

Ocean Academy Charter School
Curriculum Guide
Grade 6 - ELA



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OCEAN ACADEMY CHARTER SCHOOL 6th Grade ELA Curriculum	
Content Area: English Language Arts	
Course Title: ELA	
Grade Level: 6	
Unit Title	Pacing Guide in Days
<u>Unit Plan 1: Testing Our Limits</u> Writing Focus: Narrative Climate Change/Amistad/Diversity and Inclusion	30 Days
<u>Unit Plan 2: You and Me</u> Writing Focus: Argumentative Amistad/Asian Americans and Pacific Islanders (AAPI)/ Climate Change Diversity and Inclusion LGBTQ and Disabilities Law:	30 Days
<u>Unit Plan 3: In the Dark</u> Writing Focus: Informative Amistad/Climate Change/Diversity and Inclusion	30 Days
<u>Unit Plan 4: Personal Best</u> Writing Focus: Literary Analysis Amistad/Climate Change/Diversity and Inclusion <u>Holocaust/Genocide</u>	30 Days
<u>Unit Plan 5: Making Your Mark</u> Writing Focus: Literary Analysis and Extended Oral Project Diversity and Inclusion LGBTQ and Disabilities Law:	30 Days
<u>Unit Plan 6: True to Yourself</u> Writing Focus: Research Paper	30 Days

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Amistad/Climate Change/Diversity and Inclusion

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Unit 1 Overview

Content Area: English Language Arts

Unit Title: Testing Our Limits

Duration: 30 Days

Target Course/Grade Level: ELA/6th

Introduction/Unit Focus:

Unit 1 begins with a Sync Start lesson featuring the short story “*Eleven*.” This story introduces students to the routines, expectations, and core skills they will use throughout the unit. As the unit progresses, students will explore how people respond to life’s unexpected challenges by examining different perspectives through literature and discussion.

Reading Skills

Students will strengthen their reading abilities through a variety of strategies and practices. They will learn to annotate texts and use context clues to build vocabulary and deepen comprehension. Emphasis will be placed on reading comprehension and crafting thoughtful, text-dependent responses. Students will learn how to cite textual evidence to support their ideas and analyze the use of figurative language in literature. They will also practice first and close readings to develop a stronger understanding of both the surface meaning and deeper themes within a text.

Writing Skills

In writing, students will apply their understanding of texts to create short-constructed responses that are clear and well-supported. They will engage in collaborative conversations to develop and refine their ideas, and they will participate in peer review to give and receive feedback. These writing activities will help students improve their ability to express themselves clearly, support their arguments with evidence, and revise their work thoughtfully.

By the end of Unit 1, students will have developed a strong foundation in both reading and writing, equipping them with the tools they need for success throughout the school year.

Disciplinary Concepts for the Unit.

Standard 9.1 Personal Financial Literacy

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student’s college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

Standard 9.2 Career Awareness, Exploration, Preparation and Training

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Standard 9.4 Life Literacies and Key Skills

This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Standard 8.1 Computer Science

Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2 Design Thinking

Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocide in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the 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 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion: C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

The instruction shall:

- (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
- (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
- (3) encourage safe, welcoming, and inclusive environments for all students regardless

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of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

Asian Americans and Pacific Islanders (AAPI)

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416).

21st Century Themes and Skills

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.”

[New Jersey Student Learning Standards-ELA](#)

Focus Standards

Reading Literature

(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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

(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize

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

(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and

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

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<p>interact over the course of a text.</p>	<p>RI.IT.6.3. Analyze how a particular text’s (e.g., article, brochure, technical manual, procedural text) structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.</p>
<p>(VL) Vocabulary Acquisition, Use and Literal Meaning: By the end of grade 12, determine the meaning of unknown and multiple-meaning words using analysis of word parts (morphemes), word solving strategies, and consulting general and specialized reference materials, as appropriate.</p>	<p>L.VL.6.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> A. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. B. Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings. C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<p>(TS) Text Structure: By the end of grade 12, analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p>	<p>RL.TS.6.4. Analyze how a particular piece (e.g., sentence, chapter, scene, stanza, or section) fits into the overall structure of a text and contributes to the development of the ideas, theme, setting, or plot.</p> <p>RI.TS.6.4. Use text structures (e.g., cause-effect, problem-solution), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information.</p>
<p>PP) Perspective and Purpose in Texts: By the end of grade 12, assess how perspective or purpose shapes the content and style of a text.</p>	<p>RL.PP.6.5. Determine how an author conveys or develops perspective in a text (through the narrator or speaker when appropriate).</p> <p>RI.PP.6.5. Identify author’s purpose, perspective or potential bias in a text and explain the impact on the reader’s interpretation.</p>
<p>MF) Diverse Media and Formats: By the end of grade 12, synthesize content presented in diverse media and formats, including visually and</p>	<p>RL.MF.6.6. Compare and contrast information or texts to develop a coherent understanding of a theme, topic, or issue when reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the</p>

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quantitatively,	text. RI.MF.6.6. Integrate information when presented in different media or formats (e.g., visually, quantitatively) to develop a coherent understanding of a topic or issue.
(CT) Comparison of Texts: By the end of grade 12, analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	RL.CT.6.8. Compare and contrast literary texts in different forms, by different authors, or from different genres (e.g., stories and poems; historical novels and primary source documents, scientific journals and fantasy stories) in terms of their approaches to similar themes and topics. RI.CT.6.8. Compare and contrast informational texts in different forms, by different authors, or from different genres (e.g., a memoir written by and a biography on the same person, historical novels and primary source documents, infographics and scientific journals) in terms of their approaches to similar themes and topics
(AA) Analysis of an Argument: By the end of grade 12, evaluate the argument and specific claims in a text, including the validity of the reasoning, the credibility and accuracy of each source as well as the relevance and sufficiency of the evidence.	RI.AA.6.7. Trace the development of and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
Writing	
(AW) Argumentative Writing: By the end of grade 12, write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	W.AW.6.1. Write arguments on discipline-specific content (e.g., social studies, science, math, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence. A. Introduce claim(s) about a topic or issue and organize the reasons and evidence logically. B. Support claim(s) with logical reasoning and relevant, accurate data and evidence, that demonstrate an understanding of the topic or text, using credible sources. C. Use words, phrases, and clauses to link and clarify the relationships among claim(s), reasons and evidence. D. Establish and maintain a formal/academic style, approach, and form. E. Provide a concluding statement or section that follows from the argument presented.
(IW) Informative and Explanatory Writing: By the end of grade 12,	W.IW.6.2. Write informative/explanatory texts (including the narration of historical events, scientific

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<p>write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension. B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. C. Use appropriate transitions to clarify the relationships among ideas and concepts. D. Use precise language and domain-specific vocabulary to inform about or explain the topic. E. Acknowledge and attempt a formal/academic style, approach, and form. F. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows from and supports the information or explanation presented
<p>(NW) Narrative Writing: By the end of grade 12, write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences</p>	<p>W.NW.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> A. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another D. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. E. Provide a conclusion that follows from the narrated experiences or events.
<p>(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning,</p>	<p>W.WP.6.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices;</p>

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revising, editing, rewriting, and publishing.	sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.
(WR) Writing Research: By the end of grade 12, conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.	W.WR.6.5. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
(SE) Sources of Evidence: By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.	W.SE.6.6. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
(WR) Writing Research: By the end of grade 12, conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.	W.WR.6.5. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
Speaking and Listening	
(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	<p>SL.PE.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

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	D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
(II) Integrate Information: By the end of grade 12, integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.II.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
(ES) Evaluate Speakers: By the end of grade 12, evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.	SL.ES.6.3. Deconstruct a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
(PI) Present Information: By the end of grade 12, present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	SL.PI.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).
(UM) Use Media: By the end of grade 12, make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	SL.UM.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
(AS) Adapt Speech: By the end of grade 12, adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	
Language	
(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.	L.SS.6.1. Demonstrate command of the system and structure of the English language when writing or speaking. <ul style="list-style-type: none"> A. Ensure that pronouns are in the proper case (subjective, objective, possessive). B. Use intensive pronouns (e.g., myself, ourselves). C. Recognize and correct inappropriate shifts in pronoun number and person. D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

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	<ul style="list-style-type: none"> E. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical elements. F. Recognize spelling conventions.
<p>(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>	<p>L.KL.6.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases. B. Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. C. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice. D. Maintain consistency in style and tone.
<p>(VL) Vocabulary Acquisition, Use and Literal Meaning: By the end of grade 12, determine the meaning of unknown and multiple-meaning words using analysis of word parts (morphemes), word solving strategies, and consulting general and specialized reference materials, as appropriate.</p>	<p>L.VL.6.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> A. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. B. Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings. C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<p>(VI) Vocabulary Acquisition, Use and Interpretative Meaning: By the end of grade 12, interpret figurative and connotative word meanings, including shades of meaning based on word</p>	<p>L.VI.6.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> A. Interpret figures of speech (e.g., personification) in context. B. Use the relationship between particular words

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relationships and context.	(e.g., cause/effect, part/whole, item/category) to better understand each of the words. C. Analyze the impact of a specific word choice on meaning and tone. D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).
<u>New Jersey Student Learning Standards: Interdisciplinary Connections</u> <u>2020 NJSLS Social Studies</u>	
Social and political systems have protected and denied human rights (to varying degrees) throughout time.	6.1.8.CivicsHR.3.b: Evaluate the impact of the institution of slavery on the political and economic expansion of the United States. 6.1.8.CivicsHR.3.c: Construct an argument to explain how the expansion of slavery violated human rights and contradicted American ideals.
<u>New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills</u>	
<u>Core Ideas</u>	<u>Performance Expectations</u> <u>(Identified with Standard Number and statement)</u>
Individuals can use their talents, resources, and abilities to give back.	9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.
<u>New Jersey Student Learning Standards: Computer Science and Design Thinking</u>	
<u>Core Ideas</u>	<u>Performance Expectations</u> <u>(Identified with Standard Number and Statement)</u>
Economic, political, social and cultural aspects of society drive development of new technological products, processes, and systems.	8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.
<u>New Jersey Student Learning Standards: Climate Change Mandate</u>	
<u>Core Ideas</u>	<u>Performance Expectations</u> <u>(Identified with Standard Number and Statement)</u>
Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.	9.4.8.CI.1: Assess data gathered on varying perspectives on causes of climate change (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions.
Multiple solutions often exist to solve a problem.	9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change and

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	<p>use critical thinking skills to predict which one(s) are likely to be effective.</p> <p>9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1)</p>
Digital technology and data can be leveraged by communities to address effects of climate change.	9.4.8.DC.8: Explain how communities use data and technology to develop measures to respond to effects of climate change (e.g., smart cities).
Sources of information are evaluated for accuracy and relevance when considering the use of information.	<p>9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).</p> <p>9.4.8.IML.8: Apply deliberate and thoughtful search strategies to access high-quality information on climate change (e.g., 1.1.8.C1b).</p>

Unit 1 Knowledge and Skills

Unit Learning Targets (Objectives):

Students will be able to...

Reading Skills:

- Explore background information and conduct research to build context for reading.
- Annotate texts to ask questions, track key details, and respond thoughtfully.
- Apply reading comprehension strategies to understand increasingly complex texts.
- Generate questions and make predictions to monitor comprehension.
- Cite textual evidence to support both explicit understanding and inferences.
- Identify and analyze character traits, key events, and central conflicts in literature and drama.
- Describe how plots unfold in a series of episodes and how characters respond or change.
- Compare and contrast texts across genres and formats, analyzing theme and approach.
- Examine how setting and context contribute to conflict and story development.
- Analyze how chapters, sentences, or scenes contribute to the development of plot, theme, or setting.
- Summarize texts accurately, free of personal opinion or judgment.

- Analyze dramatic elements including character, plot, theme, dialogue, and stage directions.
- Identify and analyze figurative language and explain its descriptive effect.
- Cite evidence to support interpretations of figurative language and narrator's feelings.
- Identify and describe characteristics of literary genres including fantasy, mystery, realistic fiction, and historical fiction.

Writing Skills:

- Write strong text-dependent responses using relevant evidence.
- Break down literary analysis prompts and respond clearly in short constructed responses.
- Write informative, narrative, and literary analysis essays with logical organization.
- Use narrative techniques such as dialogue, pacing, description, and transitions.
- Revise and edit drafts to improve clarity, development, organization, and style.
- Write engaging beginnings and effective conclusions in narrative writing.
- Craft meaningful personal narratives that reflect a significant life moment.
- Conduct research by generating questions and using primary and secondary sources.
- Take organized notes and synthesize information into a structured research essay.
- Include multimedia components and a Works Cited page in research writing.
- Apply constructive peer review strategies to improve writing.
- Select independent reading texts and respond with personal reflections and analysis.
- Plan, write, and deliver oral presentations using storytelling techniques.

Language Skills:

- Use context clues-definitions, comparisons, and examples-to determine word meaning.
- Learn and apply academic and content-specific vocabulary in speaking and writing.
- Use personal pronouns, pronoun-antecedent agreement, and consistent pronoun use correctly.
- Edit for grammar, punctuation, word choice, and usage using checklists and models.

Unit Enduring Understandings:

Students will know...

- how to write annotations to ask questions, track information, and respond to the text as well as understand the purpose of annotations.
- how to use types of context clues to clarify the meaning of words.
- the purpose of various reading comprehension strategies.
- how to write strong text dependent responses using relevant support evidence.
- how to cite evidence to support analysis of what text says explicitly.
- how to identify figurative language and analyze how it is used for descriptive effect in a work of fiction.
- how to analyze what elements contribute to successful collaborative conversations.
- how to break down a literary analysis prompt and answer the prompt in a short, written response.

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- how to identify and apply the elements of effective and constructive peer review.
- how to respond to a question with a 140 character response.
- how to identify and describe characteristics of fantasy, mystery and realistic and historical fiction.
- how to make connections in order to improve reading comprehension.
- how to identify and describe character traits, key events, as well as articulate the conflict that is integral to the story's plot.
- how to analyze how the characters' reactions and changes contribute to the plot.
- how to analyze character and how characters respond to change in a short, written response.
- how to write a personal response to literary or informational texts drawing on evidence from the text to support analysis and reflection.
- how to write a short response that demonstrates their understanding of and connection to the text.
- how to identify and describe character traits and setting details, as well as articulate the conflict that is integral to the story's plot.
- how a particular story 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.
- how to compare and contrast texts in different forms or genres in terms of their approaches to similar themes.
- how to compare and contrast how the setting in *Hatchet* and *Red Scarf Girl* provides context to the main conflict in a short, written response.
- how to make and confirm predictions to ensure understanding and gain information.
- how to analyze dramatic elements, including character, setting, plot, theme, dialogue, and stage directions.
- how dramatic elements and structure of a drama affect the plot in a short, written response.
- how to analyze how a particular sentence/chapter fits into the overall structure of a text and contributes to the development of theme, setting, or plot.
- how a particular story's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
- how the plot of the story is developed through the characters' dialogue, actions, and motivations in a short, written response.
- how to provide a summary of the text free of personal opinions or judgments.
- how to summarize in order to participate in a collaborative conversation and write a short constructed response.
- how to demonstrate their ability to determine the meaning and purpose of nonsense words by creating a short, written poem.
- how to analyze the features of fiction in response to a prompt.
- how to explore background information about new texts in the library in order to self-select a text, establish a purpose for reading, and read independently for a sustained period of time.
- how to analyze a sample Student Model and plan a meaningful narrative in response to a prompt.
- how to develop their drafts by organizing their narrative effectively.
- how to draft a meaningful narrative in response to a prompt.

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- how to improve the beginning of a narrative by revising to present expository information in a way that grabs a reader’s attention.
- how to further their narrative drafts by developing descriptive details.
- how to develop their drafts by using narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- how to develop their drafts by using appropriate transitions to clarify the relationships among ideas and concepts.
- how to develop their drafts by providing a conclusion that follows from the narrated experiences or events.
- how to revise the draft of their narrative for clarity, development, organization, style, diction, and sentence effectiveness.
- how personal pronouns are used in text examples.
- the rules of consistent pronoun use.
- how to edit and publish the final draft of their narrative.

Unit Essential Questions:

- What do we do when life gets hard?
- How do we respond in a difficult situation?
- What do we do when our limits are tested?
- How do we face a challenge?
- What actions can we take to solve a problem?

Instructional Plan

Suggested Activities	Resources/Texts
<ol style="list-style-type: none"> 1. Diagnostic Test 2. Benchmark Test 3. Sync Start - “Eleven” - Blast, Annotations, Context Clues, Reading Comprehension, First Read, Text-Dependent Responses, Textual Evidence, Figurative Language, Cose Read, Collaborative Conversations, Short Constructed Responses, and Peer Review. Big Idea: What do we do when life gets hard? - Blast, Content Vocabulary, Recognizing Genre - Fiction, and Academic Vocabulary 4. <i>The Mighty Miss Malone</i> Amistad - Making Connections, First Read, Character, Close Read, Blast. 5. Excerpts: <i>Red Scarf Girl/Hatchet</i> - Personal Response, Independent Read, First Read, Setting, Compare/Contrast, and Close Read. <p><i>The Magic Marker Mystery</i> - Making and Confirming Predictions, First Read, Dramatic Elements and Structure, and Close Read. - Narrative Writing Process: Plan</p>	<p>Study Sync Anchor Texts: <i>Eleven</i> , <i>The Mighty Miss Malone</i>, <i>Red Scarf Girl/Hatchet</i>, <i>The Magic Marker Mystery</i>, “Scout’s Honor”, “The Good Samaritan” , “Jabberwocky,” “<i>Gathering Blue</i>”, “<i>A Wrinkle in Time</i>”</p> <p>Trade Books/ Paired Readings for Book Clubs/Workshop Model</p> <p>Additional Suggested Supplemental Reading Resources</p>

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- “Scout’s Honor” - First Read, Story Structure, Plot, and Close Read. Narrative Writing Process: Draft, Narrative Writing Process: Revise
- The Good Samaritan” **Diversity and Inclusion**
- First Read, Summarizing, Close Read, and Blast - Rewriting History. - Narrative Writing Process: Revise
- “Jabberwocky,” *Gathering Blue*, *A Wrinkle in Time* Independent Read (“Jabberwocky”), Independent Read (*Gathering Blue*), First Read (*A Wrinkle in Time*), Context Clues, Close Read (*A Wrinkle in Time*), and Write: Analyzing Genre. - Narrative Writing Process: Revise
- Narrative Writing Process: Edit & Publish
- Spotlight Skills Review
- End-of-Unit Assessment

Optional Novel Studies: *Hatchet* **Climate Change** & *A Wrinkle in Time*

Evidence of Student Learning

Formative Assessments:

- Screening & Diagnostic Test
- Readiness Screener
- Benchmark 1 - Form 1
- Blasts
- Writing Portfolio

Summative Assessments

- End-of-Unit Assessment
- Narrative Writing Task
- Writing Portfolio

Benchmark Assessments:

- Benchmark Assessment - Form 1
- Linkit
- Narrative Writing Task

Alternative Assessments

- Oral Presentations
- Creative Writing tasks

Performance Tasks:

- Extended Writing Project: Narrative

Suggested Options for Differentiation

Special Education

- Follow all IEP modifications
 - Provide small group instruction for reading and writing
 - Use visuals, word banks, and visual glossaries
 - Pre-teach vocabulary with visuals or movement
 - Use leveled texts and summaries
 - Allow extended time for assignments and assessments
 - Accept oral or dictated responses
 - Read aloud daily
 - Use audio tools (audiobooks, screen readers, audio speed/highlight features)
 - Offer peer tutoring or buddy support
 - Provide preferential seating
 - Scaffold instruction and tasks
 - Modify/shorten number and type of questions
 - Use engaging content: songs, chants, multimedia
 - Provide assistive technology (scribes, communication devices, large print, Braille)
-

Students with 504 Plans

- Follow all 504 accommodations
 - Allow extra time for assignments and assessments
 - Provide small group support
 - Accept oral or dictated responses
 - Use assistive tools (audiobooks, large print, Braille, scribes, communication devices)
-

Students at Risk of Failure

- Use visuals, real-life connections, and structured routines
 - Pre-teach key vocabulary
 - Provide small group instruction and read-alouds
 - Use buddy support or peer tutoring
 - Allow extra time and break tasks into manageable steps
 - Engage with choral reading, songs, and repetition
 - Offer preferential seating
 - Scaffold instruction and gradually increase passage length
-

Gifted and Talented

- Ask open-ended, higher-level questions (e.g., “why” and “what if”)
- Use Bloom’s Taxonomy for analyzing, evaluating, and creating
- Encourage independent or interest-based projects
- Provide leveled texts and an advanced reading list
- Use flexible grouping, centers, and learning contracts
- Include simulations, concept puzzles, and problem-solving activities
- Allow for discovery learning and reflection
- Offer multiple options for assignments and assessments
- Use varied pre-assessments and enrichment activities

Multilingual Learners (MLs)

- Pre-teach vocabulary using visuals, realia, or cognates
- Use sentence frames and speaking frames
- Provide small group guided reading and writing
- Use screen readers, audiobooks, and audio highlight/speed tools
- Allow oral or dictated responses
- Use labeled visuals and graphic organizers
- Offer supplemental language support
- Use Spanish cognates and bilingual glossaries where appropriate

Diversity and Inclusion

- Create a welcoming, structured environment with clear routines
- Build relationships with families and encourage involvement
- Integrate diverse cultural perspectives into lessons
- Provide alternative assignments when appropriate
- Use visual aids, outlines, and word walls
- Allow extra wait time before calling on students
- Speak clearly, avoiding idioms or slang
- Use closed captioning and accessible media
- Collaborate with ESL and support staff to meet individual needs
- Encourage bilingual development at home while supporting English proficiency

Supplemental Resources

- Blast- Welcome to Study Sync
- “Eleven”- 5th Grade Lexile (Guided Reading Mode and Audio)

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- Blast- Testing Our Limits
- Blast- Moral Quarrel (“Mighty Miss Malone”)
- “Mighty Miss Malone” Background Information on Great Depression/BrainPOP “Scout’s Honor”- 5th Grade Lexile (Guided Reading Mode and Audio)
- Blast- Rewriting History (“The Good Samaritan)
- Self-Selected Blasts
- Standards/Skills based lessoned as needed (Pacing Guide)
- Additional Blasts
 - Rocket Power - The events of Brian’s plane crash provide students with context to think about the question, “What does the future of travel look like?”
 - Future Vision - Meg Murry’s dedication to finding her father and creating a brighter future will inspire students to ask “What ideas do you have to help people who are visually impaired?”
 - Science’s Brightest Star - Rey’s adolescent quest for answers to age-old questions will help students connect to the question posed in this Blast, “What was Stephen Hawking’s greatest contribution to science?”
- Additional Grammar Lessons
 - IBridges to Literature/Interactive Reader Selections as Applicable
- Scholastic/Scope Magazine as Applicable

OCEAN ACADEMY CHARTER SCHOOL

Unit 2 Overview

Content Area: English Language Arts

Unit Title: You and Me

Duration: 30 Days

Target Course/Grade Level: ELA/6th Grade

Introduction/Unit Focus:

In this unit, students will explore how important relationships can have a powerful impact on people’s lives. Through reading stories, poems, and nonfiction texts, they will examine how meaningful connections with others can shape a person’s thoughts, actions, and even their future. After analyzing these different types of texts, students will reflect on someone who has influenced them personally. Using that experience, they will write an argument explaining whether or not they believe relationships can truly shape someone’s future.

Reading Skills

Students will continue to build their reading skills by engaging with a variety of literary and informational texts. During their first read, they will focus on understanding the main ideas and asking questions to help guide their thinking. As they move into close reading, students will pay attention to how authors use language, tone, and style to communicate deeper meaning. They will learn to identify strong textual evidence to support their ideas and will consider how the author’s purpose and audience affect the way a message is delivered.

Writing Skills

In their writing, students will use personal experience to develop an argumentative response. They will describe someone who has influenced them and explain how that relationship affected their life. Students will practice organizing their ideas clearly, developing a strong main claim, and supporting that claim with reasons and evidence. They will also work on using appropriate language and tone to make their writing thoughtful and convincing.

By the end of the unit, students will have a better understanding of how relationships shape who we are and will be able to express their ideas clearly through both reading and writing.

Disciplinary Concepts for the Unit.

Standard 9.1 Personal Financial Literacy

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

Standard 9.2 Career Awareness, Exploration, Preparation and Training

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Standard 9.4 Life Literacies and Key Skills

This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Standard 8.1 Computer Science

Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2 Design Thinking

Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocide in an appropriate place in the curriculum of all elementary and

secondary school pupils. The instruction shall further emphasize the 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 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district’s implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion: C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

The instruction shall:

- (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
- (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
- (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

Asian Americans and Pacific Islanders (AAPI)

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLs) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416).

21st Century Themes and Skills

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.”

[New Jersey Student Learning Standards-ELA](#)

Focus Standards

Reading Literature

(CR) Close Reading of Text: By the end of grade 12, read closely to

RL.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what a literary text

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<p>determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>	<p>says explicitly as well as inferences drawn from the text.</p>
<p>(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize.</p>	<p>RL.CI.6.2. Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.</p>
<p>(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>	<p>RL.IT.6.3. Describe how a particular text’s structure unfolds in a series of episodes and use textual evidence to describe how the characters respond or change as the plot moves toward a resolution</p>
<p>(TS) Text Structure: By the end of grade 12, analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p>	<p>RL.TS.6.4. Analyze how a particular piece (e.g., sentence, chapter, scene, stanza, or section) fits into the overall structure of a text and contributes to the development of the ideas, theme, setting, or plot.</p>
<p>(VL) Vocabulary Acquisition, Use and Literal Meaning: By the end of grade 12, determine the meaning of unknown and multiple-meaning words using analysis of word parts (morphemes), word solving strategies, and consulting general and specialized reference materials, as appropriate.</p>	<p>L.VL.6.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> A. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. B. Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings. C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a

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	dictionary).
(PP) Perspective and Purpose in Texts: By the end of grade 12, assess how perspective or purpose shapes the content and style of a text.	RL.PP.6.5. Determine how an author conveys or develops perspective in a text (through the narrator or speaker when appropriate).
(MF) Diverse Media and Formats: By the end of grade 12, synthesize content presented in diverse media and formats, including visually and quantitatively.	RL.MF.6.6. Compare and contrast information or texts to develop a coherent understanding of a theme, topic, or issue when reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text.
(CT) Comparison of Texts: By the end of grade 12, analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	RL.CT.6.8. Compare and contrast literary texts in different forms, by different authors, or from different genres (e.g., stories and poems; historical novels and primary source documents, scientific journals and fantasy stories) in terms of their approaches to similar themes and topics.
Reading Informational Text	
(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	RI.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RI.CI.6.2. Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments
(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.	RI.IT.6.3. Analyze how a particular text's (e.g., article, brochure, technical manual, procedural text) structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
(PP) Perspective and Purpose in Texts: By the end of grade 12, assess how perspective or purpose shapes the content and style of a text.	RI.PP.6.5. Identify author's purpose, perspective or potential bias in a text and explain the impact on the reader's interpretation.

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<p>(VI) Vocabulary Acquisition, Use and Interpretative Meaning: By the end of grade 12, interpret figurative and connotative word meanings, including shades of meaning based on word relationships and context.</p>	<p>L.VI.6.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> A. Interpret figures of speech (e.g., personification) in context. B. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. C. Analyze the impact of a specific word choice on meaning and tone. D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).
<p>(MF) Diverse Media and Formats: By the end of grade 12, synthesize content presented in diverse media and formats, including visually and quantitatively</p>	<p>RI.MF.6.6. Integrate information when presented in different media or formats (e.g., visually, quantitatively) to develop a coherent understanding of a topic or issue.</p>
<p>(AA) Analysis of an Argument: By the end of grade 12, evaluate the argument and specific claims in a text, including the validity of the reasoning, the credibility and accuracy of each source as well as the relevance and sufficiency of the evidence.</p>	<p>RI.AA.6.7. Trace the development of and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>
<p>(CT) Comparison of Texts: By the end of grade 12, analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>	<p>RI.CT.6.8. Compare and contrast informational texts in different forms, by different authors, or from different genres (e.g., a memoir written by and a biography on the same person, historical novels and primary source documents, infographics and scientific journals) in terms of their approaches to similar themes and topics</p>
Writing	
<p>(AW) Argumentative Writing: By the end of grade 12, write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>W.AW.6.1. Write arguments on discipline-specific content (e.g., social studies, science, math, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> A. Introduce claim(s) about a topic or issue and organize the reasons and evidence logically. B. Support claim(s) with logical reasoning and relevant, accurate data and evidence, that demonstrate an understanding of the topic or text, using credible sources.

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	<ul style="list-style-type: none"> C. Use words, phrases, and clauses to link and clarify the relationships among claim(s), reasons and evidence. D. Establish and maintain a formal/academic style, approach, and form. E. Provide a concluding statement or section that follows from the argument presented
<p>(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content</p>	<p>W.IW.6.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension. B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. C. Use appropriate transitions to clarify the relationships among ideas and concepts. D. Use precise language and domain-specific vocabulary to inform about or explain the topic. E. Acknowledge and attempt a formal/academic style, approach, and form. F. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows from and supports the information or explanation presented.
<p>(NW) Narrative Writing: By the end of grade 12, write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>W.NW.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> A. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

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	<p>D. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>E. Provide a conclusion that follows from the narrated experiences or event</p>
(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.	W.WP.6.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience
(WR) Writing Research: By the end of grade 12, conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.	W.WR.6.5. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
(SE) Sources of Evidence: By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.	W.SE.6.6. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
(AA) Analysis of an Argument: By the end of grade 12, evaluate the argument and specific claims in a text, including the validity of the reasoning, the credibility and accuracy of each source as well as the relevance and sufficiency of the evidence.	RI.AA.6.7. Trace the development of and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are no
Speaking and Listening	
(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas	<p>SL.PE.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>A. Come to discussions prepared, having read or</p>

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<p>and expressing their own clearly and persuasively.</p>	<p>studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing</p>
<p>(II) Integrate Information: By the end of grade 12, integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>SL.II.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p>
<p>(ES) Evaluate Speakers: By the end of grade 12, evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.</p>	<p>SL.ES.6.3. Deconstruct a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not</p>
<p>(PI) Present Information: By the end of grade 12, present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience</p>	<p>SL.PI.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation)</p>
<p>(UM) Use Media: By the end of grade 12, make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p>	<p>SL.UM.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p>
<p>(AS) Adapt Speech: By the end of grade 12, adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated.</p>	<p>SL.AS.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>

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Language	
(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling	<p>L.SS.6.1. Demonstrate command of the system and structure of the English language when writing or speaking.</p> <ul style="list-style-type: none"> A. Ensure that pronouns are in the proper case (subjective, objective, possessive). B. Use intensive pronouns (e.g., myself, ourselves). C. Recognize and correct inappropriate shifts in pronoun number and person. D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). E. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical elements. F. Recognize spelling conventions.
(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	<p>L.KL.6.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases. B. Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. C. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice. D. Maintain consistency in style and tone.
(VL) Vocabulary Acquisition, Use and Literal Meaning: By the end of grade 12, determine the meaning of unknown and multiple-meaning words using analysis of word parts (morphemes), word solving strategies, and consulting general and specialized reference materials, as appropriate.	<p>L.VL.6.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. B. Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings. C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. E. Verify the preliminary determination of the

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	meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
(VI) Vocabulary Acquisition, Use and Interpretative Meaning: By the end of grade 12, interpret figurative and connotative word meanings, including shades of meaning based on word relationships and context.	L.VI.6.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Interpret figures of speech (e.g., personification) in context. B. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. C. Analyze the impact of a specific word choice on meaning and tone. D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).
<u>New Jersey Student Learning Standards: Interdisciplinary Connections</u> <u>2020 NJSLS Social Studies</u>	
Social and political systems have protected and denied human rights (to varying degrees) throughout time.	6.1.8.CivicsHR.3.b: Evaluate the impact of the institution of slavery on the political and economic expansion of the United States. 6.1.8.CivicsHR.3.c: Construct an argument to explain how the expansion of slavery violated human rights and contradicted American ideals.
<u>New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills</u>	
Core Ideas	Performance Expectations (Identified with Standard Number and statement)
Individuals can use their talents, resources, and abilities to give back.	9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.
<u>New Jersey Student Learning Standards: Computer Science and Design Thinking</u>	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
People use digital devices and tools to automate the collection, use, and transformation of data.	8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.
<u>New Jersey Student Learning Standards: Climate Change Mandate</u>	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Gathering and evaluating	9.4.8.Cl.1: Assess data gathered on varying perspectives

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knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.	on causes of climate change (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions.
Multiple solutions often exist to solve a problem.	9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change and use critical thinking skills to predict which one(s) are likely to be effective. 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1)
Digital technology and data can be leveraged by communities to address effects of climate change.	9.4.8.DC.8: Explain how communities use data and technology to develop measures to respond to effects of climate change (e.g., smart cities).
Sources of information are evaluated for accuracy and relevance when considering the use of information.	9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8). 9.4.8.IML.8: Apply deliberate and thoughtful search strategies to access high-quality information on climate change (e.g., 1.1.8.C1b).

Unit 2 Knowledge and Skills

Unit Learning Targets (Objectives):

Students will be able to...

Reading Skills:

- Generate questions before, during, and after reading to ensure comprehension and gather information.
- Identify and describe characters, setting details, and key events that contribute to the plot.
- Articulate the central conflict and understand how it drives the story forward.
- Cite textual evidence to support both explicit information and inferences.
- Analyze the impact of specific word choices on tone and meaning.
- Determine the connotative meanings of words and phrases within context.
- Analyze how a theme is developed and supported by specific details.
- Explain how a sentence, stanza, or chapter contributes to theme, setting, or plot.

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- Identify point of view and analyze how it shapes meaning and author purpose.
- Compare and contrast texts across different forms and genres, focusing on similar themes or topics.
- Recognize poetic devices and explain how they contribute to a poem's meaning.
- Analyze figurative language such as metaphors, similes, and personification for effect and meaning.
- Examine how structure in poetry contributes to its theme and message.
- Use close reading strategies to improve fluency, comprehension, and critical thinking.
- Participate in collaborative conversations by sharing insights, citing evidence, and building on others' ideas.
- Explore and synthesize background information from texts to build contextual understanding.
- Demonstrate understanding of text through personal, analytical, and comprehension-based written responses.
- Self-select texts, establish a purpose for reading, and engage in sustained independent reading.

Writing Skills:

- Plan, organize, and draft structured responses to prompts using clear reasoning and evidence.
- Write short constructed responses and personal reflections with appropriate support from texts.
- Develop narrative writing with a focus on character, setting, and sequence of events.
- Incorporate narrative techniques such as dialogue, pacing, transitions, and descriptive details.
- Write responses using formal and informal language appropriate to purpose and audience.
- Craft poetry using knowledge of poetic devices and structure.
- Plan and write argumentative essays that include clear thesis statements and supporting evidence.
- Organize argumentative writing using logical structure and cohesive transitions.
- Revise introductions and conclusions to strengthen clarity and impact.
- Use peer and teacher feedback to revise drafts for clarity, organization, and style.
- Use revision guides and checklists to strengthen writing effectiveness.
- Edit and publish final drafts with attention to grammar, spelling, punctuation, and sentence fluency.

Language Skills:

- Learn and apply content and academic vocabulary across multiple contexts.
- Use personal and possessive pronouns correctly in writing and speaking.
- Apply knowledge of pronoun-antecedent agreement and consistent pronoun usage.
- Differentiate and use formal and informal language based on task and audience.
- Apply basic spelling rules accurately in written work.
- Analyze and adjust word choice and diction for purpose and clarity in writing.

- Edit for grammar, punctuation, capitalization, and sentence structure using checklists and models.

Unit Enduring Understandings:

Students will know...

- how to respond to a question with a 140-character response.
- how to identify and describe poetic devices.
- how to recognize and use academic vocabulary in a variety of contexts.
- how to generate questions before, during, and after reading to ensure understanding and gain information.
- how to identify characters and setting details, as well as articulate events that are central to the story's plot.
- how to analyze the impact of a specific word choice on meaning and tone.
- how to cite textual evidence to support an analysis of what the text says explicitly, as well as inferences drawn from the text.
- how to analyze language style and audience, as well as cite textual evidence in order to write a short narrative
- how to determine the connotative meaning of words and phrases as they are used in a text.
- how to determine a theme of a text and how it is conveyed through particular details.
- how to analyze how a particular sentence or chapter fits into the overall structure of a text and contributes to the development of theme, setting, or plot.
- how to make inferences in order to improve reading comprehension.
- how to use poetic devices to make inferences about the speaker and the poem as a whole.
- how to describe how the poet's use of figurative language, such as metaphors, similes, and personification, achieves specific purposes.
- how to explain how figurative language develops character and helps the reader understand more about the speaker.
- how to adjust fluency as they read aloud in order to improve reading comprehension.
- how to analyze the structure of a poem and explain how it contributes to the development of the theme.
- how to analyze how specific lines and stanzas develop the theme of friendship in the poem in a short constructed response.
- how to demonstrate their understanding by responding to comprehension questions, participating in a collaborative conversation, and writing a personal response.
- how to identify and restate the text's key ideas and details.
- how to provide a summary of the text free of personal opinions or judgments
- how to summarize in order to participate in a collaborative conversation and write a short informative response.
- how to identify and describe characters and setting details as well as articulate events that are central to the story's plot.
- how to identify the author's use of a particular point of view in a work of fiction to achieve a specific purpose.

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- how to analyze point of view in order to participate in a collaborative conversation and write a short argumentative response.
- how to demonstrate an understanding of characterization through a personal connection in a short, written response.
- how to write a short response that demonstrates their understanding of characterization through a personal connection.
- how to identify and describe the speaker and setting details as well as articulate aspects of the poem that are central to the message.
- how to compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar topics
- how to recognize poetic devices used in the poetry genre in order to write a response to a prompt.
- how to explore background information about new texts in the library in order to self-select a text, establish a purpose for reading, and read independently for a sustained period of time.
- how to demonstrate their understanding of the piece by writing a personal response.
- how to analyze a sample Student Model and plan a meaningful argumentative response to a prompt.
- how to develop their drafts by organizing their argument effectively.
- how to develop their thesis statements for their arguments.
- how to improve their arguments by adding reasons and relevant evidence.
- how to draft a meaningful argument in response to a prompt.
- how to develop their drafts by improving their introductions.
- how to develop their drafts by using transitions to connect ideas within and between paragraphs.
- how to develop their drafts by establishing and maintaining a formal style.
- how to develop their drafts by improving their conclusions
- how to revise the draft of their argument for clarity, development, organization, style, diction, and sentence effectiveness.
- how to spell correctly.
- how to use possessive pronouns correctly.
- how to use formal and informal language correctly.
- how to edit and publish the final draft of their argument.

Unit Essential Questions:

- How do relationships shape us?
- Can you even count the number of relationships you've had in your life?
- What kinds of relationships do people have?
- Why are relationships important?
- What do readers learn when they study and analyze the relationships depicted in literary works?
- How can this help us with some of our own relationships?

Instructional Plan

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Suggested Activities	Resources/Texts
<ol style="list-style-type: none"> 1. Big Idea - Blast, Content Vocabulary, Recognizing Genre, Academic Vocabulary 2. <i>Walk Two Moons</i> Climate Change - Generating Questions, First Read, Language, Style and Audience, Textual Evidence, Close Read 3. <i>Roll of Thunder, Hear My Cry</i> Amistad - First Read, Connotation & Denotation, Theme, Story Structure, Close Read 4. “Teenager” - Making Inferences, First Read, Figurative Language, Close Read, Blast - Sonnet to Social Media 5. “Tableau” Amistad , Diversity and Inclusion 6. Adjusting Fluency, First Read, Poetic Elements & Structure, Close Read 7. “The Voice in My Head” & “We’re on the Same Team” - Independent Read, First Read, Summarizing, Close Read, Blast. Argumentative Writing Process: Plan. Day Argumentative Writing Process: Draft 8. “The Treasure of Lemon Brown” Amistad , Diversity and Inclusion 9. First Read, POV, Close Read. - Argumentative Writing Process: Revise. 10. <i>The Circuit</i>, “ Asian Americans and Pacific Islanders (AAPI), Diversity and Inclusion, Climate Change 11. “That Day,” & “A Poem for My Librarian, Mrs. Long” Amistad , Diversity and Inclusion Independent Read, First Read, Compare & Contrast, Close Read, Analyzing Genre 12. Argumentative Writing Process: Edit & Publish 13. Spotlight Skills Review 14. End-of-Unit Assessment <p>Optional Novel Studies: <i>Walk Two Moons</i> & <i>Roll of Thunder, Hear My Cry</i></p>	<p>Study Sync Anchor Texts: “Two Moons”, “Roll of Thunder, Hear My Cry”, “Teenager”, “Tableau”, “The Voice in My Head”, “We’re on the Same Team”, “The Treasure of Lemon Brown”, “The Circuit”, “A Poem for my Librarian, Mrs. Long”</p> <p>Trade Books/ Paired Readings for Book Clubs/Workshop Model Additional Suggested Supplemental Reading Resources</p>

Evidence of Student Learning

Formative Assessments:

- Blasts
- Teacher Observation
- Student/Teacher Conferences
- Anecdotal Notes
- Exit Tickets
- Content Facilitation Grids

- 321
- Tic Tac Toe Summary

Benchmark Assessments:

- Benchmark Assessment - Form 2 (at end of unit)

Summative Assessments

- End-of-Unit Assessment
- Argumentative Writing Workshop
- LinkIt

Alternative Assessments

- Oral Reports
- Digital Representations of Work (Google Slides, Spreadsheet, Publisher)
- Demonstration

Performance Tasks: Extended Writing Project Prompt/Argumentative: Can relationships shape your future?

Suggested Options for Differentiation

Special Education

- Follow all IEP modifications
- Provide small group instruction for reading and writing
- Use visuals, word banks, and visual glossaries
- Pre-teach vocabulary with visuals or movement
- Use leveled texts and summaries
- Allow extended time for assignments and assessments
- Accept oral or dictated responses
- Read aloud daily
- Use audio tools (audiobooks, screen readers, audio speed/highlight features)
- Offer peer tutoring or buddy support
- Provide preferential seating
- Scaffold instruction and tasks
- Modify/shorten number and type of questions
- Use engaging content: songs, chants, multimedia
- Provide assistive technology (scribes, communication devices, large print, Braille)

Students with 504 Plans

- Follow all 504 accommodations
 - Allow extra time for assignments and assessments
 - Provide small group support
 - Accept oral or dictated responses
 - Use assistive tools (audiobooks, large print, Braille, scribes, communication devices)
-

Students at Risk of Failure

- Use visuals, real-life connections, and structured routines
 - Pre-teach key vocabulary
 - Provide small group instruction and read-alouds
 - Use buddy support or peer tutoring
 - Allow extra time and break tasks into manageable steps
 - Engage with choral reading, songs, and repetition
 - Offer preferential seating
 - Scaffold instruction and gradually increase passage length
-

Gifted and Talented

- Ask open-ended, higher-level questions (e.g., “why” and “what if”)
 - Use Bloom’s Taxonomy for analyzing, evaluating, and creating
 - Encourage independent or interest-based projects
 - Provide leveled texts and an advanced reading list
 - Use flexible grouping, centers, and learning contracts
 - Include simulations, concept puzzles, and problem-solving activities
 - Allow for discovery learning and reflection
 - Offer multiple options for assignments and assessments
 - Use varied pre-assessments and enrichment activities
-

Multilingual Learners (MLs)

- Pre-teach vocabulary using visuals, realia, or cognates
 - Use sentence frames and speaking frames
 - Provide small group guided reading and writing
 - Use screen readers, audiobooks, and audio highlight/speed tools
 - Allow oral or dictated responses
 - Use labeled visuals and graphic organizers
 - Offer supplemental language support
 - Use Spanish cognates and bilingual glossaries where appropriate
-

Diversity and Inclusion

- Create a welcoming, structured environment with clear routines
- Build relationships with families and encourage involvement
- Integrate diverse cultural perspectives into lessons

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- Provide alternative assignments when appropriate
- Use visual aids, outlines, and word walls
- Allow extra wait time before calling on students
- Speak clearly, avoiding idioms or slang
- Use closed captioning and accessible media
- Collaborate with ESL and support staff to meet individual needs
- Encourage bilingual development at home while supporting English proficiency

Supplemental Resources

- The Big Idea Blast- “The Power of Relationships
- “Roll of Thunder, Hear My Cry”- paired Commonlit article about sharecroppers
- Blast- Sonnets to Social Media (“Teenagers”)
- Blast: A Level Playing Field (“We’re on the Same Team”)
- Standards/Skills based lessoned as needed (Pacing Guide)
- Additional Blasts
 - Gratitude Adjustment -Sal’s reflections from the excerpt of *Walk Two Moons* will propel students to consider the question, “What are you thankful for?”
 - The Big Leagues - Jing’s passion for volleyball in her letter to the editor, “We’re on the Same Team,” provides students with context to think about the question, “What role do sports play in uniting communities?”
 - Above and Beyond - After seeing the impact of Mrs. Long’s relationship on the speaker of “A Poem for My Librarian, Mrs. Long,” students will be curious to think about their own relationships with teachers in their lives as they discuss the question, “How can interactions with teachers influence students?”
- Additional Grammar Lessons
- Bridges to Literature/Interactive Reader Selections as Applicable
- Scholastic/Scope Magazine/Commonlit as Applicable

LGBTQ and Individuals with Disabilities/Diversity and Inclusion Resources

Individuals with Disabilities

- Character: Percy Jackson in *The Lightning Thief* By Rick Riordan (dyslexia)
- *Wonder* by R.J. Palacio (acceptance/disabilities)

OCEAN ACADEMY CHARTER SCHOOL

Unit 3 Overview

Content Area: English Language Arts

Unit Title: In the Dark

Duration: 30 Days

Target Course/Grade Level: 6th ELA

Introduction/Unit Focus:

In this unit, students will read a variety of texts—both fiction and informational—that focus on people who face moments of uncertainty. Through these readings, students will explore how individuals and characters respond when the outcome is unknown and how their choices reflect their motivations. By looking closely at these moments, students will gain a deeper understanding of the challenges people face and the courage it takes to act in uncertain situations.

Reading Skills

Students will strengthen their reading comprehension by analyzing both literary and informational texts. They will examine how characters and real people make decisions when faced with difficult or uncertain circumstances. As they read, students will learn to identify important details, make inferences about character motivation, and support their ideas with evidence from the text. They will also work on understanding the author’s purpose and how different text structures help communicate key ideas.

Writing Skills

At the end of the unit, students will apply their understanding of the texts by writing an informative essay. In their essay, they will choose three individuals or characters from the unit and explain what motivated each one to take action. Students will practice organizing their writing clearly, using evidence from the texts to support their ideas, and explaining how the evidence connects to the individuals’ motivations. The writing process will help students build strong informative writing skills, with a focus on clarity, structure, and using text-based support.

By the end of the unit, students will have developed a deeper understanding of how people respond to uncertainty and how motivation plays a role in decision-making, while also strengthening their ability to express these ideas through writing.

Disciplinary Concepts for the Unit.

Standard 9.1 Personal Financial Literacy

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student’s college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

Standard 9.2 Career Awareness, Exploration, Preparation and Training

This standard outlines the importance of being knowledgeable about one’s interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Standard 9.4 Life Literacies and Key Skills

This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Standard 8.1 Computer Science

Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2 Design Thinking

Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocide in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the 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 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A. 18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion: C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

The instruction shall:

- (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
- (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
- (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

Asian Americans and Pacific Islanders (AAPI)

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders

(AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416).

21st Century Themes and Skills

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.”

[New Jersey Student Learning Standards-ELA](#)

Focus Standards

Reading Literature

<p>(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>	<p>RL.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.</p>
<p>(TS) Text Structure: By the end of grade 12, analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole</p>	<p>RL.TS.6.4. Analyze how a particular piece (e.g., sentence, chapter, scene, stanza, or section) fits into the overall structure of a text and contributes to the development of the ideas, theme, setting, or plo</p>
<p>(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>	<p>RL.IT.6.3. Describe how a particular text’s structure unfolds in a series of episodes and use textual evidence to describe how the characters respond or change as the plot moves toward a resolution.</p>
<p>(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<p>RL.CI.6.2. Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.</p>

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<p>PP) Perspective and Purpose in Texts: By the end of grade 12, assess how perspective or purpose shapes the content and style of a text.</p>	<p>RL.PP.6.5. Determine how an author conveys or develops perspective in a text (through the narrator or speaker when appropriate).</p>
<p>(VI) Vocabulary Acquisition, Use and Interpretative Meaning: By the end of grade 12, interpret figurative and connotative word meanings, including shades of meaning based on word relationships and context.</p>	<p>L.VI.6.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> A. Interpret figures of speech (e.g., personification) in context. B. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. C. Analyze the impact of a specific word choice on meaning and tone. D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwhasteful, thrifty).
<p>(MF) Diverse Media and Formats: By the end of grade 12, synthesize content presented in diverse media and formats, including visually and quantitatively,</p>	<p>RL.MF.6.6. Compare and contrast information or texts to develop a coherent understanding of a theme, topic, or issue when reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text.</p>
<p>Reading Informational Text</p>	
<p>(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>	<p>RI.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.</p>
<p>(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<p>RI.CI.6.2. Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments</p>
<p>IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>	<p>RI.IT.6.3. Analyze how a particular text's (e.g., article, brochure, technical manual, procedural text) structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated in a text</p>

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<p>PP) Perspective and Purpose in Texts: By the end of grade 12, assess how perspective or purpose shapes the content and style of a text.</p>	<p>RI.PP.6.5. Identify author’s purpose, perspective or potential bias in a text and explain the impact on the reader’s interpretation.</p>
<p>(MF) Diverse Media and Formats: By the end of grade 12, synthesize content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>	<p>RI.MF.6.6. Integrate information when presented in different media or formats (e.g., visually, quantitatively) to develop a coherent understanding of a topic or issue.</p>
<p>AA) Analysis of an Argument: By the end of grade 12, evaluate the argument and specific claims in a text, including the validity of the reasoning, the credibility and accuracy of each source as well as the relevance and sufficiency of the evidence.</p>	<p>RI.AA.6.7. Trace the development of and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>
<p>(CT) Comparison of Texts: By the end of grade 12, analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>	<p>RI.CT.6.8. Compare and contrast informational texts in different forms, by different authors, or from different genres (e.g., a memoir written by and a biography on the same person, historical novels and primary source documents, infographics and scientific journals) in terms of their approaches to similar themes and topics.</p>
<p>Writing</p>	
<p>(AW) Argumentative Writing: By the end of grade 12, write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>W.AW.6.1. Write arguments on discipline-specific content (e.g., social studies, science, math, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> A. Introduce claim(s) about a topic or issue and organize the reasons and evidence logically. B. Support claim(s) with logical reasoning and relevant, accurate data and evidence, that demonstrate an understanding of the topic or text, using credible sources. C. Use words, phrases, and clauses to link and clarify the relationships among claim(s), reasons and evidence. D. Establish and maintain a formal/academic style, approach, and form. E. Provide a concluding statement or section that follows from the argument presented.

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<p>(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>W.IW.6.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none">A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.C. Use appropriate transitions to clarify the relationships among ideas and concepts.D. Use precise language and domain-specific vocabulary to inform about or explain the topic.E. Acknowledge and attempt a formal/academic style, approach, and form.F. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows from and supports the information or explanation presented.
<p>(NW) Narrative Writing: By the end of grade 12, write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>W.NW.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none">A. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.D. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.E. Provide a conclusion that follows from the narrated experiences or events.

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<p>(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.</p>	<p>W.WP.6.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.</p>
<p>(SE) Sources of Evidence: By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.</p>	<p>W.SE.6.6. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p>
<p>(WR) Writing Research: By the end of grade 12, conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.</p>	<p>W.WR.6.5. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p>
<p>Speaking and Listening</p>	
<p>(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>SL.PE.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. D. Review the key ideas expressed and demonstrate

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	understanding of multiple perspectives through reflection and paraphrasing.
(PI) Present Information: By the end of grade 12, present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	SL.PI.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).
(UM) Use Media: By the end of grade 12, make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	SL.UM.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
(AS) Adapt Speech: By the end of grade 12, adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	SL.AS.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
Language	
Conventions of Standard English	L.SS.6.1. Demonstrate command of the system and structure of the English language when writing or speaking. A. Ensure that pronouns are in the proper case (subjective, objective, possessive). B. Use intensive pronouns (e.g., myself, ourselves). C. Recognize and correct inappropriate shifts in pronoun number and person. D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). E. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical elements. F. Recognize spelling conventions.
Knowledge of Language	L.KL.6.2 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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	<ul style="list-style-type: none"> A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases. B. Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. C. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice. D. Maintain consistency in style and tone.
	<p>L.VL.6.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> A. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. B. Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings. C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<p>New Jersey Student Learning Standards: Interdisciplinary Connections <u>2020 NJSLS Social Studies</u></p>	
<p>Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural rights.</p>	
<p>6.1.8.CivicsHR.4.a: Examine sources from a variety of perspectives to describe efforts to reform education, women’s rights, slavery, and other issues during the Antebellum period.</p>	
<p>New Jersey Student Learning Standards: <u>Career Readiness, Life Literacies, and Key Skills</u></p>	
<p>Core Ideas</p>	<p>Performance Expectations (Identified with Standard Number and statement)</p>

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<p>An individual’s values and emotions will influence the ability to modify financial behavior (when appropriate), which will impact one’s financial well-being.</p>	<p>9.1.8.FP.2: Evaluate the role of emotions, attitudes, and behavior (rational and irrational) in making financial decisions.</p> <p>9.1.8.FP.4: Analyze how familial and cultural values influence savings rates, spending, and other financial decisions.</p>
<p>New Jersey Student Learning Standards: Computer Science and Design Thinking</p>	
<p>Core Ideas</p>	<p>Performance Expectations (Identified with Standard Number and Statement)</p>
<p>Economic, political, social and cultural aspects of society drive development of new technological products, processes, and systems.</p>	<p>8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.</p>
<p>New Jersey Student Learning Standards: Climate Change Mandate</p>	
<p>Core Ideas</p>	<p>Performance Expectations (Identified with Standard Number and Statement)</p>
<p>Reading Language Arts</p>	<p>RI.AA.6.7. Trace the development of and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p>Climate Change Example: Students may evaluate supporting evidence in competing design solutions which claim to maintain biodiversity and ecosystem services.</p> <p>W.SE.6.6. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. Climate Change Example: Students may assess the credibility of evidence and sources while constructing an argument related to how changes to physical or biological components of an ecosystem affect populations.</p> <p>SL.II.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. Climate Change Example: Students may interpret and present data points for how the motions and complex interactions of air masses result in changes in weather conditions.</p>

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<p>Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.</p>	<p>9.4.8.CI.1: Assess data gathered on varying perspectives on causes of climate change (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions.</p>
<p>Multiple solutions often exist to solve a problem.</p>	<p>9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change and use critical thinking skills to predict which one(s) are likely to be effective.</p> <p>9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1)</p>
<p>Digital technology and data can be leveraged by communities to address effects of climate change.</p>	<p>9.4.8.DC.8: Explain how communities use data and technology to develop measures to respond to effects of climate change (e.g., smart cities).</p>
<p>Sources of information are evaluated for accuracy and relevance when considering the use of information.</p>	<p>9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).</p> <p>9.4.8.IML.8: Apply deliberate and thoughtful search strategies to access high-quality information on climate change (e.g., 1.1.8.C1b).</p>

Unit 3 Knowledge and Skills

Unit Learning Targets (Objectives):

Students will be able to...

Reading Skills:

- Explore background information and research links to build context for understanding texts.
- Respond to research-based questions using concise summaries (140-character responses).
- Identify and describe key ideas, details, characters, settings, and plot elements in literary and informational texts.
- Analyze how characters respond to challenges and how their actions drive the plot forward.

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- Understand story structure, including the use of flashbacks and how parts of a text contribute to theme, setting, or plot.
- Determine word meanings using context clues, Greek and Latin roots, and reference materials.
- Analyze how specific stanzas or sections of poetry or prose contribute to a text's overall theme.
- Compare and contrast the reading of poems in print versus audio, analyzing differences in tone and interpretation.
- Summarize informational and literary texts objectively, free of personal opinions or judgments.
- Analyze how authors develop central ideas using supporting details, anecdotes, and examples.
- Recognize and define technical language in informational texts using context clues.
- Evaluate theme and message through character responses and textual evidence.
- Synthesize information across multiple texts to create new understanding.
- Cite relevant textual evidence to support explicit ideas and inferences.
- Compare and contrast the motivations and messages of different authors.
- Analyze poetic elements and structure, and how they impact meaning and theme.
- Identify genre characteristics of poetry, fiction, and informational texts.
- Engage in collaborative conversations using textual evidence to support analysis and interpretation.
- Read and analyze mentor texts to model close reading and comprehension strategies.
- Self-select appropriate texts, set a purpose for reading, and read independently for sustained periods.
- Identify the central theme or idea and analyze how it is conveyed through specific details and text structure.

Writing Skills:

- Craft concise written responses and reflections based on text analysis and personal connections.
- Develop informative essays with a clear thesis, structured paragraphs, and logical organization.
- Select an appropriate text structure to match the purpose of informative writing.
- Use strong supporting details to develop the main idea or claim.
- Write engaging introductions and effective conclusions that support the purpose of the writing.
- Apply appropriate transitions to clarify the relationships among ideas.
- Maintain a formal style and consistent voice throughout informative writing.
- Use precise language and domain-specific vocabulary to explain topics clearly.
- Plan and organize writing using models and checklists for guidance.
- Revise drafts for clarity, organization, content development, and sentence variety.
- Edit and publish final drafts using peer feedback, checklists, and writing conventions.
- Write short constructed responses to demonstrate understanding of theme, character, or author's message.
- Analyze and write about poetic devices and their effects in poetry-based responses.

- Compare and contrast authors' purposes or techniques in a written argument or analysis.
- Plan and draft short written responses synthesizing multiple texts.

Language Skills:

- Learn and use content and academic vocabulary in writing and discussion.
- Use parentheses, brackets, and ellipses correctly in written work.
- Apply knowledge of prefixes to determine the meaning of new words.
- Recognize and apply spelling rules across a variety of writing tasks.
- Use technical and subject-specific language appropriately in informative writing.
- Edit writing for grammar, punctuation, capitalization, and sentence structure.
- Demonstrate correct use of pronouns, including possessive forms.
- Use language conventions to enhance clarity and precision in writing.

Unit Enduring Understandings:

Students will know...

- how to respond to a question with a 140-character response
- how to identify and describe characteristics of informational texts.
- how to recognize and use academic vocabulary in a variety of contexts.
- how to visualize in order to improve reading comprehension.
- how to identify and describe characters and setting details as well as articulate events that are central to the story's plot.
- how to describe how characters respond or change as the plot moves toward a resolution.
- how to determine word meaning using context and reference materials.
- how to analyze how a character's responses develop the plot and move the action of the story forward in a short, written response.
- how to identify and describe characters and setting details as well as articulate events that are central to the story's plot.
- how to analyze story structure, including how particular parts of a text, such as a flashback, fit into the overall structure of a text and contribute to the development of the theme, setting, or plot.
- how to analyze story structure in order to participate in a collaborative conversation and write a short constructed response.
- how to respond to a question with a 140-character response.
- how to demonstrate their understanding of characterization through poetry.
- how to identify and restate the text's key ideas and details.
- how to analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text (e.g., through examples or anecdotes).
- how to determine the central idea of a text and how it is conveyed through particular details.
- how to determine the meaning and usage of words derived from Greek and Latin affixes and roots.
- how to analyze how the central idea of the text is developed through supporting details in a short, written response.

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- how to identify and describe the speaker and key details, and articulate events that are central to a poem.
- how to analyze how a particular stanza fits into the overall structure of a text and contributes to the development of the theme.
- how to compare and contrast the experience of reading a poem with the experience of listening to an audio version of the poem and analyze the differences between what they “see” and “hear” when reading the text and what they perceive when they hear it read in an audio version.
- how to analyze how poetic elements and structure and listening to the poem affect the theme in a short, written response.
- how to identify and restate a text’s key ideas and details.
- how to analyze how particular sections fit into the overall structure of an informational text and contribute to the development of ideas.
- how to identify and define technical language in an informational text using context clues.
- how to analyze informational text structures and technical language in order to participate in a collaborative conversation and use key ideas and details to write a short, written response.
- how to identify and describe character traits and setting details as well as articulate the conflict that is central to the story’s plot.
- how to determine a theme of a text and explain how it is conveyed through particular details.
- how to determine a theme of the story, explain how it is conveyed through the character’s responses and other textual details, and give an opinion about the author’s message in a short, written response.
- how to write a short response that demonstrates their understanding of and connection to the text.
- how to make their own opinions and to ask questions that will help them “shake their universe.”
- how to synthesize information from multiple texts to create new understanding.
- how to identify and restate the text’s key ideas and details.
- how to cite textual evidence to support an analysis of what the text says explicitly, as well as draw inferences from the text.
- how to determine the meaning of words and phrases as they are used in a text, including technical meanings.
- how to compare and contrast authors’ motivations in a short, written response.
- how to analyze the features of an informational text in response to a prompt.
- how to explore background information about new texts in the library in order to self-select a text, establish a purpose for reading, and read independently for a sustained period of time.
- how to demonstrate their understanding of the piece by writing a personal response.
- how to analyze a sample Student Model and plan a meaningful informative essay in response to a prompt.
- how to write a clear thesis statement that explains the main idea or claim of an essay.
- how to identify a purpose for writing an informative essay and choose a text structure that supports the purpose.

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- how to use details to support and develop the thesis of their informative essay.
- how to draft a focused, organized, and coherent informative essay in response to a prompt.
- how to improve an informative essay by revising the introduction to grab a reader’s attention.
- how to develop their drafts by using appropriate transitions to clarify the relationships among ideas and concepts.
- how to develop their drafts by using precise language and domain-specific vocabulary to inform the reader or explain the topic.
- how to develop their drafts by establishing and maintaining a formal style.
- how to improve an informative essay by revising the conclusion to rephrase the main idea so that readers remember it.
- how to revise the draft of their informative essay for clarity, development, organization, style, diction, and sentence effectiveness.
- how to use parentheses, brackets, and ellipses correctly.
- how to use prefixes correctly.
- how to use spelling rules correctly.
- how to edit and publish the final draft of their informative essay.

Unit Essential Questions:

- How do you know what to do when there are no instructions?
- Is darkness a place to live in, run from, or explore?
- What qualities does a person need in order to “face darkness?”
- How does one finally reach the decision to take action in the face of uncertainty?

Instructional Plan

Suggested Activities	Resources/Texts
<ul style="list-style-type: none"> ➤ The Big Idea - Blast, Content Vocabulary, Recognizing Genre, Academic Vocabulary ➤ “Heroes Every Child Should Know” - Visualizing, First Read, Character, Word Meaning, Close Read ➤ <i>The Lightning Thief</i> First Read, Story Structure, Close Read, Blast ➤ “Elena” & <i>Hatshepsut: His Majesty, Herself</i> - Independent Read, Diversity and Inclusion Informational Text Elements, Central or Main Idea, Greek & Latin Affixes and Roots, Close Read ➤ “I, Too” Amistad Law: N.J.S.A. - First Read, Poetic Elements & Structure, Media, Close Read ➤ Informative Writing Process: Plan ➤ “Everybody Jump” - First Read, Informational Text Structure, Technical Language, Close Read, Blast ➤ <i>Hoot</i> Diversity and Inclusion First Read, Theme, Close Read, Informative Writing Process: Draft 	<p>Study Sync Anchor Texts: “Heroes Every Child Should Know”, <i>The Lightning Thief</i>, “Elena”, Diversity and Inclusion “Hatshepsut: His Majesty, Herself” Diversity and Inclusion, “I, Too” Amistad Law: N.J.S.A., “Everybody Jump”, <i>Hoot</i>, “Donna O’Meara: The Volcano Lady”, Climate Change “Dare to be Creative”,</p> <p>Trade Books/ Paired Readings for Book Clubs/ Workshop Model Additional Suggested Supplemental Reading Resources</p>

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- Donna O’Meara: The Volcano Lady **Climate Change**, Dare to be creative, Margaret Bourke-White: Fearless Photographer - Independent Reading, Synthesizing, First Read, Textual Evidence, Technical Language, Close Read, Analyzing Genre Informative Writing Process: Revise
- Informative Writing Process: Edit & Publish
- Spotlight Skills Review
- End-of-Unit Assessment

Optional Novel Studies: *The Lightning Thief* & *Hoot*

Evidence of Student Learning

Formative Assessments:

- Blasts
- Teacher Observation
- Student/Teacher Conferences
- Anecdotal Notes
- Exit Tickets
- Content Facilitation Grids
- 321
- Tic Tac Toe Summary

Summative Assessments

- End-of-Unit Assessment
- Literary Analysis Writing Workshop

Benchmark Assessments:

- StudySync Benchmark Assessments are administered three times throughout the school year: Fall, Winter, Spring

Alternative Assessments

- Oral Reports
- Digital Projects (Google Docs, Google Slides, PPT, Publisher, Presentations)

Performance Tasks:

- Writing Prompt: Write a proposal in which you argue which texts would be the most effective for a school-wide book club.

Suggested Options for Differentiation

Special Education

- Follow all IEP modifications
- Provide small group instruction for reading and writing
- Use visuals, word banks, and visual glossaries
- Pre-teach vocabulary with visuals or movement
- Use leveled texts and summaries

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- Allow extended time for assignments and assessments
 - Accept oral or dictated responses
 - Read aloud daily
 - Use audio tools (audiobooks, screen readers, audio speed/highlight features)
 - Offer peer tutoring or buddy support
 - Provide preferential seating
 - Scaffold instruction and tasks
 - Modify/shorten number and type of questions
 - Use engaging content: songs, chants, multimedia
 - Provide assistive technology (scribes, communication devices, large print, Braille)
-

Students with 504 Plans

- Follow all 504 accommodations
 - Allow extra time for assignments and assessments
 - Provide small group support
 - Accept oral or dictated responses
 - Use assistive tools (audiobooks, large print, Braille, scribes, communication devices)
-

Students at Risk of Failure

- Use visuals, real-life connections, and structured routines
 - Pre-teach key vocabulary
 - Provide small group instruction and read-alouds
 - Use buddy support or peer tutoring
 - Allow extra time and break tasks into manageable steps
 - Engage with choral reading, songs, and repetition
 - Offer preferential seating
 - Scaffold instruction and gradually increase passage length
-

Gifted and Talented

- Ask open-ended, higher-level questions (e.g., “why” and “what if”)
- Use Bloom’s Taxonomy for analyzing, evaluating, and creating
- Encourage independent or interest-based projects
- Provide leveled texts and an advanced reading list
- Use flexible grouping, centers, and learning contracts
- Include simulations, concept puzzles, and problem-solving activities
- Allow for discovery learning and reflection
- Offer multiple options for assignments and assessments

- Use varied pre-assessments and enrichment activities

Multilingual Learners (MLs)

- Pre-teach vocabulary using visuals, realia, or cognates
- Use sentence frames and speaking frames
- Provide small group guided reading and writing
- Use screen readers, audiobooks, and audio highlight/speed tools
- Allow oral or dictated responses
- Use labeled visuals and graphic organizers
- Offer supplemental language support
- Use Spanish cognates and bilingual glossaries where appropriate

Diversity and Inclusion

- Create a welcoming, structured environment with clear routines
- Build relationships with families and encourage involvement
- Integrate diverse cultural perspectives into lessons
- Provide alternative assignments when appropriate
- Use visual aids, outlines, and word walls
- Allow extra wait time before calling on students
- Speak clearly, avoiding idioms or slang
- Use closed captioning and accessible media
- Collaborate with ESL and support staff to meet individual needs
- Encourage bilingual development at home while supporting English proficiency

Supplemental Resources

- The Big Idea Blast: In the Dark
- “Heroes Every Child Should Know: Perseus” and “The Lightning Thief” Background Information Greek Gods/BrainPOP
- Blast: Emojis Speak Louder than Words (“Everybody Jump”)
- *Hoot* Excerpt paired reading “Children of the Storm” 5th Grade Reading Level - Readworks article, Children-of-the-Storm
- Standards/Skills based lessons as needed (Pacing Guide)
- Additional Blasts
 - In Retrospect - Analyzing the unknown and unexpected challenges that the people and characters face in this unit will prepare students to consider the hard question of this Blast, “What could the world have done to prevent tragedy in Syria?”

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- Girl Power - When there are problems in this world that still haven't been solved, like equality or a cure for cancer, some people step up to the plate and are ready to make a difference, despite the challenges. This Blast provides real-world examples to consider as students ask, "What is the most significant challenge that women in STEM fields face?"
 - Sticks and Stones - The main character in Carl Hiaasen's *Hoot* is bullied, and his experiences offer a natural jumping off point for students to ask, "How can we fight cyberbullying?"
 - A Turn for the Worse - When there's an outbreak of disease, society can feel lost, like there are no instructions. This Blast explores the tragedies of contagious diseases and provides students with context to ask the question, "How prepared are we for the next pandemic?"
- Additional Grammar Lessons
 - Bridges to Literature/Interactive Reader Selections as Applicable
 - Scholastic/Scope Magazine as Applicable

Individuals with Disabilities

- Scholastic Magazine - True Stories
- Character: Percy Jackson in *The Lightning Thief* By Rick Riordan (dyslexia)
- *Wonder* by R.J. Palacio (acceptance/disabilities)

Teacher Notes

OCEAN ACADEMY CHARTER SCHOOL

Unit 4 Overview

Content Area: English Language Arts

Unit Title: Personal Best

Duration 30 Days

Target Course/Grade Level: English Language Arts 6

Introduction/Unit Focus:

In this unit, students will read a variety of texts that highlight both real people and fictional characters who work through familiar, everyday struggles in order to achieve their personal best. Whether the challenges involve self-doubt, perseverance, or overcoming obstacles,

each selection encourages students to think about what it takes to grow and improve. Through these texts, students will reflect on how determination and effort can lead to success in different ways.

Reading Skills

As students read stories and informational texts in this unit, they will focus on understanding how individuals and characters respond to personal challenges. They will examine how authors show growth and change through character development, and how real-life figures are shaped by the struggles they face. Students will work on identifying main ideas, analyzing character traits, and making inferences supported by evidence from the text. They will also practice comparing and contrasting texts to explore common themes and ideas.

Writing Skills

At the end of the unit, students will demonstrate their understanding by writing a literary analysis essay. In this essay, they will choose two texts from the unit and examine how each one presents the idea of striving for personal best. Students will practice writing clear thesis statements, organizing their ideas logically, and supporting their analysis with evidence from the texts. They will also focus on using precise language and thoughtful explanations to clearly communicate their insights.

By the end of the unit, students will have gained a deeper understanding of what it means to grow through struggle and will be able to express their thinking clearly through both reading and writing.

Disciplinary Concepts for the Unit.

Standard 9.1 Personal Financial Literacy

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

Standard 9.2 Career Awareness, Exploration, Preparation and Training

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Standard 9.4 Life Literacies and Key Skills

This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Standard 8.1 Computer Science

Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2 Design Thinking

Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocide in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the 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 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion: C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

The instruction shall:

- (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
- (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
- (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

Asian Americans and Pacific Islanders (AAPI)

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLs) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416).

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21st Century Themes and Skills	
<p>“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.”</p>	
<u>New Jersey Student Learning Standards-ELA</u>	
Focus Standards	
Reading Literature	
(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	<p>RI.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.</p> <p>RL.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.</p>
(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	<p>RL.CI.6.2. Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RI.CI.6.2. Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.</p>
(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.	<p>RL.IT.6.3. Describe how a particular text’s structure unfolds in a series of episodes and use textual evidence to describe how the characters respond or change as the plot moves toward a resolution.</p> <p>RI.IT.6.3. Analyze how a particular text’s (e.g., article, brochure, technical manual, procedural text) structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.</p>
(TS) Text Structure: By the end of grade 12, analyze the	RL.TS.6.4. Analyze how a particular piece (e.g., sentence, chapter, scene, stanza, or section) fits into the overall

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<p>structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p>	<p>structure of a text and contributes to the development of the ideas, theme, setting, or plot.</p>
<p>PP) Perspective and Purpose in Texts: By the end of grade 12, assess how perspective or purpose shapes the content and style of a text.</p>	<p>RL.PP.6.5. Determine how an author conveys or develops perspective in a text (through the narrator or speaker when appropriate).</p> <p>RI.PP.6.5. Identify author’s purpose, perspective or potential bias in a text and explain the impact on the reader’s interpretation</p>
<p>(VL) Vocabulary Acquisition, Use and Literal Meaning: By the end of grade 12, determine the meaning of unknown and multiple-meaning words using analysis of word parts (morphemes), word solving strategies, and consulting general and specialized reference materials, as appropriate.</p>	<p>L.VL.6.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> A. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. B. Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings. C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<p>(MF) Diverse Media and Formats: By the end of grade 12, synthesize content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>	<p>RL.MF.6.6. Compare and contrast information or texts to develop a coherent understanding of a theme, topic, or issue when reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text.</p> <p>RI.MF.6.6. Integrate information when presented in different media or formats (e.g., visually, quantitatively) to develop a coherent understanding of a topic or issue.</p>
<p>CT) Comparison of Texts: By</p>	<p>RL.CT.6.8. Compare and contrast literary texts in different</p>

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<p>the end of grade 12, analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>	<p>forms, by different authors, or from different genres (e.g., stories and poems; historical novels and primary source documents, scientific journals and fantasy stories) in terms of their approaches to similar themes and topics</p> <p>RI.CT.6.8. Compare and contrast informational texts in different forms, by different authors, or from different genres (e.g., a memoir written by and a biography on the same person, historical novels and primary source documents, infographics and scientific journals) in terms of their approaches to similar themes and topics.</p>
<p>(AA) Analysis of an Argument: By the end of grade 12, evaluate the argument and specific claims in a text, including the validity of the reasoning, the credibility and accuracy of each source as well as the relevance and sufficiency of the evidence.</p>	<p>RI.AA.6.7. Trace the development of and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>
<p>Writing</p>	
<p>(AW) Argumentative Writing: By the end of grade 12, write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>W.AW.6.1. Write arguments on discipline-specific content (e.g., social studies, science, math, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> A. Introduce claim(s) about a topic or issue and organize the reasons and evidence logically. B. Support claim(s) with logical reasoning and relevant, accurate data and evidence, that demonstrate an understanding of the topic or text, using credible sources. C. Use words, phrases, and clauses to link and clarify the relationships among claim(s), reasons and evidence. D. Establish and maintain a formal/academic style, approach, and form. E. Provide a concluding statement or section that follows from the argument presented.
<p>(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the</p>	<p>W.IW.6.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect,

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<p>effective selection, organization, and analysis of content.</p>	<p>etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.</p> <ul style="list-style-type: none"> B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. C. Use appropriate transitions to clarify the relationships among ideas and concepts. D. Use precise language and domain-specific vocabulary to inform about or explain the topic. E. Acknowledge and attempt a formal/academic style, approach, and form. F. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows from and supports the information or explanation presented.
<p>(NW) Narrative Writing: By the end of grade 12, write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>W.NW.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> A. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. D. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. E. Provide a conclusion that follows from the narrated experiences or events.
<p>(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing</p>	<p>W.WP.6.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.</p>
<p>(WR) Writing Research: By the end of grade 12, conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding</p>	<p>W.WR.6.5. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p>

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of the subject under investigation.	
(SE) Sources of Evidence: By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.	W.SE.6.6. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
RW) Range of Writing: By the end of grade 12, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	W.RW.6.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Speaking and Listening	
(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	SL.PE.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. <ul style="list-style-type: none"> A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing
(II) Integrate Information: By the end of grade 12, integrate and evaluate information presented in diverse media and formats, including	SL.II.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

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visually, quantitatively, and orally	
(ES) Evaluate Speakers: By the end of grade 12, evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	SL.ES.6.3. Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
(PI) Present Information: By the end of grade 12, present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	SL.PI.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).
(UM) Use Media: By the end of grade 12, make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	SL.UM.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
(AS) Adapt Speech: By the end of grade 12, adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	SL.AS.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
Language	
(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.	L.SS.6.1. Demonstrate command of the system and structure of the English language when writing or speaking. <ul style="list-style-type: none"> A. Ensure that pronouns are in the proper case (subjective, objective, possessive). B. Use intensive pronouns (e.g., myself, ourselves). C. Recognize and correct inappropriate shifts in pronoun number and person. D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). E. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical elements. F. Recognize spelling conventions.

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<p>(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>	<p>L.KL.6.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases. B. Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. C. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice. D. Maintain consistency in style and tone.
<p>(VL) Vocabulary Acquisition, Use and Literal Meaning: By the end of grade 12, determine the meaning of unknown and multiple-meaning words using analysis of word parts (morphemes), word solving strategies, and consulting general and specialized reference materials, as appropriate.</p>	<p>L.VL.6.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> A. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. B. Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings. C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary)
<p>(VI) Vocabulary Acquisition, Use and Interpretative Meaning: By the end of grade 12, interpret figurative and connotative word meanings, including shades of meaning based on word relationships and context</p>	<p>L.VI.6.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> A. Interpret figures of speech (e.g., personification) in context. B. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. C. Analyze the impact of a specific word choice on meaning and tone. D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).

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<p>Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural rights.</p>	<p>6.3.8.CivicsHR.1: Construct an argument as to the source of human rights and how they are best protected.</p> <p>6.1.8.CivicsHR.4.a: Examine sources from a variety of perspectives to describe efforts to reform education, women’s rights, slavery, and other issues during the Antebellum period.</p>
<p>New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills</p>	
<p>Core Ideas</p>	<p>Performance Expectations (Identified with Standard Number and statement)</p>
<p>Individuals can use their talents, resources, and abilities to give back.</p>	<p>9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.</p>
<p>New Jersey Student Learning Standards: Computer Science and Design Thinking</p>	
<p>Core Ideas</p>	<p>Performance Expectations (Identified with Standard Number and Statement)</p>
<p>Economic, political, social and cultural aspects of society drive development of new technological products, processes, and systems.</p>	<p>8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.</p>
<p>New Jersey Student Learning Standards: Climate Change Mandate</p>	
<p>Core Ideas</p>	<p>Performance Expectations (Identified with Standard Number and Statement)</p>
<p>Reading Language Arts</p>	<p>RI.AA.6.7. Trace the development of and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. Climate Change Example: Students may evaluate supporting evidence in competing design solutions which claim to maintain biodiversity and ecosystem services.</p> <p>W.SE.6.6. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. Climate Change Example: Students may assess the credibility of evidence and sources while constructing an argument related to how changes to physical or biological components of an ecosystem affect populations.</p>

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	SL.II.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. Climate Change Example: Students may interpret and present data points for how the motions and complex interactions of air masses result in changes in weather conditions.
Sources of information are evaluated for accuracy and relevance when considering the use of information.	9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).

Unit 4 Knowledge and Skills

Unit Learning Targets (Objectives):

Students will be able to...

Reading Skills:

- Explore background information and research links to build understanding of a topic.
- Respond to research-based questions with concise, 140-character summaries.
- Recognize features and elements of argumentative texts.
- Identify and restate key ideas and details in literary and informational texts.
- Determine the author's point of view and purpose and explain how they are conveyed.
- Determine the meaning of words and phrases in context, including connotative meanings.
- Analyze how particular sections of an informational text contribute to the development of ideas.
- Integrate information presented in various media formats to deepen topic understanding.
- Trace and evaluate arguments and specific claims in texts.
- Distinguish supported claims from unsupported ones in argumentative texts.
- Identify and describe characters, settings, and plot events in short stories and novels.
- Analyze point of view and how it contributes to theme development.
- Analyze and compare themes across multiple texts.
- Compare and contrast the experience of reading a story versus viewing a video adaptation.
- Determine central ideas and how they are conveyed through supporting details.
- Compare and contrast authors' presentations of events in different texts (e.g., memoirs vs. biographies).
- Analyze how poetic structure and elements contribute to meaning and theme.

- Identify imagery, descriptive language, and poetic devices in poems.
- Participate in collaborative conversations using evidence from texts.
- Analyze features of argumentative texts in response to a prompt.
- Compare and contrast main ideas and author perspectives in multiple texts.

Writing Skills:

- Write personal responses that connect to text meaning and experiences.
- Explain opinions clearly in response to informational and literary texts.
- Draft literary analysis essays in response to a prompt using clear structure and evidence.
- Write a clear thesis statement that outlines the main idea.
- Use reasons and textual evidence to support claims in writing.
- Write effective introductions that engage the reader.
- Use transitions to connect ideas and clarify relationships among claims and evidence.
- Maintain a formal tone and style in academic writing.
- Write conclusions that restate and reinforce the thesis.
- Use revision checklists to improve clarity, development, organization, diction, and sentence structure.
- Edit and publish final drafts using standard writing conventions.
- Write short constructed responses that analyze the author's craft, structure, theme, or character.
- Reflect on participation in discussions and write brief reflections based on those experiences.
- Compare and contrast ideas or arguments in writing using evidence from multiple texts.

Language Skills:

- Recognize and use content-specific and academic vocabulary across contexts.
- Practice correct usage of commas with nonessential elements.
- Use appropriate pronouns in writing.
- Apply correct usage of commonly confused words.
- Understand and apply genre-specific vocabulary and domain-specific language.
- Use knowledge of connotation and word relationships to enhance word choice.
- Apply standard spelling rules consistently in writing.
- Edit writing for grammar, punctuation, style, and clarity using an editing checklist.

Unit Enduring Understandings:

Students will know...

- how to respond to a question with a 140-character response.
- how to recognize and use content vocabulary in a collaborative conversation with a peer and independently craft responses incorporating their newfound vocabulary and content knowledge.
- how to recognize features of argumentative text.
- how to recognize and use academic vocabulary in a variety of contexts.

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- how to establish a purpose for reading assigned and self-selected texts in order to improve reading comprehension.
- how to identify and restate the text's key ideas and details.
- how to determine an author's point of view and purpose in a text and explain how it is conveyed.
- how to determine the meaning of words and phrases as they are used in a text, including connotative meanings
- how to analyze the author's purpose and point of view in order to participate in a collaborative conversation and write a short argumentative response.
- how to identify and restate the text's key ideas and details.
- how to analyze text structures and explain how a particular section contributes to the development of ideas in an informational text.
- how to integrate information presented in different media formats to understand a topic.
- how to trace and evaluate a speaker's arguments and specific claims.
- how to analyze how informational text structures communicate the author's ideas in a short, written response.
- how to write a short response that demonstrates their understanding of the text through a personal connection.
- how to identify and describe characters and setting details as well as articulate events that are central to the story's plot.
- how to identify the point of view in a text, analyze how the author develops the point of view, and determine the author's purpose in writing from that point of view.
- how to analyze how an author conveys theme through particular details and how themes can connect across various texts.
- how to compare and contrast the experience of reading a story with the experience of watching a video version of the story and analyze the differences between what they "see" and "hear" when reading the text and what they perceive when they see it in a video version.
- how to analyze the point of view in the story and how it illustrates theme compared to another text in a short, written response.
- how to evaluate details in order to determine key ideas and improve reading comprehension.
- how to identify and restate the text's key ideas and details.
- how to trace and evaluate the argument and specific claims in a text.
- how to distinguish claims that are supported by reasons and evidence from claims that are not.
- how to use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
- how to analyze arguments and claims in order to participate in a collaborative conversation in response to a prompt and write a reflection on their participation in the discussion.
- how to write a short response that demonstrates their understanding of courage through a personal connection to the text.
- how to write a short response that explains their opinion on the impact of creativity and the role schools play in developing it.

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- how to identify and restate the text’s key ideas and details.
- how to determine the central idea of a text and how it is conveyed through particular details.
- how to compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
- how to compare and contrast the main idea and presentation of events in each text in a short, written response.
- how to trace and evaluate the main argument and specific claims in a text.
- how to evaluate the claims in a text, distinguishing between claims that are supported by evidence from claims that are not.
- how to analyze arguments, claims, reasons, and evidence in order to participate in a collaborative conversation and write a short constructed response.
- how to analyze the features of argumentative text in response to a prompt.
- how to identify descriptive language and imagery and describe the speaker and events that are central to the poem’s theme.
- how to analyze the effect of structural elements on meaning and the development of theme in a poem.
- how to analyze poetic elements and structure and how they contribute to the theme in order to write a short, written response.
- how to recognize and use them in a variety of contexts.
- how to demonstrate their understanding of the piece by writing a personal response.
- how to analyze a sample Student Model and plan a meaningful literary analysis essay in response to a prompt.
- how to develop their drafts by writing a thesis statement.
- how to identify a purpose for writing a literary analysis essay and choose a text structure that supports that purpose.
- how to use reasons and relevant evidence to support their main idea in a literary analysis essay.
- how to draft a meaningful literary analysis essay in response to a prompt.
- how to develop the introduction of their literary analysis essays.
- how to develop their drafts by adding transitions to clarify the relationships among claims and reasons.
- how to develop their drafts by establishing and maintaining a formal style.
- how to develop their drafts by writing a logical conclusion that restates their thesis.
- how to revise the draft of their literary analysis essay for clarity, development, organization, style, diction, and sentence effectiveness.
- how to practice using commas with nonessential elements correctly.
- how to use pronouns correctly.
- how to use commonly confused words correctly.
- how to edit and publish the final draft of their literary analysis essay.

Unit Essential Questions:

- Which qualities of character matter most?
- What qualities of character do people need in order to achieve their personal best?
- Must one make sacrifices in order to reach it?

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<p>➤ When people become known for their personal best, how does fame affect them and their character?</p>	
<p>Instructional Plan</p>	
<p>Suggested Activities</p>	<p>Resources/Texts</p>
<ul style="list-style-type: none"> ➤ The Big Idea - Blast, Content Vocabulary, Recognizing Genre, Academic Vocabulary ➤ <i>I Am Malala</i> - Setting a Purpose for Reading, First Read, Author’s Purpose & POV, Connotation & Denotation, Close Read ➤ Malala Yousafzai - Nobel Lecture Diversity and Inclusion- First Read, Informational Text Structure, Media, Arguments & Claims, Close Read, Blast ➤ “Priscilla and the Wimps” Diversity and Inclusion & “All Summer in a Day” Climate Change - Independent Read, First Read, POV, Theme, Media, Close Read ➤ “Bullying in School” Diversity and Inclusion Evaluating Details, First Read, Arguments & Claims, Reasons & Evidence, Word Patterns & Relationships, Close Read, Blast. Literary Analysis Writing Process: Plan ➤ Literary Analysis Writing Process: Draft ➤ <i>Freedom Walkers</i>, Amistad Law: N.J.S.A. “Letter to Xavier High School” & <i>Freedom’s Daughter</i> Amistad Law: N.J.S.A. - Independent Read, First Read, Central or Main Idea, Compare & Contrast, Close Read. (Day 21-25) Literary Analysis Writing Process: Revise ➤ “Celebrities as Heroes” - First Read, Arguments & Claims, Reasons & Evidence, Close Read, Analyzing Genre ➤ “Famous” - First Read, Poetic Elements & Structure, Close Red ➤ Literary Analysis Writing Process: Edit & Publish ➤ Spotlight Skills Review ➤ End-of-Unit Assessment <p>Holocaust Remembrance Day Activities (January/April) Holocaust Law: N.J.S.A.</p> <p>Optional Novel Study: <i>I am Malala</i> & <i>Freedom Walkers: The Story of the Montgomery Bus Boycott</i></p>	<p>Study Sync Anchor Texts: <i>I am Malala</i>, “Malala Yousafzai-Nobel Lecture” Diversity and Inclusion, “Priscilla and the Wimps” Diversity and Inclusion, “All Summer in a Day”, “Bullying in Schools”, Diversity and Inclusion <i>Freedom Walkers</i>, Amistad Law: N.J.S.A., “Letter to Xavier High School” Amistad Law: N.J.S.A., “Freedom’s Daughter”, Amistad Law: N.J.S.A. Celebrities as Heroes”, Famous”</p> <p>Trade Books/Paired Readings for Book Clubs/Workshop Model Additional Suggested Supplemental Reading Resources</p>

Evidence of Student Learning

Formative Assessments:

- Blasts
- Facilitation Grids
- Whiteboards
- Exit Cards
- Sign Language/Gestures
- Role Play/Skits
- Draw Responses/Picture Prompt
- TPR
- Do-Now's
- Temperature Gauges (thumbs up/thumbs down, 3 finger check, etc.)
- Graphic organizers
- Question/Answer
- Flash Cards
- 3-2-1

Summative Assessments

- End-of-Unit Assessment
- Literary Analysis Task

Benchmark Assessments:

- LinkIt Form 3 (at the end of the unit)

Alternative Assessments

- Oral Reports
- Digital Projects (Google Docs, Google Slides, PPT, Prezi, Publisher)

Performance Tasks:

- Literary Analysis Essay

Suggested Options for Differentiation

Special Education

- Follow all IEP modifications
- Provide small group instruction for reading and writing
- Use visuals, word banks, and visual glossaries
- Pre-teach vocabulary with visuals or movement
- Use leveled texts and summaries
- Allow extended time for assignments and assessments
- Accept oral or dictated responses
- Read aloud daily
- Use audio tools (audiobooks, screen readers, audio speed/highlight features)
- Offer peer tutoring or buddy support
- Provide preferential seating

- Scaffold instruction and tasks
 - Modify/shorten number and type of questions
 - Use engaging content: songs, chants, multimedia
 - Provide assistive technology (scribes, communication devices, large print, Braille)
-

Students with 504 Plans

- Follow all 504 accommodations
 - Allow extra time for assignments and assessments
 - Provide small group support
 - Accept oral or dictated responses
 - Use assistive tools (audiobooks, large print, Braille, scribes, communication devices)
-

Students at Risk of Failure

- Use visuals, real-life connections, and structured routines
 - Pre-teach key vocabulary
 - Provide small group instruction and read-alouds
 - Use buddy support or peer tutoring
 - Allow extra time and break tasks into manageable steps
 - Engage with choral reading, songs, and repetition
 - Offer preferential seating
 - Scaffold instruction and gradually increase passage length
-

Gifted and Talented

- Ask open-ended, higher-level questions (e.g., “why” and “what if”)
 - Use Bloom’s Taxonomy for analyzing, evaluating, and creating
 - Encourage independent or interest-based projects
 - Provide leveled texts and an advanced reading list
 - Use flexible grouping, centers, and learning contracts
 - Include simulations, concept puzzles, and problem-solving activities
 - Allow for discovery learning and reflection
 - Offer multiple options for assignments and assessments
 - Use varied pre-assessments and enrichment activities
-

Multilingual Learners (MLs)

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- Pre-teach vocabulary using visuals, realia, or cognates
- Use sentence frames and speaking frames
- Provide small group guided reading and writing
- Use screen readers, audiobooks, and audio highlight/speed tools
- Allow oral or dictated responses
- Use labeled visuals and graphic organizers
- Offer supplemental language support
- Use Spanish cognates and bilingual glossaries where appropriate

Diversity and Inclusion

- Create a welcoming, structured environment with clear routines
- Build relationships with families and encourage involvement
- Integrate diverse cultural perspectives into lessons
- Provide alternative assignments when appropriate
- Use visual aids, outlines, and word walls
- Allow extra wait time before calling on students
- Speak clearly, avoiding idioms or slang
- Use closed captioning and accessible media
- Collaborate with ESL and support staff to meet individual needs
- Encourage bilingual development at home while supporting English proficiency

Supplemental Resources

- The Big Idea Blast- Personal Best
- Paired Text with “I Am Malala”
- Blast- It Started with a Story (Malala Yousafzai - Nobel Lecture)
- Self-Selected Blast
- Standards/Skills based lessons as needed (Pacing Guide)
- Additional Blasts:
 - **“Stand Up”**- Malala Yousafzai’s struggle against the Taliban in I Am Malala will prepare students to consider the question, “What are some ways we can defend our own human rights and the rights of others?”
 - **“Ripples of Protest”**- Russell Freedman’s stories of Claudette Colvin, Mary Louise Smith, and Rosa Parks will spark a lively discussion as students ask, “How have protests changed the course of U. S. history?”
 - **“It Started with a Story”**- This unit’s stories of real-life heroes are mirrored in this Blast which leads students to reflect on their own futures with the question, “How do heroic stories inspire us to seek our own adventures?”
- Additional Grammar Lesson:
- Bridges to Literature/Interactive Reader Selections as Applicable
- Scholastic/Scope Magazine as Applicable

Teacher Notes

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**OCEAN ACADEMY CHARTER SCHOOL
Unit 5 Overview**

Content Area: English Language Arts

Unit Title: Making Your Mark

Duration: 30
Days

Target Course/Grade Level: English Language Arts 6

Introduction/Unit Focus:

In this unit, students will explore a range of fiction and nonfiction texts that focus on individuals and characters who strive to make a meaningful impact on the world despite facing serious challenges. Through these stories and informational texts, students will learn about determination, courage, and the ways people overcome obstacles to leave their mark.

Reading Skills

As students engage with these texts, they will practice analyzing how characters and real-life figures confront difficulties and persevere. They will focus on understanding key details, identifying central ideas, and examining how authors use storytelling elements to convey meaning and emotion. Students will also work on making connections between texts and reflecting on how personal experiences can shape a person's actions and identity.

Writing and Speaking Skills

Building on their reading, students will write and deliver an extended oral presentation. For this project, they will use the elements of storytelling to share a personal story about a specific moment or experience that has changed their lives. This assignment will help students develop skills in organizing their thoughts, using descriptive language, and engaging an audience through clear and expressive communication. Students will practice both written and spoken expression as they craft and present their narratives.

By the end of the unit, students will have deepened their understanding of resilience and impact, while strengthening their ability to tell meaningful stories through both writing and oral presentation.

Disciplinary Concepts for the Unit.

Standard 9.1 Personal Financial Literacy

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

Standard 9.2 Career Awareness, Exploration, Preparation and Training

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Standard 9.4 Life Literacies and Key Skills

This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Standard 8.1 Computer Science

Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2 Design Thinking

Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

Amistad Law: N.J.S.A. 18A:52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocide in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the 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 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion: C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

The instruction shall:

- (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
- (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
- (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

Asian Americans and Pacific Islanders (AAPI)

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLs) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416).

21st Century Themes and Skills

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.”

New Jersey Student Learning Standards-ELA

Focus Standards

Reading Literature	
(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	RL.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.
	RI.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas	RL.CI.6.2. Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.
	RI.CI.6.2. Determine the central idea of an

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	informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.
(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.	<p>RL.IT.6.3. Describe how a particular text’s structure unfolds in a series of episodes and use textual evidence to describe how the characters respond or change as the plot moves toward a resolution.</p> <p>RI.IT.6.3. Analyze how a particular text’s (e.g., article, brochure, technical manual, procedural text) structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.</p>
(TS) Text Structure: By the end of grade 12, analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole	RL.TS.6.4. Analyze how a particular piece (e.g., sentence, chapter, scene, stanza, or section) fits into the overall structure of a text and contributes to the development of the ideas, theme, setting, or plot.
PP) Perspective and Purpose in Texts: By the end of grade 12, assess how perspective or purpose shapes the content and style of a text.	<p>RL.PP.6.5. Determine how an author conveys or develops perspective in a text (through the narrator or speaker when appropriate).</p> <p>RI.PP.6.5. Identify author’s purpose, perspective or potential bias in a text and explain the impact on the reader’s interpretation.</p>
MF) Diverse Media and Formats: By the end of grade 12, synthesize content presented in diverse media and formats, including visually and quantitatively, as well as in words.	<p>RL.MF.6.6. Compare and contrast information or texts to develop a coherent understanding of a theme, topic, or issue when reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text</p> <p>RI.MF.6.6. Integrate information when presented in different media or formats (e.g., visually, quantitatively) to develop a coherent understanding of a topic or issue.</p>
(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.	<p>L.SS.6.1. Demonstrate command of the system and structure of the English language when writing or speaking.</p> <ol style="list-style-type: none"> A. Ensure that pronouns are in the proper case (subjective, objective, possessive). B. Use intensive pronouns (e.g., myself, ourselves). C. Recognize and correct inappropriate shifts in pronoun number and person. D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). E. Use punctuation (commas, parentheses, dashes)

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	<p>to set off nonrestrictive and parenthetical elements.</p> <p>F. Recognize spelling conventions.</p>
<p>(CT) Comparison of Texts: By the end of grade 12, analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>	<p>RI.CT.6.8. Compare and contrast informational texts in different forms, by different authors, or from different genres (e.g., a memoir written by and a biography on the same person, historical novels and primary source documents, infographics and scientific journals) in terms of their approaches to similar themes and topics.</p>
Writing	
<p>(AW) Argumentative Writing: By the end of grade 12, write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence</p>	<p>W.AW.6.1. Write arguments on discipline-specific content (e.g., social studies, science, math, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> A. Introduce claim(s) about a topic or issue and organize the reasons and evidence logically. B. Support claim(s) with logical reasoning and relevant, accurate data and evidence, that demonstrate an understanding of the topic or text, using credible sources. C. Use words, phrases, and clauses to link and clarify the relationships among claim(s), reasons and evidence. D. Establish and maintain a formal/academic style, approach, and form. E. Provide a concluding statement or section that follows from the argument presented
<p>(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>W.IW.6.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension. B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. C. Use appropriate transitions to clarify the relationships among ideas and concepts.

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	<ul style="list-style-type: none"> D. Use precise language and domain-specific vocabulary to inform about or explain the topic. E. Acknowledge and attempt a formal/academic style, approach, and form. F. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows from and supports the information or explanation presented.
<p>(NW) Narrative Writing: By the end of grade 12, write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>W.NW.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> A. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. D. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. E. Provide a conclusion that follows from the narrated experiences or events.
<p>(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.</p>	<p>W.WP.6.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.</p>
<p>(WR) Writing Research: By the end of grade 12, conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation</p>	<p>W.WR.6.5. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p>
<p>(SE) Sources of Evidence: By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research,</p>	<p>W.SE.6.6. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p>

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<p>while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.</p>	
<p>RW) Range of Writing: By the end of grade 12, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>W.RW.6.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
<p>Speaking and Listening</p>	
<p>(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively</p>	<p>SL.PE.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing
<p>II) Integrate Information: By the end of grade 12, integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>SL.II.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p>
<p>(ES) Evaluate Speakers: By the end of grade 12, evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p>	<p>SL.ES.6.3. Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>
<p>(PI) Present Information: By the end of grade 12, present information, findings, and</p>	<p>SL.PI.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use</p>

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<p>supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p>	<p>appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).</p>
<p>UM) Use Media: By the end of grade 12, make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p>	<p>SL.UM.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p>
<p>(AS) Adapt Speech: By the end of grade 12, adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>SL.AS.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>
<p>Language</p>	
<p>(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.</p>	<p>L.SS.6.1. Demonstrate command of the system and structure of the English language when writing or speaking.</p> <ul style="list-style-type: none"> A. Ensure that pronouns are in the proper case (subjective, objective, possessive). B. Use intensive pronouns (e.g., myself, ourselves). C. Recognize and correct inappropriate shifts in pronoun number and person. D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). E. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical elements. F. Recognize spelling conventions.
<p>(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening</p>	<p>L.KL.6.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases. B. Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. C. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice. D. Maintain consistency in style and tone.

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<p>VL) Vocabulary Acquisition, Use and Literal Meaning: By the end of grade 12, determine the meaning of unknown and multiple-meaning words using analysis of word parts (morphemes), word solving strategies, and consulting general and specialized reference materials, as appropriate.</p>	<p>L.VL.6.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> A. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. B. Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings. C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<p>VI) Vocabulary Acquisition, Use and Interpretative Meaning: By the end of grade 12, interpret figurative and connotative word meanings, including shades of meaning based on word relationships and context.</p>	<p>L.VI.6.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> A. Interpret figures of speech (e.g., personification) in context. B. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. C. Analyze the impact of a specific word choice on meaning and tone. D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).
<p><u>New Jersey Student Learning Standards: Interdisciplinary Connections</u> <u>2020 NJSLS Social Studies</u></p>	
<p>Historical events and developments are shaped by social, political, cultural, technological, and economic factors.</p>	
<p>6.2.8.HistoryCC.3.a: Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.</p>	
<p><u>New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills</u></p>	
<p>Core Ideas</p>	<p>Performance Expectations</p>

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	(Identified with Standard Number and statement)
Individuals can use their talents, resources, and abilities to give back.	9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.
New Jersey Student Learning Standards: Computer Science and Design Thinking	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Multiple solutions often exist to solve a problem.	9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change and use critical thinking skills to predict which one(s) are likely to be effective. 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1)
Digital technology and data can be leveraged by communities to address effects of climate change.	9.4.8.DC.8: Explain how communities use data and technology to develop measures to respond to effects of climate change (e.g., smart cities).
Sources of information are evaluated for accuracy and relevance when considering the use of information.	9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8). 9.4.8.IML.8: Apply deliberate and thoughtful search strategies to access high-quality information on climate change (e.g., 1.1.8.C1b).
New Jersey Student Learning Standards: Climate Change Mandate	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Reading Language Arts	RI.AA.6.7. Trace the development of and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. Climate Change Example: Students may evaluate supporting evidence in competing design solutions which claim to maintain biodiversity and ecosystem services. W.SE.6.6. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and

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	<p>providing basic bibliographic information for sources. Climate Change Example: Students may assess the credibility of evidence and sources while constructing an argument related to how changes to physical or biological components of an ecosystem affect populations.</p> <p>SL.II.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. Climate Change Example: Students may interpret and present data points for how the motions and complex interactions of air masses result in changes in weather conditions.</p>
<p>Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.</p>	<p>9.4.8.CI.1: Assess data gathered on varying perspectives on causes of climate change (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions.</p>
<p>Multiple solutions often exist to solve a problem.</p>	<p>9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change and use critical thinking skills to predict which one(s) are likely to be effective.</p> <p>9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1)</p>
<p>Digital technology and data can be leveraged by communities to address effects of climate change.</p>	<p>9.4.8.DC.8: Explain how communities use data and technology to develop measures to respond to effects of climate change (e.g., smart cities).</p>
<p>Sources of information are evaluated for accuracy and relevance when considering the use of information.</p>	<p>9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).</p> <p>9.4.8.IML.8: Apply deliberate and thoughtful search strategies to access high-quality information on climate change (e.g., 1.1.8.C1b).</p>

Unit 5 Knowledge and Skills

Unit Learning Targets (Objectives):

Students will be able to...

Reading Skills:

- Explore background information and research a topic to build understanding
- Respond to a question using a short summary
- Identify and describe dramatic elements in plays
- Recognize and use academic and content vocabulary in a variety of contexts
- Identify and restate key ideas and supporting details in informational and literary texts
- Analyze how sentences, paragraphs, or sections contribute to a text's overall structure and ideas
- Infer the meaning of unfamiliar words using context and word relationships
- Determine an author's point of view and analyze how structure conveys the message
- Identify character traits, setting, and central conflict in short stories and dramas
- Describe how a drama's plot unfolds in episodes and how characters respond or change
- Determine meanings of words using knowledge of Greek and Latin roots and affixes
- Analyze how plot develops through character dialogue, actions, and motivations
- Analyze an author's language, tone, and style for a specific audience
- Analyze the narrator's or speaker's point of view and how it is developed
- Analyze structural features of drama in response to genre-related prompts
- Establish a purpose for reading self-selected texts and engage in sustained independent reading

Writing Skills:

- Participate in collaborative conversations using content-specific vocabulary
- Write personal and constructed responses connecting to literary elements such as character, conflict, and theme
- Explain understanding of poetic structure and theme through written reflection
- Demonstrate understanding of characterization through a personal written response
- Plan a meaningful argumentative oral presentation based on genre and craft
- Evaluate sources for reliability, credibility, bias, and accuracy
- Structure and organize arguments with focus and clarity for oral presentation
- Use appropriate tone, vocabulary, and register for specific audiences and purposes
- Communicate ideas clearly and effectively during oral presentations
- Strengthen claims with relevant reasons and supporting evidence
- Cite sources accurately to avoid plagiarism using standard citation formats
- Revise oral presentation drafts for clarity, organization, development, word choice, and sentence variety
- Edit and finalize written and oral presentations using peer or self-review checklists

Language Skills:

- Practice using reflexive and intensive pronouns accurately in writing and speech
- Apply sentence variety to improve clarity, style, and reader engagement
- Use appropriate writing style, including tone and diction, for audience and purpose
- Recognize and correctly use content-area and academic vocabulary in various contexts
- Edit writing using style guides and checklists to improve grammar, sentence structure, and presentation

Unit Enduring Understandings:

Students will know...

- how to explore background information and research links about a topic, and how to respond to a question with a 140-character response.
- the meanings of five content vocabulary words, and how to use them in a collaborative conversation with a peer and independently craft responses incorporating their newfound vocabulary and content knowledge.
- how to identify and describe dramatic elements.
- how to recognize academic vocabulary words and use them in a variety of contexts.
- how to monitor comprehension in order to improve understanding of a text.
- how to identify and restate the text's key ideas and details.
- how to analyze how a particular sentence, paragraph, or section fits into the overall structure of a text and contributes to the development of the ideas.
- how to use the relationships between particular words to infer the meaning of unfamiliar words.
- how to determine an author's point of view and analyze how a particular sentence, paragraph, or section fits into the overall structure of a text and contributes to the development of the message.
- how to identify and describe character traits and setting details as well as articulate the conflict that is integral to the drama's plot.
- how to describe how a particular 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.
- how to determine the meaning and usage of words derived from Greek and Latin affixes and roots
- how the plot of the story is developed through the character's dialogue, actions, and motivations in a short, written response.
- how to identify and describe characters and setting details as well as articulate events that are central to the story's plot.
- how to describe how the characters respond or change as the plot moves toward a resolution.

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- how to analyze how characters develop throughout the plot by analyzing dialogue, actions, and motivations in a short, written response.
- how to respond to a question with a 140-character response.
- how to analyze how visualizing and sensory details can help a reader to better understand a literary text.
- how to identify and describe character traits, as well as articulate the conflict that is integral to the story's plot
- how to analyze the author's language and style when writing for a specific audience.
- how to analyze an author's use of style, language, and intended audience in a short, written response.
- how to identify and describe characters and articulate events that are central to the story's plot.
- how an author develops the point of view of the narrator or speaker in a text.
- how to analyze how the author develops the point of view in a short, written response.
- how to write a short response that demonstrates their understanding of poetic structure and theme through a personal connection.
- how to identify and describe characters and setting details as well as articulate events that are central to the story's plot.
- how to analyze how setting contributes to the development of characters, and to events in the plot.
- how to analyze setting in order to participate in a collaborative conversation and write a short constructed response.
- how to write a short response that demonstrates their understanding of the poem through a personal connection.
- how to write a short response that demonstrates their understanding of characterization through a personal connection.
- how to identify and describe characters and setting details as well as articulate events that are central to the drama's plot
- how to analyze how a particular scene fits into the overall structure of a text and contributes to the development of theme, setting, or plot.
- how to compare the conflict and resolution in various texts by analyzing dramatic elements and structure in a short, written response.
- how to respond to a question with a 140-character response.
- how to analyze the features of drama in response to a prompt.
- how to recognize and use academic vocabulary words in a variety of contexts.
- how to explore background information about new texts in the library in order to self-select a text, establish a purpose for reading, and read independently for a sustained period of time.

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- how to self-select a text, and demonstrate their understanding of the piece by writing a personal response.
- how to analyze a sample Student Model and plan a meaningful argumentative oral presentation in response to a prompt.
- how to develop their oral presentations by evaluating sources to determine whether they are reliable, credible, unbiased, and accurate.
- how to prepare to give an oral presentation by structuring and organizing an argument with focus and purpose.
- how to practice strategies that demonstrate the use of appropriate register, vocabulary, tone, and voice for a specific audience and purpose.
- how to draft a focused, organized, and coherent argumentative oral presentation in response to a prompt.
- how to practice strategies to communicate ideas effectively during an oral presentation.
- how to strengthen the claim of their argumentative oral presentation by adding reasons and relevant evidence.
- how to avoid plagiarism by adding citations to their draft in a standard format.
- how to revise the draft of their oral presentation draft for clarity, development, organization, style, word choice, and sentence variety.
- how to practice using reflexive and intensive pronouns correctly.
- how to practice using sentence variety correctly.
- how to practice using correct style.
- how to edit and present the final version of their oral presentation.

Unit Essential Questions:

- What’s your story?
- How does one “make a mark” on the world?
- Act like a model child?
- Be the best in the class?
- Isn’t being a loyal friend or a kind and thoughtful person enough to make a mark?
- What if you make a mark by behaving badly?

Instructional Plan

Suggested Activities	Resources/Texts
<ul style="list-style-type: none"> ➤ The Big Idea - Blast, Content Vocabulary, Recognizing Genre, Academic Vocabulary ➤ <i>Warriors Don’t Cry</i> - Monitoring Comprehension, First Read, Informational Text Structure, Word Patterns and Relationships, Close Read 	<p>Study Sync Anchor Texts: <i>Warriors Don’t Cry</i> , “Damon and Pythias”, “Amigo Brothers”, “Charles”, “The All American Slurp “Diversity and Inclusion, “Saying Yes,” <i>Helen</i></p>

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<ul style="list-style-type: none"> ➤ Damon and Pythias -First Read, Plot, Greek and Latin Affixes and Roots, Close Read ➤ Amigo Brothers -First Read, Character, Close Read, Blast -Down for the Count ➤ Listen, Slowly -Visualizing, First Read, Language, Style, Audience, Close Read ➤ Charles -First Read, Oral Presentation Plan, Point of View, Close Read, Oral Presentation Draft ➤ Paired Readings: Saying Yes, The All American Slurp Diversity and Inclusion ➤ Independent Read, “Saying Yes,”Oral Presentation Process: Draft, First Read, “The All American Slurp,” Setting, Close Read, Oral Presentation Process: Revise ➤ Paired Readings: <i>Helen Keller, The Story of My Life</i> (Chapter IV), LGBTQ and Disabilities Law: The Miracle Worker - Independent Read, “Helen Keller,” LGBTQ and Disabilities Law: Diversity and InclusionFirst Read, Oral Presentation Process: Revise, “The Miracle Worker,” Dramatic Elements and Structure, Close Read, ➤ Oral Presentation Process: Edit and Publish ➤ Spotlight Skills Review ➤ End-of-Unit Assessment <p>Optional Novel Study: <i>The Miracle Worker, The Story of My Life</i> - LGBTQ and Disabilities Law:</p>	<p><i>Keller, The Story of My Life</i> LGBTQ and Disabilities Law Diversity and Inclusion, “The Miracle Worker,”</p> <p>Trade Books/ Paired Readings for Book Clubs/Workshop Model</p> <p>Additional Suggested Supplemental Reading Resources</p>
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Evidence of Student Learning

<p>Formative Assessments:</p> <ul style="list-style-type: none"> ➤ Blasts ➤ Facilitation Grids ➤ Whiteboards ➤ Exit Cards ➤ Role Play/Skits ➤ Draw Responses/Picture Prompt ➤ Do-Now’s ➤ Puzzles ➤ Temperature Gauges (thumbs up/thumbs down, 3 finger check, etc.) ➤ Graphic Organizers ➤ Question/Answer ➤ Flash Cards ➤ 3-2-1 ➤ Reader Response Journals
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- Writer's Notebook
- Teacher-Student Anecdotal Notes
- Teachers-Student Conferences
- Content Facilitation Grid

Summative Assessments

- Oral Presentation
- Units Tests
- Final Exam
- Literary Analysis

Benchmark Assessments:

- Benchmark Assessments are administered three times per year: Fall, Winter, Spring
- DRA-3 Reading Assessment is administered to Basic Skills and Special Education students three times per year: Fall Winter, Spring
- Diagnostic Testing - StudySync - beginning of the school year

Alternative Assessments

- Oral Presentation
- Digital Projects

Performance Tasks:

- Oral Presentation: What is something you believe in?

Suggested Options for Differentiation

Special Education

- Follow all IEP modifications
- Provide small group instruction for reading and writing
- Use visuals, word banks, and visual glossaries
- Pre-teach vocabulary with visuals or movement
- Use leveled texts and summaries
- Allow extended time for assignments and assessments
- Accept oral or dictated responses
- Read aloud daily
- Use audio tools (audiobooks, screen readers, audio speed/highlight features)
- Offer peer tutoring or buddy support
- Provide preferential seating
- Scaffold instruction and tasks
- Modify/shorten number and type of questions
- Use engaging content: songs, chants, multimedia
- Provide assistive technology (scribes, communication devices, large print, Braille)

Students with 504 Plans

- Follow all 504 accommodations
 - Allow extra time for assignments and assessments
 - Provide small group support
 - Accept oral or dictated responses
 - Use assistive tools (audiobooks, large print, Braille, scribes, communication devices)
-

Students at Risk of Failure

- Use visuals, real-life connections, and structured routines
 - Pre-teach key vocabulary
 - Provide small group instruction and read-alouds
 - Use buddy support or peer tutoring
 - Allow extra time and break tasks into manageable steps
 - Engage with choral reading, songs, and repetition
 - Offer preferential seating
 - Scaffold instruction and gradually increase passage length
-

Gifted and Talented

- Ask open-ended, higher-level questions (e.g., “why” and “what if”)
 - Use Bloom’s Taxonomy for analyzing, evaluating, and creating
 - Encourage independent or interest-based projects
 - Provide leveled texts and an advanced reading list
 - Use flexible grouping, centers, and learning contracts
 - Include simulations, concept puzzles, and problem-solving activities
 - Allow for discovery learning and reflection
 - Offer multiple options for assignments and assessments
 - Use varied pre-assessments and enrichment activities
-

Multilingual Learners (MLs)

- Pre-teach vocabulary using visuals, realia, or cognates
- Use sentence frames and speaking frames
- Provide small group guided reading and writing
- Use screen readers, audiobooks, and audio highlight/speed tools
- Allow oral or dictated responses
- Use labeled visuals and graphic organizers
- Offer supplemental language support
- Use Spanish cognates and bilingual glossaries where appropriate

Diversity and Inclusion

- Create a welcoming, structured environment with clear routines
- Build relationships with families and encourage involvement
- Integrate diverse cultural perspectives into lessons
- Provide alternative assignments when appropriate
- Use visual aids, outlines, and word walls
- Allow extra wait time before calling on students
- Speak clearly, avoiding idioms or slang
- Use closed captioning and accessible media
- Collaborate with ESL and support staff to meet individual needs
- Encourage bilingual development at home while supporting English proficiency

Supplemental Resources

- The Big Idea Blast: Making Your Mark
- “Warriors Don’t Cry” Paired Reading “School Colors” 5th Grade Reading Level ReadWorks
- Blast: Down for the Count (“Amigo Brothers”)
- Helen Keller Background Information BrainPop
- Blast: Story of My Life (“The Miracle Worker”)
- Standards/Skills Based Lessons as Needed (Pacing Guide)
- Additional Blasts
 - [Change Starts Here](#) - The Civil Rights memoir *Warriors Don’t Cry* offers students a starting point to examine the question, “Who has the power to make history?”
 - [Heavy Hitters](#) - Piri Thomas’s short story of two teenagers who dream of becoming championship boxers will connect students to the question, “How do athletes leave a legacy outside of sports?”
 - [No Place Like Home](#) - Diana Chang’s poem about identity, “Saying Yes,” provides context for students to ask, “How does your hometown define who you are?”
- Additional Grammar Lessons
- Bridges to Literature/Interactive Reader Selections as Applicable
- Scholastic/Scope Magazine as Applicable

Teachers Notes

OCEAN ACADEMY CHARTER SCHOOL

Unit 6 Overview

Content Area: English Language Arts

Unit Title: True to Yourself (Research Unit- Placement of this unit to be determined by grade level teachers)

Duration: 30 Days

Target Course/Grade Level: 6th ELA

Introduction/Unit Focus:

In this unit, students will read a selection of literary and nonfiction texts that explore individuals and characters on a journey to discover their true selves. These texts will invite students to think about identity, self-discovery, and personal growth as they engage deeply with the material.

Reading Skills

Students will develop critical reading skills by analyzing how different texts present characters' quests for self-understanding. They will learn to identify key ideas and details while considering how authors use language and structure to convey meaning. In addition, students will practice evaluating sources as they begin to prepare for research by distinguishing between primary and secondary materials related to their topics.

Writing Skills

Building on their reading, students will conduct research by devising their own questions based on the unit's themes. They will locate relevant primary and secondary sources, take organized notes, and learn to synthesize information from multiple texts. Students will then write a full-length research essay that includes parenthetical citations and a properly formatted Works Cited page. To enhance their reports, students will also incorporate multimedia elements to support their findings and engage their audience.

By the end of this unit, students will have strengthened their abilities to read critically, conduct research responsibly, and write clearly and effectively in a structured, academic format.

Disciplinary Concepts for the Unit.

Standard 9.1 Personal Financial Literacy

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

Standard 9.2 Career Awareness, Exploration, Preparation and Training

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Standard 9.4 Life Literacies and Key Skills

This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Standard 8.1 Computer Science

Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2 Design Thinking

Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocide in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the 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 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion: C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

The instruction shall:

- (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
- (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
- (3) encourage safe, welcoming, and inclusive environments for all students regardless

of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

Asian Americans and Pacific Islanders (AAPI)

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416).

21st Century Themes and Skills

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.”

[New Jersey Student Learning Standards-ELA](#)

Focus Standards

Reading Literature	
<p>(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>	<p>RL.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.</p> <p>RI.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text</p>
<p>(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and</p>	<p>RL.CI.6.2. Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments</p> <p>RI.CI.6.2. Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments</p>

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ideas.	
(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.	<p>RL.IT.6.3. Describe how a particular text’s structure unfolds in a series of episodes and use textual evidence to describe how the characters respond or change as the plot moves toward a resolution</p> <p>RI.IT.6.3. Analyze how a particular text’s (e.g., article, brochure, technical manual, procedural text) structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated in a text</p>
(TS) Text Structure: By the end of grade 12, analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole	<p>RL.TS.6.4. Analyze how a particular piece (e.g., sentence, chapter, scene, stanza, or section) fits into the overall structure of a text and contributes to the development of the ideas, theme, setting, or plot.</p>
PP) Perspective and Purpose in Texts: By the end of grade 12, assess how perspective or purpose shapes the content and style of a text.	<p>RL.PP.6.5. Determine how an author conveys or develops perspective in a text (through the narrator or speaker when appropriate).</p> <p>RI.PP.6.5. Identify author’s purpose, perspective or potential bias in a text and explain the impact on the reader’s interpretation.</p>
MF) Diverse Media and Formats: By the end of grade 12, synthesize content presented in diverse media and formats, including visually and quantitatively, as well as in words.	<p>RL.MF.6.6. Compare and contrast information or texts to develop a coherent understanding of a theme, topic, or issue when reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text.</p> <p>RI.MF.6.6. Integrate information when presented in different media or formats (e.g., visually, quantitatively) to develop a coherent understanding of a topic or issue.</p>
(CT) Comparison of Texts: By the end of grade 12, analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches	<p>RL.CT.6.8. Compare and contrast literary texts in different forms, by different authors, or from different genres (e.g., stories and poems; historical novels and primary source documents, scientific journals and fantasy stories) in terms of their approaches to similar themes and topics.</p> <p>RI.CT.6.8. Compare and contrast informational texts in different forms, by different authors, or from different genres (e.g., a memoir written by and a biography on the same person, historical</p>

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the authors take	novels and primary source documents, infographics and scientific journals) in terms of their approaches to similar themes and topics.
(VL) Vocabulary Acquisition, Use and Literal Meaning: By the end of grade 12, determine the meaning of unknown and multiple-meaning words using analysis of word parts (morphemes), word solving strategies, and consulting general and specialized reference materials, as appropriate	<p>L.VL.6.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> A. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. B. Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings. C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary)
(AA) Analysis of an Argument: By the end of grade 12, evaluate the argument and specific claims in a text, including the validity of the reasoning, the credibility and accuracy of each source as well as the relevance and sufficiency of the evidence.	RI.AA.6.7. Trace the development of and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not
Writing	
(AW) Argumentative Writing: By the end of grade 12, write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	<p>W.AW.6.1. Write arguments on discipline-specific content (e.g., social studies, science, math, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> A. Introduce claim(s) about a topic or issue and organize the reasons and evidence logically. B. Support claim(s) with logical reasoning and relevant, accurate data and evidence, that demonstrate an understanding of the topic or text, using credible sources. C. Use words, phrases, and clauses to link and clarify the

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	<p>relationships among claim(s), reasons and evidence.</p> <p>D. Establish and maintain a formal/academic style, approach, and form.</p> <p>E. Provide a concluding statement or section that follows from the argument presented.</p>
<p>(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>W.IW.6.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.</p> <p>B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>C. Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>E. Acknowledge and attempt a formal/academic style, approach, and form.</p> <p>F. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows from and supports the information or explanation presented.</p>
<p>(NW) Narrative Writing: By the end of grade 12, write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>W.NW.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>A. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>D. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>E. Provide a conclusion that follows from the narrated experiences or events.</p>
<p>(WP) Writing Process: By the end of grade 12, develop and strengthen</p>	<p>W.WP.6.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit</p>

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writing as needed by planning, revising, editing, rewriting, and publishing.	composition needs and purposes; and attempting to address purpose and audience.
(WR) Writing Research: By the end of grade 12, conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation	W.WR.6.5. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
(SE) Sources of Evidence: By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.	W.SE.6.6. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
(RW) Range of Writing: By the end of grade 12, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	W.RW.6.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Speaking and Listening	
(PE) Participate Effectively: By the end of grade 12, prepare for and participate	SL.PE.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

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<p>effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p> <p>SL.PE.6.3. Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>
<p>(II) Integrate Information: By the end of grade 12, integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally</p>	<p>SL.II.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p>
<p>ES) Evaluate Speakers: By the end of grade 12, evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p>	<p>SL.ES.6.3. Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>
<p>(PI) Present Information: By the end of grade 12, present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p>	<p>L.PI.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).</p>
<p>(UM) Use Media: By the end of grade 12, make strategic use of digital</p>	<p>SL.UM.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p>

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<p>media and visual displays of data to express information and enhance understanding of presentations.</p>	
<p>(AS) Adapt Speech: By the end of grade 12, adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>SL.AS.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate</p>
<p style="text-align: center;">Language</p>	
<p>(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.</p>	<p>L.SS.6.1. Demonstrate command of the system and structure of the English language when writing or speaking.</p> <ul style="list-style-type: none"> A. Ensure that pronouns are in the proper case (subjective, objective, possessive). B. Use intensive pronouns (e.g., myself, ourselves). C. Recognize and correct inappropriate shifts in pronoun number and person. D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). E. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical elements. F. Recognize spelling conventions.
<p>(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening</p>	<p>L.KL.6.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases. B. Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. C. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice. D. Maintain consistency in style and tone
<p>(VL) Vocabulary Acquisition, Use and Literal Meaning: By the end of grade 12,</p>	<p>L.VL.6.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies.</p>

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<p>determine the meaning of unknown and multiple-meaning words using analysis of word parts (morphemes), word solving strategies, and consulting general and specialized reference materials, as appropriate.</p>	<ul style="list-style-type: none"> A. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. B. Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings. C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary)
<p>(VI) Vocabulary Acquisition, Use and Interpretative Meaning: By the end of grade 12, interpret figurative and connotative word meanings, including shades of meaning based on word relationships and context.</p>	<p>L.VI.6.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> A. Interpret figures of speech (e.g., personification) in context. B. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. C. Analyze the impact of a specific word choice on meaning and tone. D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).
<p>New Jersey Student Learning Standards: Interdisciplinary Connections <u>2020 NJSLS Social Studies</u></p>	
<p>Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural rights.</p>	
<p>6.1.8.CivicsHR.3.a: Explain how and why constitutional civil liberties were impacted by acts of government during the Early Republic (i.e., Alien and Sedition Acts).</p>	
<p>New Jersey Student Learning Standards: <u>Career Readiness, Life Literacies, and Key Skills</u></p>	
<p>Core Ideas</p>	<p>Performance Expectations (Identified with Standard Number and statement)</p>
<p>The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and</p>	<p>9.1.8.CR.3: Relate the importance of consumer, business, and government responsibility to the economy and personal finance.</p> <p>9.1.8.CR.4: Examine the implications of legal and ethical behaviors when making financial decisions.</p>

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responsibilities of being a good citizen.	
New Jersey Student Learning Standards: <u>Computer Science and Design Thinking</u>	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Economic, political, social and cultural aspects of society drive development of new technological products, processes, and systems.	8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.
New Jersey Student Learning Standards: <u>Climate Change Mandate</u>	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Reading Language Arts	<p>RI.AA.6.7. Trace the development of and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. Climate Change Example: Students may evaluate supporting evidence in competing design solutions which claim to maintain biodiversity and ecosystem services.</p> <p>W.SE.6.6. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. Climate Change Example: Students may assess the credibility of evidence and sources while constructing an argument related to how changes to physical or biological components of an ecosystem affect populations.</p> <p>SL.II.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. Climate Change Example: Students may interpret and present data points for how the motions and complex interactions of air masses result in changes in weather conditions.</p>
Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.	9.4.8.CI.1: Assess data gathered on varying perspectives on causes of climate change (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions.

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<p>Multiple solutions often exist to solve a problem.</p>	<p>9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change and use critical thinking skills to predict which one(s) are likely to be effective.</p> <p>9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1)</p>
<p>Digital technology and data can be leveraged by communities to address effects of climate change.</p>	<p>9.4.8.DC.8: Explain how communities use data and technology to develop measures to respond to effects of climate change (e.g., smart cities).</p>
<p>Sources of information are evaluated for accuracy and relevance when considering the use of information.</p>	<p>9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH.IPRET.8).</p> <p>9.4.8.IML.8: Apply deliberate and thoughtful search strategies to access high-quality information on climate change (e.g., 1.1.8.C1b).</p>

Unit 6 Knowledge and Skills

Unit Learning Targets (Objectives):

Students will be able to...

Reading Skills:

- Explore background information and research a topic to build understanding
- Respond to a question using a 140-character summary
- Identify and describe literary elements of realistic fiction, such as plot, setting, and character
- Generate questions before, during, and after reading to monitor comprehension
- Identify and describe key characters, settings, and events in texts like *Bronx Masquerade*, *Brave*, and *Touching Spirit Bear*
- Summarize texts without inserting personal opinions or judgments
- Identify and restate key ideas and details in informational texts, autobiographies, letters, and graphic novels
- Analyze the author's use of media formats—charts, visuals, and graphics—to convey meaning and purpose

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- Use context clues and reference tools to determine word meaning
- Interpret figurative language and analyze its impact on the meaning of a text
- Determine the meaning of words and phrases, including connotative and figurative meanings
- Compare and contrast how different authors present the same events or topics
- Analyze informational elements, such as how key ideas, individuals, or events are elaborated using evidence, examples, or anecdotes
- Explain how an author's point of view or purpose is conveyed through text
- Determine the central idea of a text and analyze how it is developed
- Analyze plot structure and how setting influences character development
- Analyze language, tone, and audience in order to participate in discussion and written responses
- Analyze the features of realistic fiction in response to genre-based prompts
- Select self-chosen texts, set reading goals, and read independently for sustained periods
- Demonstrate understanding of independent reading selections through written reflection

Writing Skills:

- Use content and academic vocabulary to enhance collaborative discussions and written responses
- Write short responses connecting personal experiences to poems, articles, and autobiographical texts
- Create written responses demonstrating understanding of characterization and key events
- Write summaries, constructed responses, and short poems based on literary analysis
- Plan a meaningful research paper using genre knowledge and sample models
- Develop a research plan and evaluate sources for credibility, reliability, bias, and faulty reasoning
- Identify, gather, and synthesize information from multiple sources for research writing
- Draft research papers using models and writing checklists for structure and content
- Develop research writing through critique, paraphrasing, and integration of evidence
- Avoid plagiarism by paraphrasing and citing sources using standard bibliographic formats
- Add relevant print and graphic features to enhance research writing
- Use a revision guide to improve clarity, organization, word choice, and sentence effectiveness
- Edit and publish final research paper drafts using an editing checklist

Language Skills:

- Use dashes and hyphens correctly in writing
- Use quotation marks and italics appropriately for titles and direct speech
- Identify and correct run-on sentences
- Practice writing grammatically correct and stylistically effective sentences
- Apply punctuation and formatting rules through modeled examples

- Review and apply grammar, punctuation, and usage rules during editing and revision

Unit Enduring Understandings:

Students will know...

- how to explore background information and research links about a topic, students will respond to a question with a 140-character response.
- how to recognize and use content vocabulary words in a collaborative conversation with a peer and independently craft responses incorporating their newfound vocabulary and content knowledge.
- how to identify and describe literary elements of the genre such as plot, setting, and characters.
- how to recognize and use academic vocabulary words in a variety of contexts.
- how to generate questions before, during, and after reading to ensure understanding and gain information.
- how to identify and describe characters and setting details as well as articulate events that are central to the story's plot.
- how to provide a summary of the text distinct from personal opinions or judgments.
- how to summarize in order to participate in a collaborative conversation and write a short constructed response.
- how to write a short response that demonstrates their understanding of the individuals and ideas in the article through a personal connection.
- how to synthesize new information with other previously gained information in order to reach a new understanding.
- how to identify and restate the text's key ideas and details.
- how to analyze the author's use of different media formats, such as graphs, charts, and visuals in an informational text to achieve specific purposes.
- how to determine word meaning using context and reference materials.
- how to analyze how different media formats contribute to a text in a short, written response.
- how to identify and restate the text's key ideas and details.
- how to demonstrate understanding of figurative language, including interpreting figures of speech.
- how to determine the meaning of words and phrases as they are used in a text.
- how to analyze the impact of figurative language on the overall meaning of the correspondence in a short, written response.
- how to write a short response that demonstrates their understanding of key events and individuals through a personal connection.
- how to write a short poem that demonstrates their understanding of characterization through a personal connection.
- how to identify and restate the text's key ideas and details.
- how to analyze informational text elements such as how key events, individuals, and ideas are elaborated on in a text through examples, evidence, and anecdotes.
- how to compare and contrast one author's presentation of events with that of another.
- how to determine the meaning of words and phrases as they are used in a text, including connotative meanings.

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- how to analyze informational text elements and compare and contrast the text with other texts on the same topic in a short, written response.
- how to write a short response that demonstrates their understanding of key individuals through a personal connection.
- how to identify and describe characters as well as articulate events that are central to the story's plot.
- how to analyze the impact of a specific word choice on meaning and tone.
- how to analyze language, style, and audience in order to participate in a collaborative conversation and write a short constructed response.
- how to identify and restate the text's key ideas and details.
how to explain how an author's point of view or purpose is conveyed in the text.
- how to determine a central idea of a text and how it is conveyed through particular details.
- how to analyze the author's purpose and point of view, and to summarize key ideas in a short, written response.
- how to identify and describe characters and setting details as well as articulate events that are central to the story's plot.
- how to analyze how the plot unfolds, especially how setting affects character.
- how to analyze how the plot and response of characters are influenced by setting in a short, written response.
- how to analyze the features of realistic fiction in response to a prompt.
- how to recognize and use them in a variety of contexts.
- how to explore background information about new texts in the library in order to self-select a text, establish a purpose for reading, and read independently for a sustained period of time.
- how to demonstrate their understanding of the piece by writing a personal response.
- how to analyze a sample Student Model and plan a meaningful research paper in response to a prompt.
- how to write a research paper by generating and refining questions and developing a research plan.
- how to write a research paper by examining sources for reliability, credibility, bias, and faulty reasoning.
- how to write a research paper by identifying, gathering, and synthesizing relevant information from a variety of sources.
- how to draft a meaningful research paper in response to a prompt.
- how to develop their drafts by critiquing their research.
- how to develop their drafts by paraphrasing information from their sources in order to avoid plagiarism.
- how to improve their drafts by providing basic bibliographic information for their sources to avoid plagiarism.
- how to develop their drafts by adding print and graphic features.
- how to use a revision guide to revise the draft of their research paper for clarity, development, organization, style, diction, and sentence effectiveness.
- how to practice using dashes and hyphens correctly.
- how to use quotation marks and italics correctly.
- how to write sentences correctly.

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- how to edit and publish the final draft of their research paper.

Unit Essential Questions:

- What does it mean to be true to yourself?
- How does a person find his or her true self?
- What do readers learn when they study and analyze fictional characters and real-life individuals who are in search of themselves?
- How does reading stories help readers figure out who they are themselves?

Instructional Plan

Suggested Activities	Resources/Texts
<ul style="list-style-type: none"> ➤ The Big Idea (Day 1-2) - Blast, Content Vocabulary, Recognizing Genre, Academic Vocabulary ➤ <i>Brown Masquerade</i> (Day 3-5) - Generating Questions, First Read, Summarizing, Close Read, Blast ➤ <i>A BEACON of Hope & Shree Bose</i> (Day 6-9) - Independent Read, Synthesizing, First Read, Media, Word Meaning, Close Read ➤ Letter to His Daughter (Day 10-12) - First Read, Figurative Language, Context Clues, Close Read ➤ <i>The Story Behind the Bus, Rosa & Rosa Parks</i> Amistad Law: N.J.S.A. ➤ Diversity and Inclusion: My Story (day 13-19) - Independent Read, First Read, Informational Text Elements, Compare and Contrast, Connotation and Denotation, Close Read (Day 16) - Research Writing Process: Plan ➤ <i>The Story Behind the Bus, Rosa & Rosa Parks</i>:Amistad Law: N.J.S.A. ➤ Diversity and Inclusion (Day 19-21) - Independent Read, First Read, Language, Style & Audience, Close Read (Day 17-20) - Research Writing Process: Draft ➤ <i>Never Had it Made: An Autobiography of Jackie Robinson</i>Amistad Law: N.J.S.A. ➤ Diversity and Inclusion (Day 22-24) - First Read, Author's Purpose and POV, Central or Main Idea, Close Read (Day 21-25) Research Writing Process: Revise ➤ <i>Touching Spirit Bear</i> Climate Change ➤ Diversity and Inclusion(Day 25-27) - First Read, Setting, Close Read, <i>I Never Had it Made: An Autobiography of Jackie Robinson</i> last, Analyzing 	<p>Study Sync Anchor Texts: <i>Brown Masquerade</i> , <i>A BEACON of Hope & Shree Bose</i> , “Letter to His Daughter “, <i>The Story Behind the Bus, Rosa & Rosa</i> Amistad Law: N.J.S.A. Diversity and Inclusion , <i>I Never Had it Made: An Autobiography of Jackie Robinson</i> Amistad Law: N.J.S.A. Diversity and Inclusion, <i>Touching Spirit Bear</i>Diversity and Inclusion</p> <p>Additional Suggested Supplemental Reading Resources</p>

Genre (Day 26-28) Research Writing Process: Edit & Publish

- Spotlight Skills Review (Day 29)
- End-of-Unit Assessment (day 30)

Optional Novel Study: *Touching Spirit Bear* **Climate Change**

Diversity and Inclusion & *Eleanor Roosevelt: A Life of Discovery*

Evidence of Student Learning

Formative Assessments:

- Blasts
- Facilitation grids
- Whiteboards
- Exit cards
- Sign language/gestures
- Role play/skits
- Draw responses/picture prompt
- Do-Now's
- Puzzles
- Temperature gauges (thumbs up/thumbs down, 3 finger check, etc.)
- Graphic organizers
- Question/Answer Flash cards
- 3-2-1
- Reader Response Journals
- Writer's Notebook
- Teacher-Student anecdotal notes
- Teachers-Student conferences
- Content Facilitation Grid

Summative Assessments

- Final Draft of Research paper
- Final Exam
- Oral Presentation
- Units Tests
- Literary Analysis
- Writing Portfolio

Benchmark Assessments:

- EOY Benchmark
- LinkIt!
- DRA 2

Alternative Assessments

- Oral Presentation
- Digital Projects

Performance Tasks

- Choice Research Writing Process: Where did Shree Bose draw inspiration for her cancer research? For kids in the 1960's, what were some of the differences between growing up in the North or in the South? Are Spirit Bears real?

Suggested Options for Differentiation

Special Education

- Follow all IEP modifications
- Provide small group instruction for reading and writing
- Use visuals, word banks, and visual glossaries
- Pre-teach vocabulary with visuals or movement
- Use leveled texts and summaries
- Allow extended time for assignments and assessments
- Accept oral or dictated responses
- Read aloud daily
- Use audio tools (audiobooks, screen readers, audio speed/highlight features)
- Offer peer tutoring or buddy support
- Provide preferential seating
- Scaffold instruction and tasks
- Modify/shorten number and type of questions
- Use engaging content: songs, chants, multimedia
- Provide assistive technology (scribes, communication devices, large print, Braille)

Students with 504 Plans

- Follow all 504 accommodations
- Allow extra time for assignments and assessments
- Provide small group support
- Accept oral or dictated responses
- Use assistive tools (audiobooks, large print, Braille, scribes, communication devices)

Students at Risk of Failure

- Use visuals, real-life connections, and structured routines
- Pre-teach key vocabulary
- Provide small group instruction and read-alouds
- Use buddy support or peer tutoring

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- Allow extra time and break tasks into manageable steps
 - Engage with choral reading, songs, and repetition
 - Offer preferential seating
 - Scaffold instruction and gradually increase passage length
-

Gifted and Talented

- Ask open-ended, higher-level questions (e.g., “why” and “what if”)
 - Use Bloom’s Taxonomy for analyzing, evaluating, and creating
 - Encourage independent or interest-based projects
 - Provide leveled texts and an advanced reading list
 - Use flexible grouping, centers, and learning contracts
 - Include simulations, concept puzzles, and problem-solving activities
 - Allow for discovery learning and reflection
 - Offer multiple options for assignments and assessments
 - Use varied pre-assessments and enrichment activities
-

Multilingual Learners (MLs)

- Pre-teach vocabulary using visuals, realia, or cognates
 - Use sentence frames and speaking frames
 - Provide small group guided reading and writing
 - Use screen readers, audiobooks, and audio highlight/speed tools
 - Allow oral or dictated responses
 - Use labeled visuals and graphic organizers
 - Offer supplemental language support
 - Use Spanish cognates and bilingual glossaries where appropriate
-

Diversity and Inclusion

- Create a welcoming, structured environment with clear routines
- Build relationships with families and encourage involvement
- Integrate diverse cultural perspectives into lessons
- Provide alternative assignments when appropriate
- Use visual aids, outlines, and word walls
- Allow extra wait time before calling on students
- Speak clearly, avoiding idioms or slang
- Use closed captioning and accessible media
- Collaborate with ESL and support staff to meet individual needs

- Encourage bilingual development at home while supporting English proficiency

Supplemental Resources

- The Big Idea Blast- “True to Yourself”
- Blast: Be Who You Are (*Bronx Masquerade*)
- Blast: The Real World
- Civil Rights: <https://www.brainpop.com/socialstudies/ushistory/civilrights/> - tSelf-Selected Blast
- Standards/Skills based lessoned as needed (Pacing Guide)
- Additional Blasts:
 - A New Home for History- After reading *Rosa Parks: My Story* and *I Never Had It Made: An Autobiography of Jackie Robinson*, students will have context to think through the question, “What does the newest Smithsonian museum demonstrate about America?”
 - On Richness of Metaphors- The characters in *Bronx Masquerade* and W. E. B. DuBois’s “Letter to His Daughter” both provide a natural jumping off point to ask, “How do metaphors improve our ability to communicate?”
 - Law and Order- Ben Mikaelson’s story of a teen who must survive on an island in Alaska as a consequence for his crime will inspire students to ask, “When punishing juvenile offenders, how much punishment is too much?”
- Additional Grammar Lessons:
- Scholastic/Scope Magazine as Applicable

Teachers Notes