p>Getting Ready</p> <p>23 Days</p>	<p>IXL- Diagnostic</p> <p>Published advertisements to analyze</p> <p> FigurativeLanguageReferenceSh...</p> <p>Analyzing Theme</p> <p> How To Find A Theme [EDITED]</p> <p>Identifying theme Identifying theme form</p> <p> Copy of test-strategies pptfor sta...</p> <p> TEMPLATE Passage of the Day ...</p> <p>Do Now's (5-10 minutes)</p>	<p>RL.6.2.</p> <p>RL.6.4.</p> <p>RL.6.10.</p> <p>RI.6.4.</p> <p>RI.6.8.</p> <p>RI.6.10.</p>