

**Hainesport Township School District
211 Broad Street Hainesport, NJ 08036**



Course Title: Language Arts Grade 6
Board of Education Adoption Date: April 25, 2013
Board of Education Re-adoption Date: Aug. 28, 2018, 1/2/2024

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Course Description and Concepts

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 6th grade are expected to meet the 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.

To become college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students' own thinking and writing.

Along with high-quality contemporary works, these texts should be chosen from among seminal U.S. documents, the classics of American literature, and the timeless dramas of Shakespeare. Through wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts.

In addition, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

Next, students will have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

Finally, students will gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shades of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

NJ Technology Standards

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

8.2 Technology Education, Engineering, Design and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Career Ready Practices

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

<http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf>

Pacing Guide

Unit Topic/Core Novel	Unit #	APX Unit Length
Weasel Informational/Explanatory Writing	I	45 Days
Al Capone Does My Shirts Research/Arguments	II	45 Days
Hatchet Narrative/Literary Analysis	III	45 Days
Esperanza Rising Research/Informative and Explanatory	IV	45 Days

Standards Overview by Units

Overview	Reading	Writing	Speaking and Listening	Language
<u>Unit 1</u>	Primary Focus Standards: RL.6.1 RI.6.1 RL.6.2 RI.6.2 RL.6.4 RI.6.4 RL.6.5 RI.6.5 RL.6.6 RI.6.6	Primary Focus Standards: W.6.2A,B,C,D,E,F W.6.4 W.6.5 W.6.6 W.6.10 Select at least one from W.6.7, 6.8, 6.9A,B	Primary Focus Standards: SL.6.1A,B,C,D SL.6.4 SL.6.6	Primary Focus Standards: L.6.1A,E L.6.2A,B L.6.3A,B L.6.4A,C,D L.6.6

	Text Type: (fiction and nonfiction) <ul style="list-style-type: none"> 1 - 2 Extended Texts 4-8 shorter texts depending upon length and complexity 	Writing Genre: <ul style="list-style-type: none"> Informational/Explanatory Literary Analysis Research Routine Writing 	Task Types: <ul style="list-style-type: none"> Small and whole group discussions 	These standards are embedded within the writing process
<u>Unit 2</u>	Primary Focus Standards: RL.6.1 RI.6.1 RL.6.2 RI.6.2 RL.6.6 RI.6.3 RI.6.4 RI.6.5 RI.6.6 RI.6.7 RI.6.8 RI.6.9	Primary Focus Standards: W.6.1A,B,C,D,E W.6.4 W.6.5 W.6.6 W.6.10 Select at least one from W.6.7, 6.8, 6.9A,B	Primary Focus Standards: SL.6.1A,B,C,D SL.6.3 SL.6.4 SL.6.6	Primary Focus Standards: L.6.1B,E L.6.2A,B L.6.3A,B L.6.4A,C,D L.6.5B L.6.6
	Text Type: (fiction and nonfiction)	Writing Genre: <ul style="list-style-type: none"> Research Arguments 	Task Type: <ul style="list-style-type: none"> Discuss, analyze and present effectiveness 	These standards are embedded within the writing process

	<ul style="list-style-type: none"> 1 - 2 Extended Texts 4-8 shorter texts depending upon length and complexity 	<ul style="list-style-type: none"> Routine Writing 	of media messages in small groups and whole class	
<u>Unit 3</u>	Primary Focus Standards: RL.6.1 RI.6.1 RL.6.2 RI.6.2 RL.6.3 RI.6.6 RL.6.4 RL.6.5 RL.6.6 RL.6.7 RL. 6.9	Primary Focus Standards: W.6.3A,B,C,D,E W.6.4 W.6.5 W.6.6 W.6.10 Select at least one from W.6.7, 6.8, 6.9A,B	Primary Focus Standards: SL.6.1A,B,C,D SL.6.2 SL.6.4 SL.6.6	Primary Focus Standards: L.6.1C,D,E L.6.2A,B L.6.3A,B L.6.4A,C,D L.6.5A,C L.6.6
	Text Type: (fiction and nonfiction) <ul style="list-style-type: none"> 1 - 2 Extended Texts 4-8 shorter texts depending upon 	Writing Genre: <ul style="list-style-type: none"> Narrative Literary Analysis Routine Writing 	Task type: <ul style="list-style-type: none"> Project-based presentations focusing on use of multimedia and visual displays 	These standards are embedded within the writing process

	length and complexity			
<u>Unit 4</u>	<p>Primary Focus Standards:</p> <p>RL.6.1 RI.6.1</p> <p>RL.6.2 RI.6.2</p> <p>RL.6.3 RI.6.3</p> <p>RL.6.4 RI.6.4</p> <p>RL.6.5 RI.6.5</p> <p>RL.6.6 RI.6.6</p> <p>RL.6.10 RI. 6.10</p>	<p>Primary Focus Standards:</p> <p>W.6.2A,B,C,D,E,F</p> <p>W.6.4</p> <p>W.6.5</p> <p>W.6.6</p> <p>W.6.10</p> <p>Select at least one from</p> <p>W.6.7, 6.8, 6.9A,B</p>	<p>Primary Focus Standards:</p> <p>SL.6.1A,B,C,D</p> <p>SL.6.2</p> <p>SL.6.4</p> <p>SL.6.5</p> <p>SL.6.6</p>	<p>Primary Focus Standards:</p> <p>L.6.1E</p> <p>L.6.2A,B</p> <p>L.6.3A,B</p> <p>L.6.4A,B,C,D</p> <p>L.6.6</p>
	<p>Text Type: (fiction and nonfiction)</p> <ul style="list-style-type: none"> • 1 - 2 Extended Texts • 4-8 shorter texts depending upon length and complexity 	<p>Writing Genre:</p> <ul style="list-style-type: none"> • Research • Informative and Explanatory • Routine Writing 	<p>Task type:</p> <ul style="list-style-type: none"> • Socratic Seminars and Debates 	<p>These standards are embedded within the writing process</p>
<u>Suggested Open Educational Resources</u>	<p>Reading</p> <ul style="list-style-type: none"> • Close In on Close Reading • How To Close Reading Video 	<p>Writing/Language</p> <ul style="list-style-type: none"> • Evidence Based Arguments • Writing Resources by Strand 	<p>Speaking & Listening</p> <ul style="list-style-type: none"> • Inquiry Based Learning (Edutopia) • Engaging Students Using Discussion 	<p>Critical Thinking</p> <ul style="list-style-type: none"> • Levels of Thinking in Bloom's and Webb's Depth of Knowledge • Cognitive Rigor Chart

	<ul style="list-style-type: none"> ● Teaching Channel: Thinking Notes Strategy For Close Reading ● Common Core Reading Strategies Informational Text ● Writing Summary ● Summary-Non-Fiction Text ● YouTube Reading Lessons Middle School ● Common Core Strategies ● Teaching Reading ● Close Reading Model Lessons ● Literary Analysis ● Teaching Theme ● Teaching Theme (video) ● Character Analysis ● Teaching Vocabulary 	<ul style="list-style-type: none"> ● Argumentative Writing YouTube ● Writing Exemplars - Argument/Opinion ● Personal Narrative ● PARCC Writing Resources ● Writing Exemplars by Grade Level and Aspects to Consider in Writing ● Thesis Writing ● Discussion, Planning and Questioning ● Grammar ● Purdue OWL Writing Lab ● Writing a Book Summary 	<ul style="list-style-type: none"> ● Strategies for Student Centered Discussion ● Socratic Seminar: ReadWriteThink ● Fishbowl Strategy ● Stems on Fostering Class Discussion ● Fishbowl Strategies: Teach Like This ● Accountable Talk ● AVID Socratic Seminar 	<ul style="list-style-type: none"> ● 5 Strategies For Middle School Classrooms ● Spectrum of Standards by Grade; Breakdown of Standards and Sample Lessons
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Unit 1 Grade 6			
Unit 1 Reading Standards		Unit 1 Reading Critical Knowledge and Skills	
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.	<ul style="list-style-type: none"> ● Closely read the text (questioning, determining importance, looking for patterns) to extract quality evidence to support a claim ● Use evidence from the text to make and check predictions when reading 	

		<ul style="list-style-type: none"> • Make personal connections, make connections to other texts, and/or make global connections when relevant • Gather evidence from the text to support inferences or explicit meaning. • Read and analyze a variety of literary genres and informational texts • Closely examine the text's explicit content • Probe a segment of text in order to study and evaluate its multiple, deeper, and varied meanings • Reconstruct and understand the text segment's new meaning • Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences • Refer to the text for support when analyzing and drawing inferences • Correctly cite evidence from the text (this is the first time the term "cite" is used, before that it says quote accurately and refer to)
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.	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.	<ul style="list-style-type: none"> • Determine the theme or central message • Explain the theme or central idea using key details from the text as evidence, including details from the beginning, middle, and end of the text • Identify and use knowledge of common graphic features (charts, maps, diagrams, captions, illustrations) to help determine the central idea of a text • Summarize texts by evaluating key details in which the central idea or theme is located • Distinguish key (thematic) details from all other details • Evaluate recurring ideas and changes in the characters and plot over the course of the text • Evaluate why the author made those changes, the impact the changes had on the reader, and the effectiveness of the author's choices

		<ul style="list-style-type: none"> ● Distinguish between essential and nonessential details of a text to support creating unbiased summaries withholding personal opinion and judgment
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	RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	<ul style="list-style-type: none"> ● Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical) ● Provide an analysis of the impact of specific word choice on meaning and/or tone (possibly break this down more, see bullets below) ● Analyze why the author made a specific word choice ● Analyze the impact of the word choice on the reader ● Evaluate the effectiveness of the author's word choice ● Identify poetic devices used in text ● Provide an analysis of the impact of poetic devices (rhyme scheme, alliteration, consonance, etc) on a particular section of a text
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.	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.	<ul style="list-style-type: none"> ● Determine how individual elements of a work (section, chapter, scene, or stanza, etc.) contribute to a text's overall scope ● Recognize how form relates to function and how a part relates to a whole ● Distinguish between different text structures ● Identify part to whole and whole to part relationships ● Observe how the individual components of the text add to the development of the theme, setting, and plot ● Analyze why the author included a specific section (chapter, scene, or stanza, etc.) of the text ● Analyze the impact the specific section (chapter, scene, or stanza, etc.) has on you, the reader ● Evaluate the effectiveness of the author's choice to include this section (chapter, scene, or stanza, etc.)
RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.	RI.6.6. Determine an author's point of view or purpose in a text and explain how it is conveyed in	<ul style="list-style-type: none"> ● Identify various points of view ● Determine how the author develops the point-of-view of the narrator or speaker in the text

	the text.	<ul style="list-style-type: none"> ● Reflect upon certain scenes or portions within a text and imagine how their content/style would change if the narrator's or speaker's point-of-view shifted to an alternate point-of-view, including the effect of these changes on the reader ● Determine how the author's word choice helps develop the narrator or speaker's point of view ● Evaluate the effectiveness of the author's choice in point of view
Unit 1 Writing Standards		Unit 1 Writing Critical Knowledge and Skills
<p>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.</p> <p>W.6.2.A. Introduce a topic; 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>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>		<ul style="list-style-type: none"> ● Introduce a topic ● Compose a well-developed thesis statement ● Select appropriate text structures and text features for clarity ● Include formatting, graphics, and multimedia when useful to aid comprehension ● Add relevant facts, definitions, concrete details, quotations, or other information and examples to develop the topic ● Cite information correctly by following the proper format ● Transition between ideas and concepts using appropriate words and phrases ● Select specific vocabulary to inform about or explain the topic ● Consistently use a formal style ● Write a conclusion to bring all ideas to a close
<p>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.)</p>		<ul style="list-style-type: none"> ● Identify defining characteristics of different genres of writing ● Unpack a writing prompt ● Write for a specific purpose and audience ● Select an appropriate text structure or format for the task ● Use language that is precise and powerful to create voice

	<ul style="list-style-type: none"> ● Create a tone that is appropriate for one's 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.	<ul style="list-style-type: none"> ● Revise and edit intentionally to improve writing ● Generate ideas to develop topic ● Revise writing with a partner or self-editing checklists ● Distinguish between editing and revising
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.	<ul style="list-style-type: none"> ● Use technological resources to enhance writing ● Give and receive feedback using technology ● Seek out authentic publishing opportunities ● Use tools including blogs and wikis, to develop writing and communicate with students in their classes ● Type a minimum of three pages in a single sitting ● Use keyboarding skills to make typing more efficient ● Type three pages in an appropriate amount of time
W.6.7. (Choice) Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	<ul style="list-style-type: none"> ● Explore inquiry topics through short research projects ● Research and synthesize information from several sources ● Conduct research and synthesize multiple sources of information ● Compile a list of sources to use for a project ● Refocus the intent of the research when appropriate
W.6.8. (Choice) 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.	<ul style="list-style-type: none"> ● Use search terms effectively ● Assess the credibility and accuracy of each source ● Select direct and indirect quotations that relate to the topic as evidence ● Explain quotations used as support to enhance meaning ● Cite direct and indirect quotations ● Identify examples of plagiarism in writing ● Avoid plagiarism in writing ● Follow typing appropriate typing format and conventions
W.6.9. (Choice) Draw evidence from literary or informational texts to support analysis, reflection, and research. W.6.9.A. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g.,	<ul style="list-style-type: none"> ● Write a clear thesis statement ● Identify evidence that supports claims in literary analysis ● Incorporate evidence into written pieces, using introductory phrases and transitions

<p>stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").</p> <p>W.6.9.B. 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>	<ul style="list-style-type: none"> ● Logically connect evidence to claims in writing ● Select direct and indirect quotations that relate to the topic as evidence ● Cite in-text direct and indirect quotations appropriately ● Explain quotations used as support to enhance meaning ● Provide adequate supporting details for each main idea in writing ● Use and maintain a formal style in writing ● Choose specific language to explain a topic ● Write a concluding statement/section that follows from and supports analysis ● Revise and edit the written piece for improvement ● Apply a specific organizational strategy to a compare-contrast essay
<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>	<ul style="list-style-type: none"> ● Practice writing in a myriad of situations (journals, dialogues, creative tasks, etc.) ● Reflect on and be able to explain purposeful decisions made while writing ● Respond to a wide-variety of topics for an array of purposes and audiences ● Produce written reflections
<p>Unit 1 Speaking and Listening Standards</p>	<p>Unit 1 Speaking and Listening Critical Knowledge and Skills</p>
<p>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.</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>	<ul style="list-style-type: none"> ● Read required texts prior to discussions ● Prepare for discussions ● Use previous knowledge to expand discussions about a topic ● Engage in conversations about grade-appropriate topics and texts ● Participate in a variety of rich, structured conversations ● Define and identify rules for discussions, including group and individual roles ● Model appropriate behavior during discussions ● Craft and respond to specific questions based on the topic or text, elaborating when necessary

<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>	<ul style="list-style-type: none"> ● Reflect on and paraphrase what was discussed ● Summarize the ideas expressed
<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>	<ul style="list-style-type: none"> ● Utilize skills that are common to the language production domain of writing ● Organize ideas in a logical, sequential order ● Present information using sound, detailed, and relevant evidence in a coherent manner ● Use appropriate eye contact, adequate volume, and clear pronunciation
<p>SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)</p>	<ul style="list-style-type: none"> ● Orally present information, using appropriate speech, in a variety of situations ● Manipulate the speech based upon context
Unit 1 Language Standards	Unit 1 Language Critical Knowledge and Skills
<p>L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.6.1.A. Ensure that pronouns are in the proper case (subjective, objective, possessive).</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>	<ul style="list-style-type: none"> ● Identify pronouns in writing ● Ensure that pronouns are in the proper case (subjective, objective, possessive) ● Revise grammatical errors in writing ● Perform peer reviews of writing to identify and correct grammatical errors ● Identify and use strategies to revise writing
<p>L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</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>	<ul style="list-style-type: none"> ● Define and identify nonrestrictive/parenthetical elements in writing ● Determine the appropriate punctuation to set off nonrestrictive/parenthetical elements ● Apply common rules and patterns to spell words correctly in writing
<p>L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.6.3.A. Vary sentence patterns for meaning, reader/listener interest, and style/voice.</p>	<ul style="list-style-type: none"> ● Identify various sentence patterns in reading ● Incorporate various sentence patterns to create style and voice in writing ● Use a consistent style and tone when writing or speaking

L.6.3.B. Maintain consistency in style and tone.	
<p>L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 6 reading and content</i>, choosing flexibly from a range of strategies.</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.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>	<ul style="list-style-type: none"> ● Use a word's position in a sentence as a clue to the meaning of a word ● Use a combination of context clues, structural clues, and the word's position in the sentence to determine the meaning of an unknown word or phrase ● Use dictionaries, glossaries, and/or thesauruses to find the pronunciation of a word ● Use dictionaries, glossaries, and/or thesauruses to determine the actual meaning of a word or its part of speech. ● Use reference materials to check the inferred meaning of words
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.	<ul style="list-style-type: none"> ● Understand and apply conversational, academic, and domain specific vocabulary ● 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 ● Acquire and use accurately grade appropriate general academic and domain specific words and phrases ● Dissect assignments and determine the key processes required
Unit 1 Technology Standards	Unit 1 Technology Critical Knowledge and Skills
8.1.8. A.1 Understand and use technology systems.	<ul style="list-style-type: none"> ● Create professional documents (e.g., newsletter, personalized learning plan, business letter or flyer) using advanced features of a word processing program.
8.1.8.A.3 Select and use applications effectively and productively.	<ul style="list-style-type: none"> ● Use and/or develop a simulation that provides an environment to solve a real world problem or theory.

Unit 1 Grade 6	
Content Area: Language Arts	
Unit Title/Core Novel: Weasel	Grade Level: 6
Interdisciplinary Connections: Social Studies	Length of Time: APX 45 Days
<p>Unit Summary:</p> <p>Through reading the core novel Weasel and the teacher modeling comprehension strategies and skills, students will examine the key elements of plot. Students will also create a plot diagram in order to help their understanding of fictional characteristics. Poetry using similes, metaphor, and personification will also be explored. Finally, the unit concludes with students writing a process informational/explanatory essay.</p>	<p>21st Century Themes/Career Readiness Practices:</p> <p>Global Awareness</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>
Core Instructional Materials:	<p>Core Novel</p> <p>Achieve 3000 https://login.achieve3000.com/index</p> <p>NJ Student Learning Standards</p> <p>https://www.nj.gov/education/cccs/2016/ela/g06.pdf</p> <p>GSuite for Education</p> <p>Projector</p> <p>Internet resources</p> <p>Activity handouts from the teacher</p> <p>Presentations via technology including educational videos on Safari and youtube.com · Subject software</p> <p>Internet resources</p> <p>Presentations via technology, including documentaries and</p>

videos from Safari, youtube.com and teacher-created materials.

Standards/ ELA Concepts

Anchor Standards for Reading Grade 6: <https://www.nj.gov/education/cccs/2016/ela/g06.pdf>

Key Ideas and Details

- 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.
- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

- 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.
- 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.
- NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- 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.
- 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. New Jersey Student Learning Standards for English Language Arts Page 2 of 13
- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Technology Standards:

- 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. Assess the credibility and accuracy of digital content.
- 8.2 Technology Education, Engineering, Design and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

District/School Formative Assessment Plan

Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.

- Scholastic Reading Inventory (SRI)
- Daily Oral Vocabulary Activities
- Informational/Explanatory Process Piece (teacher constructed)
- Assessment Item Analysis
- UDL Menu
- Do Now / Exit Ticket
- Teacher / Student Questioning
- Class / Small Group Discussion
- Graphic Organizers
- Peer / Self Assessment
- Visual Presentations
- Think Pair Share
- Teacher Observation / Anecdotal Records
- Computer Based Applications/Programs
- Practice Presentations

District/School Summative Assessment Plan

Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.

- Informational/Explanatory Essay
- Unit Test 1 Assessment 1 (Pre Progress Reporting Period 1)
- Unit Test 1 Assessment 2
- Teacher Constructed Standards Based Quiz 1 (Pre Progress Reporting Period 1)
- Teacher Constructed Standards Based Quiz 2
- Alternative Assessment Teacher Constructed 1 (Pre Progress Reporting Period 1)
- Alternative Assessment Teacher Constructed 2

District/School Texts		District/School Supplementary Resources	
<i>Districts or schools choose appropriate grade level texts that may be traditional texts as well as digital texts.</i>		<i>Districts or schools choose supplementary resources that are not considered “texts.”</i>	
<ul style="list-style-type: none">● Weasel		<ul style="list-style-type: none">● Achieve 3000● Link to supplemental novels and texts utilized by staff● Readworks: Westward Expansion - The Oregon Trail● Manifest Destiny● Trail of Tears<ul style="list-style-type: none">○ Cherokee in the United States● Readworks: Native Americans● Andrew Jackson● My Life with Autism● Pioneer Life● “Glencoe Anthology Course 1: “When Plague Strikes” (pg. 579)● Achieve 3000: The Story of States	
District/School Writing Tasks			
Primary Focus <i>This is connected to the types of writing as indicated in the standards: Informational or Literary.</i>	Secondary Focus <i>This may be to develop a skill or connect to writing from resources or research writing.</i>		Routine Writing <i>This is daily writing or writing that is done several times over a week.</i>
<ul style="list-style-type: none">● Informational/Explanatory	<ul style="list-style-type: none">● Literary Analysis● Research		<ul style="list-style-type: none">● Text Dependent Writing (TDQ)● Quickwrites● Routine Writing
Unit Essential Questions			
<ul style="list-style-type: none">● How do individuals and societies evolve over time?● What do good readers do?● What do good writers do?● In what ways does creative choice impact an audience?			

Unit Enduring Understanding

- The events experienced on a personal and societal level shape the history and development of both society and individuals.
- Effective readers use a variety of strategies to make sense of key ideas and details presented in the text.
- Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.
- To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats.

Key Vocabulary

- analyze
- explicit
- inference
- textual evidence
- conclude
- author's purpose
- theme
- central idea
- convey details
- summarize
- distinct
- fact
- opinion
- judgment
- phrases
- figurative meaning
- connotative meaning
- analyze
- specific
- impact
- meaning
- tone
- word choice
- determine
- analyze
- scene

- stanza
- text structure
- theme
- setting
- plot
- author
- point of view
- develop
- narrator
- speaker in text
- literature
- drama
- poetry
- fluency
- comprehension

Unit Learning Targets (Students will do...)

- Describe how a particular stories plot unfolds in a series of episodes in 6th grade text(s).
- Describe how characters respond or change as the plot moves toward a resolution in 6th grade text(s).
- Analyze how a particular sentence fits into a text’s structure and contributes to theme development.
- Analyze how a particular sentence fits into a text’s structure and contributes to setting development.
- Analyze how a particular sentence fits into a text’s structure and contributes to plot development.
- Analyze how a particular chapter fits into a text’s structure and contributes to setting development.
- Analyze how a particular chapter fits into a text’s structure and contributes to plot development.
- Cite textual evidence to support analysis of what the text says explicitly in grade 6 text(s).
- Draw evidence from 6th 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.”)
- Cite textual evidence to support analysis of what the text says explicitly in grade 6 texts(s).
- 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).
- Determine the meaning of words and phrases as they are used in a text, including analyzing the impact of a specific word choice or tone.

- Engage effectively in a range of collaborative discussion (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.
- 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.
- 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.
- Interpret information presented in diverse media and formats (e.g., visually, quantitatively, and orally) and explain how it contributes to a topic, text, or issue under study.
- Be prepared for discussion and have 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.
- Take part in collaborative discussions and follow rules for collegial discussion, set specific goals and deadlines, and define individual roles as needed.
- 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.
- Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- 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.
- 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., audience, auditory, audible).
- 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 judgments.
- Take part in collaborative discussions and follow rules for collegial discussion, set specific goals and deadlines, and define individual roles as needed.
- Analyze how a particular chapter fits into a text's structure and contributes to theme development.
- Write narratives to develop real or imagined experiences or events using well-structured event sequences.
- Write narratives to develop real or imagined experiences or events by organizing an event sequence that unfolds naturally and logically.
- Write narratives to develop real or imagined experiences or events to engage and orient the reader by establishing a context.
- Demonstrate a command of formal English and its conventions when writing, speaking, reading, or listening; vary sentence patterns for

meaning.

- 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).
 - Use intensive pronouns (e.g., myself, ourselves) to demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
 - 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; 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; 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).
 - 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.
 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
 - 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.
 - 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.
 - Write narratives and provide a conclusion that follows from the narrated experiences or events.
 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach with some guidance and support from peers and adults,
 - Use technology, including the internet, to produce and publish narrative 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.
 - Demonstrate command of the conventions of Standard English capitalization, punctuation, when writing; use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
 - Demonstrate command of the conventions of Standard English to spell correctly.
- write narratives to develop real or imagined experiences or events by introducing a narrator and/or characters.

Instructional Best Practices and Exemplars

Instructional Best Practices and Exemplars
[Instructional Best Practices](#)
(Please see information in attached link)

Unit 2 Grade 6		
Unit 2 Reading Standards		Unit 2 Reading Critical Knowledge and Skills
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.	<ul style="list-style-type: none"> ● Closely read the text (questioning, determining importance, looking for patterns) to extract quality evidence to support a claim ● Use evidence from the text to make and check predictions when reading ● Make personal connections, make connections to other texts, and/or make global connections when relevant ● Gather evidence from the text to support inferences or explicit meaning. ● Read and analyze a variety of literary genres and informational texts ● Closely examine the text's explicit content ● Probe a segment of text in order to study and evaluate its multiple, deeper, and varied meanings ● Reconstruct and understand the text segment's new meaning ● Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences ● Refer to the text for support when analyzing and drawing inferences ● Correctly cite evidence 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.	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.	<ul style="list-style-type: none"> ● Explain the theme or central idea using key details from the text as evidence, including details from the beginning, middle, and end of the text ● Identify and use knowledge of common graphic features (charts, maps, diagrams, captions, illustrations) to help determine the central idea of a text ● Summarize texts by evaluating key details in which the central idea or theme is located ● Distinguish key (thematic) details from all other details

		<ul style="list-style-type: none"> ● Evaluate recurring ideas and changes in the characters and plot over the course of the text (why did the author make those changes, impact on the reader, effectiveness of the author's choices) ● distinguish between essential and nonessential details of a text to support in creating unbiased summaries withholding personal opinion and judgment
	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).	<ul style="list-style-type: none"> ● Use a note taking structure to track key individuals, events, and/or ideas in informational texts. ● Identify the structure of a text ● Distinguish between different text structures ● Analyze how a key individual, event, or idea is introduced, illustrated, and elaborated in a text ● Analyze an author's method of developing a topic over the course of a text (including how the method impacts the reader, and evaluating the effectiveness of the method) ● Analyze how the text structure affects the relationships between individuals, ideas, or events. ● Analyze a writer's style and presentation ● Determine the relationship between individuals, ideas, or events
	RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	<ul style="list-style-type: none"> ● Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical) ● Provide an analysis of the impact of specific word choice on meaning and/or tone ● Analyze why the author made a specific word choice ● Analyze the impact of the word choice on the reader ● Evaluate the effectiveness of the author's word choice
	RI.6.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes	<ul style="list-style-type: none"> ● Determine how individual elements of a work (section, chapter, etc.) contribute to a text's overall scope ● Distinguish between different text structures

	to the development of the ideas.	<ul style="list-style-type: none"> ● Observe how the individual components of the text add to the development of the theme, setting, and plot ● Analyze why the author included a specific section of the text ● Analyze the impact the specific section has on you, the reader ● Evaluate the effectiveness of the author's choice to include this section
RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.	RI.6.6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	<ul style="list-style-type: none"> ● Identify various points of view ● Determine how the author develops the point-of-view of the narrator or speaker in the text ● Reflect upon certain scenes or portions within a text and imagine how their content/style would change if the narrator's or speaker's point-of-view shifted to an alternate point-of-view, including the effect of these changes on the reader ● Determine how the author's word choice helps develop the narrator or speaker's point of view ● Evaluate the effectiveness of the author's choice in point of view
	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.	<ul style="list-style-type: none"> ● Compare and contrast texts across various genres on the same theme or topic ● Gain a well-rounded perspective on issues presented in informational text ● Gather information from all media to assess and better understand how each is presented ● Interpret the meaning of text features, charts, graphs, etc ● Highlight information from articles and note-taking from live media to gain insight into the overall scope of an issue
	RI.6.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence	<ul style="list-style-type: none"> ● Evaluate data, arguments and claims in a text ● Distinguish those supported by evidence from those which are not

	from claims that are not.	<ul style="list-style-type: none"> ● Evaluate the effectiveness of different claims (one that is supported with facts, one that is supported with opinions, and one that is not supported) ● Evaluate if there is enough evidence to support a particular claim within an informational 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).	<ul style="list-style-type: none"> ● Compare and contrast two author's presentations of similar events ● Determine the similarities and differences of how information is presented depending on the "lens" through which it is being portrayed ● Make connections across different authors' perspectives ● Explore the implications of the differences ● Analyze the impact of the differences in presentations on the reader ● Evaluate the effectiveness of each author's presentation of events
Unit 2 Writing Standards		Unit 2 Writing Critical Knowledge and Skills
<p>W.6.1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>W.6.1.A. Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>W.6.1.B. Support claims 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>		<ul style="list-style-type: none"> ● Introduce claim(s) ● Write a clear thesis statement ● Write arguments to support claims ● Organize the reasons and evidence logically ● Support claim(s) with logical reasoning and evidence ● Use accurate, credible sources to support claims ● Demonstrate an understanding of the topic or text ● Use transitional words and phrases ● Use a consistent formal or academic style, approach, and form ● Write a conclusion to bring the writing to a close
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.)		<ul style="list-style-type: none"> ● Identify defining characteristics of different genres of writing ● Unpack a writing prompt ● Write for a specific purpose and audience

	<ul style="list-style-type: none"> ● Select an appropriate text structure or format for the task ● Use language that is precise and powerful to create voice ● Create a tone that is appropriate for one's 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.	<ul style="list-style-type: none"> ● Revise and edit intentionally to improve writing ● Generate ideas to develop topic ● Revise writing with a partner or self-editing checklists ● Distinguish between editing and revising
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.	<ul style="list-style-type: none"> ● Use technological resources to enhance writing ● Give and receive feedback using technology ● Seek out authentic publishing opportunities ● Use tools including blogs and wikis, to develop writing and communicate with students in their classes ● Type a minimum of three pages in a single sitting ● Use keyboarding skills to make typing more efficient ● Type three pages in an appropriate amount of time
W.6.7. (Choice) Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	<ul style="list-style-type: none"> ● Explore inquiry topics through short research projects ● Research and synthesize information from several sources ● Conduct research and synthesize multiple sources of information ● Compile a list of sources to use for a project ● Refocus the intent of the research when appropriate
W.6.8. (Choice) 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.	<ul style="list-style-type: none"> ● Use search terms effectively ● Assess the credibility and accuracy of each source ● Select direct and indirect quotations that relate to the topic as evidence ● Explain quotations used as support to enhance meaning ● Cite direct and indirect quotations ● Identify examples of plagiarism in writing ● Avoid plagiarism in writing ● Follow typing appropriate typing format and conventions
W.6.9. (Choice) Draw evidence from literary or informational texts to support analysis, reflection, and research.	<ul style="list-style-type: none"> ● Write a clear thesis statement ● Identify evidence that supports claims in literary analysis

<p>W.6.9.A. 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>W.6.9.B. 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>	<ul style="list-style-type: none"> ● Incorporate evidence into written pieces, using introductory phrases and transitions ● Logically connect evidence to claims in writing ● Select direct and indirect quotations that relate to the topic as evidence ● Cite in-text direct and indirect quotations appropriately ● Explain quotations used as support to enhance meaning ● Provide adequate supporting details for each main idea in writing ● Use and maintain a formal style in writing ● Choose specific language to explain a topic ● Write a concluding statement/section that follows from and supports analysis ● Revise and edit the written piece for improvement ● Apply a specific organizational strategy to a compare-contrast essay
<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>	<ul style="list-style-type: none"> ● Practice writing in a myriad of situations (journals, dialogues, creative tasks, etc.) ● Reflect on and be able to explain purposeful decisions made while writing ● Respond to a wide-variety of topics for an array of purposes and audiences ● Produce written reflections
<p>Unit 2 Speaking and Listening Standards</p>	<p>Unit 2 Speaking and Listening Critical Knowledge and Skills</p>
<p>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.</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>	<ul style="list-style-type: none"> ● Read required texts prior to discussions ● Prepare for discussions ● Use previous knowledge to expand discussions about a topic ● Engage in conversations about grade-appropriate topics and texts ● Participate in a variety of rich, structured conversations ● Define and identify rules for discussions, including group and individual roles

<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>	<ul style="list-style-type: none"> ● Model appropriate behavior during discussions ● Craft and respond to specific questions based on the topic or text, elaborating when necessary ● Reflect on and paraphrase what was discussed ● Summarize the ideas expressed
<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>	<ul style="list-style-type: none"> ● Determine the speaker's argument and claims ● Unpack the arguments and claims ● Evaluate whether the speaker's reasoning is rational and legitimate ● Evaluate whether there is enough evidence to support the claims
<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>	<ul style="list-style-type: none"> ● Utilize skills that are common to the language production domain of writing ● Organize ideas in a logical, sequential order ● Present information using sound, detailed, and relevant evidence in a coherent manner ● Use appropriate eye contact, adequate volume, and clear pronunciation
<p>SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)</p>	<ul style="list-style-type: none"> ● Orally present information, using appropriate speech, in a variety of situations ● Manipulate the speech based upon context
<p>Unit 2 Language Standards</p>	<p>Unit 2 Language Critical Knowledge and Skills</p>
<p>L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.6.1.B. Use intensive pronouns (e.g., myself, ourselves).</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>	<ul style="list-style-type: none"> ● Define and identify intensive pronouns in reading ● Determine the appropriate instance to use intensive pronouns in writing ● Revise grammatical errors in writing ● Perform peer reviews of writing to identify and correct grammatical errors ● Identify and use strategies to revise writing
<p>L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<ul style="list-style-type: none"> ● Define and identify nonrestrictive/parenthetical elements in writing

<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>	<ul style="list-style-type: none"> ● Determine the appropriate punctuation to set off nonrestrictive/parenthetical elements ● Apply common rules and patterns to spell words correctly
<p>L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.6.3.A. Vary sentence patterns for meaning, reader/listener interest, and style/voice.</p> <p>L.6.3.B. Maintain consistency in style and tone.</p>	<ul style="list-style-type: none"> ● Identify various sentence patterns ● Incorporate various sentence patterns to create style and voice ● Use a consistent style and tone when writing or speaking
<p>L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 6 reading and content</i>, choosing flexibly from a range of strategies.</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.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>	<ul style="list-style-type: none"> ● Use a word's position in a sentence as a clue to the meaning of a word ● Use a combination of context clues, structural clues, and the word's position in the sentence to determine the meaning of an unknown word or phrase ● Use dictionaries, glossaries, and/or thesauruses to find the pronunciation of a word ● Use dictionaries, glossaries, and/or thesauruses to determine the actual meaning of a word or its part of speech. ● Use reference materials to check the inferred meaning of words
<p>L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</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>	<ul style="list-style-type: none"> ● Identify the relationship of words in reading ● Clarify words by using the relationship between them in writing
<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>	<ul style="list-style-type: none"> ● Understand and apply conversational, academic, and domain specific vocabulary ● 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

	<ul style="list-style-type: none"> • Demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression • Acquire and use accurately grade appropriate general academic and domain specific words and phrases • Dissect assignments and determine the key processes required
8.1.8. A.1	Create professional documents (e.g., newsletter, personalized learning plan, business letter or flyer) using advanced features of a word processing program.

Unit 2 Grade 6	
Content Area: Language Arts	
Unit Title/Core Novel: Al Capone Does My Shirts	Grade Level: 6
Interdisciplinary Connections: Social Studies	Length of Time: APX 45 Days
Unit Summary: Students will have the opportunity to read <u>Al Capone Does My Shirts</u> , watch portions of documentaries, listen to poetry, read nonfiction articles, and read fictional short stories in order to compare and contrast perspectives of different people on similar topics and themes. Lastly, students will conduct a short research project and write an informational paper.	21st Century Themes /Career Readiness Practices: Global Awareness CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.

Core Instructional Materials:	<p>Core Novel</p> <p>Achieve 3000 https://login.achieve3000.com/index</p> <p>NJ Student Learning Standards https://www.nj.gov/education/cccs/2016/ela/g06.pdf</p> <p>GSuite for Education</p> <p>Projector</p> <p>Internet resources</p> <p>Activity handouts from the teacher</p> <p>Presentations via technology including educational videos on Safari and youtube.com · Subject software</p> <p>Internet resources</p> <p>Presentations via technology, including documentaries and videos from Safari, youtube.com and teacher-created materials.</p>
Standards/ ELA Concepts	
<p>Anchor Standards for Reading Grade 6: https://www.nj.gov/education/cccs/2016/ela/g06.pdf</p> <p>Key Ideas and Details</p> <ul style="list-style-type: none"> • 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. • NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. • NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. <p>Craft and Structure</p> <ul style="list-style-type: none"> • 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. • 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. • NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text. 	

Integration of Knowledge and Ideas

- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- 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.
- 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. New Jersey Student Learning Standards for English Language Arts Page 2 of 13
- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Technology Standards:

- 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. Assess the credibility and accuracy of digital content.
- 8.2 Technology Education, Engineering, Design and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

District/School Formative Assessment Plan	District/School Summative Assessment Plan
<p><i>Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.</i></p> <ul style="list-style-type: none"> ● Scholastic Reading Inventory (SRI) ● Daily Oral Vocabulary Activities ● Informational/Explanatory Process Piece (teacher constructed) ● Assessment Item Analysis ● UDL Menu ● Do Now / Exit Ticket ● Teacher / Student Questioning ● Class / Small Group Discussion 	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <ul style="list-style-type: none"> ● Research/Argumentative Essay ● Unit Test 2 Assessment 1 (Pre Progress Reporting Period 2) ● Unit Test 2 Assessment 2 ● Teacher Constructed Standards Based Quiz 1 (Pre Progress Reporting Period 1) ● Teacher Constructed Standards Based Quiz 2

<ul style="list-style-type: none">● Graphic Organizers● Peer / Self Assessment● Visual Presentations● Think Pair Share● Teacher Observation / Anecdotal Records● Computer Based Applications/Programs● Practice Presentations	<ul style="list-style-type: none">● Alternative Assessment Teacher Constructed 1 (Pre Progress Reporting Period 1)● Alternative Assessment Teacher Constructed 2	
District/School Texts	District/School Supplementary Resources	
<p><i>Districts or schools choose appropriate grade level texts that may be traditional texts as well as digital texts.</i></p> <ul style="list-style-type: none">● Al Capone Does My Shirts● Children of Alcatraz	<p><i>Districts or schools choose supplementary resources that are not considered “texts.”</i></p> <ul style="list-style-type: none">● Achieve 3000● Link to supplemental novels and texts utilized by staff● “Autism” article from health.nytimes.com/health/guides/disease/autism/overview.html● “convict baseball” from Eastern State Penitentiary website http://www.easternstate.org/living-eastern-state-penitentiary● “Living at Eastern State Lesson Plan” PDF file.	
District/School Writing Tasks		
Primary Focus <p><i>This is connected to the types of writing as indicated in the standards: Informational or Literary.</i></p> <ul style="list-style-type: none">● RST Research/Arguments	Secondary Focus <p><i>This may be to develop a skill or connect to writing from resources or research writing.</i></p> <ul style="list-style-type: none">● Research	Routine Writing <p><i>This is daily writing or writing that is done several times over a week.</i></p> <ul style="list-style-type: none">● Text Dependent Writing (TDQ)● Quickwrites● Routine Writing

Unit Essential Questions		
<ul style="list-style-type: none"> • How can I learn more about things that interest me? • What do good researchers do? • Writing clearly: What makes a difference? • What makes a presentation “great”? 		
Unit Enduring Understanding		
<ul style="list-style-type: none"> • To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats. • Effective research presents an answer to a question, demonstrates understanding of the inquiry, and properly cites information from multiple sources. • Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology. • Presentation of knowledge and ideas is enhanced through appropriate organization and style for an audience via the use of visual displays, technology, and the appropriate use of language. 		
Key Vocabulary		
<ul style="list-style-type: none"> • analyze • explicit • inference • textual evidence • conclude • author’s purpose • theme • central idea • convey details • summarize • distinct • fact • opinion • judgment • author • point of view • develop 		

- narrator
- speaker in text
- analyze
- detail
- event
- elaborate
- illustrate
- explain
- anecdotes
- individual
- phrases
- figurative meaning
- connotative meaning
- synonyms
- antonyms
- analyze
- specific
- impact
- meaning tone
- word choice
- determine
- analyze
- chapter heading
- stanza
- text structure
- section
- paragraph
- graphics
- headings
- captions
- media
- media format
- topic/theme
- issue information

- synthesize
- summarize
- evaluate
- argument
- distinguishing claim
- evidence valid
- validity
- claim
- warrant
- counterclaim
- rebuttal
- compare
- contrast
- similar
- difference
- presentation
- event point of view
- perspective

Unit Learning Targets (Students will do...)

- Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
- 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.
- 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.
- 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.
- Describe how a particular drama’s plot unfolds in a series of episodes in 6th grade text(s).
- Describe how characters respond or change as the plot moves toward a resolution in 6th grade text(s).
- Interpret figures of speech (e.g., personification) in context.
- 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).
- 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.

- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- 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.
- 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).
- Cite textual evidence to support analysis of what Grade 6 text says explicitly.
- Cite textual evidence to support analysis of inferences drawn from grade 6 text(s).
- Explain how an author develops the point of view of the narrator or speaker in a text.
- Draw evidence from 6th grade literary 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”).
- 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.
- 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.
- 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.
- 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.
- 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.
- Use intensive pronouns (e.g., myself, ourselves) to demonstrate command of the conventions of standard English grammar and usage when writing or speaking
- When writing or speaking, recognize and correct inappropriate shifts in pronoun number and person.
- When writing or speaking, recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
- 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; 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; 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).
- 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.
- When participating in collaborative discussions, review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

- Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- Write narratives 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.
- Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
- 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.
- Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
- 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.
- When writing narratives, provide a conclusion that follows from the narrated experiences or events.
- 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.
- 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.
- Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, thrifty).
- 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.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Write narratives 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.
- 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.
- When taking part in collaborative discussions, follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- Use technology, including the Internet, to produce and publish narrative 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.
- Demonstrate a command of formal English and its conventions when writing, speaking, reading, or listening; vary sentence patterns for meaning.
- Demonstrate command of the conventions of standard English capitalization, punctuation, when writing; use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements
- Demonstrate command of the conventions of Standard English to spell correctly.
- 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., audience, auditory, audible).

Instructional Best Practices and Exemplars

Instructional Best Practices and Exemplars

Instructional Best Practices

(Please see information in attached link)

Unit 3 Grade 6

Unit 3 Reading 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.

Unit 3 Reading Critical Knowledge and Skills

- Closely read the text (questioning, determining importance, looking for patterns) to extract quality evidence to support a claim
- Use evidence from the text to make and check predictions as you read
- Make personal connections, make connections to other texts, and/or make global connections when relevant
- Gather evidence from the text to support inferences or explicit meaning.
- Read and analyze a variety of literary genres and informational texts
- Closely examine the text's explicit content
- Probe a segment of text in order to study and evaluate its multiple, deeper, and varied meanings
- Reconstruct and understand the text segment's new meaning
- Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences
- Refer to the text for support when analyzing and drawing inferences
- Correctly cite evidence 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.	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.	<ul style="list-style-type: none"> ● Explain the theme or central idea using key details from the text as evidence, including details from the beginning, middle, and end of the text ● Identify and use knowledge of common graphic features (charts, maps, diagrams, captions, illustrations) to help determine the central idea of a text ● Summarize texts by evaluating key details in which the central idea or theme is located ● Distinguish key (thematic) details from all other details ● Evaluate recurring ideas and changes in the characters and plot over the course of the text (why did the author make those changes, impact on the reader, effectiveness of the author's choices) ● Distinguish between essential and nonessential details of a text to support in creating unbiased summaries withholding personal opinion and judgment
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.		<ul style="list-style-type: none"> ● Explain the parts of a plot; provide a summary of each part ● Observe and analyze how story characters and plot interact and develop throughout a given text ● Read and evaluate texts with the goal of understanding how the story's events and setting impact and shape the characters in different ways ● Determine how particular episodes may trigger various responses in characters, revealing one or more of the characters' traits
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		<ul style="list-style-type: none"> ● Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative) ● Provide an analysis of the impact of specific word choice on meaning and/or tone ● Analyze why the author made a specific word choice ● Analyze the impact of the word choice on the reader ● Evaluate the effectiveness of the author's word choice

		<ul style="list-style-type: none"> ● Identify poetic devices used in text ● Provide an analysis of the impact of poetic devices (rhyme scheme, alliteration, consonance, etc) on a particular section of a text
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.		<ul style="list-style-type: none"> ● Determine how individual elements of a work (section, chapter, scene, or stanza, etc.) contribute to a text's overall scope ● Recognize how form relates to function and how a part relates to a whole ● Distinguish between different text structures ● Observe how the individual components of the text add to the development of the theme, setting, and plot ● Analyze why the author included a specific section (chapter, scene, or stanza, etc.) of the text ● Analyze the impact the specific section (chapter, scene, or stanza, etc.) has on you, the reader ● Evaluate the effectiveness of the author's choice to include this section (chapter, scene, or stanza, etc.)
RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.	RI.6.6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	<ul style="list-style-type: none"> ● Identify various points of view ● Determine how the author develops the point-of-view of the narrator or speaker in the text ● Reflect upon certain scenes or portions within a text and imagine how their content/style would change if the narrator's or speaker's point-of-view shifted to an alternate point-of-view, including the effect of these changes on the reader ● Determine how the author's word choice helps develop the narrator or speaker's point of view ● Evaluate the effectiveness of the author's choice in point of view
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		<ul style="list-style-type: none"> ● Compare and contrast texts across various genres on the same theme or topic ● Evaluate multiple approaches to the same subject ● Compare text to multimedia as it impacts the audience

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 and 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.		<ul style="list-style-type: none"> • Compare and contrast texts of different genres that share similar themes • Analyze how each author conveys the same message through different avenues • Investigate the authors' dissimilar backgrounds that inspire such works (themes) • Compare/contrast how each author infuses their philosophy and persona into their work • Analyze the impact of the differences in forms or genres on the reader • Evaluate the effectiveness of each author's approach to the theme and topic
Unit 3 Writing Standards		Unit 3 Writing Critical Knowledge and Skills
<p>W.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>W.6.3.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>W.6.3.B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>W.6.3.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>W.6.3.D. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>W.6.3.E. Provide a conclusion that follows from the narrated experiences or events.</p>		<ul style="list-style-type: none"> • Engage and orient the reader by establishing a context • Engage the reader with a story hook • Introduce a narrator and/or characters • Organize an event sequence that unfolds naturally and logically • Use narrative techniques effectively to develop experiences, events, and/or characters • Transition from one idea to the next by using appropriate words and phrases • Use figurative language to aid in description • Describe ideas by using sensory and specific language • Write a conclusion that brings the story events to a meaningful close • Clearly convey a conflict and a resolution to the conflict

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.)	<ul style="list-style-type: none"> ● Identify defining characteristics of different genres of writing ● Unpack a writing prompt ● Write for a specific purpose and audience ● Select an appropriate text structure or format for the task ● Use language that is precise and powerful to create voice ● Create a tone that is appropriate for one’s 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.	<ul style="list-style-type: none"> ● Revise and edit intentionally to improve writing ● Generate ideas to develop topic ● Revise writing with a partner or self-editing checklists ● Distinguish between editing and revising
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.	<ul style="list-style-type: none"> ● Use technological resources to enhance writing ● Give and receive feedback using technology ● Seek out authentic publishing opportunities ● Use tools including blogs and wikis, to develop writing and communicate with students in their classes ● Type a minimum of three pages in a single sitting ● Use keyboarding skills to make typing more efficient ● Type three pages in an appropriate amount of time
W.6.7. (Choice) Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	<ul style="list-style-type: none"> ● Explore inquiry topics through short research projects ● Research and synthesize information from several sources ● Conduct research and synthesize multiple sources of information ● Compile a list of sources to use for a project ● Refocus the intent of the research when appropriate
W.6.8. (Choice) 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.	<ul style="list-style-type: none"> ● Use search terms effectively ● Assess the credibility and accuracy of each source ● Select direct and indirect quotations that relate to the topic as evidence ● Explain quotations used as support to enhance meaning ● Cite direct and indirect quotations ● Identify examples of plagiarism in writing ● Avoid plagiarism in writing ● Follow typing appropriate typing format and conventions

<p>W.6.9. (Choice) Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.6.9.A. 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>W.6.9.B. 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>	<ul style="list-style-type: none"> • Write a clear thesis statement • Identify evidence that supports claims in literary analysis • Incorporate evidence into written pieces, using introductory phrases and transitions • Logically connect evidence to claims in writing • Select direct and indirect quotations that relate to the topic as evidence • Cite in-text direct and indirect quotations appropriately • Explain quotations used as support to enhance meaning • Provide adequate supporting details for each main idea in writing • Use and maintain a formal style in writing • Choose specific language to explain a topic • Write a concluding statement/section that follows from and supports analysis • Revise and edit the written piece for improvement • Apply a specific organizational strategy to a compare-contrast essay
<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>	<ul style="list-style-type: none"> • Practice writing in a myriad of situations (journals, dialogues, creative tasks, etc.) • Reflect on and be able to explain purposeful decisions made while writing • Respond to a wide-variety of topics for an array of purposes and audiences • Produce written reflections
<p>Unit 3 Speaking and Listening Standards</p>	<p>Unit 3 Speaking and Listening Critical Knowledge and Skills</p>
<p>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.</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>	<ul style="list-style-type: none"> • Read required texts prior to discussions • Prepare for discussions • Use previous knowledge to expand discussions about a topic • Engage in conversations about grade-appropriate topics and texts • Participate in a variety of rich, structured conversations • Define and identify rules for discussions, including group

<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>and individual roles</p> <ul style="list-style-type: none"> • Model appropriate behavior during discussions • Craft and respond to specific questions based on the topic or text, elaborating when necessary • Reflect on and paraphrase what was discussed • Summarize the ideas expressed
<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>	<ul style="list-style-type: none"> • Interpret and evaluate information presented in diverse media and formats • Explain how each medium shapes or influences the audience's perception and understanding of the information presented • Evaluate the effectiveness of the chosen format for presenting the information • Observe how various mediums appeal to one or more senses with varying levels of intensity • Compare the reading of a speech to watching a video of the speech
<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>	<ul style="list-style-type: none"> • Utilize skills that are common to the language production domain of writing • Organize ideas in a logical, sequential order • Present information using sound, detailed, and relevant evidence in a coherent manner • Use appropriate eye contact, adequate volume, and clear pronunciation
<p>SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)</p>	<ul style="list-style-type: none"> • Orally present information, using appropriate speech, in a variety of situations • Manipulate the speech based upon context •
Unit 3 Language Standards	Unit 3 Language Critical Knowledge and Skills
<p>L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<ul style="list-style-type: none"> • Recognize and correct inappropriate shifts in pronoun number and person • Recognize and correct vague pronouns

<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>	<ul style="list-style-type: none"> ● Revise grammatical errors in writing ● Perform peer reviews of writing to identify and correct grammatical errors ● Identify and use strategies to revise writing
<p>L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</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>	<ul style="list-style-type: none"> ● Define and identify nonrestrictive/parenthetical elements in writing ● Determine the appropriate punctuation to set off nonrestrictive/parenthetical elements ● Apply common rules and patterns to spell words correctly
<p>L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.6.3.A. Vary sentence patterns for meaning, reader/listener interest, and style/voice.</p> <p>L.6.3.B. Maintain consistency in style and tone.</p>	<ul style="list-style-type: none"> ● Identify various sentence patterns ● Incorporate various sentence patterns to create style and voice ● Use a consistent style and tone when writing or speaking
<p>L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 6 reading and content</i>, choosing flexibly from a range of strategies.</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.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>	<ul style="list-style-type: none"> ● Use a word's position in a sentence as a clue to the meaning of a word ● Use a combination of context clues, structural clues, and the word's position in the sentence to determine the meaning of an unknown word or phrase ● Use dictionaries, glossaries, and/or thesauruses to find the pronunciation of a word ● Use dictionaries, glossaries, and/or thesauruses to determine the actual meaning of a word or its part of speech. ● Use reference materials to check the inferred meaning of words
<p>L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.6.5.A. Interpret figures of speech (e.g., personification) in context.</p>	<ul style="list-style-type: none"> ● Define and identify figures of speech ● Determine the meaning of and purpose of figures of speech in context ● Define the term <i>connotation</i>

L.6.5.C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).	<ul style="list-style-type: none"> • Discern the difference in meaning between closely related words
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.	<ul style="list-style-type: none"> • Understand and apply conversational, academic, and domain specific vocabulary • 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 • Acquire and use accurately grade appropriate general academic and domain specific words and phrases • Dissect assignments and determine the key processes required

Unit 3 Grade 6	
Content Area: Language Arts	
Unit Title/Core Novel: Hatchet	Grade Level: 6
Interdisciplinary Connections: Social Studies	Length of Time: APX 45 Days
Unit Summary: Students will have the opportunity to read and analyze <u>Hatchet</u> , explore how texts across different forms and genres can deepen their understanding of topics, characters, and themes.	21st Century Themes /Career Readiness Practices: Global Awareness Civic Awareness CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies.

	<p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>
Core Instructional Materials:	<p>Core Novel</p> <p>Achieve 3000 https://login.achieve3000.com/index</p> <p>NJ Student Learning Standards https://www.nj.gov/education/cccs/2016/ela/g06.pdf</p> <p>GSuite for Education</p> <p>Projector</p> <p>Internet resources</p> <p>Activity handouts from the teacher</p> <p>Presentations via technology including educational videos on Safari and youtube.com · Subject software</p> <p>Internet resources</p> <p>Presentations via technology, including documentaries and videos from Safari, youtube.com and teacher-created materials.</p>
Standards/ ELA Concepts	
<p>Anchor Standards for Reading Grade 6: https://www.nj.gov/education/cccs/2016/ela/g06.pdf</p> <p>Key Ideas and Details</p> <ul style="list-style-type: none"> ● 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. ● NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. ● NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. 	

Craft and Structure

- 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.
- 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.
- NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- 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.
- 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. New Jersey Student Learning Standards for English Language Arts Page 2 of 13
- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Technology Standards:

- 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. Assess the credibility and accuracy of digital content.
- 8.2 Technology Education, Engineering, Design and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

District/School Formative Assessment Plan	District/School Summative Assessment Plan
<p><i>Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.</i></p> <ul style="list-style-type: none"> ● Scholastic Reading Inventory (SRI) 	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p>

<ul style="list-style-type: none">● Daily Oral Vocabulary Activities● Informational/Explanatory Process Piece (teacher constructed)● Assessment Item Analysis● UDL Menu● Do Now / Exit Ticket● Teacher / Student Questioning● Class / Small Group Discussion● Graphic Organizers● Peer / Self Assessment● Visual Presentations● Think Pair Share● Teacher Observation / Anecdotal Records● Computer Based Applications/Programs● Practice Presentations	<ul style="list-style-type: none">● Narrative/Literary Analysis Essay● Unit Test 3 Assessment 1 (Pre Progress Reporting Period 1)● Unit Test 3 Assessment 2● Teacher Constructed Standards Based Quiz 1(Pre Progress Reporting Period 3)● Teacher Constructed Standards Based Quiz 2● Alternative Assessment Teacher Constructed 1 (Pre Progress Reporting Period 1)● Alternative Assessment Teacher Constructed 2	
District/School Texts	District/School Supplementary Resources	
<i>Districts or schools choose appropriate grade level texts that may be traditional texts as well as digital texts.</i> <ul style="list-style-type: none">● Hatchet<ul style="list-style-type: none">○ Face on the Milk Carton○ UnGifted	<i>Districts or schools choose supplementary resources that are not considered “texts.”</i> <ul style="list-style-type: none">● Achieve 3000● Link to supplemental novels and texts utilized by staff● “Glencoe Anthology Course 1: “Volcano” (pg. 564).● Achieve 3000: Three Climbers Saved From Snowy Mountain● Scholastic Scope: Mountain of Fire (2/16)	
District/School Writing Tasks		
Primary Focus <i>This is connected to the types of writing as indicated in the standards: Informational or Literary.</i>	Secondary Focus <i>This may be to develop a skill or connect to writing from resources or research writing.</i>	Routine Writing <i>This is daily writing or writing that is done several times over a week.</i>

<ul style="list-style-type: none"> • Narrative/Literary Analysis 	<ul style="list-style-type: none"> • Literary Analysis • Research 	<ul style="list-style-type: none"> • Text Dependent Writing (TDQ) • Quickwrites • Routine Writing
Unit Essential Questions		
<ul style="list-style-type: none"> • How and why do characters (and their motivations) change over time? • How does the setting influence a character's development and the story's plot? • How do authors use fictional characters and stories to convey real-world themes? • How can reading a variety of texts on a similar topic or theme deepen my understanding and uncover new perspectives? • How can we describe humanity's relationship with nature? • What does it take for a person to survive in extremely challenging circumstances? • How do our personal experiences shape and change us? 		
Unit Enduring Understanding		
<ul style="list-style-type: none"> • Students will be able to analyze character development, conflict, and themes in this anchor text while also connecting these themes and topics to supplemental texts. 		
Key Vocabulary		
<ul style="list-style-type: none"> • Characterization • Direct • Indirect • Trait vs. emotion • Motivation • Behavior • Development • Point of view (first person, third person, limited, omniscient) • Perspective • Inference • Protagonist • Antagonist • Genre • Compare • Contrast • Setting 		

- Impact
- Affect
- Theme
- Thematic
- Stanza
- Personification
- Imagery
- Relationship
- Plot
- Conflict (internal and external)

Unit Learning Targets (Students will do...)

- 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.
- Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
- Analyze how a particular chapter fits into the overall structure of a text and contributes to the development of ideas.
- Analyze how a particular paragraph fits into the overall structure of a text and contributes to the development of ideas.
- Analyze how a particular sentence fits into the overall structure of a text and contributes to the development of ideas.
- Analyze how a particular section fits into the overall structure of a text and contributes to the development of ideas.
- 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.
- 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.
- When taking part in collaborative discussions, 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.
- When participating in collaborative discussions, review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- When reading a 6th grade informational text, provide a summary of the text distinct from personal opinions or judgments.
- Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
- 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.

- 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.
- 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; 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; 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).
- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- Determine a central idea of a text and how it is conveyed through particular details.
- Demonstrate a command of formal English and its conventions when writing, speaking, reading, or listening.
- 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., audience, auditory, audible).
- 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.
- 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.
- When writing arguments, support claims with clear reasons and relevant evidence, 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.
- When writing arguments, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 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.
- 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.
- 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.
- Provide basic bibliographic information for sources when writing arguments.

- 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”).
- Gather relevant information from multiple print and digital sources and assess the credibility of each source.
- Ensure that pronouns are in the proper case (subjective, objective, possessive) when writing and speaking.
- Use intensive pronouns (e.g., myself, ourselves) to demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
- Demonstrate command of the conventions of standard English to spell correctly.
- Vary sentence patterns for meaning when writing and speaking.
- Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

Instructional Best Practices and Exemplars

Instructional Best Practices and Exemplars
[Instructional Best Practices](#)
 (Please see information in attached link)

Unit 4 Grade 6		
Unit 4 Reading Standards		Unit 4 Reading Critical Knowledge and Skills
RL.6.1 Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences	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.	<ul style="list-style-type: none"> ● Closely read the text (questioning, determining importance, looking for patterns) to extract quality evidence to support a claim ● Use evidence from the text to make and check predictions when reading ● Make personal connections, make connections to other texts, and/or make global connections when relevant ● Gather evidence from the text to support inferences or explicit meaning. ● Read and analyze a variety of literary genres and informational texts ● Closely examine the text’s explicit content ● Probe a segment of text in order to study and evaluate its multiple, deeper, and varied meanings ● Reconstruct and understand the text segment’s new meaning

drawn from the text.		<ul style="list-style-type: none"> ● Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences ● Refer to the text for support when analyzing and drawing inferences ● Correctly cite evidence from the text
<u>RL.6.2.</u> 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.	<u>RI.6.2.</u> 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.	<ul style="list-style-type: none"> ● Explain the theme or central idea using key details from the text as evidence, including details from the beginning, middle, and end of the text ● Identify and use knowledge of common graphic features (charts, maps, diagrams, captions, illustrations) to help determine the central idea of a text ● Summarize texts by evaluating key details in which the central idea or theme is located ● Distinguish key (thematic) details from all other details ● Evaluate recurring ideas and changes in the characters and plot over the course of the text (why did the author make those changes, impact on the reader, effectiveness of the author's choices) ● Distinguish between essential and nonessential details of a text to support in creating unbiased summaries withholding personal opinion and judgment
<u>RL.6.3.</u> 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.	<u>RI.6.3.</u> 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>RL.6.3:</p> <ul style="list-style-type: none"> ● Explain the parts of a plot; provide a summary of each part ● Observe and analyze how story characters and plot interact and develop throughout a given text ● Read and evaluate texts with the goal of understanding how the story's events and setting impact and shape the characters in different ways ● Determine how particular episodes may trigger various responses in characters, revealing one or more of the characters' traits

		<p>RI.6.3:</p> <ul style="list-style-type: none"> • Use a note taking structure to track key individuals, events, and/or ideas in informational texts. • Identify the structure of a text • Distinguish between different text structures • Analyze how a key individual, event, or idea is introduced, illustrated, and elaborated in a text • Analyze an author's method of developing a topic over the course of a text (including how the method impacts the reader, and evaluating the effectiveness of the method) • Analyze how the text structure affects the relationships between individuals, ideas, or events. • Analyze a writer's style and presentation • Determine the relationship between individuals, ideas, or events
<p><u>RL.6.4.</u> 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><u>RI.6.4.</u> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p>	<ul style="list-style-type: none"> • Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical) • Provide an analysis of the impact of specific word choice on meaning and/or tone • Analyze why the author made a specific word choice • Analyze the impact of the word choice on the reader • Evaluate the effectiveness of the author's word choice • Identify poetic devices used in text • Provide an analysis of the impact of poetic devices (rhyme scheme, alliteration, consonance, etc) on a particular section of a text
<p><u>RL.6.5.</u> Analyze how a particular sentence,</p>	<p><u>RI.6.5.</u> Analyze how a particular sentence, paragraph, chapter, or section fits into the overall</p>	<ul style="list-style-type: none"> • Determine how individual elements of a work (section, chapter, scene, or stanza, etc.) contribute to a text's overall scope • Recognize how form relates to function and how a part relates to a whole • Distinguish between different text structures

chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	structure of a text and contributes to the development of the ideas.	<ul style="list-style-type: none"> • Identify part to whole and whole to part relationships • Observe how the individual components of the text add to the development of the theme, setting, and plot • Analyze why the author included a specific section (chapter, scene, or stanza, etc.) of the text • Analyze the impact the specific section (chapter, scene, or stanza, etc.) has on you, the reader • Evaluate the effectiveness of the author's choice to include this section (chapter, scene, or stanza, etc.)
<u>RL.6.6.</u> Explain how an author develops the point of view of the narrator or speaker in a text.	<u>RI.6.6.</u> Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	<ul style="list-style-type: none"> • Identify various points of view • Determine how the author develops the point-of-view of the narrator or speaker in the text • Reflect upon certain scenes or portions within a text and imagine how their content/style would change if the narrator's or speaker's point-of-view shifted to an alternate point-of-view, including the effect of these changes on the reader • Determine how the author's word choice helps develop the narrator or speaker's point of view • Evaluate the effectiveness of the author's choice in point of view
RL.6.1.0 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.6.10. 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.	<ul style="list-style-type: none"> • Determine difficulties in comprehending and making meaning • Apply appropriate strategies in order to increase comprehension when encountering text • Encounter appropriate texts at each grade level in order to develop the mature language skills and the conceptual knowledge needed for success in school and life • Make an increasing number of connections among ideas and between texts • Use scaffolding when necessary
Unit 4 Writing Standards		Unit 4 Writing Critical Knowledge and Skills

<p><u>W.6.2.</u> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>W.6.2.A. Introduce a topic; 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>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>	<ul style="list-style-type: none"> ● Introduce a topic ● Compose a well-developed thesis statement ● Select appropriate text structures and text features for clarity ● Include formatting, graphics, and multimedia when useful to aid comprehension ● Add relevant facts, definitions, concrete details, quotations, or other information and examples to develop the topic ● Cite information correctly by following the proper format ● Transition between ideas and concepts using appropriate words and phrases ● Select specific vocabulary to inform about or explain the topic ● Consistently use a formal style ● Write a conclusion to bring all ideas to a close
<p>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.)</p>	<ul style="list-style-type: none"> ● Identify defining characteristics of different genres of writing ● Unpack a writing prompt ● Write for a specific purpose and audience ● Select an appropriate text structure or format for the task ● Use language that is precise and powerful to create voice ● Create a tone that is appropriate for one’s audience
<p><u>W.6.5.</u> 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>	<ul style="list-style-type: none"> ● Revise and edit intentionally to improve writing ● Generate ideas to develop topic ● Revise writing with a partner or self-editing checklists ● Distinguish between editing and revising
<p><u>W.6.6.</u> Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient</p>	<ul style="list-style-type: none"> ● Use technological resources to enhance writing ● Give and receive feedback using technology ● Seek out authentic publishing opportunities

command of keyboarding skills to type a minimum of three pages in a single sitting.	<ul style="list-style-type: none"> • Use tools including blogs and wikis, to develop writing and communicate with students in their classes • Type a minimum of three pages in a single sitting • Use keyboarding skills to make typing more efficient • Type three pages in an appropriate amount of time
W.6.7. (Choice) Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	<ul style="list-style-type: none"> • Explore inquiry topics through short research projects • Research and synthesize information from several sources • Conduct research and synthesize multiple sources of information • Compile a list of sources to use for a project • Refocus the intent of the research when appropriate
W.6.8. (Choice) 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.	<ul style="list-style-type: none"> • Use search terms effectively • Assess the credibility and accuracy of each source • Select direct and indirect quotations that relate to the topic as evidence • Explain quotations used as support to enhance meaning • Cite direct and indirect quotations • Identify examples of plagiarism in writing • Avoid plagiarism in writing • Follow typing appropriate typing format and conventions
<p>W.6.9. (Choice) Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.6.9.A. 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>W.6.9.B. 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>	<ul style="list-style-type: none"> • Write a clear thesis statement • Identify evidence that supports claims in literary analysis • Incorporate evidence into written pieces, using introductory phrases and transitions • Logically connect evidence to claims in writing • Select direct and indirect quotations that relate to the topic as evidence • Cite in-text direct and indirect quotations appropriately • Explain quotations used as support to enhance meaning • Provide adequate supporting details for each main idea in writing • Use and maintain a formal style in writing • Choose specific language to explain a topic • Write a concluding statement/section that follows from and supports analysis • Revise and edit the written piece for improvement • Apply a specific organizational strategy to a compare-contrast essay
W.6.10. Write routinely over extended time frames (time for research, reflection, metacognition/self	<ul style="list-style-type: none"> • Practice writing in a myriad of situations (journals, dialogues, creative tasks, etc.) • Reflect on and be able to explain purposeful decisions made while writing

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.	<ul style="list-style-type: none"> • Respond to a wide-variety of topics for an array of purposes and audiences • Produce written reflections
Unit 4 Speaking and Listening Standards	Unit 4 Speaking and Listening Critical Knowledge and Skills
<p><u>SL.6.1.</u> 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>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>	<ul style="list-style-type: none"> • Read required texts prior to discussions • Prepare for discussions • Use previous knowledge to expand discussions about a topic • Engage in conversations about grade-appropriate topics and texts • Participate in a variety of rich, structured conversations • Define and identify rules for discussions, including group and individual roles • Model appropriate behavior during discussions • Craft and respond to specific questions based on the topic or text, elaborating when necessary • Reflect on and paraphrase what was discussed • Summarize the ideas expressed
<p><u>SL.6.2.</u> 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>	<ul style="list-style-type: none"> • Interpret and evaluate information presented in diverse media and formats • Explain how each medium shapes or influences the audience's perception and understanding of the information presented • Evaluate the effectiveness of the chosen format for presenting the information • Observe how various mediums appeal to one or more senses with varying levels of intensity • Compare the reading of a speech to watching a video of the speech
<p><u>SL.6.4.</u> Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use</p>	<ul style="list-style-type: none"> • Utilize skills that are common to the language production domain of writing • Organize ideas in a logical, sequential order • Present information using sound, detailed, and relevant evidence in a coherent manner

appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).	<ul style="list-style-type: none"> • Use appropriate eye contact, adequate volume, and clear pronunciation
<u>SL.6.5</u> Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	<ul style="list-style-type: none"> • Incorporate multimedia and visual displays into presentations to add clarity to their content • Incorporate posters outlining charts/graphs to clarify information and captivate their audience • Incorporate music and/or sound effects into their presentation to bring the information “to life” and allow for greater engagement with the audience • Incorporate technology to enhance the presentation
<u>SL.6.6.</u> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)	<ul style="list-style-type: none"> • Orally present information, using appropriate speech, in a variety of situations • Manipulate the speech based upon context
Unit 4 Language Standards	Unit 4 Language Critical Knowledge and Skills
<u>L.6.1.</u> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 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.	<ul style="list-style-type: none"> • Revise grammatical errors in writing • Perform peer reviews of writing to identify and correct grammatical errors • Identify and use strategies to revise writing
<u>L.6.2.</u> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.6.2.A. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. L.6.2.B. Spell correctly.	<ul style="list-style-type: none"> • Define and identify nonrestrictive/parenthetical elements in writing • Determine the appropriate punctuation to set off nonrestrictive/parenthetical elements • Apply common rules and patterns to spell words correctly
L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.6.3.A. Vary sentence patterns for meaning, reader/listener interest, and style/voice. L.6.3.B. Maintain consistency in style and tone.	<ul style="list-style-type: none"> • Identify various sentence patterns • Incorporate various sentence patterns to create style and voice • Use a consistent style and tone when writing or speaking

<p>L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</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>	<ul style="list-style-type: none"> • Use a word's position in a sentence as a clue to the meaning of a word • Use a combination of context clues, structural clues, and the word's position in the sentence to determine the meaning of an unknown word or phrase • Determine the meaning of commonly used prefixes and suffixes • Separate a base word from the prefix or suffix • Use the definition of known prefixes and suffixes to define new words • Identify root words in unknown words • Use known root words to aid in defining unknown words • Use dictionaries, glossaries, and/or thesauruses to find the pronunciation of a word • Use dictionaries, glossaries, and/or thesauruses to determine the actual meaning of a word or its part of speech. • Use reference materials to check the inferred meaning of words
<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>	<ul style="list-style-type: none"> • Understand and apply conversational, academic, and domain specific vocabulary • 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 • Acquire and use accurately grade appropriate general academic and domain specific words and phrases • Dissect assignments and determine the key processes required

Unit 4 Grade 6	
Content Area: Language Arts	
Unit Title/Core Novel: Esperanza Rising	Grade Level: 6
Interdisciplinary Connections: Social Studies	Length of Time: APX 45 Days

<p>Unit Summary:</p> <p>In order to learn more about things that interest them, students will read informational texts from a variety of sources. Students will learn to analyze claims in diverse formats and cite information from appropriate sources. Students will organize this information into a culminating research project. Students will also explore ancient Greece and Greek mythology, along with other materials, will build students' understanding the ancient society from which these stories arose.</p>	<p><u>21st Century Themes</u>/Career Readiness Practices:</p> <p>Global Awareness Civic Awareness</p> <p>CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.</p>
<p>Core Instructional Materials:</p>	<p>Core Novel Achieve 3000 https://login.achieve3000.com/index NJ Student Learning Standards https://www.nj.gov/education/cccs/2016/ela/g06.pdf GSuite for Education Projector Internet resources Activity handouts from the teacher Presentations via technology including educational videos on Safari and youtube.com · Subject software Internet resources Presentations via technology, including documentaries and videos from Safari, youtube.com and teacher-created materials.</p>

Standards/ ELA Concepts

Anchor Standards for Reading Grade 6: <https://www.nj.gov/education/cccs/2016/ela/g06.pdf>

Key Ideas and Details

- 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.
- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

- 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.
- 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.
- NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- 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.
- 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. New Jersey Student Learning Standards for English Language Arts Page 2 of 13
- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Technology Standards:

- 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to

solve problems individually and collaborate and to create and communicate knowledge. Assess the credibility and accuracy of digital content.

- 8.2 Technology Education, Engineering, Design and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

District/School Formative Assessment Plan	District/School Summative Assessment Plan
<p><i>Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.</i></p> <ul style="list-style-type: none"> ● Scholastic Reading Inventory (SRI) ● Daily Oral Vocabulary Activities ● Informational/Explanatory Process Piece (teacher constructed) ● Assessment Item Analysis ● UDL Menu ● Do Now / Exit Ticket ● Teacher / Student Questioning ● Class / Small Group Discussion ● Graphic Organizers ● Peer / Self Assessment ● Visual Presentations ● Think Pair Share ● Teacher Observation / Anecdotal Records ● Computer Based Applications/Programs ● Practice Presentations 	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <ul style="list-style-type: none"> ● Research/Informational/Explanatory Essay ● Unit Test 4 Assessment 1 (Pre Progress Reporting Period 1) ● Unit Test 4 Assessment 2 ● Teacher Constructed Standards Based Quiz 1 (Pre Progress Reporting Period 1) ● Teacher Constructed Standards Based Quiz 2 ● Alternative Assessment Teacher Constructed 1 (Pre Progress Reporting Period 1) ● Alternative Assessment Teacher Constructed 2
District/School Texts	District/School Supplementary Resources
<p><i>Districts or schools choose appropriate grade level texts that may be traditional texts as well as digital texts.</i></p> <ul style="list-style-type: none"> ● Esperanza Rising <ul style="list-style-type: none"> ○ Kimchi and Calamari 	<p><i>Districts or schools choose supplementary resources that are not considered “texts.”</i></p> <ul style="list-style-type: none"> ● Achieve 3000 ● Link to supplemental novels and texts utilized by staff

<ul style="list-style-type: none">○ Walk Two Moons○ Love that Dog	<ul style="list-style-type: none">● Myths and Legends/Greek Mythology● Glencoe Anthology Course 1: "The Land of Red Apples" (pg. 55)● Glencoe Anthology Course 1: "The Circuit" (pg. 5)● Glencoe Anthology Course 2: "Fish Cheeks" (pg. 77)● Bill Clinton- Diversity	
District/School Writing Tasks		
Primary Focus <i>This is connected to the types of writing as indicated in the standards: Informational or Literary.</i> <ul style="list-style-type: none">● Research/Informational/Explanatory	Secondary Focus <i>This may be to develop a skill or connect to writing from resources or research writing.</i> <ul style="list-style-type: none">● Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	Routine Writing <i>This is daily writing or writing that is done several times over a week.</i> <ul style="list-style-type: none">● Text Dependent Writing (TDQ)● Quickwrites● Routine Writing
Unit Essential Questions		
<ul style="list-style-type: none">● How can I learn more about things that interest me?● What do good researchers do?● Writing clearly: what makes a difference?● What’s a myth?● What makes collaboration meaningful?● Making meaning from a variety of sources: What will help?● What makes a story a “great” story?		
Unit Enduring Understanding		
<ul style="list-style-type: none">● To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats.● Effective research presents an answer to a question, demonstrates understanding of the inquiry, and properly cites information from multiple sources.● Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology.● Presentation of knowledge and ideas is enhanced through appropriate organization and style for an audience via the use of visual displays,		

technology, and the appropriate use of language.

- Students will be able to identify a topic that causes or has caused a debate in society, choose a side of the argument, and identify logical reasons that support their choice.
- Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.
- A “great” story develops real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

Key Vocabulary

- analyze
- explicit
- inference
- textual evidence
- author’s purpose
- analyze
- explicit
- inference
- textual evidence
- conclude
- author’s purpose
- describe
- plot
- episodes
- characters/character traits
- resolution
- dialogue
- phrases
- figurative meaning
- connotative meaning
- analyze
- specific
- impact
- meaning

- tone
- word choice
- determine
- analyze
- scene
- stanza
- text structure
- theme
- setting
- plot
- author
- point of view
- develop
- narrator
- speaker in text
- literature
- drama
- poetry
- fluency
- comprehension

Unit Learning Targets (Students will do...)

- Write informative/explanatory texts to examine a topic and convey ideas, through the selection of relevant content.
- Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
- 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.
- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- Analyze how a particular sentence fits into the overall structure of a text and contributes to the development of ideas.
- Analyze how a particular paragraph fits into the overall structure of a text and contributes to the development of ideas.
- Determine the central idea of a text and how it is conveyed through particular details.
- Organize ideas, using strategies such as definition, classification, comparison/contrast, and cause/effect.
- Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and example.

- When reading a 6th grade informational text, provide a summary of the text distinct from personal opinions or judgments.
- 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; 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).
- Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.
- Use appropriate transitions to clarify the relationships among ideas and concepts.
- Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
- 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., audience, auditory, audible).
- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- Write informative/explanatory texts to examine a topic and convey ideas, through the analysis of relevant content; establish and maintain a formal style.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 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.
- 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").
- 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.
- Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- When writing informative/explanatory text, use precise language to inform about or explain the topic.
- 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.
- Provide a concluding statement or section that follows from the information or explanation presented.

- 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.
- Come to discussions prepared, having read or studied required material.
- Come to discussions prepared, having read or studied required material; explicitly draw on preparation for a discussion by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- When taking part in collaborative discussions, 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.
- When participating in collaborative discussions, review the key ideas expressed.
- Demonstrate understanding of multiple perspectives through reflection and paraphrasing when participating in collaborative discussions.
- Demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
- Ensure that pronouns are in the proper case (subjective, objective, possessive) when writing or speaking.
- Use intensive pronouns (e.g., myself, ourselves) to demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
- 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.
- Demonstrate command of the conventions of standard English to spell correctly.
- Vary sentence patterns for meaning when writing, speaking, reading, or listening.
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Instructional Best Practices and Exemplars

Instructional Best Practices and Exemplars
[Instructional Best Practices](#)
 (Please see information in attached link)

Modifications for SpEd/ESL/Students at Risk/Gifted

- Complete fewer or different homework problems than peers
- Write shorter papers
- Supports, Accommodations, and Modifications must be provided as stated in IEP, 504 Plan, or I&RS Intervention Plan, and may include (but are not limited to) the following:

Presentation accommodations:

- Listen to audio recordings instead of reading text
- Learn content from audio books, movies, videos and digital media instead of reading print versions
- Use alternate texts at lower readability level
- Work with fewer items per page or line and/or materials in a larger print size
- Use magnification device, screen reader, or Braille / Nemeth Code
- Use audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphone)
- Be given a written list of instructions
- Record a lesson, instead of taking notes
- Have another student share class notes with him
- Be given an outline of a lesson
- Be given a copy of teacher's lecture notes
- Be given a study guide to assist in preparing for assessments
- Use visual presentations of verbal material, such as word webs and visual organizers
- Use manipulatives to teach or demonstrate concepts
- Have curriculum materials translated into native language

Response accommodations:

- Use sign language, a communication device, Braille, other technology, or native language other than English
- Dictate answers to a scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class

- Use a calculator or table of “math facts”
- Respond directly in the test booklet rather than on an answer sheet. Setting accommodations:
- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher, away from distractions)
- Use special lighting or acoustics
- Take a test in small group setting
- Use sensory tools such as an exercise band that can be looped around a chair’s legs (so fidgety kids can kick it and quietly get their energy out)
- Use noise buffers such as headphones, earphones, or earplugs

Timing accommodations:

- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task

Scheduling accommodations:

- Take more time to complete a project
- Take a test in several timed sessions or over several days
- Take sections of a test in a different order
- Take a test at a specific time of day

Organization skills accommodations:

- Use an alarm to help with time management
- Mark texts with a highlighter
- Have help coordinating assignments in a book or planner
- Receive study skills instruction

Assignment modifications:

- Answer fewer or different test questions
- Create alternate projects or assignments

Curriculum modifications:

- Learn different material
- Get graded or assessed using a different standard than the one for classmates