

Gloucester Township School District
Grade 6 ELA Marking Period 1: Unit 1
Turning Points

Unit 1 Title: Turning Points - MP 1

Essential / Guiding Question(s):

What happens when life changes direction?

Content

Texts

- "Hatchet" by Gary Paulsen (fiction excerpt)
- "Guts: The True Stories behind Hatchet and the Brian Books" by Gary Paulsen (nonfiction)
- "Island of the Blue Dolphin" by Scott O'Dell (fiction)
- "Dragonwings" by Laurence Yep (fiction)
- "The Father of Chinese Aviation" by Rebecca Maksiel (nonfiction)
- "I Never Had It Made: An Autobiography of Jackie Robinson" by Jackie Robinson (nonfiction)
- "Warriors Don't Cry" by Melba Pattillo Beals (nonfiction)
- "The Story of My Life" by Helen Keller (nonfiction)
- "Eleven" by Sandra Cisneros (fiction)
- "The Pigman" by Paula Zindel (fiction)
- "The Road Not Taken" by Robert Frost (poetry)

Full-Text Study

Hatchet by Gary Paulsen

Exemplar Texts (Recommended)

- "Guts: The True Stories behind Hatchet and the Brian Books" by Gary Paulsen (nonfiction)
- "Island of the Blue Dolphin" by Scott O'Dell (fiction)
- "I Never Had It Made: An Autobiography of Jackie Robinson" by Jackie Robinson (nonfiction)
- "The Road Not Taken" by Robert Frost (poetry)

***To access most external resources provided in the Learning Plan, sign up for a FREE account on [CommonLit](https://www.commonlit.org/) and add your classes. ALL EXTERNAL RESOURCES ARE OPTIONAL.**

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Key Reading Skills	Key Grammar Skills	Key Vocabulary	Key Writing Skills	Extended Writing Project
<ul style="list-style-type: none"> ● Point of View ● Central of Main Idea ● Greek/Latin Affixes and Roots ● Textual Evidence ● Connotation and Denotation ● Informational Text Structure ● Figurative Language ● Media ● Story Structure ● Media ● Story Structure ● Poetic Structure ● Poetic Elements 	<ul style="list-style-type: none"> ● Sentence Fragments ● Subject/Object Pronouns ● Simple/Compound Sentences ● Pronoun/Antecedent Agreement ● Intensive/Reflexive Pronouns ● Spelling the Schwa Sound 	<ul style="list-style-type: none"> ● See Marking Period #1 Vocabulary List <ul style="list-style-type: none"> ○ Sixth Grade Resources ● 2018 Vocabulary Handbook 	<ul style="list-style-type: none"> ● Thesis Statement ● Audience and Purpose ● Organize Informative Writing ● Supporting Details ● Introductions ● Body Paragraphs & Transitions ● Conclusions ● Style ● Sources and Citations 	<p>Students will write an informative/explanatory essay using the exemplar texts and writing skills learned throughout the unit.</p>

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Stage 2: Assessment Evidence

Performance Task(s):

- End of Unit Comprehension Test
- Extended Writing Project
 - Informational/Explanatory Essay
- Optional Research Project
 - Available online to view
 - Enter Core ELA
 - Click Unit 1:Turning Points Core ELA Unit
 - Click **Research** on left sidebar

Other Evidence:

- ACCESS Handouts
- Think Question Responses
- Short-Constructed Essays
- Excerpt COMP and WRITE Tests
- Focus Question Responses
- Vocabulary Quizzes and Tests
- Grammar Handouts
- Graphic Organizers
- 6th Grade Vocabulary Resources:
<https://drive.google.com/open?id=0Bw0utibLm3FfbmwtX0gzTEJNZms>
- Independent Reading

New Jersey Student Learning Standards

Standards & Indicators:

Progress Indicators for Reading Literature

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

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

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

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

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specific word choice on meaning and tone.

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

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

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

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

Progress Indicators for Reading Informational Text

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

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

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

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

RI.6.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

RI.6.6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

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

RI.6. IO. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

Progress Indicators for Writing

W.6.1. Write arguments to support claims with clear reasons and relevant evidence.

A. Introduce claim(s) and organize the reasons and evidence clearly.

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B. Support claims) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- 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 aiding 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. Establish and maintain a formal/academic style, approach, and form.
- F. Provide a concluding statement or section that follows from the information or explanation presented.

W.6.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W.6.8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

W.6.10. 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.

Progress Indicators for Speaking and Listening

- L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - A. Interpret figures of speech (e.g., personification) in context.

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- B. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
- C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy*, *scrimping*, *economical*, *unwasteful*, *thrifty*).

L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Progress Indicators for Career Ready Practices

- CRPJ. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRPS. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRPI I. Use technology to enhance productivity.
- CRPJ2. Work productively in teams while using cultural global competence.

Progress Indicators for Educational Technology

- 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
 - A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
 - o 8.1.8.A. J: Demonstrate knowledge of a real world problem using digital tools.
 - o 8.1.8.A.2: Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital

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applications to be critiqued by professionals for usability.

- B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
 - o 8.1.P.B.I: Create a story about a picture taken by the student on a digital camera or mobile device.
 - o 8.1.2.B. I: Illustrate and communicate original ideas and stories using multiple digital tools and resources.
- C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
- D. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

SL.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).

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

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

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Progress Indicators for Language

- L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- B. Use intensive pronouns (e.g., *myself, ourselves*).
 - C. Recognize and correct inappropriate shifts in pronoun number and person.
 - E. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
- L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- B. Spell correctly.
- L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- A. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
 - B. Maintain consistency in style and tone.
- L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
- A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
 - B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of word (e.g. *audience, auditory, audible*).
 - C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
 - D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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Progress Indicators for Language

L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

B. Use intensive pronouns (e.g., *myself, ourselves*).

C. Recognize and correct inappropriate shifts in pronoun number and person.

E. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

B. Spell correctly.

L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.

B. Maintain consistency in style and tone.

L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of word (e.g., *audience, auditory, audible*).

C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

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

o 8.1.8.D.1: Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.

o 8.1.8.D.2: Demonstrate the application of appropriate citations to digital content.

o 8.1.8.D.3: Demonstrate an understanding of fair use and Creative Commons to intellectual property.

o 8.1.8.D.4: Assess the credibility and accuracy of digital content.

o 8.1.8.D.5: Understand appropriate uses for social media and the negative consequences of misuse.

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- E. Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
- F. Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and **resources**.

Central Idea/ Enduring Understandings:

Imaginative texts can provide rich and timeless insights into universal themes, dilemmas and social realities of the world. Literary text represents complex stories in which the reflective and apparent thoughts and actions of human beings are revealed. Life therefore shapes literature and literature shapes life.

Literary text, like all creative products, demonstrates style and craftsmanship. Readers can respond analytically and objectively to text when they understand the purpose or reason behind the author's intentional choice of tools such as word choice, point of view and structure.

Competent readers can synthesize information from a variety of sources including print, audio and visual. Comparing and contrasting text in a variety of forms or genres provides a full understanding of the author's message/theme as well as the ideas being explored.

In order to meet the rigorous demands of college and/or the workforce, students must be able to read and comprehend increasingly complex literary text. They must read widely and deeply from among a broad range of high-quality, challenging text and develop the skill, concentration and stamina to read these texts independently and proficiently.

Knowledge-based information is an ever-changing genre that encompasses daily communication. The ability to comprehend and analyze informational text develops critical thinking, promotes logical reasoning and expands one's sense of the world and self.

Informational text, like all creative products, demonstrates style and craftsmanship. Readers can respond analytically and objectively to text when they understand the purpose or reason behind the author's intentional choice of tools such as word choice, point of view and structure.

Integrating knowledge and ideas from informational text expands the knowledge base and the perspectives found in text, which empowers the reader to make informed choices in life.

To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging informational texts.

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Writers share information, opinions and ideas by using multiple techniques and text types. This knowledge allows them to communicate in appropriate and meaningful ways to achieve their intended purpose.

Effective writing is the result of a multi-stage, reflective process in which the writer must develop, plan, revise, edit and rewrite work to evoke change or clarify ideas. The stages of these processes are enhanced with collaboration and technology.

Writing is a tool for thinking and problem solving. In order to create new understandings, activating prior knowledge and engaging in the process of independent and shared inquiry are essential.

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events.

Strong listening and speaking skills are critical for learning, communicating and allowing us to understand our world better. Applying these skills to collaboration amplifies individual's contributions and leads to new and unique understandings and solutions.

Proficient speakers make deliberate choices regarding language, content and media to capture and maintain the audience in order to convey their message.

Language is an essential tool for understanding our world. Effective written and oral communications rely upon understanding and applying the rules of standard English. Success in the post-secondary setting, as well as the workplace, requires effective communication.

Language exists within the contexts of audience and purpose. Knowledge of language and skillful application of conventions and craft enhance expression and aid comprehension. Success in the post-secondary setting as well as the workplace requires effective communication.

Words are powerful. Vocabulary knowledge is fundamental for learning, effective communication and celebrating language. Success in the post-secondary setting as well as the workplace requires effective communication.

The research process requires the use of a variety of resources to ensure validity. Proficient researchers utilize various media, including Internet sources, to gather information. They also understand that sources can be misleading and therefore need to be carefully analyzed and critiqued for accuracy and reliability. The Internet is a vast world of information that needs to be evaluated for reliable information.

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The Internet has both advantages and disadvantages to its use. The Internet should be used in a safe and ethical manner to ensure privacy and safe use.

Intellectual property belongs to the author/developer. Stealing intellectual property, just like stealing anything, is unacceptable and must be avoided.

Technology is important, but human thought and purpose drives the impact of technology. A tool is only as good as the person using it.

Stage 3: Learning Plan

Learning Opportunities/ Strategies:

- **The Big Idea**
 - **Blast:** Turning Points [Lesson Plan](#)
 - **StudySync Resources:** Student Model Handouts
- **Hatchet** - Fiction: Novel Excerpt: *Student Companion* pgs 4-8; Audio (5:06)
 - First Read: [Lesson Plan](#) [StudySync TV](#) (5:51) [Grammar](#) Sentence Fragments
 - **Skill:** Point of View [Lesson Plan](#)
 - Close Read: [Lesson Plan](#)
 - **StudySync Resources:** Access Handouts; Vocabulary
 - **External Resources:** NEWSLA: [A Bible, a blanket, rainwater, raw fish kept him alive for 66 days at sea](#)
- **Guts: The True Story Behind Hatchet and the Brian Books** - NonFiction: *Student Companion* pgs 9-13; Audio (5:23)
 - First Read: [Lesson Plan](#)
 - **Skill:** Story Central or Main Idea [Lesson Plan](#)
 - **Skill:** Greek/Latin Affixes and Roots [Lesson Plan](#)

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- Close Read: [Lesson Plan](#)
- StudySync Resources: Access Handouts, Vocabulary
- External Resources:
 - NEWSELA: [Dream Jobs: Paramedic](#)
 - [Gary Paulsen Biography](#)
 - YouTube video: [Random House Kids: Gary Paulsen Author](#)
- **Island of the Blue Dolphin** - Fiction: *Student Companion* pgs 14-18; Audio (5:39)
 - First Read: [Lesson Plan](#)
 - Skill: Textual Evidence [Lesson Plan](#)
 - Close Read: [Lesson Plan](#)
 - Blast: Survivors [Lesson Plan](#)
 - StudySync Resources: Access Handouts, Vocabulary, Student Model Handouts
 - External Resources:
 - [“The Lone Woman of San Nicolas Island”](#)
 - [“Exploring Island of the Blue Dolphins” \(video\)](#)
 - YouTube video [Juana Maria Documentary](#)
- **Dragonwings** - Fiction: *Student Companion* pgs 19-23; Audio (5:16)
 - First Read: [Lesson Plan](#)
 - Skill: Connotation and Denotation [Lesson Plan](#)
 - Close Read: [Lesson Plan](#) [Graphic Organizer](#)
 - Blast: What Do You Mean? [Lesson Plan](#)

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- StudySync Resources: Access Handouts; Vocabulary, Student Model Handouts
- External Resources:
 - Kids Encyclopedia Facts [Chinatown, San Francisco Facts](#)
 - PBS resources video and articles [Chinatown Resource Guide: The History of Chinatown](#)
- **The Father of Chinese Aviation** - NonFiction: *Student Companion* pgs 24-28; Audio (6:22)
 - First Read: [Lesson Plans](#)
 - Skill Textual Evidence [Lesson Plan](#)
 - Close Read: [Lesson Plan](#)
 - Blast: Innovative Immigrants [Lesson Plan](#)
 - StudySync Resources: Access Handouts, Vocabulary
- **I Never Had It Made** - NonFiction: *Student Companion* pgs 29-33; Audio (5:58)
 - First Read: [Lesson Plan](#) [Grammar](#) Subject and Object Pronouns
 - Skills: Informational Text Structure [Lesson Plan](#)
 - Skill: Figurative Language [Lesson Plan](#)
 - Skill: Media [Lesson Plan](#)
 - Close Read: [Lesson Plan](#)
 - StudySync Resources: Access Handouts, Vocabulary
 - External Resources:
 - [Informational Article on Jackie Robinson](#)
 - [Clip from the movie 42](#)
 - YouTube video [Jackie Robinson, Baseball Pioneer and American Hero](#)

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- **Warriors Don't Cry** - NonFiction: *Student Companion* pgs 34-38; Audio (6:14)
 - First Read: [Lesson Plan](#) [Graphic Organizer](#)
 - **Skill:** Informational Text Structure [Lesson Plan](#)
 - Close Read: [Lesson Plan](#)
 - **Blast:** Equal Education [Lesson Plan](#)
 - **StudySync Resources:** Access Handouts, Vocabulary
 - **External Resources:**
 - [Accompanying video via Common Lit](#)
 - NEWSELA : [Integration of Central High School](#)
 - YouTube (Little Rock Central High School National Historic Site) video: [Oral History: Little Rock Nine Attend Classes](#)

- **The Story of My Life** - NonFiction: *Student Companion* pgs 39-43; Audio (6:17)
 - First Read: [Lesson Plan](#) [StudySync TV](#) (6:37)
 - **Skill:** Connotation and Denotation [Lesson Plan](#)
 - Close Read: [Lesson Plan](#)
 - **StudySync Resources:** Access Handouts, Vocabulary
 - **External Resources:**
 - [Scene at the well from *The Miracle Worker*](#)
 - [A Look Inside Perkins Deaf-Blind Classroom](#)
 - YouTube video [Helen Keller - Deafblind Author & Activist: Mini Bio](#)
 - YouTube video [Helen Keller Speaks Out](#)
 - NEWSELA [Inventors and Scientists: Louis Braille](#)

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- **Eleven** - Fiction: *Student Companion* pgs 44-49; Audio (7:25)
 - First Read: [Lesson Plan](#) [StudySync TV](#) (5:47)
 - **Skill:** Story Structure [Lesson Plan](#)
 - **Skill:** Figurative Language [Lesson Plan](#)
 - Close Read: [Lesson Plan](#)
 - **Blast:** Blog It! [Lesson Plan](#)
 - **StudySync Resources:** Access Handouts, Vocabulary
 - **External Resources:**
 - YouTube video [“Eleven” read by Sandra Cisneros](#)
- **The Pigman** - Fiction: *Student Companion* pgs 50-55; Audio (5:48)
 - First Read: [Lesson Plan](#) [Grammar](#) Simple and Compound Sentences
 - **Skill:** Point of View [Lesson Plan](#)
 - Close Read: [Lesson Plan](#) [Graphic Organizer](#)
 - **Blast:** Foundational Friendships [Lesson Plan](#)
 - **StudySync Resources:** Access Handouts, Vocabulary
 - **External Resources:**
 - YouTube video [The Pigman Preview](#)
- **The Road Not Taken** - Poetry: *Student Companion* pgs 56-59; Audio (00:54)
 - First Read: [Lesson Plan](#) [StudySync TV](#) (6:15)
 - **Skill:** Poetic Structure [Lesson Plan](#)
 - **Skill:** Poetic Elements [Lesson Plan](#)

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- Skill: Media [Lesson Plan](#)
- Close Read: [Lesson Plan](#)
- StudySync Resources: Access Handouts, Vocabulary, Student Model Handouts
- External Resources:
 - [Short Video Biography of Frost](#)
 - Frost [Reads](#) “The Road Not Taken”

- **Unit Wrap Up**

- Blast: The Right Reaction [Lesson Plan](#)
- StudySync Resources: Access Handouts

Full-Text Study

Hatchet

Available to view online:

- Enter Core ELA
 - Click on Unit 1: Turning Points
 - Click Full-Text Study on left sidebar
 - Click Title
 - Full Text Reading Study Guide [Teacher Edition](#)
 - Full Text Reading Study Guide [Student Edition](#)

* For additional titles or comparative texts, click Full-Text Unit with Comparative Texts and refer to “Full-Text Study” column in pacing guide with blue “Compare” icon.

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*Click [HERE](#) for Full-text Study Connections *(Make your own copy before using!)*

*Click [Project/Assessment](#) for novel project ideas and assessment *(Make your own copy before using!)*

Extended Writing Project

Available to view online:

- Enter Core ELA
 - Click on Unit 1: Turning Points
 - Click Extended Writing Project on left sidebar

Informative/Explanatory Writing: *Write an informative essay/explanatory essay in which you explain how three individuals in three of the excerpts you have read faced life changing experiences and analyze the impact of these changes on their lives and their countries*

Teacher Edition: pg. 428

Student Companion Edition: pg. 60-95

Extended Writing Project: Informative Essay [Lesson Plan](#)

- Extended Writing Project: Prewrite [Lesson Plan](#)
- **Skill:** Thesis Statement [Lesson Plan](#)
- **Blast:** Audience and Purpose [Lesson Plan](#)
- **Skill:** Organize Informative Writing [Lesson Plan](#) [Graphic Organizer](#)
- **Skill:** Supporting Details [Lesson Plan](#) [Graphic Organizer](#)

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- Extended Writing Project: Plan [Lesson Plan](#)
- **Skill:** Introductions [Lesson Plan](#)
- **Skill:** Body Paragraphs and Transitions [Lesson Plan](#)
- **Skill:** Conclusions [Lesson Plan](#)
- Extended Writing Project: Draft [Lesson Plan](#) [Grammar](#) Pronoun and Antecedent Agreement
- **Blast:** Styles [Lesson Plan](#)
- Extended Writing Project: Revise [Lesson Plan](#) [Grammar](#) Reflexive and Intensive Pronouns
- **Skill:** Sources and Citations [Lesson Plan](#)
- Extended Writing Project: Edit, Proofread, and Publish [Lesson Plan](#) [Grammar](#) Spelling the Schwa Sound

Differentiation

- [Accommodations & Modifications](#)