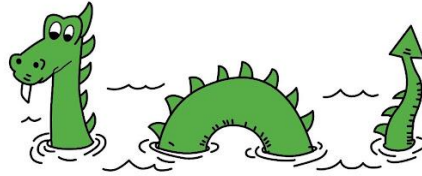


Island Heights Grade School



Sea Devils

Gifted & Talented Curriculum

K-2 Enrichment &

Grades 3-6 S.A.I.L. Program

(Students' Accelerated Initiative for Learning)

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Philosophy

The Island Heights Grade School District recognizes that some students are gifted or have truly exceptional talents in certain areas. These are the children whose learning styles and varied interests demand experiences beyond those currently available in the educational program. There are many kinds of giftedness and many ways through which gifted and talented children display outstanding performance in creative, academic, psychomotor and leadership areas.

The Island Heights Grade School provides students the opportunity to be challenged and encouraged to attain their creative and academic potential. The in-class K-2 Gifted Program and 3-6 S.A.I.L. Programs will meet the needs of our gifted students. Students will be provided opportunities to tackle challenges involving critical and creative thinking skills. These lessons will be delivered with differentiated instruction to meet the needs and reach the potential of all students.

The pull-out S.A.I.L. Program (3rd-6th Grades) supplements and enhances regular classroom learning experiences for students who have been identified as demonstrating outstanding abilities. S.A.I.L. students will be provided with appropriate independent learning opportunities in the area of Language Arts and/or Math based on their needs. These opportunities will add a new dimension to the education of the gifted rather than merely extend classroom activities.

The Island Heights Grade School's gifted programs will ensure that all students are motivated, challenged and nurtured to achieve their highest level of performance.

Characteristics of a Gifted Learner

According to the National Association for Gifted Children, gifted students are those whose abilities are significantly above the norm for their age. Gifted children are not all alike, and giftedness may manifest in one or more domains, such as intellectual, creative, or artistic. Children may be gifted in a specific academic field such as language arts, mathematics or science. While giftedness can manifest in many ways, children who are in the top 10 percent in relation to a national and/or local norm are typically considered for identification and services.

Characteristics of a Gifted Learner	Characteristics of a High Achiever
Asks questions	Answers questions
Is highly curious	Is interested and attentive
1-2 repetitions for mastery	6-8 repetitions for mastery
May play around yet test well	Works hard
Shows strong feelings and emotions	Completes assignments
Has wild and silly ideas	Has good ideas
Initiates projects	Absorbs information
Creates new ideas and inventions	Enjoys school and learning
Highly self-critical	Memorizes information well
Highly observant	Learns with ease
Discusses concepts in detail; elaborates	Is repetitive
Draws inferences	On task
Manipulates information	Understands ideas
Enjoys a challenge	Gets good grades (often all A's)
Prefers the company of intellectual peers or adults	Enjoys working with similarly aged peers
Enjoys self-directed learning	Likes when information is presented in a straightforward fashion

Program Design

The Island Heights Grade School gifted program reflects a comprehensive compendium of programs designed to meet the needs of all learners. To achieve this goal, it is important to offer opportunities for gifted and talented students to grow and flourish. The Island Heights Grade School acknowledges the definition of gifted and talented students as defined by the N.J. State Board of Education in 2005, which reads as follows: “Those students who possess or demonstrate high levels of ability, in one or more content areas, when compared to their chronological peers in the local district and who require modification of their educational program if they are to achieve in accordance with their capabilities.” Therefore, the Island Heights Grade School has designed a program that follows the standards of the National Association for Gifted Children (NAGC) to enrich the above-mentioned gifted and talented students. This program will focus on inquiry based instruction, critical thinking, problem based learning, simulations and other hands-on experiences.

Push-In Program: Grades Kindergarten - 2nd

- Gifted education teacher will provide in class support for students identified as needing extension beyond the grade level curriculum for one 40 minute period per week.

S.A.I.L.: Grades 3rd - 6th

- Students that meet the requirements listed below will become eligible for the pull-out S.A.I.L. program in Language Arts and/or Math. This pull-out program will involve meeting 40 minutes per week with the S.A.I.L. teacher and grade-level peers who also are in the S.A.I.L. program. S.A.I.L. students will participate in a pull-out program involving projects, activities, and programs designed in terms of individual learning styles as well as the capacity of an enrichment student to create concepts, respond to stimuli in a unique and creative manner, develop higher levels of thinking and influence the behavior of others.

Each S.A.I.L. group (3rd, 4th, 5th, 6th) will participate in an intense year-long focus on the content area of their grade level’s theme (**3rd Grade: Space, 4th Grade: The Great American Roadtrip, 5th Grade: Ancient Greece, 6th Grade: Oceanography**). These themes will offer an intense cross-curricular study with an emphasis on reading, writing, and STEAM-based activities.

Multiple Identification Measures

S.A.I.L.: Grades 3rd - 6th

- MAPS Scores (Fall, Winter, and Spring)
 - *The highest score on each MAPS Math and Reading/Language Usage test from Fall, Winter, & Spring will be used to determine S.A.I.L. eligibility.*
- NJSLA (Mathematics & English Language Arts) Scores (Spring)
- Teacher Input (Teacher Gifted Report and Student Grades)
- Parent Input (Parent Gifted Report and S.A.I.L. Permission Slip)
- CogAT Scores (Qualitative & Verbal Scores)

**Please refer to “The Identification Process” on the next page to learn about how each of these identification measures will be used to determine eligibility for S.A.I.L. and in which phase these measures will be implemented.*

The Identification Process

All students in second grade will take the CogAT in the spring. New students in grades 3-6 will be able to sit for the CogAT if they have not taken the assessment before. Parents will be sent a letter prior to CogAT testing and *any parents that would like to opt their students out of CogAT testing will have to submit a letter to the superintendent/principal in writing prior to testing.* After grading of the CogAT assessment is complete, the S.A.I.L. student identification process can be finalized. There are 3 sections: verbal, quantitative, and nonverbal. Students receive a stanine age score and a stanine grade score (1-lowest to 9-highest) in each section. Verbal scores will be reviewed for the **S.A.I.L.~Language Arts** program and Quantitative scores will be reviewed for the **S.A.I.L.~Mathematics** program.

A: Phase I- Review of MAP Growth Assessment Results

A student that scores **ABOVE the 80th Percentile on the MAP Growth Assessment in Mathematics and/or Reading/Language Usage will be eligible to move onto Phase II.

B: Phase II- Review of NJSLA and CogAT Results

3rd Grade Program

In order to be eligible for the 3rd grade S.A.I.L. program, students must earn an 8 or 9 on the CogAT Results in the corresponding subject area. To be eligible for the **S.A.I.L.~Language Arts program, student scores will be reviewed from the CogAT: Verbal Assessment. To be eligible for the **S.A.I.L.~Mathematics** program, student scores will be reviewed from the CogAT: Quantitative Assessment.

Grades 4-6 Program

In order to be eligible for the 4th, 5th, and 6th grade S.A.I.L. programs, students must earn a **TOTAL of 12 POINTS OR MORE combined from their NJSLA scores and CogAT Results in the corresponding subject area. To be eligible for the **S.A.I.L.~Language Arts** program, student scores will be reviewed from the NJSLA: English Language Arts assessment and the CogAT: Verbal Assessment. To be eligible for the **S.A.I.L.~Mathematics** program, student scores will be reviewed for the NJSLA: Mathematics assessment and the CogAT: Quantitative Assessment.

Please refer to the table below for scoring eligibility for the Grades 4-6 Program.

NJSLA	CogAT	TOTAL
5	7 or more	12 or more
4	8 or more	12 or more
3	9	12

**** Please note both the Age and Grade CogAT scores will be reviewed. Whichever score on the CogAT is higher will be used to determine S.A.I.L. eligibility.**

C: Phase III-Teacher Input and Student Grades

Teacher Input: Teachers will complete a checklist on each child that meets the above score requirements from Phase I and Phase II. This checklist will only be geared to the subject area that a student qualifies for in the S.A.I.L. program.

Student Grades: The report cards for students that move onto this phase will be closely reviewed to ensure that their grades reflect the ability to be successful in the S.A.I.L. program.

D: Phase IV-Parent Input

Parent Input: Parents will complete and return this at-home gifted report to offer their perspective on their child's strengths as well as their ability to succeed in S.A.I.L.

E: Phase V- Finalization

Parent Permission: Parents will be sent a letter and permission slip notifying them of their child's acceptance into S.A.I.L. This will explain the requirements and expectations.

****This recommendation will only be for the PRESENT school year. Students will need to requalify for S.A.I.L. each school year.****

F: Phase VI- Appeals

*Students who were found ineligible due to their CogAT scores in the past may retake the CogAT test the following year if they score **ABOVE the 80th Percentile** on the MAP Growth Assessment. Parents who are appealing their child's CogAT scores must write a letter to the superintendent/principal about their decision prior to **September 20th** of the next testing year.

Teacher and Parent Reports

Teachers will be asked to fill out a Teacher Report for all students being considered for S.A.I.L. eligibility. Each report will include the teacher's observations in regards to the student's abilities in mathematics and language arts and his/her overall characteristics pertaining to giftedness.

Parents will be asked to complete a Parent Report if their child is being considered for S.A.I.L. and they wish to proceed with the S.A.I.L. program.

*See Teacher and Parent Reports in the "Resources" section.

CogAT Resources

The CogAT (Cognitive Abilities Test) is a test used to measure the Verbal, Quantitative, and Nonverbal reasoning abilities of students. These are domains that are not fully measured by other tests. Verbal abilities are measured using questions that contain picture analogies, sentence, completion, and picture classification. The Quantitative abilities of a student are measured by assessing their ability to solve number analogies, number puzzles, and number series. Nonverbal abilities are assessed through figure matrices, paper folding, and figure classification.

CogAT scores are primarily based on a child's age. Student's may also be compared to students in the same grade ("Grade Scores") or with students in the same school district ("Local Scores").

When looking at a child's age scores, you will see a "Standard Age Score", "Age Stanine" and "Age Percentile Rank" for each battery. There is also a **composite score** that is the combined results for each of the 3 batteries.

The "**Standard Age Score**" is calculated by taking the child's raw scores and putting them on a scale that compares to children of the same age. An average Standard Age Score is 100.

The two numbers that are most useful for a parent trying to interpret their child's CogAT results are the "Age Stanine" and "Age Percentile Rank".

The **Age Stanine** is a number from 1-9 that ranks a child's cognitive abilities against children of the same age. Stanines are grouped by percentile rank. 1 is considered to be very low while 9 is very high. 5 is the average.

A stanine is a very broad, simplified score ranging from 1 (lowest) to 9 (highest possible), and it's normalized for the child's age and grade level.

The **Age Percentile Rank** identifies the percentage of students in the same age group whose scores fall below the score obtained by a particular student. For example, if your child's percentile rank is 95, this means they outperformed 95% of other children their age.

***Please refer to the "Resources" section for the enclosed "Reading the CogAT Report for Parents" for further explanation.*

Maintaining S.A.I.L. Eligibility

In order to remain eligible in the S.A.I.L. program, students must maintain good grades and display positive behaviors within the general education and S.A.I.L. classrooms. The student may lose eligibility from S.A.I.L. for the remainder of the school year if one or both of the following occurs on a marking period report card:

- If a student earns below a “**B**” on a report card in the area the child is receiving S.A.I.L. services (Math and/or Language Arts).

AND/OR

- The S.A.I.L. student receives **3 or more negative comments** on the report card.

S.A.I.L. Curriculum Outline

Grade	Theme	Highlights
3rd Grade ELA	Space	<p>Students will research the planet of their choice, and create a presentation in the format of their choice (i.e. poster, PowerPoint, diorama) to present their research.</p> <p>Opinion writing: Would you want to go to space? Why or why not? (Students will support their writing with research).</p> <p>Why isn't Pluto a planet?</p> <p>Students will read about the myths behind constellations, and write their own myth after designing a new constellation. Students will make constellation projectors.</p> <p>Students will research their zodiac sign and write an opinion piece on whether or not their zodiac sign accurately represents them and why.</p> <p>Students will read <i>Magic Tree House: Midnight on the Moon</i> and complete various projects, such as writing a sequel, drawing the view from their porthole, and creating the moon's surface using tin foil and various size coins/balls.</p>
3rd Grade Math	Space	<p>Students will use math skills to calculate the relative size and distances of planets to the sun (using standard and nonstandard units - i.e. how many toilet paper squares away is each planet).</p> <p>Students will create paper mache planets (correctly scaling their planet based off of the circumference of an already made paper mache sun).</p> <p>Students will learn about various constellations and build them using various media (i.e. 2D drawing/paintings and 3D models from marshmallows and toothpicks).</p> <p>Students will build sundials.</p> <p>Students will use math concepts (i.e. multiplication and division) to calculate their mass and weight on various planets.</p>

Grade	Theme	Highlights
4th Grade ELA	Great American Road Trip	<p>Students will go on a “cross-country road trip,” research famous landmarks and attractions across the USA. At each stop, students will complete a project of their choice for the landmark/attraction of their choice:</p> <ul style="list-style-type: none"> ● Brochure ● TV commercial ● T-Shirt ● Bumper Sticker ● 3D Model ● Souvenir ● Restaurant Menu ● Diary Entry
4th Grade Math	Great American Road Trip	<p>Students will map out a cross-country trip using certain parameters (a given length of time/maximum amount of miles).</p> <p>Students will complete a “cost analysis” for each stop on their trip, including hotel, food, and gas costs. At each stop, students will highlight one attraction.</p> <p>Students will create models of important buildings they pass along their travels.</p>

Grade	Theme	Highlights
5th Grade ELA	Ancient Greece	<p>Students will develop their own city-state with a form of government, laws, and buildings based on other Ancient Greece civilizations, such as Athens and Sparta.</p> <p>Students will research the Olympics (ancient and modern) and create 3D dioramas depicting the similarities and differences.</p> <p>Study Greek mythology and various gods/goddesses. Students will complete a choice project (write your own myth based on a god/goddess, create playing cards, etc).</p>
5th Grade Math	Ancient Greece	<p>Students will study Greek mathematicians and their contributions. Students will then use math concepts (i.e. angles) to design a catapult that will launch an object a set distance.</p> <p>Students will use the 3D printer to create their own Olympic medal.</p> <p>Other STEAM Activities:</p> <ul style="list-style-type: none"> - Gingerbread Parthenon - Design Ionic, Corinthian and Caryatid columns out of paper towel rolls - Build a functional Trojan horse

Grade	Theme	Highlights
<p>6th Grade ELA</p>	<p>Oceanography (Novel Study / Claymation)</p>	<p>Students will read <i>20,000 Leagues Under the Sea</i>. Students will choose a scene and create a claymation retelling the events from the perspective of another character.</p> <ul style="list-style-type: none"> ● Make story boards ● Create sets ● Build characters ● Take photos ● Use frames to add text, narrations, and transitions
<p>6th Grade Math</p>	<p>Oceanography</p>	<p>Students will build models of the ocean floor.</p> <p>Students will explore the relationship between salinity/pressure and the depth of the ocean. Students will use their knowledge of these relationships to make water “float.”</p> <p>Students will build contraptions to protect an object from the pressure that would be placed on it at different depths in the ocean. Students will measure how many pounds the contraption protects the object against and calculate how deep in the ocean the contraption could go without the object inside getting crushed.</p> <p>Students will learn about SONAR and practice mapping the ocean floor.</p> <p>Students will create a green screen project, giving viewers a tour of the ocean floor.</p> <p>Students will build sea creatures out of various objects that are commonly found in our oceans (meeting various challenges related to the specific size of the creatures, their ability to move, etc).</p> <p>Students will use the 3D printer to print the sea creature of their choice.</p>

Program Standards

National Association for Gifted Children Programming Standards

(All Grades)

- 1.1. Students with gifts and talents demonstrate self-knowledge with respect to their interests, strengths, identities, and needs in socio-emotional development and in intellectual, academic, creative, leadership, and artistic domains.
- 1.1.1 Students with gifts and talents are engaged in identifying interests, strengths, and gifts.
- 3.3. Students with gifts and talents develop their abilities in their domain of talent and/or area of interest.
- 3.3.3. Students with gifts and talents have opportunities to explore, develop, or research their areas of interest and/or talent.
- 3.4. Students with gifts and talents become independent investigators.
- 3.4.1. critical-thinking strategies
 - 3.4.2. creative-thinking strategies
 - 3.4.3. problem-solving model strategies
 - 3.4.4. use inquiry models
- 4.1. Students with gifts and talents demonstrate growth in personal competence and dispositions for exceptional academic and creative productivity. These include self-awareness, self-advocacy, self-efficacy, confidence, motivation, resilience, independence, curiosity, and risk taking.
- 4.1.1. Educators maintain high expectations for all students with gifts and talents as evidenced in meaningful and challenging activities.
 - 4.1.2. Educators provide opportunities for self-exploration, development and pursuit of interests, and development of identities supportive of achievement, e.g., through mentors and role models.
- 4.2. Students with gifts and talents develop social competence manifested in positive peer relationships and social interactions.
- 4.2.1. Educators understand the needs of students with gifts and talents for both solitude and social interaction.
 - 4.2.2. Educators provide opportunities for interaction with intellectual and artistic/creative peers as well as with chronological-age peers.
 - 4.2.3. Educators assess and provide instruction on social skills needed for school, community, and the world of work.
- 4.3. Students with gifts and talents demonstrate personal and social responsibility and leadership skills.
- 4.3.1. Educators establish a safe and welcoming climate for addressing social issues and developing personal responsibility.
 - 4.3.2. Educators provide environments for developing many forms of leadership and leadership skills
 - 4.3.3. Educators promote opportunities for leadership in community settings to effect positive change.
- 4.5. Students with gifts and talents develop competence in interpersonal and technical communication skills. They demonstrate advanced oral and written skills, balanced biliteracy or multiliteracy, and creative expression. They display fluency with technologies that support effective communication.
- 4.5.1. Educators provide opportunities for advanced development and maintenance of first and second language(s).
 - 4.5.2. Educators provide resources to enhance oral, written, and artistic forms of communication, recognizing students' cultural context.

- 4.5.3. Educators ensure access to advanced communication tools, including assistive technologies, and use of these tools for expressing higher-level thinking and creative productivity.

**Grade 3
Cross -
Curricular
Standards**

New Jersey Student Learning Standards (English Language Arts):

W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W.3.7 Conduct short research projects that build knowledge about a topic.

New Jersey Student Learning Standards (Mathematics):

3.OA.A.3 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities.

3.OA.A.4 Determine the unknown whole number in a multiplication or division equation relating three whole numbers.

3.OA.B.5 Apply properties of operations as strategies to multiply and divide.

3.OA.B.6 Multiply and divide within 100.

3.OA.C.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.

3.MD.A.2 Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units.

New Jersey Student Learning Standards (Science):

3-5-ETS1-1. Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.

3-5-ETS1-2. Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

3-5-ETS1-3. Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.

**Grade 4
Cross -
Curricular
Standards**

[New Jersey Student Learning Standards \(English Language Arts\):](#)

RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.4.6 With some guidance and support from adults, 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 one page in a single sitting.

W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.

SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

[New Jersey Student Learning Standards \(Mathematics\):](#)

4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

5.NBT.B.5 Fluently multiply multi-digit whole numbers using the standard algorithm.

[New Jersey Student Learning Standards \(Science\):](#)

3-5-ETS1-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.

3-5-ETS1-2 Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

3-5-ETS1-3 Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.

**Grade 5
Cross -
Curricular
Standards**

[New Jersey Student Learning Standards \(English Language Arts\):](#)

RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

RI.5.10 By the end of the year, read and comprehend informational texts,

	<p>including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.</p> <p>W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.5.6 With some guidance and support from adults, 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 two pages in a single sitting.</p> <p>W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p><u>New Jersey Student Learning Standards (Mathematics):</u></p> <p>5.NBT.A.3 Read, write, and compare decimals to thousandths.</p> <p>4.MD.C.6 Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.</p> <p><u>New Jersey Student Learning Standards (Science):</u></p> <p>3-5-ETS1-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.</p> <p>3-5-ETS1-2 Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.</p> <p>3-5-ETS1-3 Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.</p>
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<p>Grade 6 Cross - Curricular Standards</p>	<p><u>New Jersey Student Learning Standards (English Language Arts):</u></p> <p>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.</p> <p>RI.6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>W.6.2 Write informative/explanatory texts to examine a topic and convey</p>
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ideas, concepts, and information through the selection, organization, and analysis of relevant content.

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.

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.

New Jersey Student Learning Standards (Mathematics):

6.RP.A.1 Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.

6.NS.B.3 Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.

New Jersey Student Learning Standards (Science):

3-5-ETS1-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.

3-5-ETS1-2 Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

3-5-ETS1-3 Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.