GREEN TOWNSHIP SCHOOL DISTRICT



Content Area: **Language Arts**

Course/Grade Level: **Sixth Grade**

Curriculum Committee Members:

Principal:
Jon Paul Bollette

Board Approval Date:
{Fill in when known}

6th Grade ELA

Mission:

A New Jersey education in English Language Arts builds readers, writers, and communicators prepared to meet the demands of college and career and to engage as productive American citizens with global responsibilities. Throughout their kindergarten through grade 12 experience, students will:

- **Develop the necessary skills in reading, writing, speaking, and listening that are the foundations for creative and purposeful expression in language.**
- **Read rich, challenging texts that build their knowledge of the world, grow their confidence and identities as readers, and develop critical thinking skills and vocabulary necessary for long-term success.**
- **Engage in regular, meaningful, writing authentic tasks, exploring valued topics, writing for impact and expression, and sharing their work with others (including authentic audiences).**
- **Leverage complex texts and digital media to develop comprehension, active listening, and discussion skills.**
- **Ground daily writing and discussion in evidence, fostering an ability to read critically, build arguments, cite evidence, and communicate ideas to contribute meaningfully as productive citizens.**
- **Evaluate the reliability, credibility, and perspective of authors and speakers across all forms of media.**
- **Express ideas and knowledge through a variety of modalities and media, and serve as effective communicators who purposefully read, write, and speak across multiple disciplines.**
- **Learn to persist in reading complex texts, establishing lifelong habits to read voluntarily for pleasure, for further education, for information on public policy, and for advancement in the workplace.**

6th Grade ELA

Key Performance and Benchmark Tasks/Assessments
<u>Resources for help in creating assessments</u>
Formative assessments:
Summative Assessments: ● Published Writing ● Running Records ● Journal Response Examples may include: ●
Benchmark Assessments: ● Teacher-created benchmark assessments to be given periodically during the year.
Alternative Assessments: ● Teacher modifies assignments and activities based on student needs. ● Oral assessments administered in place of written when necessary. ● Accommodation and modification ideas may be found here: ○ Modifications & Accommodations Menu ○ *Assessments other than paper & pencil tests See link for more info: http://education.gmu.edu/assets/docs/forms/mirs/assessment_brochure.pdf*

6th Grade ELA

Integrated Accommodations & Modifications

Please utilize the link below for ideas and strategies to use with ***ELL, Students with IEPS & 504s, At-Risk Students and Gifted & Talented Students***.

The attached worksheets can be printed ahead of each unit during the planning phase to help the teacher plan for the needs of particular students in each class, allowing for differentiation per unit and per year. The worksheets contain suggested accommodations and modifications for Content & Material, Student Organization, Instructional Strategies, Assessments, Attention/Focus, Written Language, and Social/Behavioral.
Modifications & Accommodations Menu

6th Grade ELA

Unit 1

Identity *Narrative*	**Pacing: 7 weeks**
Unit Summary: Through literary analysis of short stories and longer works of literature, students are studying the elements of literature and how authors craft narratives. Simultaneously, students are practicing and implementing narrative techniques into their own writing.	
Essential Questions: ● **Can how you look change who you are?** ● **How do our surroundings shape who we become?** ● **Can first impressions be trusted?**	**Enduring Understandings:** ● Readers construct meaning by analyzing how authors develop ideas, themes, and characters across a text. ● Citing strong textual evidence is essential to interpreting, explaining, and defending ideas about a text. ● Authors make purposeful choices in structure, point of view, and media to shape how readers understand and respond to a text.

New Jersey Student Learning Standards	Student Learning Objectives	Practices
● RL.CR.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. ● RL.IT.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. ● RL.IT.6.3	Theme ● Determine the theme of a work of fiction ● Determine the central message or central idea of an informational text ● 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	Developing Responsibility for Learning: Cultivating independence, self-reflection, and responsibility for one's own learning. Adapting Communication: Adapting communication in response to the varying demands of audience, task, purpose, and discipline. Leveraging Technology: Employing technology and digital media thoughtfully, strategically and capably to enhance

○ 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. ● RI.AA.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.PP.5.6 ○ Determine how an author conveys or develops perspective in a text (through the narrator or speaker when appropriate). ● RL.TS.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. ● W.AW.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	which the central idea or theme is located ● Distinguish key (thematic) details from all other details ● Identify and evaluate recurring ideas over the course of the text, explaining how those ideas contribute to the theme(s) of the work ● Identify and evaluate changes in the characters over the course of the text, explaining how those changes contribute to the theme(s) of the work ● Identify and evaluate changes in the conflicts and plot over the course of the text, explaining how those changes contribute to the theme(s) of the work ● Evaluate why the author made those changes, the impact the changes had on the reader, and the effectiveness of the author's choices ● Distinguish between essential and nonessential details of a text to support creating unbiased summaries, withholding personal opinion and judgment Textual Evidence ● Closely read the text, questioning as you read to extract quality evidence to support a claim ● Closely read the text to determine importance and extract quality evidence to support a claim ● Closely read the text, 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	reading, writing, speaking, listening, and language use. Understanding Self and Others: Using literacy as a vehicle to affirm all the aspects of one's own identity, as well as understand, connect to and respect other perspectives and cultures.

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.NW.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

relevant

- Gather evidence from the text to support inferences.
- Gather evidence from the text to support 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)

Point of View

- 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

sensory language to convey experiences and events. E. Provide a conclusion that follows from the narrated experiences or events. ● W.WP.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 ○ Write routinely over extended time frames (time for research, reflection, metacognition/self- correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. ● SL.PE.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.	● 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 Plot & Characters ● 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 Compare & Contrast ● 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 ● 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	

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.PI.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). ● L.SS.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. N/A. 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 ○ 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 ○ 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 ○ 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).		

Interdisciplinary Connections

2020 Career Readiness, Life Literacies, and Key Skills

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).
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.
9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.
9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.

Unit 1: Core Unit Content

Vocabulary	*Key Concepts*
❑ infer ❑ predict ❑ summarize ❑ analyze ❑ illustration ❑ imagery ❑ prefix	❑ Capitalization ❑ Comma Usage

❑ exposition ❑ character trait ❑ **Prefix:** un-	

Unit 1: Instructional Materials & Resources

Core Instructional Materials	Supplemental Instructional Materials
-NoRedInk -CommonLit -Sadlier -Accelerated Reader -Flocabulary -Newsela	- Short Story of the Month - Nonfiction Article of the Week - *A Week in the Woods* - *Bridge to Terabithia*

Unit 1: Assessments

Formative assessments:

- RACER responses
- Exit ticket
- Daily warm-up
- Sadlier workbook & notes
- Choice boards
- NoRedInk activities
- Writing prompts
- Online platforms (Kahoot!, Gimkit, Blooket, etc.)

6th Grade ELA

Summative Assessments:

- Sadlier unit tests
- NoRedInk assessments
- Accelerated Reader assessments
- Final writing pieces
- Projects
- Writing prompts
- Choice boards

Alternative Assessments:

- Choice boards
- Writing prompts
- Visual representations of ideas

Unit 1: Accommodations & Modifications

Please utilize the link below for ideas and strategies to use with ELL, Students with IEPS & 504s, At-Risk Students and Gifted & Talented Students. Note possible accommodations or modifications for this unit below.
Modifications & Accommodations Menu

6th Grade ELA

Unit 2

Determination Informational	**Pacing: 7 weeks**

Unit Summary:
Students explore different informational text formats and structures, and apply these skills to their own writing. They will use 21st century research skills to delve deeper into a topic, culminating in expository writing & presentations on selected topics

Essential Questions:	**Enduring Understandings:**
• **Do we have to accept our limits?** • **What do we do when the going gets tough?** • **How would you like to be remembered?**	• A narrator's or speaker's point of view shapes how a story or idea is presented and how readers interpret meaning. • Authors organize and structure texts purposefully to develop ideas, shape meaning, and engage the reader. • Each part of a text contributes to its overall meaning, purpose, and impact.

New Jersey Student Learning Standards	Student Learning Objectives	Practices

• -RI.CR.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.
• -RI.IT.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.
• -RI.TS.6.4
  ○ Use text structures (e.g., cause-effect,
	Point of View
	• 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
	Plot/Key Ideas
		Developing Responsibility for Learning: Cultivating independence, self-reflection, and responsibility for one's own learning.
		
		Valuing Evidence in Argumentation: Constructing viable claims and evaluating, defending, challenging, and qualifying the arguments of others.
		
		Building Knowledge: Building strong content knowledge and connecting ideas

problem-solution), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information.

- -RI.PP.6.5
  - Identify author's purpose perspective or potential bias in a text and explain the impact on the reader's interpretation.
- -RI.MF.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.
- -L.SS.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

- 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
- 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

Textual Structure

- 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

across disciplines using a variety of text resources and media.

Leveraging Technology: Employing technology and digital media thoughtfully, strategically and capably to enhance reading, writing, speaking, listening, and language use.

○ 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 ○ 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	relationships ● Observe how the individual components of the text add to the development of the theme, setting, and plot	

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
  - 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).
- -W.IW.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.WR.6.5		

○ Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. ● -W.SE.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. ● -SL.II.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 ○ Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. ● -SL.UM.6.5 ○ Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. ● -SL.AS.6.6 ○ Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.		

6th Grade ELA

Interdisciplinary Connections

2020 Career Readiness, Life Literacies, and Key Skills

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).
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.
9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.
9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.

Unit 2: Core Unit Content

Vocabulary	*Key Concepts*
❑ describe ❑ explain ❑ paraphrase ❑ restatement ❑ plagiarism ❑ **Prefix:** *re-*	❑ Wordiness ❑ Clutter ❑ Redundancy ❑ Sentence structure ❑ Commas

Unit 2: Instructional Materials & Resources

Core Instructional Materials	**Supplemental Instructional Materials**
-NoRedInk	-Short Story of the Month

6th Grade ELA

-CommonLit -Sadlier -Flocabulary -Newsela -Accelerated Reader	- Nonfiction Article of the Week - *Tuck Everlasting*

Unit 2: Assessments

Formative assessments:

- RACER responses
- Exit ticket
- Daily warm-up
- Sadlier workbook & notes
- Choice boards
- NoRedInk activities
- Writing prompts
- Online platforms (Kahoot!, Gimkit, Blooket, etc.)

Summative Assessments:

- Sadlier unit tests
- NoRedInk assessments
- Accelerated Reader assessments
- Final writing pieces
- Projects
- Writing prompts
- Choice boards

6th Grade ELA

Alternative Assessments:

- Choice boards
- Writing prompts
- Visual representations of ideas

Unit 2: Accommodations & Modifications

Please utilize the link below for ideas and strategies to use with ELL, Students with IEPS & 504s, At-Risk Students and Gifted & Talented Students. Note possible accommodations or modifications for this unit below.
Modifications & Accommodations Menu

Unit 3

Possibilities Informational	**Pacing: 7 weeks**

Unit Summary:

Students continue to explore different informational text formats and structures, and apply these skills to their own writing. They will use 21st century research skills to delve deeper into a topic, culminating in expository writing & presentations on selected topics while using textual evidence and context clues in order to make educated predictions on the future impacts of informational topics.

Essential Questions:	**Enduring Understandings:**
● **How do possibilities become a reality?** ● **How does imagination enrich our lives?** ● **Why attempt the impossible?** ● **Why do we love sports?**	● Plot, setting, and character development work together to shape a story's meaning and emotional impact. ● Word choice and language structure affect meaning, tone, and the reader's understanding of a text. ● Nonfiction texts can present information through multiple perspectives, structures, and media formats to influence how readers

6th Grade ELA

	understand an issue.

New Jersey Student Learning Standards	Student Learning Objectives	Practices
● -RI.CR.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. ● -RI.IT.6.3 ○ 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. ● -RI.TS.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. ● -RI.CI.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. ● -RI.PP.6.5 ○ Identify author's purpose perspective or potential bias in a text and explain the impact on the reader's interpretation. ● -RI.MF.6.6 ○ Integrate information when presented in	Plot/Key Ideas ● 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 ● 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 Word Analysis	Developing Responsibility for Learning: Cultivating independence, self-reflection, and responsibility for one's own learning. Valuing Evidence in Argumentation: Constructing viable claims and evaluating, defending, challenging, and qualifying the arguments of others. Building Knowledge: Building strong content knowledge and connecting ideas across disciplines using a variety of text resources and media. Leveraging Technology: Employing technology and digital media thoughtfully, strategically and capably to enhance reading, writing, speaking, listening, and language use.

different media or formats (e.g., visually, quantitatively) to develop a coherent understanding of a topic or issue.

- -RI.CT.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.
- -RL.CT.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.
- -RL.MF.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.
- -L.SS.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.,

- 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
- 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
- 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

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 ○ 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 ○ Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and	Nonfiction Comprehension ● 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	

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
    - 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). ● -W.IW.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.WR.6.5 ○ Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. ● -W.SE.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. ● -SL.II.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 ○ Deconstruct a speaker's argument and specific claims, distinguishing claims that		

are supported by reasons and evidence from claims that are not. ● -SL.UM.6.5 ○ Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. ● -SL.AS.6.6 ○ Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.		

Interdisciplinary Connections

2020 Career Readiness, Life Literacies, and Key Skills

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).
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.
9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.
9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.

Unit 3: Core Unit Content

Vocabulary	*Key Concepts*
❑ compare ❑ contrast	❑ Simple, compound, complex sentences ❑ Word choice

❑ object pronoun ❑ subject pronoun ❑ **Prefix:** *in- im- il- ir-* (not)	

Unit 3: Instructional Materials & Resources

Core Instructional Materials	Supplemental Instructional Materials
-NoRedInk -CommonLit -Sadlier -Accelerated Reader -Flocabulary -Newsela	-Short Story of the Month -Nonfiction choice books - Nonfiction Article of the Week - *Boy in the Striped Pajamas*

Unit 3: Assessments

Formative assessments:

- RACER responses
- Exit ticket
- Daily warm-up
- Sadlier workbook & notes
- Choice boards
- NoRedInk activities
- Writing prompts

- Online platforms (Kahoot!, Gimkit, Blooket, etc.)

Summative Assessments:

- Sadlier unit tests
- NoRedInk assessments
- Accelerated Reader assessments
- Final writing pieces
- Projects
- Writing prompts
- Choice boards

Alternative Assessments:

- Choice boards
- Writing prompts
- Visual representations of ideas

Unit 3: Accommodations & Modifications

Please utilize the link below for ideas and strategies to use with ELL, Students with IEPS & 504s, At-Risk Students and Gifted & Talented Students. Note possible accommodations or modifications for this unit below.
Modifications & Accommodations Menu

Unit 4

Courage Argument	**Pacing: 7 weeks**

6th Grade ELA

Unit Summary:

Students will be exposed to structural elements of poetry while developing close reading skills to analyze the author's purpose. In culmination, students will write original pieces of poetry, where their structure suits their topic.

Students will conduct short research assignments where they closely read articles to select supportive evidence to support a claim

• **What would you risk for someone else?** • **What would you do for your family?** • **How do you deal with a bully?** • **Is fear ever fun?** • **How strong is peer pressure?**	**Enduring Understandings:** • Authors convey similar themes in different ways, influenced by their background, purpose, and chosen genre. • Comparing and contrasting multiple texts deepens understanding of an issue, theme, or author's intent. • Authors use specific word choices and poetic devices to create tone, meaning, and rhythm in a text.

New Jersey Student Learning Standards	Student Learning Objectives	Practices
• -L.SS.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	Compare/Contrast • 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 • Compare and contrast two author's presentations of similar events • Determine the similarities and differences of how information is presented depending on the "lens"	Developing Responsibility for Learning: Cultivating independence, self-reflection, and responsibility for one's own learning. Adapting Communication: Adapting communication in response to the varying demands of audience, task, purpose, and discipline. Valuing Evidence in Argumentation: Constructing viable claims and evaluating, defending, challenging, and qualifying the arguments of others. Building Knowledge: Building strong content knowledge and connecting ideas

nonrestrictive and parenthetical elements.
F. Recognize spelling conventions.

- -L.KL.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
  - 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

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

Word Analysis
- 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 wordRL 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

across disciplines using a variety of text resources and media.

Leveraging Technology: Employing technology and digital media thoughtfully, strategically and capably to enhance reading, writing, speaking, listening, and language use.

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
    - 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)

• -W.AW.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
  ○ 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
  ○ 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.
• -RI.CR.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.
• -RI.CI.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.
• -RI.PP.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
  ○ 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.
• -RL.CT.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		

○ 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. ● -SL.II.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 ○ Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. ● -SL.UM.6.5 ○ Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. ● -SL.AS.6.6 ○ Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. ● -SL.PE.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.PI.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).		

Interdisciplinary Connections

6th Grade ELA

2020 Career Readiness, Life Literacies, and Key Skills

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).

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.

9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.

9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.

Unit 4: Core Unit Content

Vocabulary	*Key Concepts*
❑ evaluate ❑ formulate ❑ logic ❑ counterargument ❑ support ❑ argumentation ❑ credibility ❑ **Prefix:** *dis-*	❑ Fragments vs. run-on sentences ❑ Specific language

Unit 4: Instructional Materials & Resources

Core Instructional Materials	**Supplemental Instructional Materials**

6th Grade ELA

-NoRedInk -CommonLit -Sadlier -Accelerated Reader -Flocabulary -Newsela	-Short Story of the Month -Nonfiction choice books - Nonfiction Article of the Week - *Boy in the Striped Pajamas*

Unit 4: Assessments

Formative assessments:

- RACER responses
- Exit ticket
- Daily warm-up
- Sadlier workbook & notes
- Choice boards
- NoRedInk activities
- Writing prompts
- Online platforms (Kahoot!, Gimkit, Blooket, etc.)

Summative Assessments:

- Sadlier unit tests
- NoRedInk assessments
- Accelerated Reader assessments
- Final writing pieces
- Projects
- Writing prompts
- Choice boards

6th Grade ELA

Alternative Assessments:

- Choice boards
- Writing prompts
- Visual representations of ideas

Unit 4: Accommodations & Modifications

Please utilize the link below for ideas and strategies to use with ELL, Students with IEPS & 504s, At-Risk Students and Gifted & Talented Students. Note possible accommodations or modifications for this unit below.
Modifications & Accommodations Menu

6th Grade ELA

Unit 5

Building Confidence ALL writing forms	**Pacing:**

Unit Summary:

Students will incorporate the elements of narrative, argument, informational, literary analysis and poetry to dive deeper into short stories, longer works of fiction, and nonfiction articles & sources to analyze texts for ideas, structure, & cohesion.

Essential Questions:	**Enduring Understandings:**
● **When do attitudes need adjusting?** ● **What builds confidence?**	● An author's point of view is shaped by purpose, perspective, and word choice, all of which influence how readers experience the text. ● Each part of a text contributes to the whole, and understanding the role of individual elements deepens comprehension of theme, structure, and purpose. ● Authors use precise word choice and literary techniques to develop tone, clarify meaning, and guide the reader's interpretation.

New Jersey Student Learning Standards	Student Learning Objectives	Practices
● -SL.II.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 ○ Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	Point of View ● 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	Developing Responsibility for Learning: Cultivating independence, self-reflection, and responsibility for one's own learning. Adapting Communication: Adapting communication in response to the varying demands of audience, task, purpose, and discipline. Valuing Evidence in Argumentation: Constructing viable claims and evaluating,

- -SL.UM.6.5
  - Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
- -SL.AS.6.6
  - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- -SL.PE.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

- Evaluate the effectiveness of the author's choice in point of view
- Identify the author's point of view
- Explain the techniques the author uses to develop his/her point of view clearly
- Evaluate the effectiveness of the techniques the author uses to develop his/her point of view

Parts & Whole/Literary Analysis

- 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.)
- 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

defending, challenging, and qualifying the arguments of others.

Building Knowledge: Building strong content knowledge and connecting ideas across disciplines using a variety of text resources and media.

Leveraging Technology: Employing technology and digital media thoughtfully, strategically and capably to enhance reading, writing, speaking, listening, and language use.

Understanding Self and Others: Using literacy as a vehicle to affirm all the aspects of one's own identity, as well as understand, connect to and respect other perspectives and cultures.

multiple perspectives through reflection and paraphrasing. ● -RL.CR.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. ● -RL.IT.6.3 ○ 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. ● -RI.MF.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. ● -RL.TS.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. ● -W.WR.6.5 ○ Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. ● W.SE.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	reader ● Evaluate the effectiveness of the author's word choice	

providing basic bibliographic information for sources.

- -W.RW.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.
- -L.SS.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
  - 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 ○ 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 ○ 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).		

Interdisciplinary Connections

2020 Career Readiness, Life Literacies, and Key Skills

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).
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.
9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.
9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.

Unit 5: Core Unit Content

Vocabulary	*Key Concepts*
❑ trace ❑ hyperbole ❑ mythology ❑ **Prefix:** *en- em-*	❑ Verb tense ❑ Parts of speech review ❑ Paragraph breakdown

Unit 5: Instructional Materials & Resources

Core Instructional Materials	**Supplemental Instructional Materials**
-NoRedInk -CommonLit -Sadlier -Accelerated Reader -Flocabulary -Newsela	-Short Story of the Month -Nonfiction choice books - Nonfiction Article of the Week - State test practice/examples

6th Grade ELA

Unit 5: Assessments

Formative assessments:

- RACER responses
- Exit ticket
- Daily warm-up
- Sadlier workbook & notes
- Choice boards
- NoRedInk activities
- Writing prompts
- Online platforms (Kahoot!, Gimkit, Blooket, etc.)
- State test practice sessions

Summative Assessments:

- Sadlier unit tests
- NoRedInk assessments
- Accelerated Reader assessments
- Final writing pieces
- Projects
- Writing prompts
- Choice boards
- State test practice sessions

Alternative Assessments:

- Choice boards
- Writing prompts
- Visual representations of ideas
- State test practice sessions

6th Grade ELA

Unit 5: Accommodations & Modifications
Please utilize the link below for ideas and strategies to use with ELL, Students with IEPS & 504s, At-Risk Students and Gifted & Talented Students. Note possible accommodations or modifications for this unit below. Modifications & Accommodations Menu

Unit 6

Nature Argument	**Pacing: Until the end of the year**
Unit Summary: Students will be exposed to structural elements of nature while developing close reading skills to analyze author's purpose. In culmination, students will write original pieces of poetry, where their structure suits their topic. Students will conduct short research assignments where they closely read articles to select supportive evidence to support a claim	
Essential Questions: ● **How should humans interact with nature?** ● **Can we ever tame what's wild?** ● **How smart are animals?** ● **What are nature's mysteries?**	**Enduring Understandings:** ● Shifts in point of view can change how events are understood, influence tone, and affect the reader's emotional and intellectual response. ● Analyzing how parts of a text contribute to the whole helps readers understand how authors build meaning and control pacing,

6th Grade ELA

• **Does nature demand respect?**	tone, and impact. • Comparing how authors approach similar ideas, themes, or events reveals deeper insights into each author's purpose, message, and impact.

New Jersey Student Learning Standards	Student Learning Objectives	Practices
• -L.SS.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 ○ Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Acquire and use accurately grade-appropriate general academic	Point of View • Identify various points of view • Determine how the author develops the point-of-view of the narrator or speaker in the text ks • 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 Parts & Whole • 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	Developing Responsibility for Learning: Cultivating independence, self-reflection, and responsibility for one's own learning.. Valuing Evidence in Argumentation: Constructing viable claims and evaluating, defending, challenging, and qualifying the arguments of others. Leveraging Technology: Employing technology and digital media thoughtfully, strategically and capably to enhance reading, writing, speaking, listening, and language use. Understanding Self and Others: Using literacy as a vehicle to affirm all the aspects of one's own identity, as well as understand, connect to and respect other perspectives and cultures.

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 ○ 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	● 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.) Compare/Contrast ● 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 ● 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 Evaluate Claims ● Evaluate data, arguments and claims in a text	

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 ○ 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). ● -SL.PE.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	● Distinguish those supported by evidence from those which are not ● 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	

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.ES.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.AS.6.6 ○ Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. ● -RI.CR.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. ● -RI.CI.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.

- -RI.TS.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.
- -RI.AA.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.
- -W.IW.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 ○ 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.SE.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		

○ 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.		

Interdisciplinary Connections

2020 Career Readiness, Life Literacies, and Key Skills

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).
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.
9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.
9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.

Unit 6: Core Unit Content

Vocabulary	*Key Concepts*
❑ Infer ❑ Describe ❑ Formulate ❑ Summarize ❑ Support ❑ Trace ❑ Analyze ❑ Irony ❑ Context ❑ Coherience ❑ Prefix - fore	❑ Commonly confused words ❑ Contractions ❑ THAMOS

6th Grade ELA

Unit 6: Instructional Materials & Resources	
Core Instructional Materials -NoRedInk -CommonLit -Sadlier -Accelerated Reader -Flocabulary -Newsela	**Supplemental Instructional Materials** -Short Story of the Month -Nonfiction choice books - *Bridge to Terabithia (if time allows)* - Nonfiction Article of the Week - Poetry

Unit 6: Assessments

Formative assessments:

- RACER responses
- Exit ticket
- Daily warm-up
- Sadlier workbook & notes
- Choice boards
- NoRedInk activities
- Writing prompts
- Online platforms (Kahoot!, Gimkit, Blooket, etc.)

Summative Assessments:

- Sadlier unit tests
- NoRedInk assessments

- Accelerated Reader assessments
- Final writing pieces
- Projects
- Writing prompts
- Choice boards

Alternative Assessments:

- Choice boards
- Writing prompts
- Visual representations of ideas
- State test practice sessions

Unit 6: Accommodations & Modifications

Please utilize the link below for ideas and strategies to use with ELL, Students with IEPS & 504s, At-Risk Students and Gifted & Talented Students. Note possible accommodations or modifications for this unit below.
Modifications & Accommodations Menu