

Hillside Township School District

Language Arts Curriculum

Grade 6

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District Mission Statement

The mission of the Hillside Public Schools is to ensure that all students at all grade levels achieve the New Jersey Student Learning Standards and make connections to real-world success. We are committed to strong parent-community-school partnerships, providing a safe, engaging, and effective learning environment, and supporting a comprehensive system of academic and developmental support that meets the unique needs of each individual.

Academic Area Overview

The Hillside Township School District is committed to excellence. We believe that all children are entitled to an education that will equip them to become productive citizens of the twenty-first century. We believe that an education grounded in the fundamental principles of Language Arts will provide students with the skills and content necessary to become our future leaders. Language Arts is an integral component in the development of every student. Their competence in this area corresponds to their success in other academic disciplines. As such, the program is rooted in promoting awareness of how literacy is integral to their goal attainment and advancement. They have opportunities to apply grammar concepts, writing objectives and textual analysis to project creation. Children have the chance to explore areas of interests, exercise inquiry and demonstrate knowledge by constructing unit artifacts. Their ingenuity and perspectives will be respected as they assess their work and that of their peers utilizing rubrics. They will work in an environment that encourages them to take compositional risks and embraces the writing process. Unit topics correspond to text selections; novels vary according to lexile levels. Honors and differentiated instruction books are noted accordingly with an *H and DI* designation.

Our program provides teachers with the support and resources to diversify methodology and consistently utilize technology in daily instruction. Teachers are scheduled to meet weekly by grade level to share planning ideas and classroom innovations. The expectation of excellence extends to the professional staff; our teachers are full of fresh ideas from approved development workshops and academic courses to provide students with the tools needed to maximize their potential.

Equality and Equity in Curriculum

The Hillside Township School District ensures that the district's curriculum and instruction are aligned to the NJ Student Learning Standards and addresses the elimination of discrimination and the achievement gap, as identified by underperforming school-level AYP reports for State assessment, by providing equity in educational programs and by providing opportunities for students to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.

N.J.A.C. 6A:7-1.7(b): Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX, Education Amendments of 1972

Lesson Information

Lesson Name: _____

Unit: _____

Date: _____

Lesson Data

1. Essential Questions	
2. New Jersey Student Learning Standards (NJSLS)	
3. Objectives	<i>Students will be able to...</i>
4. Lesson Agenda	<ul style="list-style-type: none">● <i>Do Now</i>● <i>Daily Activities</i>● <i>Materials (Incorporation of Technology)</i>● <i>Anticipated Timing</i>
5. Assessment	<i>Evidence of student learning</i>
6. Homework	

UNIT 1: Narrative Reading and Writing
Grade 6

Timeline: September - June

	ENDURING UNDERSTANDINGS Students will understand that:	ESSENTIAL QUESTIONS
Reading	<ul style="list-style-type: none"> ● Reading expands understanding of the world, its people and oneself ● Good readers compare, infer, synthesize and make various connections to text personally relevant and useful. ● Understanding of a text's features, structures, and characteristics facilitate the reader's ability to make meaning of the text. 	<ul style="list-style-type: none"> ● How can literature help us to understand the world around us? ● How do readers construct meaning from text? ● How does understanding a text's structure help me better understand its meaning
Writing	<ul style="list-style-type: none"> ● Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression. ● A writer selects a form based on audience and purpose. ● Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts. ● Why does a writer choose a particular form of writing? 	<ul style="list-style-type: none"> ● How do writers develop a well-written product? ● Why does a writer choose a particular form of writing? ● How do good writers express themselves? How does process shape the writer's product? ● A writer selects a form based on audience and purpose.
Speaking and Listening	<ul style="list-style-type: none"> ● Oral discussions help to build connections to others and create opportunities for learning ● Questioning and contributing help speakers convey their message, explore issues, and clarify their thinking. ● Effective listeners are able to interpret and evaluate increasingly complex messages. 	<ul style="list-style-type: none"> ● How can discussions increase our knowledge and understanding of an idea or ideas? ● When is it appropriate to ask questions? How do speakers express their thoughts and feelings? ● How does a listener understand a message?
Language	<ul style="list-style-type: none"> ● Fluent readers group words quickly to help them gain meaning from what they read. ● How does a student figure out a word he/she does not know? ● How do rules of language affect communication? 	<ul style="list-style-type: none"> ● How does fluency affect comprehension? ● Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in the text. ● Rules, conventions of language, help readers understand what is being communicated.

	New Jersey Student Learning Anchor Standards	Progress Indicators (Objectives) Students will be able to:
Reading	<p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.</p> <p>NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>	<p>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.</p> <p>RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.</p> <p>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</p>

	<p>NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p>TECH.8.1.8.B - Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.</p> <p>CAEP.9.2.8.B.3 - [Standard] - Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.</p>	<p>they “see” and “hear” when reading the text to what they perceive when they listen or watch. `</p> <p>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.</p> <p>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.</p>
Writing	<p>NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>W3. 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>W3. B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>W3. 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>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>TECH.8.1.8.A.2 - Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.</p> <p>CAEP.9.2.8.B.1 - Research careers within the 16 Career Clusters ® and determine attributes of career success.</p>	<p>W3. D. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>W3. E. Provide a conclusion that follows from the narrated experiences or events</p> <p>W.6.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.</p> <p>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.</p> <p>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.</p> <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.</p>
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Speaking and Listening	<p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric</p> <p>CAEP.9.2.8.B.3 - [Standard] - Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.</p> <p>TECH.8.1.8.B - [Strand] - Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.</p>	<p>SL.6.1. 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>SL.6.1. B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>SL.6.1. 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>SL.6.1. D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p> <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.</p> <p>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.</p>
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Language	<p>NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language</p> <p>NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p>L.6.1.A. Ensure that pronouns are in the proper case (subjective, objective, possessive).</p> <p>L.6.1.B. Use intensive pronouns (e.g., myself, ourselves).</p> <p>L.6.1.C. Recognize and correct inappropriate shifts in pronoun number and person.</p> <p>L.6.1.D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</p> <p>L.6.1.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> <p>L.6.2.A. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</p> <p>L.6.2.B. Spell correctly.</p> <p>L.6.3.A. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.</p> <p>L.6.3.B. Maintain consistency in style and tone.</p> <p>L.6.4.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>L.6.4.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>
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	<p>NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.\</p> <p>TECH.8.1.8.B.CS2 - Create original works as a means of personal or group expression.</p> <p>TECH.8.1.8.B.1 - Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).</p>	<p>L.6.4.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>L.6.4.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> <p>L.6.5.A. Interpret figures of speech (e.g., personification) in context.</p> <p>L.6.5.B. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p>L.6.5.C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).</p> <p>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</p>
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	CAEP.9.2.8.B.3 - [Standard] - Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.	
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Tasks and Resources
Unit 1: Narrative Reading and Writing
Grade 6

Time Line – September- June

TOPIC	PERFORMANCE TASKS ACTIVITIES/PROJECTS ASSESSMENTS	RESOURCES/INTERDISCIPLINARY CONNECTIONS
Reading	Summer Reading Projects / Paired Texts /Character Maps / Plot Diagrams / San Diego Quick Assessment /Constructed Response Questions (RACE format) / Project-Based Learning projects / Class Discussions / Station Work / Journal Entries / etc.	Interdisciplinary Connections: Social Studies, Fine Arts, Performing Arts <ul style="list-style-type: none"> ● Career explorations through leveled texts ● Diary entries: Imagine you were a slave in Ancient Egypt, write a journal entry depicting your day. Possible Electronic Resources: <ul style="list-style-type: none"> ● Google Apps for Education (Drive, Docs, Slides, Classroom, Forms, etc.) ● YouTube ● Newsela ● Readworks ● Achieve3000 ● Freckle ● Scratch Possible Material Selection: Fiction: <ul style="list-style-type: none"> ● Wonder by RJ Palacio (summer reading) ● Other available grade-appropriate selections Nonfiction: <ul style="list-style-type: none"> ● <i>Bad Boy</i> by Walter Dean Myers ● <i>My Thirteenth Winter</i> by Samantha Abeel (H) ● Other available grade-appropriate selections Poetry: <ul style="list-style-type: none"> ● Other available grade-appropriate selections
Writing	Benchmark Prompt / Personal Narratives / Mini-Memoirs / Constructed Response Questions (RACE format) / Journal Entries / Station work / Tests / Quizzes / etc.	
Speaking and Listening	San Diego Quick Assessment / Station work / Read Alouds / Class Discussions	
Language	Self-review / Peer-review / Revision and Editing / Grammar worksheets / Station Work / Tests / Quizzes	

		<p>Short Stories:</p> <ul style="list-style-type: none"> • Benchmark Advance • Other available grade-appropriate selections <p>Grammar:</p> <ul style="list-style-type: none"> • Grammar for Writing 6th grade by Sadlier
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UNIT 2: Informational Reading and Writing Grade 6

Timeline: September - June

	ENDURING UNDERSTANDINGS Students will understand that:	ESSENTIAL QUESTIONS
Reading	<ul style="list-style-type: none"> Understanding of a text's features, structures, and characteristics facilitate the reader's ability to make meaning of the text. How do capable readers approach nonfiction text to gain understanding of the topic? How do responsible readers judge the accuracy of nonfiction text? 	<ul style="list-style-type: none"> How does understanding a text's structure help me better understand its meaning Capable readers choose specific strategies to make meaning of nonfiction text. Responsible readers are able to make better personal choices when they evaluate the accuracy and adequacy of information in a reading to determine the validity of the writer's view point.
Writing	<ul style="list-style-type: none"> Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression. A writer selects a form based on audience and purpose. Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts. Why does a writer choose a particular form of writing? 	<ul style="list-style-type: none"> How do writers develop a well-written product? Why does a writer choose a particular form of writing? How do good writers express themselves? How does process shape the writer's product? A writer selects a form based on audience and purpose.
Speaking and Listening	<ul style="list-style-type: none"> How does the choice of words affect the message? How does a speaker communicate so others will listen and understand the message? 	<ul style="list-style-type: none"> A speaker's choice of words and style set a tone and define the message A speaker selects a form and organizational pattern based on the audience and purpose.
Language	<ul style="list-style-type: none"> Fluent readers group words quickly to help them gain meaning from what they read. How does a student figure out a word he/she does not know? How do rules of language affect communication? 	<ul style="list-style-type: none"> How does fluency affect comprehension? Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in the text. Rules, conventions of language, help readers understand what is being communicated.

	New Jersey Student Learning Anchor Standards	Progress Indicators (Objectives) Students will be able to:
Reading	<p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.</p>	<p>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.</p> <p>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.</p> <p>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).</p> <p>RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>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.</p> <p>RI.6.6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p>

	<p>NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p>CAEP.9.2.8.B.1 - [Standard] - Research careers within the 16 Career Clusters ® and determine attributes of career success.</p> <p>TECH.8.1.8.B.1 - [Cumulative Progress Indicator] - Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).</p>	<p>RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p> <p>RI.6.8. 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.</p> <p>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).</p> <p>RI.6.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.</p>
Writing	<p>NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>W.6.2.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.</p>

	<p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.</p>	<p>W.6.2.B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>W.6.2.C. Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>W.6.2.D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>W.6.2.E. Establish and maintain a formal/academic style, approach, and form.</p> <p>W.6.2.F. Provide a concluding statement or section that follows from the information or explanation presented.</p> <p>W.6.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.</p> <p>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.</p> <p>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.</p> <p>W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p>
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	<p>NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>CAEP.9.2.8.B.4 - [Standard] - Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p> <p>TECH.8.1.8.A.2 - [Cumulative Progress Indicator] - Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.</p>	<p>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.</p> <p>W.6.9.B. Apply grade 6 Reading standards to literary nonfiction</p> <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.</p>
Speaking and Listening	<p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>SL.6.1. 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>SL.6.1. B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>SL.6.1. 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>NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>NJSLSA.SL3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric</p> <p>NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>TECH.8.1.8.C.C - Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.</p>	<p>SL.6.1. D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p> <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.</p> <p>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.</p> <p>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).</p> <p>SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p> <p>SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>
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Language	<p>NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language</p> <p>NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p>L.6.1.A. Ensure that pronouns are in the proper case (subjective, objective, possessive).</p> <p>L.6.1.B. Use intensive pronouns (e.g., myself, ourselves).</p> <p>L.6.1.C. Recognize and correct inappropriate shifts in pronoun number and person.</p> <p>L.6.1.D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</p> <p>L.6.1.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> <p>L.6.2.A. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</p> <p>L.6.2.B. Spell correctly.</p> <p>L.6.3.A. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.</p> <p>L.6.3.B. Maintain consistency in style and tone.</p> <p>L.6.4.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>L.6.4.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>
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	<p>NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p> <p>TECH.8.1.8.C.1 - Collaborate to develop and publish work that provides perspectives on a global problem for discussions</p>	<p>L.6.4.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>L.6.4.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> <p>L.6.5.A. Interpret figures of speech (e.g., personification) in context.</p> <p>L.6.5.B. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p>L.6.5.C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).</p> <p>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</p>
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Tasks and Resources
Unit 2: Informational Reading and Writing
Grade 6

TOPIC	PERFORMANCE TASKS ACTIVITIES/PROJECTS ASSESSMENTS	RESOURCES/INTERDISCIPLINARY CONNECTIONS
Reading	Summer Reading Projects / Paired Texts /Character Maps / Plot Diagrams / San Diego Quick Assessment /Constructed Response Questions (RACE format) / Project-Based Learning projects / Class Discussions / Station Work / Journal Entries / MAP Testing / etc.	Interdisciplinary Connections: Social Studies, Science, Math <ul style="list-style-type: none"> ● Career explorations through leveled texts ● Based on research, students write interview questions Possible Electronic Resources: <ul style="list-style-type: none"> ● Google Apps for Education (Drive, Docs, Slides, Classroom, Forms, etc.) ● YouTube ● Newsela ● Readworks ● Achieve3000 ● Freckle ● Scratch Possible Electronic Resources: Google Apps for Education (Drive, Docs, Slides, Classroom, Forms, etc.), YouTube, Possible Material Selection: Fiction: <ul style="list-style-type: none"> ● Other available grade-appropriate selections Nonfiction: <ul style="list-style-type: none"> ● Other available grade-appropriate selections Poetry:
Writing	Benchmark Prompt / Personal Narratives / Mini-Memoirs / Constructed Response Questions (RACE format) / Journal Entries / Station work / MAP Testing / Tests / Quizzes / etc.	
Speaking and Listening	San Diego Quick Assessment / Station work / Read Alouds / Class Discussions	
Language	Self-review / Peer-review / Revision and Editing / Grammar worksheets / Station Work / Tests / Quizzes	

		<ul style="list-style-type: none"> • Other available grade-appropriate selections Short Stories: <ul style="list-style-type: none"> • Benchmark Advance • Other available grade-appropriate selections Grammar: <ul style="list-style-type: none"> • Grammar for Writing 6th grade by Sadlier
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UNIT 3: Argumentative Reading and Writing Grade 6

Timeframe: January - February

	ENDURING UNDERSTANDINGS Students will understand that:	ESSENTIAL QUESTIONS
Reading	<ul style="list-style-type: none"> Understanding of a text's features, structures, and characteristics facilitate the reader's ability to make meaning of the text. How do capable readers approach informational text to gain understanding of the topic? How do responsible readers judge the accuracy of nonfiction text? 	<ul style="list-style-type: none"> How does understanding a text's structure help me better understand its meaning Capable readers choose specific strategies to make meaning of informational text. Responsible readers are able to make better personal choices when they evaluate the accuracy and adequacy of information in a reading to determine the validity of the writer's view point.
Writing	<ul style="list-style-type: none"> A writer selects a form based on audience and purpose. Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts. Beliefs fully supported and effectively expressed can influence different audiences. Argumentative writing can be evaluated based on the strength of the supporting details. 	<ul style="list-style-type: none"> Why does a writer choose a particular form of writing? How do good writers express themselves? How does process shape the writer's product? How does a writer effectively support what he/she believes? What makes argumentative writing successful?
Speaking and Listening	<ul style="list-style-type: none"> How does the choice of words affect the message? How does a speaker communicate so others will listen and understand the message? 	<ul style="list-style-type: none"> A speaker's choice of words and style set a tone and define the message A speaker selects a form and organizational pattern based on the audience and purpose.
Language	<ul style="list-style-type: none"> Fluent readers group words quickly to help them gain meaning from what they read. How does a student figure out a word he/she does not know? How do rules of language affect communication? 	<ul style="list-style-type: none"> How does fluency affect comprehension? Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in the text. Rules, conventions of language, help readers understand what is being communicated.

	New Jersey Student Learning Anchor Standards	Progress Indicators (Objectives) Students will be able to:
Reading	<p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative</p>	<p>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.</p> <p>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.</p> <p>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).</p> <p>RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p>

<p>meanings, and analyze how specific word choices shape meaning or tone.</p> <p>NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.</p> <p>NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p>	<p>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.</p> <p>RI.6.6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p> <p>RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p> <p>RI.6.8. 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.</p> <p>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).</p> <p>RI.6.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.</p>
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	<p>CAEP.9.2.8.B.3 - [Standard] - Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.</p> <p>TECH.8.1.8.E.CS2 - [Content Statement] - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.</p>	
Writing	<p>NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>W.6.1.A. Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>W.6.1.B. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>W.6.1.C. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p>W.6.1.D. Establish and maintain a formal/academic style, approach, and form.</p> <p>W.6.1.E. Provide a concluding statement or section that follows from the argument presented.</p>

<p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>W.6.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.</p> <p>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.</p> <p>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.</p> <p>W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p>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.</p> <p>W.6.9.B. Apply grade 6 Reading standards to literary nonfiction</p> <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.</p>
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<p>Speaking and Listening</p>	<p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric</p> <p>NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p>	<p>SL.6.1. 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>SL.6.1. B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>SL.6.1. 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>SL.6.1. D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p> <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.</p> <p>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.</p> <p>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).</p> <p>SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p>
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	<p>NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>TECH.8.1.8.F - [Strand] - Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.</p>	<p>SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>
Language	<p>NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language</p> <p>NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>	<p>L.6.1.A. Ensure that pronouns are in the proper case (subjective, objective, possessive).</p> <p>L.6.1.B. Use intensive pronouns (e.g., myself, ourselves).</p> <p>L.6.1.C. Recognize and correct inappropriate shifts in pronoun number and person.</p> <p>L.6.1.D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</p> <p>L.6.1.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> <p>L.6.2.A. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</p> <p>L.6.2.B. Spell correctly.</p> <p>L.6.3.A. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.</p> <p>L.6.3.B. Maintain consistency in style and tone.</p>

	<p>NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>	<p>L.6.4.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>L.6.4.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>L.6.4.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>L.6.4.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> <p>L.6.5.A. Interpret figures of speech (e.g., personification) in context.</p> <p>L.6.5.B. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p>L.6.5.C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).</p> <p>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</p>
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	TECH.8.1.8.A.2- Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.	
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Tasks and Resources
Unit 3: Argumentative Reading and Writing
Grade 6

TOPIC	PERFORMANCE TASKS ACTIVITIES/PROJECTS ASSESSMENTS	RESOURCES/INTERDISCIPLINARY CONNECTIONS
Reading	Summer Reading Projects / Paired Texts /Character Maps / Plot Diagrams / San Diego Quick Assessment /Constructed Response Questions (RACE format) / Project-Based Learning projects / Class Discussions / Station Work / Journal Entries / MAP Testing / etc.	Interdisciplinary Connections: Social Studies, Science, Math <ul style="list-style-type: none"> ● Career explorations through leveled texts Possible Electronic Resources: <ul style="list-style-type: none"> ● Google Apps for Education (Drive, Docs, Slides, Classroom, Forms, etc.) ● YouTube ● Newsela ● Readworks ● Achieve3000 ● Freckle Possible Material Selection: Fiction: <ul style="list-style-type: none"> ● Other available grade-appropriate selections Nonfiction: <ul style="list-style-type: none"> ● Other available grade-appropriate selections Poetry: <ul style="list-style-type: none"> ● Other available grade-appropriate selections Short Stories: <ul style="list-style-type: none"> ● Benchmark Advance ● Other available grade-appropriate selections Grammar: <ul style="list-style-type: none"> ● Grammar for Writing 6th grade by Sadlier
Writing	Benchmark Prompt / Personal Narratives / Mini-Memoirs / Constructed Response Questions (RACE format) / Journal Entries / Station work / MAP Testing / Tests / Quizzes / etc.	
Speaking and Listening	San Diego Quick Assessment / Station work / Read Alouds / Class Discussions	
Language	Self-review / Peer-review / Revision and Editing / Grammar worksheets / Station Work / Tests / Quizzes	

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UNIT 4: Poetry

Timeline: February-March

	ENDURING UNDERSTANDINGS Students will understand that:	ESSENTIAL QUESTIONS
Reading	<ul style="list-style-type: none"> • Reading expands understanding of the world, its people and oneself • Good readers compare, infer, synthesize and make various connections to text personally relevant and useful. • Understanding of a text's features, structures, and characteristics facilitate the reader's ability to make meaning of the text. 	<ul style="list-style-type: none"> • How can literature help us to understand the world around us? • How do readers construct meaning from text? • How does understanding a text's structure help me better understand its meaning
Writing	<ul style="list-style-type: none"> • Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression. • A writer selects a form based on audience and purpose. • Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts. • Why does a writer choose a particular form of writing? 	<ul style="list-style-type: none"> • How do writers develop a well-written product? • Why does a writer choose a particular form of writing? • How do good writers express themselves? How does process shape the writer's product? • A writer selects a form based on audience and purpose.
Speaking and Listening	<ul style="list-style-type: none"> • Oral discussions help to build connections to others and create opportunities for learning • Questioning and contributing help speakers convey their message, explore issues, and clarify their thinking. • Effective listeners are able to interpret and evaluate increasingly complex messages. 	<ul style="list-style-type: none"> • How can discussions increase our knowledge and understanding of an idea or ideas? • When is it appropriate to ask questions? How do speakers express their thoughts and feelings? • How does a listener understand a message?
Language	<ul style="list-style-type: none"> • Fluent readers group words quickly to help them gain meaning from what they read. • How does a student figure out a word he/she does not know? • How do rules of language affect communication? 	<ul style="list-style-type: none"> • How does fluency affect comprehension? • Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in the text. • Rules, conventions of language, help readers understand what is being communicated.

	New Jersey Student Learning Anchor Standards	Progress Indicators (Objectives) Students will be able to:
Reading	<p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>	<p>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.</p> <p>RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>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.</p> <p>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.</p>

	<p>NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.</p> <p>NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p>	<p>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.</p> <p>RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.</p> <p>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.</p> <p>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.</p> <p>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.</p>
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Writing	<p>NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>	<p>W3. 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>W3. B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>W3. 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>W3. D. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>W3. E. Provide a conclusion that follows from the narrated experiences or events</p> <p>W.6.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.</p> <p>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.</p> <p>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.</p> <p>W.6.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and</p>
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	<p>NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>TECH.8.1.8.B.CS2 - Create original works as a means of personal or group expression.</p>	<p>revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
<p>Speaking and Listening</p>	<p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>SL.6.1. 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>SL.6.1. B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>SL.6.1. 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>SL.6.1. D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p> <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.</p>

	NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric	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.
Language	<p>NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language</p> <p>NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>	<p>L.6.1.A. Ensure that pronouns are in the proper case (subjective, objective, possessive).</p> <p>L.6.1.B. Use intensive pronouns (e.g., myself, ourselves).</p> <p>L.6.1.C. Recognize and correct inappropriate shifts in pronoun number and person.</p> <p>L.6.1.D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</p> <p>L.6.1.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> <p>L.6.2.A. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</p> <p>L.6.2.B. Spell correctly.</p> <p>L.6.3.A. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.</p> <p>L.6.3.B. Maintain consistency in style and tone.</p>

	<p>NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>	<p>L.6.4.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>L.6.4.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>L.6.4.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>L.6.4.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> <p>L.6.5.A. Interpret figures of speech (e.g., personification) in context.</p> <p>L.6.5.B. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p>L.6.5.C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).</p> <p>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</p>
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	TECH.8.2.8.E.1 - [Cumulative Progress Indicator] - Identify ways computers are used that have had an impact across the range of human activity and within different careers where they are used.	
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Tasks and Resources
Unit 4: Poetry
Grade 6

TOPIC	PERFORMANCE TASKS ACTIVITIES/PROJECTS ASSESSMENTS	RESOURCES/INTERDISCIPLINARY CONNECTIONS
Reading	Summer Reading Projects / Paired Texts /Character Maps / Plot Diagrams / San Diego Quick Assessment /Constructed Response Questions (RACE format) / Project-Based Learning projects / Class Discussions / Station Work / Journal Entries / MAP Testing / etc.	Interdisciplinary Connections: Social Studies, Science, Math <ul style="list-style-type: none"> ● Career explorations through leveled texts Possible Electronic Resources: <ul style="list-style-type: none"> ● Google Apps for Education (Drive, Docs, Slides, Classroom, Forms, etc.) ● YouTube ● Newsela
Writing	Benchmark Prompt / Personal Narratives / Mini-Memoirs / Constructed Response Questions (RACE format) / Journal Entries / Station work / MAP Testing / Tests / Quizzes / etc.	

Speaking and Listening	San Diego Quick Assessment / Station work / Read Alouds / Class Discussions	<ul style="list-style-type: none"> • Readworks • Achieve3000 • Freckle • JogLab • ReadWriteThink Poetry Interactives • Poetry 180 • Curriculum Pathways Poetry Resources
Language	Self-review / Peer-review / Revision and Editing / Grammar worksheets / Station Work / Tests / Quizzes	<p>Possible Material Selection:</p> <p>Fiction:</p> <ul style="list-style-type: none"> • Other available grade-appropriate selections <p>Nonfiction:</p> <ul style="list-style-type: none"> • Other available grade-appropriate selections <p>Poetry:</p> <ul style="list-style-type: none"> • Other available grade-appropriate selections <p>Short Stories:</p> <ul style="list-style-type: none"> • Benchmark Advance • Other available grade-appropriate selections <p>Grammar:</p> <ul style="list-style-type: none"> • Grammar for Writing 6th grade by Sadlier