

Grade 6 ELA

Unit 1: Testing Our Limits; What do we do when life gets hard?

Stage 1: Desired Results

Standards & Indicators:

Language Domain

L.SS.6.1. **Language. System and Structure of Language.6.1.** Demonstrate command of the system and structure of the English language when writing or speaking.

- A. Ensure that pronouns are in the proper case (subjective, objective, possessive).
- B. Use intensive pronouns (e.g., myself, ourselves).
- C. Recognize and correct inappropriate shifts in pronoun number and person.
- D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
- E. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical elements.
- F. Recognize spelling conventions.

L.KL.6.2. **Language. Knowledge of Language.6.2.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- B. Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- C. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
- D. Maintain consistency in style and tone.

L.VL.6.3. **Language. Vocabulary Acquisition, Use and Literal Meaning.6.3.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies.

- A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings.
- C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
- D. 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.
- E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.VI.6.4. **Language. Vocabulary Acquisition, Use and Interpretative Meaning.6.4.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- A. Interpret figures of speech (e.g., personification) in context.
- B. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
- C. Analyze the impact of a specific word choice on meaning and tone.
- D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).

Reading Domain

RL.CR.6.1. **Reading Literature. Close Reading of Text.6.1.** Cite textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.

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RI.CR.6.1. [Reading Informational Text. Close Reading of Text.6.1](#). Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.

RL.IT.6.3. [Reading Literature. Interactions Among Text Elements.6.3](#). Describe how a particular text's structure unfolds in a series of episodes and use textual evidence to describe how the characters respond or change as the plot moves toward a resolution.

RI.IT.6.3. [Reading Informational Text. Interactions Among Text Elements.6.3](#). Analyze how a particular text's (e.g., article, brochure, technical manual, procedural text) structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.

RL.TS.6.4. [Reading Literature. Text Structure.6.4](#). Analyze how a particular piece (e.g., sentence, chapter, scene, stanza, or section) fits into the overall structure of a text and contributes to the development of the ideas, theme, setting, or plot.

RI.TS.6.4. [Reading Informational Text. Text Structure.6.4](#). Use text structures (e.g., cause-effect, problem-solution), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information.

RL.MF.6.6. [Reading Literature. Diverse Media and Formats.6.6](#). Compare and contrast information or texts to develop a coherent understanding of a theme, topic, or issue when reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text.

RI.MF.6.6. [Reading Informational Text. Diverse Media and Formats.6.6](#). Integrate information when presented in different media or formats (e.g., visually, quantitatively) to develop a coherent understanding of a topic or issue.

RI.CT.6.8. [Reading Informational Text. Comparison of Texts.6.8](#). Compare and contrast informational texts in different forms, by different authors, or from different genres (e.g., a memoir written by and a biography on the same person, historical novels and primary source documents, infographics and scientific journals) in terms of their approaches to similar themes and topics.

Writing Domain

W.NW.6.3. [Writing. Narrative Writing.6.3](#). Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- A. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- D. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
- E. Provide a conclusion that follows from the narrated experiences or events.

W.WP.6.4. [Writing. Writing Process.6.4](#). With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.

W.RW.6.7. [Writing. Range of Writing.6.7](#). 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.

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Speaking and Listening Domain

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

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

SL.II.6.2. [Speaking and Listening.Integrate Information.6.2](#). Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. 🌱

SL.ES.6.3. [Speaking and Listening.Evaluate Speakers.6.3](#). Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

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

SL.UM.6.5. [Speaking and Listening.Use Media.6.5](#). Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

SL.AS.6.6. [Speaking and Listening.Adapt Speech.6.6](#). Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.4.8.CI.1	Assess data gathered on varying perspectives on causes of climate change (e.g., cross cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions (e.g., RI.7.9, 6.SP.B.5, 7.1.NH.IPERS.6, 8.2.8.ETW.4).	Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.
9.4.8.CI.2	Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).	
9.4.8.CI.3	Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).	
9.4.8.CT.1	Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).	Multiple solutions often exist to solve a problem.
9.4.8.CT.2	Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g.,	

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	MS-ETS1-4, 6.1.8.CivicsDP.1).	
9.4.8.CT.3	Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.	An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.
9.4.8.DC.1	Analyze the resource citations in online materials for proper use.	Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one's own work.
9.4.8.DC.2	Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).	
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).	Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.	
9.4.8.IML.9	Distinguish between ethical and unethical uses of information and media (e.g., 1.5.8.CR3b, 8.2.8.EC.2).	There are ethical and unethical uses of information and media.
9.4.8.IML.10	Examine the consequences of the uses of media (e.g., RI.8.7).	
9.4.8.IML.12	Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.	There is a need to produce and publish media that has information supported with quality evidence and is intended for authentic audiences.
9.4.8.IML.13	Identify the impact of the creator on the content, production, and delivery of information (e.g., 8.2.8.ED.1).	
9.4.8.IML.15	Explain ways that individuals may experience the same media message differently.	

<p><u>Central Idea/Enduring Understanding:</u> Language as a Tool: Language is a powerful tool for communication, self-expression, and understanding the world around us.</p> <p>Reading for Understanding: Reading comprehension involves not only decoding words but also understanding and interpreting text through critical thinking and analysis.</p> <p>Effective Communication: Effective communication involves clear expression of ideas through speaking, listening, reading, and writing.</p> <p>Literary Appreciation: Literature reflects diverse human experiences and perspectives, fostering empathy and understanding.</p> <p>Writing as a Process: Writing is a recursive process involving prewriting, drafting, revising, editing, and publishing.</p> <p>Grammar and Conventions: Understanding grammar and language conventions enhances communication and strengthens writing.</p>	<p><u>Essential/Guiding Question:</u> What do we do when life gets hard?</p>
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<p>Textual Evidence and Inference: Drawing inferences and supporting them with textual evidence enhances comprehension and critical thinking skills.</p> <p>Digital Literacy: Navigating digital texts and platforms responsibly and critically is essential in the modern world.</p> <p>Cultural and Historical Context: Understanding the cultural and historical context of texts deepens comprehension and appreciation.</p> <p>Literacy Across Disciplines: Literacy skills are transferable across subject areas and are essential for success in various academic and real-world contexts.</p>	
<p>Content:</p> <p>Reading Literature (RL)</p> <ul style="list-style-type: none"> Textual evidence Theme Central idea Summary Plot Character Setting Dialogue Point of view Figurative language Tone Mood Compare and contrast Structure Stanza / Scene Narrator <p>Reading Informational Text (RI)</p> <ul style="list-style-type: none"> Textual evidence Central idea Summary Author's purpose Author's point of view Evidence Reasoning Text structure Cause and effect Problem and solution Chronological order Compare and contrast Tone 	<p>Skills(Objectives):</p> <p>▣ Reading Literature (RL.6)</p> <ul style="list-style-type: none"> Cite relevant textual evidence to support analysis of what a literary text says explicitly and implicitly. Determine a theme or central idea and explain how it is conveyed through key details. Summarize a literary text objectively without personal opinions or judgments. Describe how a narrator's or speaker's point of view influences how events are described. Compare and contrast the experiences of characters, settings, or events across literary texts. Analyze how particular elements of a story or poem (such as setting or dialogue) contribute to its meaning. Interpret figurative language and explain how it contributes to tone or theme. Analyze how multimedia versions of a literary text emphasize or alter elements of the original. <p>■ Reading Informational Text (RI.6)</p> <ul style="list-style-type: none"> Cite textual evidence to support analysis of explicit and inferred meanings in an informational text. Determine the central idea of a text and explain how it is supported by key details. Summarize an informational text objectively. Analyze how a key individual, event, or idea is introduced, illustrated, and elaborated. Interpret the meaning of domain-specific vocabulary in context. Analyze how a text is structured (e.g., comparison, problem-solution, cause-effect). Determine an author's point of view or purpose and explain how it is conveyed in the text. Integrate information from multiple sources to understand a topic or issue.

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<p>Multimedia Graphics</p> <p>Writing (W) Narrative writing Conclusion Transitions Revision Editing Publishing Plagiarism</p> <p>Speaking and Listening (SL) Collaborative discussion Active listening Clarify Evidence Presentation Multimedia Formal / informal language Tone Audience Purpose</p> <p>Language (L) Conventions of standard English Grammar Punctuation Spelling Word relationships Context clues Figurative language Synonyms Antonyms Academic vocabulary Prefix Suffix Reference materials</p>	<p>Evaluate arguments and distinguish claims supported by reasons and evidence from those that are not.</p> <p> Writing (W.6) Write narratives that develop real or imagined experiences using descriptive details and clear event sequences. Revise writing to improve content, organization, and style for a specific audience and purpose. Use transitions to clarify relationships among ideas and concepts. Use technology to produce, publish, and collaborate on writing. Write routinely over extended and shorter time frames for a variety of tasks and purposes.</p> <p> Language (L.6) Use standard grammar, usage, and punctuation when writing or speaking. Vary sentence patterns for meaning and style. Use context as a clue to determine the meaning of unfamiliar words or phrases. Consult reference materials to determine the pronunciation, meaning, or usage of words. Interpret figures of speech and word relationships to better understand meaning. Distinguish among connotations of words with similar denotations. Acquire and use grade-appropriate academic and domain-specific vocabulary.</p> <p> Speaking & Listening (SL.6) Engage in collaborative discussions by building on others' ideas and expressing your own clearly. Interpret information presented in different media or formats and explain how it clarifies a topic. Delineate a speaker's argument and specific claims, evaluating the evidence provided. Present claims and findings with relevant evidence, appropriate eye contact, volume, and clarity. Use multimedia and visuals to enhance understanding and engagement. Adapt speech for different tasks and contexts, using formal English when appropriate.</p>
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Interdisciplinary Connections:

The texts in this unit inform students' understanding of communism in China and the structure of a play.

Stage 2: Assessment Evidence

<p><u>Performance Task(s):</u></p> <p>End of Unit 1 Assessment Extended Writing Project: Narrative Writing Task CFAs</p>	<p><u>Other Evidence:</u></p> <p>Reading Assignments Writing Assignments Skill Assignments Blast Assignments IXL</p>
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Stage 3: Learning Plan

<p><u>Learning Opportunities/Strategies:</u></p> <ul style="list-style-type: none"> Do Now Cold Call Turn-and-Talk Think-Pair-Share Jigsaw Corners Gallery Walk Text Annotation Group Discussions Conferencing Conferring Jots Socratic Seminar Think Alouds Small Group Instruction Accountable Talk Close Read Modeling Student Goal Setting Exit Ticket Peer Reviews Kagan Cooperative Learning Strategies Philosophical Chairs Journaling 	<p><u>Resources:</u></p> <p>ELA</p> <ul style="list-style-type: none"> • StudySync • IXL • Flocabulary • BrainPOP <p>LGBTQ and Disabilities Resources:</p> <ul style="list-style-type: none"> • LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth • LGBTQ+ Books <p>DEI Educational Resources:</p> <ul style="list-style-type: none"> • Learning for Justice • GLSEN Educator Resources • Supporting LGBTQIA Youth Resource List • Respect Ability: Fighting Stigmas, Advancing Opportunities • NJDOE Diversity, Equity & Inclusion Educational Resources
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Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> Curriculum Compacting Enrichment Projects Independent Study Tiered Assignments Choice Boards Learning Menus Socratic Seminars Advanced Readings Peer Teaching Small-Group Instruction 	<ul style="list-style-type: none"> Choice Boards Learning Menus Socratic Seminars Small-Group Instruction Leveled Texts 	<ul style="list-style-type: none"> Guided Practice Sentence Starters Graphic Organizers Checklists Reteaching Modeled Examples Choice Boards Learning Menus Structured Discussion Discussion Stems Socratic Seminars Small-Group Instruction Leveled Texts Student Mentors 	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following:</p> <ul style="list-style-type: none"> Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries

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Unit 2: You and Me; How do relationships shape us?

Stage 1: Desired Results

Standards & Indicators:

Language Domain

L.SS.6.1. [Language. System and Structure of Language.6.1](#). Demonstrate command of the system and structure of the English language when writing or speaking.

- A. Ensure that pronouns are in the proper case (subjective, objective, possessive).
- B. Use intensive pronouns (e.g., myself, ourselves).
- C. Recognize and correct inappropriate shifts in pronoun number and person.
- D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
- E. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical elements.
- F. Recognize spelling conventions.

L.KL.6.2. [Language. Knowledge of Language.6.2](#). Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- B. Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- C. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
- D. Maintain consistency in style and tone.

L.VL.6.3. [Language. Vocabulary Acquisition, Use and Literal Meaning.6.3](#). Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies.

- A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings.
- C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
- D. 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.
- E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.VI.6.4. [Language. Vocabulary Acquisition, Use and Interpretative Meaning.6.4](#). Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- A. Interpret figures of speech (e.g., personification) in context.
- B. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
- C. Analyze the impact of a specific word choice on meaning and tone.
- D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stinging, scrimping, economical, un wasteful, thrifty).

Reading Domain

RL.CR.6.1. [Reading Literature. Close Reading of Text.6.1](#). Cite textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.

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RI.CR.6.1. [Reading Informational Text. Close Reading of Text.6.1](#). Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.

RL.CI.6.2. [Reading Literature. Central Ideas and Themes of Texts.6.2](#). Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.

RI.CI.6.2. [Reading Informational Text. Central Ideas and Themes of Texts.6.2](#). Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.

RL.IT.6.3. [Reading Literature. Interactions Among Text Elements.6.3](#). Describe how a particular text's structure unfolds in a series of episodes and use textual evidence to describe how the characters respond or change as the plot moves toward a resolution.

RI.IT.6.3. [Reading Informational Text. Interactions Among Text Elements.6.3](#). Analyze how a particular text's (e.g., article, brochure, technical manual, procedural text) structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.

RL.TS.6.4. [Reading Literature. Text Structure.6.4](#). Analyze how a particular piece (e.g., sentence, chapter, scene, stanza, or section) fits into the overall structure of a text and contributes to the development of the ideas, theme, setting, or plot.

RI.TS.6.4. [Reading Informational Text. Text Structure.6.4](#). Use text structures (e.g., cause-effect, problem-solution), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information.

RL.PP.6.5. [Reading Literature. Perspective and Purpose in Texts.6.5](#). Determine how an author conveys or develops perspective in a text (through the narrator or speaker when appropriate).

RI.PP.6.5. [Reading Informational Text. Perspective and Purpose in Texts.6.5](#). Identify author's purpose perspective or potential bias in a text and explain the impact on the reader's interpretation.

RL.MF.6.6. [Reading Literature. Diverse Media and Formats.6.6](#). Compare and contrast information or texts to develop a coherent understanding of a theme, topic, or issue when reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text.

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RI.AA.6.7. [Reading Informational Text. Analysis of an Argument.6.7](#). Trace the development of and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. 🌱

RI.CT.6.8. [Reading Informational Text. Comparison of Texts.6.8](#). Compare and contrast informational texts in different forms, by different authors, or from different genres (e.g., a memoir written by and a biography on the same person, historical novels and primary source documents, infographics and scientific journals) in terms of their approaches to similar themes and topics.

Writing Domain

W.AW.6.1. [Writing. Argumentative Writing.6.1](#). Write arguments on discipline-specific content (e.g., social studies, science, math, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.


A. Introduce claim(s) about a topic or issue and organize the reasons and evidence logically.

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

W.WP.6.4. [Writing.Writing Process.6.4](#). With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.

W.WR.6.5. [Writing.Writing Research.6.5](#). Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.


W.SE.6.6. [Writing.Sources of Evidence.6.6](#). Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. 

W.RW.6.7. [Writing.Range of Writing.6.7](#). 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.

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9.4.8.CT.2	Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).	
9.4.8.CT.3	Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.	An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.
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9.4.8.DC.2	Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).	
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).	Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.	
9.4.8.IML.9	Distinguish between ethical and unethical uses of information and media (e.g., 1.5.8.CR3b, 8.2.8.EC.2).	There are ethical and unethical uses of information and media.
9.4.8.IML.10	Examine the consequences of the uses of media (e.g., RI.8.7).	
9.4.8.IML.12	Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.	There is a need to produce and publish media that has information supported with quality evidence and is intended for authentic audiences.
9.4.8.IML.13	Identify the impact of the creator on the content, production, and delivery of information (e.g., 8.2.8.ED.1).	
9.4.8.IML.15	Explain ways that individuals may experience the same media message differently.	

Grade 6 ELA

<p>Central Idea/Enduring Understanding: Language as a Tool: Language is a powerful tool for communication, self-expression, and understanding the world around us.</p> <p>Reading for Understanding: Reading comprehension involves not only decoding words but also understanding and interpreting text through critical thinking and analysis.</p> <p>Effective Communication: Effective communication involves clear expression of ideas through speaking, listening, reading, and writing.</p> <p>Literary Appreciation: Literature reflects diverse human experiences and perspectives, fostering empathy and understanding.</p> <p>Writing as a Process: Writing is a recursive process involving prewriting, drafting, revising, editing, and publishing.</p> <p>Grammar and Conventions: Understanding grammar and language conventions enhances communication and strengthens writing.</p> <p>Textual Evidence and Inference: Drawing inferences and supporting them with textual evidence enhances comprehension and critical thinking skills.</p> <p>Digital Literacy: Navigating digital texts and platforms responsibly and critically is essential in the modern world.</p> <p>Cultural and Historical Context: Understanding the cultural and historical context of texts deepens comprehension and appreciation.</p> <p>Literacy Across Disciplines: Literacy skills are transferable across subject areas and are essential for success in various academic and real-world contexts.</p>	<p>Essential/Guiding Question: How do relationships shape us?</p>
<p>Content: Reading Literature (RL) Textual evidence Theme Summary Plot Character Setting Point of view Figurative language Compare and contrast</p>	<p>Skills(Objectives):  Reading Literature (RL.6) Cite relevant textual evidence to support analysis of what a literary text says explicitly and implicitly. Determine a theme or central idea and explain how it is conveyed through key details. Summarize a literary text objectively without personal opinions or judgments. Compare and contrast the experiences of characters, settings, or events across literary texts. Interpret figurative language and explain how it contributes to</p>

Grade 6 ELA

<p>Structure Narrator</p> <p>Reading Informational Text (RI) Textual evidence Summary Claim Evidence Reasoning Compare and contrast</p> <p>Writing (W) Argumentative writing Claim Evidence Analysis Conclusion Transitions Revision Editing Publishing Research Plagiarism Citations</p> <p>Speaking and Listening (SL) Collaborative discussion Active listening Clarify Evidence Presentation Multimedia Formal / informal language Tone Audience Purpose</p> <p>Language (L) Conventions of standard English Grammar Punctuation Spelling Word relationships Context clues Figurative language Synonyms Antonyms Academic vocabulary Prefix Suffix Reference materials</p>	<p>tone or theme. Analyze how multimedia versions of a literary text emphasize or alter elements of the original.</p> <p> Reading Informational Text (RI.6) Cite textual evidence to support analysis of explicit and inferred meanings in an informational text. Summarize an informational text objectively. Analyze how a key individual, event, or idea is introduced, illustrated, and elaborated. Interpret the meaning of domain-specific vocabulary in context. Analyze how a text is structured (e.g., comparison, problem-solution, cause-effect). Integrate information from multiple sources to understand a topic or issue. Evaluate arguments and distinguish claims supported by reasons and evidence from those that are not.</p> <p> Writing (W.6) Write arguments that support claims with clear reasons and relevant evidence. Revise writing to improve content, organization, and style for a specific audience and purpose. Use transitions to clarify relationships among ideas and concepts. Use technology to produce, publish, and collaborate on writing. Conduct short research projects using multiple sources to build knowledge. Gather relevant information from credible sources and quote or paraphrase accurately. Write routinely over extended and shorter time frames for a variety of tasks and purposes.</p> <p> Language (L.6) Use standard grammar, usage, and punctuation when writing or speaking. Vary sentence patterns for meaning and style. Use context as a clue to determine the meaning of unfamiliar words or phrases. Consult reference materials to determine the pronunciation, meaning, or usage of words. Interpret figures of speech and word relationships to better understand meaning. Distinguish among connotations of words with similar denotations. Acquire and use grade-appropriate academic and domain-specific vocabulary.</p> <p> Speaking & Listening (SL.6) Engage in collaborative discussions by building on others' ideas and expressing your own clearly. Interpret information presented in different media or formats and explain how it clarifies a topic.</p>
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Grade 6 ELA

	<p>Delineate a speaker’s argument and specific claims, evaluating the evidence provided.</p> <p>Present claims and findings with relevant evidence, appropriate eye contact, volume, and clarity.</p> <p>Use multimedia and visuals to enhance understanding and engagement.</p> <p>Adapt speech for different tasks and contexts, using formal English when appropriate.</p>
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Interdisciplinary Connections:

The texts in this unit inform students’ understanding of American history in the 1930s and the Great Depression.

Stage 2: Assessment Evidence

Performance Task(s):

End of Unit 2 Assessment
 Extended Writing Project: Argumentative Writing
 CFAs

Other Evidence:

Reading Assignments
 Writing Assignments
 Skill Assignments
 Blast Assignments
 IXL

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Do Now
 Cold Call
 Turn-and-Talk
 Think-Pair-Share
 Jigsaw
 Corners
 Gallery Walk
 Text Annotation
 Group Discussions
 Conferencing
 Conferring
 Jots
 Socratic Seminar
 Think Alouds
 Small Group Instruction
 Accountable Talk
 Close Read
 Modeling
 Student Goal Setting
 Exit Ticket
 Peer Reviews
 Kagan Cooperative Learning Strategies
 Philosophical Chairs
 Journaling

Resources:

ELA

- [StudySync](#)
- [IXL](#)
- [Flocabulary](#)
- [BrainPOP](#)

LGBTQ and Disabilities Resources:

- [LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth](#)
- [LGBTQ+ Books](#)

DEI Educational Resources:

- [Learning for Justice](#)
- [GLSEN Educator Resources](#)
- [Supporting LGBTQIA Youth Resource List](#)
- [Respect Ability: Fighting Stigmas, Advancing Opportunities](#)
- [NJDOE Diversity, Equity & Inclusion Educational Resources](#)

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Curriculum Compacting Enrichment Projects Independent Study Tiered Assignments	Choice Boards Learning Menus Socratic Seminars	Guided Practice Sentence Starters Graphic Organizers Checklists	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might

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Choice Boards Learning Menus Socratic Seminars Advanced Readings Peer Teaching Small-Group Instruction	Small-Group Instruction Leveled Texts	Reteaching Modeled Examples Choice Boards Learning Menus Structured Discussion Discussion Stems Socratic Seminars Small-Group Instruction Leveled Texts Student Mentors	include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries
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Unit 3: In the Dark; How do you know what to do when there are no instructions?

Stage 1: Desired Results

Standards & Indicators:

Language Domain

L.SS.6.1. [Language. System and Structure of Language.6.1](#). Demonstrate command of the system and structure of the English language when writing or speaking.

- A. Ensure that pronouns are in the proper case (subjective, objective, possessive).
- B. Use intensive pronouns (e.g., myself, ourselves).
- C. Recognize and correct inappropriate shifts in pronoun number and person.
- D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
- E. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical elements.
- F. Recognize spelling conventions.

L.KL.6.2. [Language. Knowledge of Language.6.2](#). Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- B. Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- C. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
- D. Maintain consistency in style and tone.

L.VL.6.3. [Language. Vocabulary Acquisition, Use and Literal Meaning.6.3](#). Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies.

- A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings.
- C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
- D. 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.

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

L.VI.6.4. [Language. Vocabulary Acquisition, Use and Interpretative Meaning.6.4.](#) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- A. Interpret figures of speech (e.g., personification) in context.
- B. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
- C. Analyze the impact of a specific word choice on meaning and tone.
- D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).

Reading Domain

RL.CR.6.1. [Reading Literature. Close Reading of Text.6.1.](#) Cite textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.

RI.CR.6.1. [Reading Informational Text. Close Reading of Text.6.1.](#) Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.

RL.CI.6.2. [Reading Literature. Central Ideas and Themes of Texts.6.2.](#) Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.

RI.CI.6.2. [Reading Informational Text. Central Ideas and Themes of Texts.6.2.](#) Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.

RL.IT.6.3. [Reading Literature. Interactions Among Text Elements.6.3.](#) Describe how a particular text's structure unfolds in a series of episodes and use textual evidence to describe how the characters respond or change as the plot moves toward a resolution.

RI.IT.6.3. [Reading Informational Text. Interactions Among Text Elements.6.3.](#) Analyze how a particular text's (e.g., article, brochure, technical manual, procedural text) structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.

RL.TS.6.4. [Reading Literature. Text Structure.6.4.](#) Analyze how a particular piece (e.g., sentence, chapter, scene, stanza, or section) fits into the overall structure of a text and contributes to the development of the ideas, theme, setting, or plot.

RI.TS.6.4. [Reading Informational Text. Text Structure.6.4.](#) Use text structures (e.g., cause-effect, problem-solution), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information.

RL.PP.6.5. [Reading Literature. Perspective and Purpose in Texts.6.5.](#) Determine how an author conveys or develops perspective in a text (through the narrator or speaker when appropriate).

RL.MF.6.6. [Reading Literature. Diverse Media and Formats.6.6.](#) Compare and contrast information or texts to develop a coherent understanding of a theme, topic, or issue when reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text.

RI.MF.6.6. [Reading Informational Text. Diverse Media and Formats.6.6.](#) Integrate information when presented in different media or formats (e.g., visually, quantitatively) to develop a coherent understanding of a topic or issue.

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RL.CT.6.8. [Reading Literature.Comparison of Texts.6.8](#). Compare and contrast literary texts in different forms, by different authors, or from different genres (e.g., stories and poems; historical novels and primary source documents, scientific journals and fantasy stories) in terms of their approaches to similar themes and topics.

RI.CT.6.8. [Reading Informational Text.Comparison of Texts.6.8](#). Compare and contrast informational texts in different forms, by different authors, or from different genres (e.g., a memoir written by and a biography on the same person, historical novels and primary source documents, infographics and scientific journals) in terms of their approaches to similar themes and topics.


Writing Domain

W.IW.6.2. [Writing.Informative and Explanatory Writing.6.2](#). Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
- B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- C. Use appropriate transitions to clarify the relationships among ideas and concepts.
- D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- E. Acknowledge and attempt a formal/academic style, approach, and form.
- F. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows from and supports the information or explanation presented.

W.WP.6.4. [Writing.Writing Process.6.4](#). With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.

W.WR.6.5. [Writing.Writing Research.6.5](#). Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W.SE.6.6. [Writing.Sources of Evidence.6.6](#). Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. 

W.RW.6.7. [Writing.Range of Writing.6.7](#). 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.

Speaking and Listening Domain

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

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

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SL.II.6.2. [Speaking and Listening.Integrate Information.6.2](#). Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. 🌱

SL.ES.6.3. [Speaking and Listening.Evaluate Speakers.6.3](#). Deconstruct a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

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

SL.UM.6.5. [Speaking and Listening.Use Media.6.5](#). Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

SL.AS.6.6. [Speaking and Listening.Adapt Speech.6.6](#). Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Career Readiness, Life Literacies and Key Skills




Standard	Performance Expectations	Core Ideas
9.4.8.CI.1	Assess data gathered on varying perspectives on causes of climate change (e.g., crosscultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions (e.g., RI.7.9, 6.SP.B.5, 7.1.NH.IPERS.6, 8.2.8.ETW.4).	Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.
9.4.8.CI.2	Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).	
9.4.8.CI.3	Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).	
9.4.8.CT.1	Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).	Multiple solutions often exist to solve a problem.
9.4.8.CT.2	Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).	
9.4.8.CT.3	Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.	An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.
9.4.8.DC.1	Analyze the resource citations in online materials for proper use.	Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one’s own work.
9.4.8.DC.2	Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).	
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).	Awareness of and appreciation for cultural differences is critical to avoid

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9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.	barriers to productive and positive interaction.
9.4.8.IML.9	Distinguish between ethical and unethical uses of information and media (e.g., 1.5.8.CR3b, 8.2.8.EC.2).	There are ethical and unethical uses of information and media.
9.4.8.IML.10	Examine the consequences of the uses of media (e.g., RI.8.7).	
9.4.8.IML.12	Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.	There is a need to produce and publish media that has information supported with quality evidence and is intended for authentic audiences.
9.4.8.IML.13	Identify the impact of the creator on the content, production, and delivery of information (e.g., 8.2.8.ED.1).	
9.4.8.IML.15	Explain ways that individuals may experience the same media message differently.	

<p><u>Central Idea/Enduring Understanding:</u> Language as a Tool: Language is a powerful tool for communication, self-expression, and understanding the world around us.</p> <p>Reading for Understanding: Reading comprehension involves not only decoding words but also understanding and interpreting text through critical thinking and analysis.</p> <p>Effective Communication: Effective communication involves clear expression of ideas through speaking, listening, reading, and writing.</p> <p>Literary Appreciation: Literature reflects diverse human experiences and perspectives, fostering empathy and understanding.</p> <p>Writing as a Process: Writing is a recursive process involving prewriting, drafting, revising, editing, and publishing.</p> <p>Grammar and Conventions: Understanding grammar and language conventions enhances communication and strengthens writing.</p> <p>Textual Evidence and Inference: Drawing inferences and supporting them with textual evidence enhances comprehension and critical thinking skills.</p> <p>Digital Literacy: Navigating digital texts and platforms responsibly and critically is essential in the modern world.</p> <p>Cultural and Historical Context: Understanding the cultural and historical context of texts deepens comprehension and appreciation.</p>	<p><u>Essential/Guiding Question:</u> How do you know what to do when there are no instructions?</p>
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Grade 6 ELA

<p>Literacy Across Disciplines: Literacy skills are transferable across subject areas and are essential for success in various academic and real-world contexts.</p>	
<p>Content:</p> <p>Reading Literature (RL) Textual evidence Theme Central idea Summary Plot Character Setting Dialogue Point of view Figurative language Tone Mood Compare and contrast Structure Stanza / Scene Narrator</p> <p>Reading Informational Text (RI) Textual evidence Central idea Summary Claim Evidence Reasoning Text structure Cause and effect Problem and solution Chronological order Compare and contrast Tone Multimedia Graphics</p> <p>Writing (W) Informative / explanatory writing Claim Evidence Analysis Conclusion Transitions Revision Editing Publishing Research</p>	<p>Skills(Objectives):</p> <p> Reading Literature (RL.6) Cite relevant textual evidence to support analysis of what a literary text says explicitly and implicitly. Determine a theme or central idea and explain how it is conveyed through key details. Summarize a literary text objectively without personal opinions or judgments. Describe how a narrator’s or speaker’s point of view influences how events are described. Compare and contrast the experiences of characters, settings, or events across literary texts. Analyze how particular elements of a story or poem (such as setting or dialogue) contribute to its meaning. Interpret figurative language and explain how it contributes to tone or theme. Analyze how multimedia versions of a literary text emphasize or alter elements of the original.</p> <p> Reading Informational Text (RI.6) Cite textual evidence to support analysis of explicit and inferred meanings in an informational text. Determine the central idea of a text and explain how it is supported by key details. Summarize an informational text objectively. Analyze how a key individual, event, or idea is introduced, illustrated, and elaborated. Interpret the meaning of domain-specific vocabulary in context. Analyze how a text is structured (e.g., comparison, problem-solution, cause-effect). Integrate information from multiple sources to understand a topic or issue. Evaluate arguments and distinguish claims supported by reasons and evidence from those that are not.</p> <p> Writing (W.6) Write informative or explanatory texts that examine a topic and convey ideas clearly. Revise writing to improve content, organization, and style for a specific audience and purpose. Use transitions to clarify relationships among ideas and concepts. Use technology to produce, publish, and collaborate on writing. Conduct short research projects using multiple sources to build knowledge. Gather relevant information from credible sources and quote or paraphrase accurately.</p>

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<p>Plagiarism Citations</p> <p>Speaking and Listening (SL) Collaborative discussion Active listening Clarify Evidence Presentation Multimedia Formal / informal language Tone Audience Purpose</p> <p>Language (L) Conventions of standard English Grammar Punctuation Spelling Word relationships Context clues Figurative language Synonyms Antonyms Academic vocabulary Prefix Suffix Reference materials</p>	<p>Write routinely over extended and shorter time frames for a variety of tasks and purposes.</p> <p>Language (L.6) Use standard grammar, usage, and punctuation when writing or speaking. Vary sentence patterns for meaning and style. Use context as a clue to determine the meaning of unfamiliar words or phrases. Consult reference materials to determine the pronunciation, meaning, or usage of words. Interpret figures of speech and word relationships to better understand meaning. Distinguish among connotations of words with similar denotations. Acquire and use grade-appropriate academic and domain-specific vocabulary.</p> <p>Speaking & Listening (SL.6) Engage in collaborative discussions by building on others' ideas and expressing your own clearly. Interpret information presented in different media or formats and explain how it clarifies a topic. Delineate a speaker's argument and specific claims, evaluating the evidence provided. Present claims and findings with relevant evidence, appropriate eye contact, volume, and clarity. Use multimedia and visuals to enhance understanding and engagement. Adapt speech for different tasks and contexts, using formal English when appropriate.</p>
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Interdisciplinary Connections:

The texts in this unit inform students' understanding of ancient Egypt and the lives of Donna O'Meara and Margaret Bourke-White.

Stage 2: Assessment Evidence

<p><u>Performance Task(s):</u> End of Unit 3 Assessment Extended Writing Project: Informative Writing CFAs</p>	<p><u>Other Evidence:</u> Reading Assignments Writing Assignments Skill Assignments Blast Assignments IXL</p>
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Stage 3: Learning Plan

<p><u>Learning Opportunities/Strategies:</u> Do Now Cold Call Turn-and-Talk Think-Pair-Share Jigsaw Corners Gallery Walk Text Annotation</p>	<p><u>Resources:</u> ELA</p> <ul style="list-style-type: none"> • StudySync • IXL • Flocabulary • BrainPOP <p>LGBTQ and Disabilities Resources:</p>
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Grade 6 ELA

<p>Group Discussions Conferencing Conferring Jots Socratic Seminar Think Alouds Small Group Instruction Accountable Talk Close Read Modeling Student Goal Setting Exit Ticket Peer Reviews Kagan Cooperative Learning Strategies Philosophical Chairs Journaling</p>	<ul style="list-style-type: none"> • LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth • LGBTQ+ Books <p>DEI Educational Resources:</p> <ul style="list-style-type: none"> • Learning for Justice • GLSEN Educator Resources • Supporting LGBTQIA Youth Resource List • Respect Ability: Fighting Stigmas, Advancing Opportunities • NJDOE Diversity, Equity & Inclusion Educational Resources
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Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>Curriculum Compacting Enrichment Projects Independent Study Tiered Assignments Choice Boards Learning Menus Socratic Seminars Advanced Readings Peer Teaching Small-Group Instruction</p>	<p>Choice Boards Learning Menus Socratic Seminars Small-Group Instruction Leveled Texts</p>	<p>Guided Practice Sentence Starters Graphic Organizers Checklists Reteaching Modeled Examples Choice Boards Learning Menus Structured Discussion Discussion Stems Socratic Seminars Small-Group Instruction Leveled Texts Student Mentors</p>	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries</p>

Unit 4: Personal Best; Which qualities of character matter most?

Stage 1: Desired Results

Standards & Indicators:

Language Domain

L.SS.6.1. [Language. System and Structure of Language.6.1](#). Demonstrate command of the system and structure of the English language when writing or speaking.

- A. Ensure that pronouns are in the proper case (subjective, objective, possessive).
- B. Use intensive pronouns (e.g., myself, ourselves).
- C. Recognize and correct inappropriate shifts in pronoun number and person.

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- D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
- E. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical elements.
- F. Recognize spelling conventions.

L.KL.6.2. [Language. Knowledge of Language.6.2](#). Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- B. Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- C. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
- D. Maintain consistency in style and tone.

L.VL.6.3. [Language. Vocabulary Acquisition, Use and Literal Meaning.6.3](#). Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies.

- A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings.
- C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
- D. 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.
- E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.VI.6.4. [Language. Vocabulary Acquisition, Use and Interpretative Meaning.6.4](#). Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- A. Interpret figures of speech (e.g., personification) in context.
- B. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
- C. Analyze the impact of a specific word choice on meaning and tone.
- D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).

Reading Domain

RL.CR.6.1. [Reading Literature. Close Reading of Text.6.1](#). Cite textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.

RI.CR.6.1. [Reading Informational Text. Close Reading of Text.6.1](#). Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.

RL.CI.6.2. [Reading Literature. Central Ideas and Themes of Texts.6.2](#). Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.

RI.CI.6.2. [Reading Informational Text. Central Ideas and Themes of Texts.6.2](#). Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.

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RL.TS.6.4. [Reading Literature. Text Structure.6.4](#). Analyze how a particular piece (e.g., sentence, chapter, scene, stanza, or section) fits into the overall structure of a text and contributes to the development of the ideas, theme, setting, or plot.

RL.PP.6.5. [Reading Literature.Perspective and Purpose in Texts.6.5](#). Determine how an author conveys or develops perspective in a text (through the narrator or speaker when appropriate).

RI.PP.6.5. [Reading Informational Text.Perspective and Purpose in Texts.6.5](#). Identify author's purpose perspective or potential bias in a text and explain the impact on the reader's interpretation.

RL.MF.6.6. [Reading Literature.Diverse Media and Formats.6.6](#). Compare and contrast information or texts to develop a coherent understanding of a theme, topic, or issue when reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text.

RI.MF.6.6. [Reading Informational Text. Diverse Media and Formats.6.6](#). Integrate information when presented in different media or formats (e.g., visually, quantitatively) to develop a coherent understanding of a topic or issue.

RI.AA.6.7. [Reading Informational Text .Analysis of an Argument.6.7](#). Trace the development of and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. 

RL.CT.6.8. [Reading Literature.Comparison of Texts.6.8](#). Compare and contrast literary texts in different forms, by different authors, or from different genres (e.g., stories and poems; historical novels and primary source documents, scientific journals and fantasy stories) in terms of their approaches to similar themes and topics.

RI.CT.6.8. [Reading Informational Text.Comparison of Texts.6.8](#). Compare and contrast informational texts in different forms, by different authors, or from different genres (e.g., a memoir written by and a biography on the same person, historical novels and primary source documents, infographics and scientific journals) in terms of their approaches to similar themes and topics.


Writing Domain

W.AW.6.1. [Writing.Argumentative Writing.6.1](#). Write arguments on discipline-specific content (e.g., social studies, science, math, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

- A. Introduce claim(s) about a topic or issue and organize the reasons and evidence logically.
- B. Support claim(s) with logical reasoning and relevant, accurate data and evidence, that demonstrate an understanding of the topic or text, using credible sources.
- C. Use words, phrases, and clauses to link and clarify the relationships among claim(s), reasons and evidence.
- D. Establish and maintain a formal/academic style, approach, and form.
- E. Provide a concluding statement or section that follows from the argument presented.

W.WP.6.4. [Writing.Writing Process.6.4](#). With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.

W.WR.6.5. [Writing.Writing Research.6.5](#). Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W.SE.6.6. [Writing.Sources of Evidence.6.6](#). 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. 

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W.RW.6.7. [Writing.Range of Writing.6.7](#). 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.

Speaking and Listening Domain

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

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

SL.II.6.2. [Speaking and Listening.Integrate Information.6.2](#). Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. 🌱

SL.ES.6.3. [Speaking and Listening.Evaluate Speakers.6.3](#). Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

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

SL.UM.6.5. [Speaking and Listening.Use Media.6.5](#). Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

SL.AS.6.6. [Speaking and Listening.Adapt Speech.6.6](#). Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.4.8.CI.1	Assess data gathered on varying perspectives on causes of climate change (e.g., crosscultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions (e.g., RI.7.9, 6.SP.B.5, 7.1.NH.IPERS.6, 8.2.8.ETW.4).	Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.
9.4.8.CI.2	Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).	
9.4.8.CI.3	Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).	
9.4.8.CT.1	Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills	Multiple solutions often exist to solve a problem.




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	to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).	
9.4.8.CT.2	Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).	
9.4.8.CT.3	Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.	An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.
9.4.8.DC.1	Analyze the resource citations in online materials for proper use.	Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one's own work.
9.4.8.DC.2	Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).	
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).	Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.	
9.4.8.IML.9	Distinguish between ethical and unethical uses of information and media (e.g., 1.5.8.CR3b, 8.2.8.EC.2).	There are ethical and unethical uses of information and media.
9.4.8.IML.10	Examine the consequences of the uses of media (e.g., RI.8.7).	
9.4.8.IML.12	Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.	There is a need to produce and publish media that has information supported with quality evidence and is intended for authentic audiences.
9.4.8.IML.13	Identify the impact of the creator on the content, production, and delivery of information (e.g., 8.2.8.ED.1).	
9.4.8.IML.15	Explain ways that individuals may experience the same media message differently.	
<p>Central Idea/Enduring Understanding: Language as a Tool: Language is a powerful tool for communication, self-expression, and understanding the world around us.</p> <p>Reading for Understanding: Reading comprehension involves not only decoding words but also understanding and interpreting text through critical thinking and analysis.</p> <p>Effective Communication: Effective communication involves clear expression of ideas through speaking, listening, reading, and writing.</p> <p>Literary Appreciation: Literature reflects diverse human experiences and perspectives, fostering empathy and understanding.</p>		<p>Essential/Guiding Question: Which qualities of character matter most?</p>

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<p>Writing as a Process: Writing is a recursive process involving prewriting, drafting, revising, editing, and publishing.</p> <p>Grammar and Conventions: Understanding grammar and language conventions enhances communication and strengthens writing.</p> <p>Textual Evidence and Inference: Drawing inferences and supporting them with textual evidence enhances comprehension and critical thinking skills.</p> <p>Digital Literacy: Navigating digital texts and platforms responsibly and critically is essential in the modern world.</p> <p>Cultural and Historical Context: Understanding the cultural and historical context of texts deepens comprehension and appreciation.</p> <p>Literacy Across Disciplines: Literacy skills are transferable across subject areas and are essential for success in various academic and real-world contexts.</p>	
<p>Content:</p> <p>Reading Literature (RL) Textual evidence Theme Summary Point of view Figurative language Compare and contrast</p> <p>Reading Informational Text (RI) Textual evidence Central idea Author's purpose Author's point of view Evidence Reasoning Compare and contrast Tone</p> <p>Writing (W) Argumentative writing Claim Evidence Analysis Conclusion Transitions Revision Editing</p>	<p>Skills(Objectives):</p> <p>📖 Reading Literature (RL.6) Cite relevant textual evidence to support analysis of what a literary text says explicitly and implicitly. Determine a theme or central idea and explain how it is conveyed through key details. Summarize a literary text objectively without personal opinions or judgments. Describe how a narrator's or speaker's point of view influences how events are described. Compare and contrast the experiences of characters, settings, or events across literary texts. Interpret figurative language and explain how it contributes to tone or theme. Analyze how multimedia versions of a literary text emphasize or alter elements of the original.</p> <p>📖 Reading Informational Text (RI.6) Cite textual evidence to support analysis of explicit and inferred meanings in an informational text. Determine the central idea of a text and explain how it is supported by key details. Analyze how a key individual, event, or idea is introduced, illustrated, and elaborated. Interpret the meaning of domain-specific vocabulary in context. Analyze how a text is structured (e.g., comparison, problem-solution, cause-effect). Determine an author's point of view or purpose and explain</p>

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<p>Publishing Plagiarism Citations</p> <p>Speaking and Listening (SL) Collaborative discussion Active listening Clarify Evidence Presentation Multimedia Formal / informal language Tone Audience Purpose</p> <p>Language (L) Conventions of standard English Grammar Punctuation Spelling Word relationships Context clues Figurative language Synonyms Antonyms Academic vocabulary Prefix Suffix Reference materials</p>	<p>how it is conveyed in the text. Integrate information from multiple sources to understand a topic or issue. Evaluate arguments and distinguish claims supported by reasons and evidence from those that are not.</p> <p> Writing (W.6) Write arguments that support claims with clear reasons and relevant evidence. Revise writing to improve content, organization, and style for a specific audience and purpose. Use transitions to clarify relationships among ideas and concepts. Use technology to produce, publish, and collaborate on writing. Write routinely over extended and shorter time frames for a variety of tasks and purposes.</p> <p> Language (L.6) Use standard grammar, usage, and punctuation when writing or speaking. Vary sentence patterns for meaning and style. Use context as a clue to determine the meaning of unfamiliar words or phrases. Consult reference materials to determine the pronunciation, meaning, or usage of words. Interpret figures of speech and word relationships to better understand meaning. Distinguish among connotations of words with similar denotations. Acquire and use grade-appropriate academic and domain-specific vocabulary.</p> <p> Speaking & Listening (SL.6) Engage in collaborative discussions by building on others' ideas and expressing your own clearly. Interpret information presented in different media or formats and explain how it clarifies a topic. Delineate a speaker's argument and specific claims, evaluating the evidence provided. Present claims and findings with relevant evidence, appropriate eye contact, volume, and clarity. Use multimedia and visuals to enhance understanding and engagement. Adapt speech for different tasks and contexts, using formal English when appropriate.</p>
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Interdisciplinary Connections:

The texts in this unit inform students' understanding of the Civil Rights Movement, and social issues such as bullying.

Stage 2: Assessment Evidence

<p><u>Performance Task(s):</u> End of Unit 4 Assessment Extended Writing Project: Literary Analysis Task/ Argumentative</p>	<p><u>Other Evidence:</u> Reading Assignments Writing Assignments Skill Assignments</p>
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CFAs	Blast Assignments IXL		
Stage 3: Learning Plan			
<p><u>Learning Opportunities/Strategies:</u></p> <p>Do Now Cold Call Turn-and-Talk Think-Pair-Share Jigsaw Corners Gallery Walk Text Annotation Group Discussions Conferencing Conferring Jots Socratic Seminar Think Alouds Small Group Instruction Accountable Talk Close Read Modeling Student Goal Setting Exit Ticket Peer Reviews Kagan Cooperative Learning Strategies Philosophical Chairs Journaling</p>	<p><u>Resources:</u></p> <p>ELA</p> <ul style="list-style-type: none"> • StudySync • IXL • Flocabulary • BrainPOP <p>LGBTQ and Disabilities Resources:</p> <ul style="list-style-type: none"> • LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth • LGBTQ+ Books <p>DEI Educational Resources:</p> <ul style="list-style-type: none"> • Learning for Justice • GLSEN Educator Resources • Supporting LGBTQIA Youth Resource List • Respect Ability: Fighting Stigmas, Advancing Opportunities • NJDOE Diversity, Equity & Inclusion Educational Resources 		
<p><u>Differentiation</u> *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation</p>			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>Curriculum Compacting Enrichment Projects Independent Study Tiered Assignments Choice Boards Learning Menus Socratic Seminars Advanced Readings Peer Teaching Small-Group Instruction</p>	<p>Choice Boards Learning Menus Socratic Seminars Small-Group Instruction Leveled Texts</p>	<p>Guided Practice Sentence Starters Graphic Organizers Checklists Reteaching Modeled Examples Choice Boards Learning Menus Structured Discussion Discussion Stems Socratic Seminars Small-Group Instruction Leveled Texts Student Mentors</p>	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries</p>

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Pacing Guide

Content	Resources	Standards
UNIT 1: Testing Our Limits		
45 Days		L.SS.6.1.A.B.C.D.E.F. L.KL.6.2.A.B.C.D. L.VL.6.3.A.B.C.D.E. L.VI.6.4.A.B.C.D.
First two weeks of school- Routines and Procedures	(10 Days) <ul style="list-style-type: none"> • Building Relationships • Icebreakers • School Routines and Procedures 	RL.CR.6.1. RI.CR.6.1. RL.IT.6.3. RI.IT.6.3
IXL Flex Diagnostic Benchmark Daily IXL Independent Practice & IXL Flex Diagnostic Real-Time	IXL : Pre-Assessment: IXL Flex Diagnostic Benchmark (1 Day)	RL.TS.6.4 RI.TS.6.4. RL.MF.6.6. RI.MF.6.6. RI.CT.6.8.
Intro to Book Clubs	(5 Days) <i>Eleven</i> Procedures Jots Collaborative Conversations Text Evidence Annotation Text Dependent Responses	W.NW.6.3.A.B.C.D.E. W.WP.6.4. W.RW.6.7. SL.PE.6.1.A.B.C.D. SL.II.6.2.
MAP Testing	(3 Days)	SL.ES.6.3. SL.PI.6.4.
Reading Literature	Study Sync <i>The Mighty Miss Malone</i> (3 Days) <ul style="list-style-type: none"> • Making Connections • Character (CFA) • Text Evidence 	SL.UM.6.5. SL.AS.6.6.
Reading Informational	Study Sync <i>Red Scarf Girl</i> (5 Days) <ul style="list-style-type: none"> • Personal Response • Setting • Compare/Contrast (CFA) • Textual Evidence • Collaborative Conversations 	
Reading Literature (Drama)	Study Sync <i>The Magic Marker Mystery</i> (3 Days) <ul style="list-style-type: none"> • Making/Confirming Predictions (CFA) • Dramatic Elements/Structure • Text Evidence • Character 	
Reading Literature	Study Sync <i>Scout's Honor</i> (2 Days) <ul style="list-style-type: none"> • Story Structure • Plot (CFA) • Text Evidence 	

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Reading Informational	<ul style="list-style-type: none"> ● Textual Evidence ● Figurative Language ● Literary Analysis Writing <p>Study Sync: Paired Readings The Voice In My Head We're On The Same Team (3 Days)</p> <ul style="list-style-type: none"> ● Summarizing (CFA) ● Textual Evidence ● Compare/Contrast ● Informative Writing 	
Reading Literature	<p>Study Sync: The Treasure of Lemon Brown (2 Days)</p> <ul style="list-style-type: none"> ● Point of View (CFA) ● Character ● Plot ● Setting ● Argument Writing 	
The Writing Process	Study Sync (16 Days)	
Progress Pulse	Pear Assessment (1 Day)	
MAP	NWEA (3 Days)	
End of Unit 2 Assessment	Pear Assessment (2 Days)	
Guided Book Clubs		

Unit 3: In The Dark

45 Days		L.SS.6.1.A.B.C.D.E.F. L.KL.6.2.A.B.C.D. L.VL.6.3.A.B.C.D.E. L.VI.6.4.A.B.C.D.
IXL Flex Diagnostic Benchmark Daily IXL Independent Practice & IXL Flex Diagnostic Real-Time	IXL : Flex Diagnostic Benchmark (1 Day)	
Reading Literature	<p>Study Sync <i>Heroes Every Child Should Know- Perseus</i> (3 Days)</p> <ul style="list-style-type: none"> ● Character (CFA) ● Word Meaning ● Plot ● Point of View ● 	RL.CR.6.1. RI.CR.6.1. RL.CI.6.2. RI.CI.6.2. RL.IT.6.3. RI.IT.6.3. RL.TS.6.4. RI.TS.6.4.
Reading Literature	<p>Study Sync <i>The Lightning Thief</i> (3 Days)</p> <ul style="list-style-type: none"> ● Story Structure (CFA) ● Character ● Plot 	RL.PP.6.5. RL.MF.6.6. RI.MF.6.6. RL.CT.6.8. RI.CT.6.8.
Reading Literature		W.IW.6.2.A.B.C.D.E. W.WP.6.4.

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Reading Informational	<p><u>Study Sync Paired Readings Elena -Poetry and Hatshepsut: His Majesty, Herself (5 Days)</u></p> <ul style="list-style-type: none"> ● Informational Text Elements ● Central/Main Idea (CFA) ● Greek/Latin Affixes and Roots ● Text Evidence ● Summarizing 	<p>W.WR.6.5. W.SE.6.6. W.RW.6.7.</p>
Reading Informational	<p><u>Study Sync I, Too (poetry) (3 Days)</u></p> <ul style="list-style-type: none"> ● Poetic Elements and Structure ● Media ● Figurative Language (CFA) 	<p>SL.PE.6.1.A.B.C.D. SL.II.6.2. SL.ES.6.3. SL.PI.6.4. SL.UM.6.5. SL.AS.6.6.</p>
Reading Literature	<p><u>Study Sync Everybody Jump Days (3 Days)</u></p> <ul style="list-style-type: none"> ● Informational Text Structure (CFA) ● Technical Language ● Text Evidence 	
Paired Texts- Literature/Informational	<p><u>Study Sync Hoot (3 Days)</u></p> <ul style="list-style-type: none"> ● Theme ● Text Evidence ● Character 	
The Writing Process	<p><u>Study Sync Donna O'Meary: The Volcano Lady, Dare To Be Creative, and Margaret Bourke- White (5 Days)</u></p> <ul style="list-style-type: none"> ● Synthesizing ● Text Evidence (CFA) ● Technical Language ● Analyzing Genre ● Compare/Contrast 	
CFA	<p><u>Study Sync Informative Writing (14 Days)</u></p>	
MAP Test	<p>1 Day</p>	
Progress Pulse	<p>1 Day</p>	
End of Unit 3 Assessment	<p><u>Pear Assessment (3 Days)</u></p>	
Guided Book Clubs		

UNIT 4: Personal Best		
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45 Days	<p>Essential Question- Which qualities of character matter most?</p> <ul style="list-style-type: none"> ● Recognizing Genre- Argumentative Text ● Academic Vocabulary ● Write: Analyze Genre 	<p>L.SS.6.1.A.B.C.D.E.F. L.KL.6.2.A.B.C.D. L.VL.6.3.A.B.C.D.E. L.VI.6.4.A.B.C.D.</p>
IXL		<p>RL.CR.6.1. RI.CR.6.1.</p>

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Daily IXL Independent Practice	IXL Flex Diagnostic Benchmark (1 Day)	RL.CI.6.2. RI.CI.6.2.
Reading Informational	Study Sync: I Am Malala: The Girl Who Stood Up For Education And Was Shot By The Taliban (3 Days)	RL.TS.6.4. RL.PP.6.5. RI.PP.6.5. RL.MF.6.6. RI.MF.6.6. RI.AA.6.7. RL.CT.6.8. RI.CT.6.8.
	<ul style="list-style-type: none"> ● Setting A Purpose For Reading ● Author’s Purpose/Point of View (CFA) ● Connotation/Denotation ● Textual Evidence ● Argumentative Writing ● Collaborative Conversations 	W.AW.6.1.A.B.C.D.E. W.WP.6.4. W.WR.6.5. W.SE.6.6. W.RW.6.7.
Reading Informational	Study Sync: Malala Yousafzai- Nobel Lecture (4 Days)	SL.PE.6.1.A.B.C.D. SL.II.6.2. SL.ES.6.3. SL.PI.6.4. SL.UM.6.5. SL.AS.6.6.
	<ul style="list-style-type: none"> ● Informational Text Structure (CFA) ● Media ● Arguments and Claims ● Textual Evidence ● Argumentative Writing 	
Reading Literature	Study Sync: Paired Readings Priscilla and The Wimps All Summer In A Day (5 Days)	
	<ul style="list-style-type: none"> ● Point Of View (CFA) ● Theme ● Media ● Textual Evidence ● Compare/Contrast ● Comparative Writing ● Collaborative Conversations 	
Reading Informational	Study Sync: Bullying in Schools (3 Days)	
	<ul style="list-style-type: none"> ● Evaluating Details ● Arguments and Claims ● Reasons ● Reasons and Evidence ● Word Patterns and Relationships ● Textual Evidence (CFA) ● Collaborative Conversations 	
Reading Informational	Study Sync: Paired Readings Freedom Walkers: The Story Of The Montgomery Bus Boycott Letter To Xavier High School Freedom’s Daughters: The Unsung Heroines Of The Civil Rights Movement From 1830-1970 (5 Days)	
	<ul style="list-style-type: none"> ● Central/Main Idea (CFA) 	

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Reading Informational	<ul style="list-style-type: none">• Compare/Contrast• Textual Evidence• Comparative Writing• Collaborative Conversations <p>Study Sync: Celebrities As Heroes (3Days)</p> <ul style="list-style-type: none">• Arguments and Claims• Reasons and Evidence• Textual Evidence• Theme (CFA)• Literary Analysis Writing	
Reading Literature	<p>Study Sync: Famous (2 Days)</p> <ul style="list-style-type: none">• Poetic Elements/Structure• Analyzing Genre• Textual Evidence• Theme• Literary analysis Writing• Figurative Language (CFA)	
NJSLA	NJSLA (5 Days)	
The Writing Process	<p>Study Sync: Literary Analysis (11 days)</p>	
Progress Pulse	<p>Pear Assessment (1 Day)</p>	
End of Unit 4 Assessment	<p>Pear Assessment (2 Days)</p>	
Guided Book Clubs		