

Cedar Grove School District

Cedar Grove, NJ

2016

Grade 6

Language Arts Literacy

Approved by the Cedar Grove Board of Education

Superintendent of Schools

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Board of Education

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Grade 6 Course Description

Curricular units integrate the instruction of all the language arts, that is, reading, writing, speaking and listening, and language. Assignments are aligned to the New Jersey Student Learning Standards for English Language Arts. Students will react, respond, and apply critical thinking and problem solving strategies to language arts experiences and apply current and emergent technologies. In this course, students will develop comprehension skills by reading increasingly complex texts including fiction, non-fiction, poetry, and several grade appropriate novels for both individual study and literature circle discussions. In addition, students will apply the writing process to develop writing that is pertinent and specific to tasks, purposes, and audiences. Through writing and discussion students will use proper language conventions to clearly communicate. These skills will afford students the opportunity to become proficient readers and writers.

**This curriculum was written in accordance with the
NEW JERSEY STUDENT LEARNING STANDARDS
for English Language Arts**

The standards can be viewed at <http://www.state.nj.us/education/aps/cccs/lal/>
A full listing of the Grade 6 New Jersey Student Learning Standards for ELA
can be found at the end of this document.

Grade 6 Scope and Sequence	
Unit 1	September – October
Unit 2	November – January
Unit 3	January – February
Unit 4	March – April
Unit 5	April – June

**Grade 6
Language Arts Literacy**

Unit 1

Literature: Fiction Conveys Experience through: Descriptive/Narrative/Speculative Writing

Effective narratives contain specific elements including characters, setting, plot and conflict, theme, point of view, dialogue, sensory details, and exact vocabulary. In this unit, sixth grade students learn to identify these elements within a wide range of complex narrative texts. Students will also examine methods of discussing how different elements rely on one another to form a well-structured and entertaining story. Students will utilize these elements to compose their own narrative/descriptive/speculative writing.

21st Century Skills

21st Century Themes

E-Encouraged, T-Taught, or A-Assessed in this unit

	Global Awareness	A	Creativity and Innovation
	Environmental Literacy	E	Critical Thinking and Problem Solving
	Health Literacy	T	Communication
X	Civic Literacy	E	Collaboration

Unit 1 Learning Targets

Students will be able to...

- Identify and analyze literary elements and techniques in different genres of fiction
- Participate in group discussion and provide thoughtful insight into fictional works
- Apply effective writing strategies in descriptive, narrative, and speculative writing
- Recognize that an author's style and purpose are connected
- Apply a variety of reading comprehension strategies
- Analyze the literary elements in short stories
- Reread to make sense of difficult text
- Utilize language conventions such as punctuation, consistency (tense and agreement), spelling, and figurative language to improve their writing skills
- Compose narrative essays that include effective introductory elements (thesis, setting, characters), narrative techniques (event sequencing, dialogue, sensory details), transition words/phrases, and concluding thoughts/statements
- Compose clear and coherent writing illustrating organization, development, and style addressing purpose and audience
- Participate in individual and collaborative revision and editing
- Express their interpretations/opinions through collaborative group discussions
- Participate in think/pair/share sessions designed to encourage collaboration and critical thinking

Suggested Texts

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| <ul style="list-style-type: none"> ● <i>Bystander</i> by James Preller ● <i>Doll Bones</i> by Holly Black ● <i>Escape from Mr. Lemoncello's Library</i> by Chris Grabenstein ● <i>Half a Chance</i> by Cynthia Lord ● <i>The View from Saturday</i> by E.L. Konigsburg ● <i>Schooled</i> by Gordon Korman ● <i>Surviving the Applewhites</i> by Stephanie S. Tolan ● <i>Maniac Magee</i> by Jerry Spinelli | <ul style="list-style-type: none"> ● "The Stone" by Lloyd Alexander ● "Rosa Parks: My Story" by Rosa Parks with Jim Haskins ● "The Story of My Life" by Helen Keller ● "The Good Deed" by Marion Dane Bauer ● "The Prince and the Pauper" by Mark Twain, dramatized by Joellen Bland ● "Eleven" by Sandra Cisneros ● "The Phantom Tollbooth, Act One" by Norton Juster, dramatized by Susan Nanus ● Aesop's Fables |
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<ul style="list-style-type: none"> ● “All Summer in a Day” by Ray Bradbury 		
Writing Activities		
Writing	Research	Narrative
<ul style="list-style-type: none"> ● Reader’s Workshop ● Graphic Organizers/ Writing Assessment ● Constructed Response 	<ul style="list-style-type: none"> ● Novel-based Research 	<ul style="list-style-type: none"> ● Autobiographical Incident Essay ● Setting-based Narrative ● Point of View-based Narrative Journal ● Voice/Tone-based Narrative Journal ● Sensory Details-based Narrative Journal ● Dialogue-based Narrative Journal ● Character-based Narrative Journal ● Theme-based Narrative Journal ● Various Timed Narratives
Student Learning Objectives		Corresponding NJSLs
Cite textual evidence and make relevant connections to support analysis of what the text says explicitly.		RL.6.1
Cite textual evidence and make relevant connections to support analysis of inferences drawn the text.		RL.6.1
Determine the central idea of a text and explain how it is conveyed through details to provide a summary of a text distinct from personal opinions or judgements.		RL.6.2
Describe how a particular story’s plot unfolds in a series of episodes in 6 th grade text(s).		RL.6.3
Describe how characters respond or change as the plot moves toward a resolution in 6 th grade text(s).		RL.6.3
Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings (e.g., “organization” connotes a sense of neatness).		RL.6.4
Determine the meaning of words and phrases as they are used in a text, including analyzing the impact of a specific word choice on tone.		RL.6.4
Analyze how a particular sentence fits into a text’s structure and contributes to theme development.		RL.6.5
Analyze how a particular chapter fits into a text’s structure and contributes to theme development.		RL.6.5
Analyze how a particular sentence fits into a text’s structure and contributes to setting development.		RL.6.5
Analyze how a particular chapter fits into a text’s structure and contributes to setting development.		RL.6.5
Analyze how a particular sentence fits into a text’s structure and contributes to plot development.		RL.6.5
Analyze how a particular chapter fits into a text’s structure and contributes to plot development.		RL.6.5
Explain how an author develops the point of view of the narrator or speaker in a text.		RL.6.6

Compare and contrast the experience of reading a story 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.6.7
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.6.1
Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.	RI.6.3
Write narratives to develop real or imagined experiences or events using well-structured event sequences.	W.6.3.a
Write narratives to develop real or imagined experiences or events by organizing an event sequence that unfolds naturally and logically.	W.6.3.a
Write narratives to develop real or imagined experiences or events to engage and orient the reader by establishing a context.	W.6.3.a
Write narratives to develop real or imagined experiences or events by introducing a narrator and/or characters.	W.6.3.a
Write narratives to develop real or imagined experiences or events using effective technique such as dialogue, pacing, and description to develop experiences, events, and/or characters.	W.6.3.b
Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another when writing narratives.	W.6.3.c
Write narratives to develop real or imagined experiences or events using relevant descriptive details; use precise words and phrases, and sensory language to convey experiences and events.	W.6.3.d
When writing narratives, provide a conclusion that follows from the narrated experiences or events.	W.6.3.e
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	W.6.4
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.6.5
Use technology, including the Internet, to produce and publish narrative writing as well as to interact and collaborate with others.	W.6.6
Draw evidence from 6 th grade literary texts to support analysis and reflection; apply grade 6 Reading standards to literature (e.g., “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 themes and topics”).	W.6.9.a
Write narratives routinely over extended time frames (time for reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	W.6.10
Engage effectively in a range of collaborative discussions with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.	SL.6.1
Come to discussions prepared, having read or studied required material.	SL.6.1.a
Come to discussions prepared and explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	SL.6.1.a
When taking part in collaborative discussions, follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	SL.6.1.b

Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	SL.6.1.c
When participating in collaborative discussions, review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	SL.6.1.d
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.6.2
Demonstrate a command of formal English and its conventions when writing, speaking, reading, or listening; vary sentence patterns for meaning.	SL.6.6; L.6.3.a
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; ensure that pronouns are in the proper case (subjective, objective, possessive).	L.6.1.a
Use intensive pronouns (e.g., myself, ourselves) to demonstrate command of the conventions of standard English grammar and usage when writing or speaking	L.6.1.b
Demonstrate command of the conventions of standard English capitalization, punctuation, when writing; use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.	L.6.2.a
Demonstrate command of the conventions of standard English to spell correctly.	L.6.2.b
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; 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.	L.6.4.a
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; use common grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>).	L.6.4.b
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content	L.6.4
Consult reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	L.6.4.c
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).	L.6.4.d
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.	L.6.6
Demonstrate command of the conventions of standard English to spell correctly.	L.6.2.b
Unit 1 Essential Questions	Unit 1 Enduring Understandings
<ul style="list-style-type: none"> ● How are literary elements used in fiction? ● How does discussion improve understanding of fictional works? ● How do students demonstrate command of the conventions of Standard English, grammar, and usage when writing, speaking, reading, or listening? ● How do real life experiences influence storytelling? 	<ul style="list-style-type: none"> ● Authors use literary elements and techniques to enhance their writing. ● Discussion of fictional works is an effective means of conveying ideas. ● Writers use knowledge of language and its conventions when writing, speaking, reading, or listening. ● Personal experience affects the reader's point of view and his/her ability to connect with the

<ul style="list-style-type: none"> • How do writers formulate and brainstorm ideas to successfully employ the writing process to create a compelling text-based and non-text-based narrative? • How is a reader’s comprehension and interpretation of text affected by personal experiences? 	<p>story.</p> <ul style="list-style-type: none"> • Writers use a text plus personal experience and prior knowledge to formulate and brainstorm ideas when beginning the writing process. • Proficient readers are able to understand the story and also to extend their ideas beyond the text.
Standard Code #	New Jersey Student Learning Standards
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 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.
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.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
W.6.2	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ol style="list-style-type: none"> 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. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use appropriate transitions to clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal/academic style, approach, and form. Provide a concluding statement or section that follows from the information or explanation presented.
W.6.3	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ol style="list-style-type: none"> 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.

	<ul style="list-style-type: none"> 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.
W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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.6.9	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Apply grade 6 Reading standards to literature (e.g., “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 themes and topics”).</p>
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.
SL.6.1	<p>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.
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.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
L.6.1	<p>Demonstrate command of the conventions of standard English grammar and usage 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., <i>myself</i>, <i>ourselves</i>). 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. 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. <ol style="list-style-type: none"> a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. b. Spell correctly.
L.6.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ol style="list-style-type: none"> 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. <ol 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. Use common grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a 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).
L.6.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ol 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. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i>, <i>scrimping</i>, <i>economical</i>, <i>unwasteful</i>, <i>thrifty</i>).
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.

Evidence of Learning

Summative Assessment

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| <ul style="list-style-type: none"> ● Model Curriculum Benchmark Unit Assessment ● Narrative Writing Assessment ● Informational/Opinion Writing | <ul style="list-style-type: none"> ● Writing Assessments ● Teacher-Made Assessments ● Reader’s Workshop |
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Formative Assessment

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| <ul style="list-style-type: none"> ● Critical Question and Answer ● Graphic Organizers/Maps/Webs ● Individual Student Progress Checks ● Student/Group Conferencing ● Teacher Informal Observations and Anecdotal Notes ● Journal ● Class Discussion ● Teacher Observations | <ul style="list-style-type: none"> ● Entrance Tickets ● Exit Tickets ● Projects ● Multiple Choice Tests ● Timed Readings ● Quizzes ● Vocabulary Practice ● Grammar Study ● Do-Nows |
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Instructional Materials and Resources

- *Holt Literature, Grade 6*, Houghton Mifflin Harcourt Publishing Company, 2012
- *Holt Elements of Language: Introductory Course*, Holt, Rinehart and Winston, 2007
- *Daily Academic Vocabulary*, Evan Moor, 2007
- *PARCC Practice Tests: English Language Arts, Grade 6*, Lumos Learning, 2014
- *Moby Max*, <http://www.mobymax.com>
- *Brain Pop*, www.brainpop.com
- *YouTube*, www.youtube.com
- *Smart Exchange*, <http://exchange.smarttech.com>
- *ReadWriteThink*, www.readwritethink.com

Integration of Technology

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|-------------------------|----------------------------|
| ● Computers | ● Internet/Video Streaming |
| ● SMART Board/Projector | ● Google Classroom |
| ● Chromebooks | ● CD/DVD |

Curriculum Development Resources

- <http://www.state.nj.us/education/modelcurriculum/ela/>
- <http://www.state.nj.us/education/aps/cccs/lal/>

Grade 6
Language Arts Literacy

Unit 2

Reading Information/Writing Informative/Explanatory

Effective informational writing follows a structured format containing a clear thesis statement and appropriate and differentiated supporting details that lead to a logical conclusion. In this unit, sixth grade students learn how to identify these elements in texts and discuss how each component contributes to the overall structure and purpose of the text. Students will utilize these elements to compose their own informational writing.

21st Century Skills

21st Century Themes

E-Encouraged, T-Taught, or A-Assessed in this unit

X	Global Awareness	E	Creativity and Innovation
	Environmental Literacy	A	Critical Thinking and Problem Solving
X	Health Literacy	T	Communication
X	Civic Literacy	E	Collaboration

Unit 2 Learning Targets

Students will be able to...

- Use graphic organizers to plan and organize written responses
- Compose a variety of written responses/essays to informational texts
- Use context clues to determine interdisciplinary terminology and references
- Interpret visuals/illustrations (charts, pictures, tables, graphs, etc.) as supplemental references to text
- Compare and contrast a variety of word choice techniques to enhance writing
- Compare and contrast similarly-themed texts
- Compose informative/explanatory essays which examine a topic/convey an idea, include relevant research/text-based content, and exemplify topic development, appropriate grade-level language/vocabulary, effective transitions, and conclusion
- Carefully cite resources to avoid plagiarism
- Interpret information presented in a variety of media formats and explain its relevance
- Practice keyboarding skills to format and compose essays

Suggested Texts

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| <ul style="list-style-type: none"> ● <i>Maniac Magee</i> by Jerry Spinelli ● <i>Surviving the Applewhites</i> by Stephanie S. Tolan ● “Woodsong” by Gary Paulsen ● “How to Make a Flying Fish” by Paula Morrow ● “The Bracelet” by Yoshiko Uchida ● “Wartime Mistakes, Peacetime Apologies” by Nancy Day | <ul style="list-style-type: none"> ● “Spellbinder” by Tom Lalicki ● “A Christmas Carol” by Charles Dickens, adapted by Candy Mazze ● “How to Make a Luminario” by Anonymous ● Excerpt from <i>Julie of the Wolves</i> by Jean Craighead George ● Excerpt from FDR’s <i>Pearl Harbor Speech</i> by Franklin D. Roosevelt |
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Writing Activities

Writing	Research	Expository
<ul style="list-style-type: none"> ● Thesis Statement Practice ● Reader’s Workshop Graphic Organizers/Writing Assessments ● Narrative Essays 	<ul style="list-style-type: none"> ● Novel Based Research Constructed Response 	<ul style="list-style-type: none"> ● How To Essay ● Citing textual evidence within constructed response and journal entries ● Expository Paragraph

<ul style="list-style-type: none"> ● Constructed Response ● Journal Entries 		<p>including main idea, supporting details, and concluding sentence</p> <ul style="list-style-type: none"> ● Hooks/Leads ● Novel-based Constructed Response ● Various Timed Essays
Student Learning Objectives		Corresponding NJSLs
Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the		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.		RI.6.1
Determine the central idea of a text and how it is conveyed through particular details.		RI.6.2
When reading a 6 th grade informational text, provide a summary of the text distinct from personal opinions or judgments.		RI.6.2
Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.		RI.6.3
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.		RI.6.4
Analyze how a particular sentence fits into the overall structure of a text and contributes to the development of ideas.		RI.6.5
Analyze how a particular paragraph fits into the overall structure of a text and contributes to the development of ideas.		RI.6.5
Compare, contrast and reflect on one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).		RI.6.9
Write informative/explanatory texts to examine a topic and convey ideas, through the selection of relevant content.		W.6.2
Write informative/explanatory texts to examine a topic and convey ideas through the organization of relevant content; introduce a topic; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.		W.6.2.a
Organize ideas, using strategies such as definition, classification, comparison/contrast, and cause/effect.		W.6.2.a
Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and example		W.6.2.b
Use appropriate transitions to clarify the relationships among ideas and concepts.		W.6.2.c
When writing informative/explanatory text, use precise language to inform about or explain the topic.		W.6.2.d
Provide a concluding statement or section that follows from the information or explanation presented.		W.6.2.f
Write informative/explanatory texts to examine a topic and convey ideas, through the analysis of relevant content; establish and maintain a formal/academic style, approach, and form.		W.6.2.e
Write narratives to develop real or imagined experiences or events by organizing an event sequence that unfolds naturally and logically.		W.6.3.a
Write narratives to develop real or imagined experiences or events using effective		W.6.3.b

technique such as dialogue, pacing, and description to develop experiences, events, and/or characters.	
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	W.6.4
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.6.5
Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.	W.6.6
Demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	W.6.6
Draw evidence from informational texts to support analysis and reflection; apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).	W.6.9.b
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 discipline-specific tasks, purposes, and audiences.	W.6.10
Engage effectively in a range of collaborative discussions with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.	SL.6.1
Come to discussions prepared, having read or studied required material.	SL.6.1.a
Come to discussions prepared and explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	SL.6.1.a
When taking part in collaborative discussions, follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	SL.6.1.b
Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	SL.6.1.c
When participating in collaborative discussions, review the key ideas expressed.	SL.6.1.d
Demonstrate understanding of multiple perspectives through reflection and paraphrasing when participating in collaborative discussions.	SL.6.1.d
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.6.2
Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes.	SL.6.4
Use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).	SL.6.4
Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	SL.6.6
Ensure that pronouns are in the proper case (subjective, objective, possessive) when writing or speaking.	L.6.1.a.
Use intensive pronouns (e.g., myself, ourselves) to demonstrate command of the conventions of standard English grammar and usage when writing or speaking	L.6.1.b
Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.	L.6.2.a.
Demonstrate command of the conventions of standard English to spell correctly.	L.6.2.b

Vary sentence patterns for meaning when writing, speaking, reading, or listening.	L.6.3.a
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content.	L.6.4
Use context as a clue to the meaning of a word or phrase.	L.6.4.a
Use common grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.	L.6.4.b
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	L.6.4.c
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).	L.6.4.d
Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.	L.6.6
Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression;	L.6.6
Unit 2 Essential Questions	Unit 2 Enduring Understandings
<ul style="list-style-type: none"> ● Why do writers need to explain? ● How does word choice enable an author to effectively express themselves? ● How do writers formulate and brainstorm their own ideas/thesis statements from informative texts? ● How do writers organize and sequence main ideas, information, facts, and details so the reader can understand it? 	<ul style="list-style-type: none"> ● A writer can express his ideas/claims/opinions in both written and verbal communication. ● An author will use a variety of word choice and figurative language strategies to express themselves. ● Writers use effective prewriting strategies to formulate ideas/thesis statements. ● Effective explanatory writing must follow a logical sequence.
Standard Code #	New Jersey Student Learning Standards
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.
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 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.6.9	Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
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. <ul style="list-style-type: none"> a. Introduce a topic and organize ideas, concepts, and information, using text

	<p>structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding 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. Establish and maintain a formal/academic style, approach, and form.</p> <p>f. Provide a concluding statement or section that follows from the information or explanation presented.</p>
W.6.3	<p>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>
W.6.4	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
W.6.5	<p>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.</p>
W.6.6	<p>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.</p>
W.6.9	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Apply grade 6 Reading standards to literature (e.g., “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 themes and topics”).</p>
W.6.10	<p>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>
SL.6.1	<p>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 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</p>

	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.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
L.6.1	Demonstrate command of the conventions of standard English grammar and usage 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. 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. <ul style="list-style-type: none"> a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. b. Spell correctly.
L.6.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ul style="list-style-type: none"> 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. <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. Use common grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a 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).
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.

Evidence of Learning

Summative Assessment

- | | |
|--|---|
| <ul style="list-style-type: none"> ● Model Curriculum Benchmark Unit Assessment | <ul style="list-style-type: none"> ● Teacher-Made Assessments ● Reader's Workshop |
|--|---|

<ul style="list-style-type: none"> ● Informational/Opinion Writing 	<ul style="list-style-type: none"> ● Writing Assessments
Formative Assessment	
<ul style="list-style-type: none"> ● Critical Question and Answer ● Graphic Organizers/Maps/Webs ● Individual Student Progress Checks ● Student/Group Conferencing ● Teacher Informal Observations and Anecdotal Notes ● Journal ● Class Discussion ● Teacher Observations 	<ul style="list-style-type: none"> ● Entrance Tickets ● Exit Tickets ● Projects ● Multiple Choice Tests ● Timed Readings ● Quizzes ● Vocabulary Practice ● Grammar Study ● Do-Nows
Instructional Materials and Resources	
<ul style="list-style-type: none"> ● <i>Holt Literature, Grade 6</i>, Houghton Mifflin Harcourt Publishing Company, 2012 ● <i>Holt Elements of Language: Introductory Course</i>, Holt, Rinehart and Winston, 2007 ● <i>Daily Academic Vocabulary</i>, Evan Moor, 2007 ● <i>PARCC Practice Tests: English Language Arts, Grade 6</i>, Lumos Learning, 2014 ● <i>Moby Max</i>, http://www.mobymax.com ● <i>Brain Pop</i>, www.brainpop.com ● <i>YouTube</i>, www.youtube.com ● <i>Smart Exchange</i>, http://exchange.smarttech.com ● <i>ReadWriteThink</i>, www.readwritethink.com 	
Integration of Technology	
<ul style="list-style-type: none"> ● Computers ● SMART Board/Projector ● Chromebooks 	<ul style="list-style-type: none"> ● Internet/Video Streaming ● Google Classroom ● CD/DVD
Curriculum Development Resources	
<ul style="list-style-type: none"> ● http://www.state.nj.us/education/modelcurriculum/ela/ ● http://www.state.nj.us/education/aps/cccs/lal/ 	

**Grade 6
Language Arts Literacy**

Unit 3

Informational Reading: Non-fiction, Informative/Explanatory Writing, and Research-based Tasks

Nonfiction texts contain features such as headings and subheadings, keywords, graphics, captions, etc. In this unit, sixth grade students learn how to use these features to aid in comprehension of the text. Students will use research skills to identify valid and invalid sources and paraphrase appropriate information.

21 st Century Skills		21 st Century Themes	
		<i>E-Encouraged, T-Taught, or A-Assessed in this unit</i>	
	Global Awareness	E	Creativity and Innovation
X	Environmental Literacy	A	Critical Thinking and Problem Solving
	Health Literacy	T	Communication
X	Civic Literacy	E	Collaboration

Unit 3 Learning Targets

Students will be able to...

- Recognize and understand elements of expository writing.
- Use graphic aids to enhance comprehension.
- Engage in a collaborative discussion.
- Use the following reading and thinking skills: summarizing, generalizing, problems and solutions, skimming and scanning; sequence of events, synthesizing, and elaborating.
- Identify author’s purpose, character, point of view, mood, and literary language.
- Ask questions to gain understanding.
- Determine a writer’s point of view or stance on a given topic presented in a variety of media formats
- Demonstrate researching skills and assess valid and invalid sources
- Demonstrate keyboarding skills by using technology to produce and publish coherent, purposeful writing

Suggested Texts

<ul style="list-style-type: none"> ● “Bird Brains” by Gareth Huw Davies ● “Dog of Pompeii” by Louis Untermeyer ● Excerpt from <i>My Life</i> by Helen Keller ● “Galileo and His Telescope” by Anonymous ● <i>Island of the Blue Dolphins</i> by Scott O’Dell ● <i>Where the Red Fern Grows</i> by Wilson Rawls ● <i>Stargirl</i> by Jerry Spinelli ● <i>Bridge to Terabithia</i> by Katherine Paterson 	<ul style="list-style-type: none"> ● <i>No More Dead Dogs</i> by Gordon Korman ● <i>The Egypt Game</i> by Zilpha Keatley Snyder ● <i>Summer of the Swans</i> by Betsy Byars ● <i>The Fighting Ground</i> by Avi ● <i>Hoot</i> by Carl Hiaasen ● <i>Lily’s Crossing</i> by Patricia Reilly Giff ● <i>Jacob Have I Loved</i> by Katherine Paterson ● <i>Among the Hidden</i> by Margaret Peterson Haddix ● <i>A Wrinkle in Time</i> by Madeleine L’Engle
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Writing Activities

Writing	Research	Expository/Narrative
<ul style="list-style-type: none"> ● Reader’s Workshop ● Graphic Organizers and Writing Assessments ● Constructed Response ● Journal Entries 	<ul style="list-style-type: none"> ● Influential Person Project ● Research Component ● Writing Based on Multiple Sources 	<ul style="list-style-type: none"> ● Narrative/Expository Writing Assignments ● Novel-based Constructed Response ● Citing Textual Evidence

<ul style="list-style-type: none"> ● Novel Based Group Project 		<p>within constructed response and journal entries</p> <ul style="list-style-type: none"> ● Non-Fiction Constructed Response ● Narrative-based Constructed Response ● Various Timed Essays
Student Learning Objectives		Corresponding NJSLs
Cite textual evidence and make relevant connections to support analysis of what the text says explicitly in grade 6 text(s).	RL.6.1	
Cite textual evidence and make relevant connections to support analysis of inferences drawn from grade 6 text(s).	RL.6.1	
Determine the central idea of a text and explain how it is conveyed through details to provide a summary of a text distinct from personal opinions or judgements.	RL.6.2	
Describe how a particular story’s plot unfolds in a series of episodes in 6 th grade text(s).	RL.6.3	
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.6.1	
Determine a central idea of a text and how it is conveyed through particular details.	RI.6.2	
When reading a 6 th grade informational text, provide a summary of the text distinct from personal opinions or judgments.	RI.6.2	
Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.	RI.6.3	
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	RI.6.4	
Analyze how a particular sentence fits into the overall structure of a text and contributes to the development of ideas.	RI.6.5	
Analyze how a particular paragraph fits into the overall structure of a text and contributes to the development of ideas.	RI.6.5	
Analyze how a particular chapter fits into the overall structure of a text and contributes to the development of ideas.	RI.6.5	
Analyze how a particular section fits into the overall structure of a text and contributes to the development of ideas.	RI.6.5	
Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.	RI.6.6	
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.6.7	
Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	RI.6.8	
Write arguments to introduce and support claims with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	W.6.1.a.b	
Gather relevant information from multiple print and digital sources and assess the credibility of each source.	W.6.8	
When writing arguments, support claims with clear reasons and relevant evidence,	W.6.1.c.d	

use words, phrases, and clauses to clarify the relationships among claim(s) and reasons; establish and maintain a formal style.	
When writing arguments, support claims with clear reasons and relevant evidence, providing a concluding statement or section that follows from the argument presented.	W.6.1.e
Write narratives to develop real or imagined experiences or events using well-structured event sequences.	W.6.3.a
Write narratives to develop real or imagined experiences or events by organizing an event sequence that unfolds naturally and logically.	W.6.3.a
Write narratives to develop real or imagined experiences or events to engage and orient the reader by establishing a context.	W.6.3.a
Write narratives to develop real or imagined experiences or events by introducing a narrator and/or characters.	W.6.3a.
When writing arguments, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	W.6.4
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.6.5
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.6.6
Provide basic bibliographic information for sources when writing arguments.	W.6.8
Draw evidence from informational texts to support analysis, reflection, and research; apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).	W.6.9b.
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 discipline-specific tasks, purposes, and audiences.	W.6.10
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.	SL.6.1
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.	SL.6.1.a
When taking part in collaborative discussions, follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	SL.6.1.b
Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	SL.6.1.c
When participating in collaborative discussions, review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	SL.6.1.d
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.6.2
Deconstruct a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	SL.6.3

Present claims and findings using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors	SL.6.4
use appropriate speaking behaviors (eye contact, adequate volume, and clear pronunciation).	SL.6.4
Demonstrate a command of formal English and its conventions when writing, speaking, reading, or listening.	SL.6.6
Ensure that pronouns are in the proper case (subjective, objective, possessive) when writing and speaking.	L.6.1.a
Use intensive pronouns (e.g., myself, ourselves) to demonstrate command of the conventions of standard English grammar and usage when writing or speaking	L.6.1.b
Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.	L.6.2.a
Demonstrate command of the conventions of standard English to spell correctly.	L.6.2.b
Vary sentence patterns for meaning when writing and speaking.	L.6.3.a
Maintain consistency in style and tone when writing and speaking.	L.6.3.b
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content.	L.6.4
Use context as a clue to the meaning of a word or phrase.	L.6.4.a
Use common grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.	L.6.4.b
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	L.6.4.c
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).	L.6.4.d
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.	L.6.6

Unit 3 Essential Questions		Unit 3 Enduring Understandings	
<ul style="list-style-type: none"> ● What constitutes valid evidence? ● What active reading strategies can be applied to expository prose? ● How can various interpretations through various mediums affect opinion? ● How do writers organize and sequence their reasons logically or in order of importance? ● How does a writer successfully employ the writing process to create a compelling text-based and non-text-based writing? 		<ul style="list-style-type: none"> ● Reasons are supported with credible sources and cited properly. ● Proficient readers are able to understand and apply strategies for reading and comprehending informational selections. ● Interpretation depends on the manner and medium by which the context is delivered/presented. ● The expository writer’s job is to explain things clearly. ● Good writers use strategies to prewrite, organize ideas logically, differentiate evidence to support, conclude with a strong clincher statement, and revise/edit according to purpose and audience. 	

Standard Code #	New Jersey Student Learning Standards
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.
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 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.6.8	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
W.6.1	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> Introduce claim(s) and organize the reasons and evidence clearly. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. Establish and maintain a formal/academic style, approach, and form. Provide a concluding statement or section that follows from the argument presented.
W.6.3	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ol style="list-style-type: none"> 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. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. Provide a conclusion that follows from the narrated experiences or events.
W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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.6.8	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.6.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply <i>grade 6 Reading standards</i> to literature (e.g., “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 themes and topics”).
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.
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. <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.
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.6.3	Deconstruct a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
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.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
L.6.1	Demonstrate command of the conventions of standard English grammar and usage 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. 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. <ul style="list-style-type: none"> c. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. d. Spell correctly.

L.6.3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.</p> <p>b. Maintain consistency in style and tone.</p>
L.6.4	<p>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.</p> <p>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.</p> <p>b. Use common grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</p> <p>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.</p> <p>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).</p>
L.6.6	<p>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.</p>
Evidence of Learning	
Summative Assessment	
<ul style="list-style-type: none"> ● Model Curriculum Benchmark Unit Assessment ● Informational/Opinion Writing 	<ul style="list-style-type: none"> ● Teacher-Made Assessments ● Reader’s Workshop ● Writing Assessments
Formative Assessment	
<ul style="list-style-type: none"> ● Critical Question and Answer ● Graphic Organizers/Maps/Webs ● Individual Student Progress Checks ● Student/Group Conferencing ● Teacher Informal Observations and Anecdotal Notes ● Journal ● Class Discussion ● Teacher Observations ● Do-Nows 	<ul style="list-style-type: none"> ● Entrance Tickets ● Exit Tickets ● Projects ● Multiple Choice Tests ● Timed Readings ● Quizzes ● Vocabulary Practice ● Grammar Study ● Literature Circles
Instructional Materials and Resources	
<ul style="list-style-type: none"> ● <i>Holt Literature, Grade 6</i>, Houghton Mifflin Harcourt Publishing Company, 2012 ● <i>Holt Elements of Language: Introductory Course</i>, Holt, Rinehart and Winston, 2007 ● <i>Daily Academic Vocabulary</i>, Evan Moor, 2007 ● <i>PARCC Practice Tests: English Language Arts, Grade 6</i>, Lumos Learning, 2014 ● <i>Moby Max</i>, http://www.mobymax.com ● <i>Brain Pop</i>, www.brainpop.com ● <i>YouTube</i>, www.youtube.com ● <i>Smart Exchange</i>, http://exchange.smarttech.com ● <i>ReadWriteThink</i>, www.readwritethink.com 	
Integration of Technology	
<ul style="list-style-type: none"> ● Computers ● SMART Board/Projector 	<ul style="list-style-type: none"> ● Internet/Video Streaming ● Google Classroom

- Chromebooks

- CD/DVD

Curriculum Development Resources

- <http://www.state.nj.us/education/modelcurriculum/ela/>
- <http://www.state.nj.us/education/aps/cccs/lal/>

**Grade 6
Language Arts Literacy**

Unit 4

Reading Literature/Writing Narrative

Literature communicates global messages through the use of narrative and poetic elements. In this unit, sixth grade students learn how to identify these messages and cite textual evidence to show how they are conveyed. Students will use narrative and poetic elements to enhance their own writing.

21st Century Skills

21st Century Themes

E-Encouraged, T-Taught, or A-Assessed in this unit

X	Global Awareness	A	Creativity and Innovation
	Environmental Literacy	E	Critical Thinking and Problem Solving
	Health Literacy	T	Communication
	Civic Literacy	E	Collaboration

Unit 4 Learning Targets

Students will be able to...

- Adapt speech to different contexts and tasks
- Present ideas/claims orally using effective communication skills
- Identify literary elements found in short stories, poetry and biographies.
- Use technology for research (Internet)
- Determine valid/invalid web-based resources
- Use correct citations to avoid plagiarism
- Provide bibliography to avoid plagiarism
- Participate in collaborative discussions
- Support responses with textual evidence
- Use poetic devices to create original poetry

Suggested Texts

- | | |
|--|--|
| <ul style="list-style-type: none"> ● <i>Island of the Blue Dolphins</i> by Scott O’Dell ● <i>Where the Red Fern Grows</i> by Wilson Rawls ● <i>Stargirl</i> by Jerry Spinelli ● <i>Bridge to Terabithia</i> by Katherine Paterson ● <i>A Wrinkle in Time</i> by Madeleine L’Engle ● <i>No More Dead Dogs</i> by Gordon Korman ● <i>The Egypt Game</i> by Zilpha Keatley Snyder ● <i>Summer of the Swans</i> by Betsy Byars ● <i>The Fighting Ground</i> by Avi ● <i>Hoot</i> by Carl Hiaasen ● <i>Lily’s Crossing</i> by Patricia Reilly Giff ● <i>Jacob Have I Loved</i> by Katherine Paterson ● <i>Among the Hidden</i> by Margaret Peterson Haddix | <ul style="list-style-type: none"> ● “The Good Deed” by Marion Dane Bauer ● “Sea Fever” by John Masefield ● “Ode to an Artichoke” by Pablo Neruda ● “The Walrus and the Carpenter” by Lewis Carroll ● “Like the Pros” by Anonymous, adapted by Candy Mazze ● “A Connecticut Yankee in King Arthur’s Court” by Mark Twain, adapted by Candy Mazze ● “The Legend of Sleepy Hollow” by Washington Irving ● “Yeh Shen: A Cinderella Story from China” by Ai-Ling Louie ● “Sootface: An Ojibwa Cinderella Story” by Robert D. San Souci ● <i>The True Story of the Three Little Pigs</i> by Jon Scieszka ● “Uncle Septimus’s Beard” by Herbert |
|--|--|

<ul style="list-style-type: none"> ● “Rapunzel” retold by Neil Philip ● “Rumpelstiltskin” by Rosemarie Kunzler, translated by Jack Zipes 	Shippey	
Writing Activities		
Writing	Research	Narrative
<ul style="list-style-type: none"> ● Reader’s Workshop ● Graphic Organizers and Writing Assessments ● Constructed Response ● Journal Entries 	<ul style="list-style-type: none"> ● Influential Person ● Research Paper 	<ul style="list-style-type: none"> ● Fairy Tale ● Narrative Poetry ● Text Based Narrative Writing Assignments ● Black Out Poetry ● Metaphor Poetry ● Preposition Poetry
Student Learning Objectives		Corresponding NJSLs
Cite textual evidence and make relevant connections to support analysis of what Grade 6 text says explicitly.		RL.6.1
Cite textual evidence and make relevant connections to support analysis of inferences drawn from grade 6 text(s).		RL.6.1
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.6.2
Describe how a particular drama’s plot unfolds in a series of episodes in 6 th grade text(s).		RL.6.3
Describe how characters respond or change as the plot moves toward a resolution in 6 th grade text(s).		RL.6.3
Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings (e.g., “organization” connotes a sense of neatness).		RL.6.4
Determine the meaning of words and phrases as they are used in a text, including analyzing the impact of a specific word choice on tone.		RL.6.4
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.6.5
Explain how an author develops the point of view of the narrator or speaker in a text.		RL.6.6
Compare and contrast the experience of reading a drama 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.6.7
Compare, contrast and reflect on texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.		RL.6.9
Read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.		RL.6.10
Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the		RI.6.1
Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.		RI.6.3

Compare, contrast and reflect on one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	RI.6.9
Write informative/explanatory texts to examine a topic and convey ideas, through the selection of relevant content.	W.6.2
Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and example	W.6.2.b
Use appropriate transitions to clarify the relationships among ideas and concepts.	W.6.2.c
When writing informative/explanatory text, use precise language to inform about or explain the topic.	W.6.2.d
When writing narratives, develop real or imagined experiences or events using relevant descriptive details; use precise words and phrases, and sensory language to convey experiences and events.	W.6.3.d
When writing narratives, 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.	W.6.3.a
When writing narratives, use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another when writing narratives.	W.6.3.c
When writing narratives, provide a conclusion that follows from the narrated experiences or events.	W.6.3.e
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	W.6.4
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.6.5
Use technology, including the Internet, to produce and publish narrative writing as well as to interact and collaborate with others.	W.6.6
Demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	W.6.6
Draw evidence from literary or informational texts to support analysis, reflection, and research.	W.6.9
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 discipline-specific tasks, purposes, and audiences.	W.6.10
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.	SL.6.1
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.	SL.6.1.a
When taking part in collaborative discussions, follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	SL.6.1.b
Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	SL.6.1.c
When participating in collaborative discussions, review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and	SL.6.1.d.

paraphrasing.	
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.6.2
Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	SL.6.4
Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	SL.6.5
Demonstrate a command of formal English and its conventions when writing, speaking, reading, or listening; vary sentence patterns for meaning.	SL.6.6; L.6.3.a
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; ensure that pronouns are in the proper case (subjective, objective, possessive).	L.6.1.a
Use intensive pronouns (e.g., myself, ourselves) to demonstrate command of the conventions of standard English grammar and usage when writing or speaking	L.6.1.b
When writing or speaking, recognize and correct inappropriate shifts in pronoun number and person.	L.6.1.c.
When writing or speaking, recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).	L.6.1.d
Demonstrate command of the conventions of standard English capitalization, punctuation, when writing; use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.	L.6.2.a
Demonstrate command of the conventions of standard English to spell correctly.	L.6.2.b
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content.	L.6.4
Use context as a clue to the meaning of a word or phrase.	L.6.4.a
Use common grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.	L.6.4.b
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	L.6.4.c
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).	L.6.4.d
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	L.6.5
Interpret figures of speech (e.g., personification) in context.	L.6.5.a
Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	L.6.5.a
Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i> , <i>scrimping</i> , <i>economical</i> , <i>unwasteful</i> , <i>thrifty</i>).	L.6.5.a
Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.	L.6.6
Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	L.6.6
Unit 4 Essential Questions	Unit 4 Enduring Understandings
<ul style="list-style-type: none"> How do writers organize supporting details? 	<ul style="list-style-type: none"> Writers organize ideas chronologically based on thesis.

<ul style="list-style-type: none"> ● How do supporting sentences explain the main idea/thesis? ● How do authors use elements of poetry in order to convey meaning? ● How does figurative language enhance writing and speaking? ● How can a work of fiction communicate a message? ● What key narrative elements are common in fairy tales? 	<ul style="list-style-type: none"> ● Supporting sentences use research and textual evidence to explain the main idea/thesis. ● Poetry communicates messages using specific elements unique to the different forms. ● Figurative language enhances writing by making literal and nonliteral comparisons. ● A work of fiction can communicate a message through the way the characters change and the discoveries the characters make. ● Fairy tales incorporate specific character types, settings, conflicts, and themes.
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Standard Code #	New Jersey Student Learning Standards
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 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.6.9	Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
RL.6.10	By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.
RI.6.1	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
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.6.9	Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
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. <ul style="list-style-type: none"> a. Introduce a topic and organize ideas, concepts, and information, using text

	<p>structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding 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. Establish and maintain a formal/academic style, approach, and form.</p> <p>f. Provide a concluding statement or section that follows from the information or explanation presented.</p>
W.6.3	<p>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>
W.6.4	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
W.6.5	<p>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.</p>
W.6.6	<p>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.</p>
W.6.7	<p>Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p>
W.6.8	<p>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>
W.6.9	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research</p> <p>Apply grade 6 Reading standards to literature (e.g., “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 themes and topics”).</p>
W.6.10	<p>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>
SL.6.1	<p>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 studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to</p>

	<p>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>
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 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.
L.6.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Ensure that pronouns are in the proper case (subjective, objective, possessive).</p> <p>b. Use intensive pronouns (e.g., myself, ourselves).</p> <p>c. Recognize and correct inappropriate shifts in pronoun number and person.</p> <p>d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</p> <p>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.</p>
L.6.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</p> <p>b. Spell correctly.</p>
L.6.3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.</p> <p>b. Maintain consistency in style and tone.</p>
L.6.4	<p>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.</p> <p>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.</p> <p>b. Use common grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</p> <p>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.</p> <p>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).</p>

L.6.5	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., personification) in context.</p> <p>b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i>, <i>scrimping</i>, <i>economical</i>, <i>unwasteful</i>, <i>thrifty</i>).</p>
L.6.6	<p>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.</p>
Evidence of Learning	
Summative Assessment	
<ul style="list-style-type: none"> ● Model Curriculum Benchmark Unit Assessment ● Informational/Opinion Writing ● Writing Assessments 	<ul style="list-style-type: none"> ● Teacher-Made Assessments ● Reader’s Workshop ● Body Biography Project ● Research Paper
Formative Assessment	
<ul style="list-style-type: none"> ● Critical Question and Answer ● Graphic Organizers/Maps/Webs ● Individual Student Progress Checks ● Student/Group Conferencing ● Teacher Informal Observations and Anecdotal Notes ● Journal ● Class Discussion ● Teacher Observations ● Do-Nows 	<ul style="list-style-type: none"> ● Entrance Tickets ● Exit Tickets ● Projects ● Multiple Choice Tests ● Timed Readings ● Quizzes ● Vocabulary Practice ● Grammar Study ● Literature Circles
Instructional Materials and Resources	
<ul style="list-style-type: none"> ● <i>Holt Literature, Grade 6</i>, Houghton Mifflin Harcourt Publishing Company, 2012 ● <i>Holt Elements of Language: Introductory Course</i>, Holt, Rinehart and Winston, 2007 ● <i>Daily Academic Vocabulary</i>, Evan Moor, 2007 ● <i>PARCC Practice Tests: English Language Arts, Grade 6</i>, Lumos Learning, 2014 ● <i>Moby Max</i>, http://www.mobymax.com ● <i>Brain Pop</i>, www.brainpop.com ● <i>YouTube</i>, www.youtube.com ● <i>Smart Exchange</i>, http://exchange.smarttech.com ● <i>ReadWriteThink</i>, www.readwritethink.com 	
Integration of Technology	
<ul style="list-style-type: none"> ● Computers ● SMART Board/Projector ● Chromebooks 	<ul style="list-style-type: none"> ● Internet/Video Streaming ● Google Classroom ● CD/DVD
Curriculum Development Resources	
<ul style="list-style-type: none"> ● http://www.state.nj.us/education/modelcurriculum/ela/ ● http://www.state.nj.us/education/aps/cccs/lal/ 	

Grade 6 Language Arts Literacy

Unit 5

Reading Literature & Information/Writing Narrative & Argument

In this unit, students will compare and contrast similarly themed texts and/or texts with opposing viewpoints. Learning to analyze evidence for credibility and logic will be addressed through fiction and nonfiction reading. Students will use strategies and techniques of argumentative, informative, and narrative writing to meet the requirements of task, purpose, and audience.

21st Century Skills

21st Century Themes

E-Encouraged, T-Taught, or A-Assessed in this unit

	Global Awareness	A	Creativity and Innovation
X	Environmental Literacy X	E	Critical Thinking and Problem Solving
X	Health Literacy X	T	Communication
	Civic Literacy	E	Collaboration

Unit 5 Learning Targets

Students will be able to...

- Compare and contrast similar or opposing viewpoints on the same topic
- Formulate claims and findings based on credible and valid evidence/reasons
- Recognize and apply effective argumentative techniques and strategies through reading a variety of texts
- Defend their points of view by constructing a persuasive argument
- Compare and contrast a variety of word choice techniques to enhance persuasive writing
- Engage in a collaborative discussion
- Adapt speech to different contexts and tasks
- Present ideas/claims orally using effective communication skills and visual enhancements
- Use the following reading and thinking skills: verifying predictions, inferring, sequence of events, analyzing conflict, cause and effect, making critical judgements, analyzing arguments, fact and opinion, drawing conclusions, identifying author’s purpose, and main idea
- Identify literary elements found in mythology and short stories
- Ask questions to gain understanding
- Compare and contrast similarly-themed texts
- Cite evidence from text to support interpretation of the text

Suggested Texts

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| <ul style="list-style-type: none"> ● “Ant and Grasshopper” by Aesop ● “The Richer, the Poorer” by Dorothy West ● “The Sneetches” by Dr. Seuss ● “The Morning Walk” by Mary Oliver ● “There is No Word for Goodbye” by Mary Tall Mountain ● “What Video Games Can Teach Us” by Emily Sohn ● “The Violent Side of Video Games” ● “Yes! It’s Time to Scale Back” by Amanda Ripley ● “Arachne” by Olivia E. Coolidge | <ul style="list-style-type: none"> ● <i>Island of the Blue Dolphins</i> by Scott O’Dell ● <i>Where the Red Fern Grows</i> by Wilson Rawls ● <i>Stargirl</i> by Jerry Spinelli ● <i>Bridge to Terabithia</i> by Katherine Paterson ● <i>A Wrinkle in Time</i> by Madeleine L’Engle ● <i>No More Dead Dogs</i> by Gordon Korman ● <i>The Egypt Game</i> by Zilpha Keatley Snyder ● <i>Summer of the Swans</i> by Betsy Byars ● <i>The Fighting Ground</i> by Avi ● <i>Hoot</i> by Carl Hiaasen ● <i>Lily’s Crossing</i> by Patricia Reilly Giff ● <i>Jacob Have I Loved</i> by Katherine Paterson |
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<ul style="list-style-type: none"> ● “The Story of Ceres and Proserpina” by Mary Pope Osborne ● “How the Seasons Came” by Anonymous ● “Damon and Pythias” dramatized by Fan Kissen ● “Trumpeter Swans” by Jodie Anne Kaspin 	<ul style="list-style-type: none"> ● <i>Among the Hidden</i> by Margaret Peterson Haddix ● “No! Sports are More Important Than Ever!” by Tim O’Shei 	
Writing Activities		
Writing	Research	Narrative/Argument
<ul style="list-style-type: none"> ● Reader’s Workshop ● Graphic Organizers and Writing Assessments ● Constructed Response ● Journal Entries 	<ul style="list-style-type: none"> ● Research Project ● Speech 	<ul style="list-style-type: none"> ● Various Argumentative Essays ● Various Compare and Contrast Responses ● Fable Compare and Contrast Response ● Non-Fiction Argumentative Response ● Poetry Compare and Contrast Response
Student Learning Objectives		Corresponding NJSL
Cite textual evidence and make relevant connections to support analysis of what the text says explicitly in grade 6 text(s).		RL.6.1
Determine the central idea of a text and explain how it is conveyed through details to provide a summary of a text distinct from personal opinions or judgements.		RL.6.2
Describe how a particular drama’s plot unfolds in a series of episodes in 6 th grade text(s).		RL.6.3
Describe how characters respond or change as the plot moves toward a resolution in 6 th grade text(s).		RL.6.3
Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings (e.g., “organization” connotes a sense of neatness).		RL.6.4
Determine the meaning of words and phrases as they are used in a text, including analyzing the impact of a specific word choice on tone.		RL.6.4
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.6.5
Compare, contrast and reflect on texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.		RL.6.9
By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grade 6 text complexity band proficiently, with scaffolding as needed at the high end of the range.		RL.6.10
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.6.1
Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.		RI.6.3

Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of ideas.	RI.6.5
Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	RI.6.8
Compare, contrast and reflect on one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	RI.6.9
Read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.	RI.6.10
Write arguments to support claims with clear reasons and relevant evidence.	W.6.1
Introduce claim(s) and organize the reasons and evidence clearly.	W.6.1
When writing narratives, develop real or imagined experiences or events using effective technique such as dialogue, pacing, and description to develop experiences, events, and/or characters.	W.6.3.b
When writing narratives, develop real or imagined experiences or events using relevant descriptive details; use precise words and phrases, and sensory language to convey experiences and events.	W.6.3.d
When writing narratives, 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.	W.6.3.a
When writing narratives, use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another when writing narratives.	W.6.3.c
When writing narratives, provide a conclusion that follows from the narrated experiences or events.	W.6.3.e
Write arguments to support claims with clear reasons and relevant evidence.	W.6.1
When writing arguments, introduce claim(s) and organize the reasons and evidence clearly.	W.6.1.a
When writing arguments, support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	W.6.1.b
When writing arguments, use words, phrases, and clauses to clarify the relationships among claim(s) and reasons; establish and maintain a formal style.	W.6.1.c.
When writing arguments, provide a concluding statement or section that follows from the argument presented.	W.6.1.e
When writing narratives and arguments, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	W.6.4
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.6.5
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.6.6
Provide basic bibliographic information for sources when writing arguments.	W.6.8
Draw evidence from literary and informational texts to support analysis, reflection, and research;	W.6.9
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,	SL.6.1

building on others' ideas and expressing their own clearly.	
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.	SL.6.1.a
When taking part in collaborative discussions, follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	SL.6.1.b
Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	SL.6.1.c
When participating in collaborative discussions, review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	SL.6.1.d
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.6.2
Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	SL.6.3
Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	SL.6.4
Include multimedia components and visual displays in presentations to clarify information.	SL.6.5
Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	SL.6.6
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; ensure that pronouns are in the proper case (subjective, objective, possessive).	L.6.1.a
Use intensive pronouns (e.g., myself, ourselves) to demonstrate command of the conventions of standard English grammar and usage when writing or speaking	L.6.1.b
When writing or speaking, recognize and correct inappropriate shifts in pronoun number and person.	L.6.1.c
When writing or speaking, recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).	L.6.1.d
Demonstrate command of the conventions of standard English capitalization, punctuation, when writing; use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.	L.6.2.a
Demonstrate command of the conventions of standard English to spell correctly.	L.6.2.b
Use knowledge of language and its conventions when writing, speaking, reading, or listening by varying sentence patterns for meaning (syntax),	L.6.3.a
Use knowledge of language and its conventions when writing, speaking, reading, or listening to maintain consistency in style and tone.	L.6.3.b
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content.	L.6.4
Use context as a clue to the meaning of a word or phrase.	L.6.4.a
Use common grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.	L.6.4.b
Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print	L.6.4.c

and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech	
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).	L.6.4.d
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	L.6.5
Interpret figures of speech (e.g., personification) in context.	L.6.5.a
Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	L.6.5.a
Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i> , <i>scrimping</i> , <i>economical</i> , <i>unwasteful</i> , <i>thrifty</i>).	L.6.5.a
Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.	L.6.6
Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	L.6.6

Unit 5 Essential Questions	Unit 5 Enduring Understandings
<ul style="list-style-type: none"> ● How do examples of everyday text demonstrate an author’s use of persuasion to influence an audience? ● How can reading examples of persuasive articles, advertisements, and everyday text influence our own writing? ● How do readers analyze text? ● How do research and citation strengthen a writer’s opinion/claim? ● How can different forms of text address the same topic similarly or differently? 	<ul style="list-style-type: none"> ● Authors use reasons and valid evidence to persuade an audience. ● Authors read a variety of texts to learn effective persuasive techniques and strategies. ● Analyzing text to write about it requires critical reading and thinking skills. ● Valid sources and appropriate citations make an author’s writing credible. ● Different forms of text can address the same topic through fiction and nonfiction elements.

Standard Code #	New Jersey Student Learning Standards
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 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.6.9	Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
RL.6.10	By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (See Appendix A) or above, scaffolding as needed.

RI.6.1	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
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.6.5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of ideas.
RI.6.8	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
RI.6.9	Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
RI.6.10	By the end of the year read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above, with scaffolding as needed
W.6.1	Write arguments to support claims with clear reasons and relevant evidence. <ul style="list-style-type: none"> a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal/academic style, approach, and form. e. Provide a concluding statement or section that follows from the argument presented.
W.6.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. <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.
W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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.6.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.

	<p>Apply grade 6 Reading standards to literature (e.g., “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 themes and topics”).</p> <p>Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).</p>
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.
SL.6.1	<p>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> <ol style="list-style-type: none"> 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. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. 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.6.3	Deconstruct a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
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 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.
L.6.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Ensure that pronouns are in the proper case (subjective, objective, possessive). Use intensive pronouns (e.g., myself, ourselves). Recognize and correct inappropriate shifts in pronoun number and person. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). 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	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. Spell correctly.
L.6.3	Use knowledge of language and its conventions when writing, speaking, reading, or

	<p>listening.</p> <p>a. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.</p> <p>b. Maintain consistency in style and tone.</p>
L.6.4	<p>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.</p> <p>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.</p> <p>b. Use common grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</p> <p>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.</p> <p>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).</p>
L.6.5	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., personification) in context.</p> <p>b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i>, <i>scrimping</i>, <i>economical</i>, <i>unwasteful</i>, <i>thrifty</i>).</p>
L.6.6	<p>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.</p>

Evidence of Learning

Summative Assessment

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| <ul style="list-style-type: none"> ● Model Curriculum Benchmark Unit Assessment ● Informational/Opinion Writing ● Writing Assessments ● Teacher-Made Assessments | <ul style="list-style-type: none"> ● Reader's Workshop ● Research Paper ● Research Presentation ● Cumulative Grammar Assessment |
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Formative Assessment

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| <ul style="list-style-type: none"> ● Critical Question and Answer ● Graphic Organizers/Maps/Webs ● Individual Student Progress Checks ● Student/Group Conferencing ● Teacher Informal Observations and Anecdotal Notes ● Journal ● Class Discussion ● Teacher Observations | <ul style="list-style-type: none"> ● Do-Nows ● Entrance Tickets ● Exit Tickets ● Projects ● Multiple Choice Tests ● Timed Readings ● Quizzes ● Vocabulary Practice |
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Instructional Materials and Resources

- *Holt Literature, Grade 6*, Houghton Mifflin Harcourt Publishing Company, 2012
- *Holt Elements of Language: Introductory Course*, Holt, Rinehart and Winston, 2007
- *Daily Academic Vocabulary*, Evan Moor, 2007
- *Moby Max*, <http://www.mobymax.com>
- *Brain Pop*, www.brainpop.com

- *YouTube*, www.youtube.com
- *Smart Exchange*, <http://exchange.smarttech.com>
- *ReadWriteThink*, www.readwritethink.com
- *PARCC Practice Tests: English Language Arts, Grade 6*, Lumos Learning, 2014

Integration of Technology

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| ● Computers | ● Internet/Video Streaming |
| ● SMART Board/Projector | ● Google Classroom |
| ● Chromebooks | ● CD/DVD |

Curriculum Development Resources

- <http://www.state.nj.us/education/modelcurriculum/ela/>
- <http://www.state.nj.us/education/aps/cccs/lal/>

New Jersey Student Learning Standards for English Language Arts

Grade 6

The standards define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.

Students advancing through the grades are expected to meet each year’s grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the standards.

Progress Indicators for Reading Literature

Key Ideas and Details

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.

Craft and Structure

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

RL.6.5. 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.

Integration of Knowledge and Ideas

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.6.8. (Not applicable to literature)

RL.6.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

Range of Reading and Level of Text Complexity

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

Progress Indicators for Reading Informational Text

Key Ideas and Details

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).

Craft and Structure

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.

Integration of Knowledge and Ideas

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

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

Range of Reading and Level of Text Complexity

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

Progress Indicators for Writing

Text Types and Purposes

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.
- B. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
- C. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
- D. Establish and maintain a formal/academic style, approach, and form.
- E. Provide a concluding statement or section that follows from the argument presented.

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.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- 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.

Production and Distribution of Writing

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.

Research to Build and Present Knowledge

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.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Apply grade 6 Reading standards to literature (e.g., “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 themes and topics”).

Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).

Range of Writing

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

Comprehension and Collaboration

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.6.3. Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

Presentation of Knowledge and Ideas

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.

Progress Indicators for Language

Conventions of Standard English

L.6.1. Demonstrate command of the conventions of standard English grammar and usage 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. 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.

- A. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
- B. Spell correctly.

Knowledge of Language

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.

Vocabulary Acquisition and Use

- 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 a 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).
- 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.
 - 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.