Moonachie School District English Language Arts Curriculum: Grade 6

New Jersey Student Learning Standards for English Language Arts

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The following maps outline the New Jersey Student Learning Standards for grade 6 English Language Arts determined. Below is a list of assessment tools that are recommended for tracking student progress in these areas. In addition, resources that can be used in conjunction with instruction of these standards are provided but not limited to the list below.

The following maps outline the Common Core Standards for grade three English Language Arts determined by the State Standards Initiative. Below is a list of assessment tools that are recommended for tracking student progress in these areas. In addition, resources that can be used in conjunction with instruction of these standards are provided but not limited to the list below.

Reading Literature and Informational Text	Writing and Language
End of story tests (multiple choice, open ended)	Journal Entries
End of Unit/Theme Assessments	Writing Process Pieces
Running Records/DRA	Friendly Letter
STAR Assessments	Persuasive
Sequencing activities	Narrative
Leveled Libraries	Expository
End of Book Activities	Newspaper Article
Entrance/Exit slips	Written activities i.e. graphic organizers
Blogs/Journal entries	Technology Based Presentations
Literary Analysis Tasks	End of Book Activities/Pamphlets
Research Simulated Tasks	Research Simulated Tasks
Narrative Task	

Resources:

Graphic Organizers	Sequencing cards	Writers checklist
SMART Board	Leveled libraries	
Student Journals	Sentence strips	Audio books
Center Activities	Word rings	
Proofreading chart	Retelling props	Readers Theater

[Decodable Text for Emergent Readers](#)

References: http://www.state.nj.us/education/cccs/2016/ela/
NJ Technology Standards: http://www.state.nj.us/education/cccs/2014/tech/8.pdf
NJ Career Ready Practices: http://www.state.nj.us/education/cccs/2014/career/9pdf
ELL Scaffolds: http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf
Common Core Exemplars: *Tuck Everlasting* by Natalie Babbitt, "Eleven" by Sandra Cisneros

Websites:

www.brainpop.com	www.spellingcity.com
www.standardsolutions.com	www.parcc.pearson.com
www.starfall.com	http://www.storylineonline.net
www.scholastic.com	http://www.pbs.org
www.readwritethink.org	www.puzzlemaker.com
www.flocabulary.com	http://www.YouTube.com
www.edmodo.com	www.nytimes.com

ENGLISH LANGUAGE ARTS: GRADE 6
DOMAIN: LANGUAGE

Anchor Standard: (SS) System and Structure of Language
By the end of grade 12, demonstrate command of [the conventions of standard English] grammar and usage, capitalization, punctuation, and spelling.

Performance Indicators

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

L.SS.6.1.A   Ensure that pronouns are in the proper case (subjective, objective, possessive).

L.SS.6.1.B   Use intensive pronouns (e.g., myself, ourselves).

L.SS.6.1.C   Recognize and correct inappropriate shifts in pronoun number and person.

L.SS.6.1.D   Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

L.SS.6.1.E   Use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical elements.

L.SS.6.1.F   Recognize spelling conventions.

Student Learning Objectives	Key Vocabulary	Suggested Tasks/Activities	Evidence of Learning (Assessment)	Resources/Materials

Students will be able to:
- Use pronouns (subjective, objective, possessive, intensive) in their proper case when speaking and writing.
- Recognize and correct vague pronouns.
- Recognize and correct pronoun shifts in number and person.
	Parts of Speech
	Pronoun:
	  Subjective
	  Objective
	  Possessive
	  Intensive
	Punctuation:
	  Commas
	  Parentheses
	  Dashes
	Nonrestrictive Elements
		- Response paragraphs
		- Essays (argumentative, explanatory, narrative)
		- Analyze sample mentor texts
		- Annotate mentor texts
		- Targeted mini-lessons
			Response paragraphs
			Essays (argumentative, explanatory, narrative)
			Teacher-created assessments
			Teacher observation
			Exit slips
			Benchmark Assessments
			Spelling quizzes
				Google Classroom applications
				Interactive applications:
				- Quizlet, Kahoot, Blooket, Gimkit
				Graphic Organizers/Notes
				Revising/Editing Checklists
				Rubrics

- Use punctuation correctly when including nonrestrictive and parenthetical elements. - Accurately use spelling conventions.	Parenthetical Elements			Anchor charts IXL Freckle

Anchor Standard: (KL) Knowledge of Language

By the end of grade 12, apply knowledge of language and command of vocabulary to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Performance Indicators

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

L.KL.6.2.A   Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

L.KL.6.2.B   Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.KL.6.2.C   Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.

L.KL.6.2.D   Maintain consistency in style and tone.

Student Learning Objectives	Key Vocabulary	Suggested Tasks/Activities	Evidence of Learning (Assessment)	Resources/Materials
Students will be able to: - Use knowledge of language and its conventions when writing, speaking, reading, or listening. - Acquire and use grade-appropriate general academic and domain-specific words and phrases.	Grade-appropriate Academic Domain-specific Word Phrase Syntax Style Voice Tone	- Response paragraphs - Essays (argumentative, explanatory, narrative) - Revise/Edit mentor writing samples - Annotate mentor texts	Response paragraphs Essays (argumentative, explanatory, narrative) Teacher-created assessments Teacher observation Exit slips Revise/Edit mentor writing samples Benchmark Assessments	Mentor texts (novels, short stories, poems, etc.) Google Classroom applications Interactive applications - Quizlet, Kahoot, Blooket, Gimkit Graphic Organizers/Notes

- Gather vocabulary knowledge when considering a word or phrase. - Vary sentence patterns for meaning, interest, and style/voice. - Maintain consistency in style and tone.		- Targeted mini-lessons		Revising/Editing Checklists Rubrics Mentor Writing Samples Anchor charts IXL Freckle

Anchor Standard: (VL) Vocabulary Acquisition, Use and Literal Meaning

By the end of grade 12, determine the meaning of unknown and multiple-meaning words using analysis of word parts (morphemes), word solving strategies, and consulting general and specialized reference materials, as appropriate.

Performance Indicators

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.

L.VL.6.3.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.

L.VL.6.3.B Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings.

L.VL.6.3.C Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).

L.VL.6.3.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.

L.VL.6.3.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).

Student Learning Objectives	Key Vocabulary	Suggested Tasks/Activities	Evidence of Learning (Assessment)	Resources/Materials
Students will be able to:	Multiple-meaning Context	- Targeted mini-lessons - Annotate mentor texts	Teacher-created assessments Teacher observation Exit slips	Mentor texts (novels, short stories, poems, etc.)

- Determine the meaning of words and phrases as they are used in a text. - Use context as a clue to the meaning of a word/phrase. - Determine the meaning of words and phrases as used, including figurative, connotative, and technical meanings. - Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word. - Consult reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. - Verify the preliminary determination of the meaning of a word or phrase.	Function Word/Phrase Figurative Denotative Connotative Technical Greek/Latin Affixes Roots Precise Part of Speech Inferred meaning	- Utilize Vocabulary.com or other online resources - Part A/B Questions - Analyze poetry - Analyze song lyrics	Benchmark Assessments	Independent reading books Google Classroom applications Vocabulary.com Interactive applications - Quizlet, Kahoot, Blooket, Gimkit Graphic Organizers/Notes Revising/Editing Checklists Rubrics Anchor charts IXL Freckle

Anchor Standard: (VI) Vocabulary Acquisition, Use and Interpretative Meaning
By the end of grade 12, interpret figurative and connotative word meanings, including shades of meaning based on word relationships and context.

Performance Indicators

L.VI.6.4   **Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**

L.VI.6.4.A   Interpret figures of speech (e.g., personification) in context.
L.VI.6.4.B   Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
L.VI.6.4.C   Analyze the impact of a specific word choice on meaning and tone.
L.VI.6.4.D   Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).

Student Learning Objectives	Key Vocabulary	Suggested Tasks/Activities	Evidence of Learning (Assessment)	Resources/Materials
Students will be able to: - Interpret figures of speech in context. - Use the relationship between particular words to better understand each of the words. - Analyze the impact of a specific word choice on meaning and tone. - Distinguish among the connotations of words with similar denotations.	Figurative Language Word Relationships Nuances Word Meanings Figures of Speech Meaning and Tone Connotations/ Associations Denotations Impact	- Targeted mini-lessons - Annotate mentor texts - Utilize Vocabulary.com or other online resources - Analyze poetry - Analyze song lyrics	Teacher-created assessments Teacher observation Response paragraphs Exit slips Benchmark Assessments	Mentor texts (novels, short stories, poems, etc.) Independent reading books Google Classroom applications Vocabulary.com Interactive applications - Quizlet, Kahoot, Blooket, Gimkit Graphic Organizers/Notes Revising/Editing Checklists Rubrics Anchor charts IXL Freckle

ENGLISH LANGUAGE ARTS: GRADE 6
DOMAIN: READING

Anchor Standard: (CR) Close Reading of Text
By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

	Performance Indicators
Literary Texts	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.
Informational Texts	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.

Student Learning Objectives	Key Vocabulary	Suggested Tasks/Activities	Evidence of Learning (Assessment)	Resources/Materials
Students will be able to: - Cite textual evidence to support analysis of what the text says as well as inferences made from the text. - Draw evidence from literary or informational text to support analysis, reflection, and research.	Textual Evidence Explicit Inferences Analysis Relevant Connections	- Targeted mini-lesson - Annotate mentor texts - Part A/B Questions: Reading Comprehension + Matching Evidence	Teacher-created assessments Teacher observation Response paragraph Independent worksheets Partner work Exit slips Benchmark Assessments	Mentor texts (novels, short stories, poems, etc.) Independent reading books Google Classroom applications Rubrics Anchor charts IXL Freckle LinkIt CommonLit NewsELA

Anchor Standard: (CI) Central Ideas and Themes of Texts
By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

	Performance Indicators

Literary Texts	RL.CI.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.
Informational Texts	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.

Student Learning Objectives	Key Vocabulary	Suggested Tasks/Activities	Evidence of Learning (Assessment)	Resources/Materials
Students will be able to: - Determine a theme of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgements. - Determine a central idea of an informational text supported with key details and a summary of the text.	Theme Key details Summary Opinions/Judgments Central Idea Informational Determine	- Targeted mini-lessons - Partner work - Small group instruction - Independent work - Annotate mentor texts - Written responses based on the text	Teacher-created assessments Teacher observation Response paragraph Independent worksheets Partner work Exit slips Benchmark Assessments	Mentor texts (novels, short stories, poems, etc.) Independent reading books Google Classroom applications Rubrics Anchor charts IXL Freckle LinkIt CommonLit NewsELA

Anchor Standard: (IT) Interactions Among Text Elements
By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Performance Indicators	
Literary Texts	RL.IT.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.

Informational Texts	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.

Student Learning Objectives	Key Vocabulary	Suggested Tasks/Activities	Evidence of Learning (Assessment)	Resources/Materials
Students will be able to: - Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. - Analyze the structure of a particular source while using text evidence to describe your topic.	Text Structure Textual Evidence Plot Resolution Key Event/Idea Introduce Illustrate Elaborate Analyze Describe	- Journals - Quick writes - Targeted mini-lessons - Annotate mentor texts - Partner work - Small group instruction - Independent work	Teacher-created assessments Teacher observation Response paragraph Independent worksheets Partner work Exit slips Journals Quick writes Benchmark Assessments	Mentor texts (novels, short stories, poems, etc.) Independent reading books Google Classroom applications Rubrics Anchor charts IXL Freckle LinkIt CommonLit NewsELA

Anchor Standard: (TS) Text Structure
By the end of grade 12, analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

	Performance Indicators
Literary Texts	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.
Informational Texts	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.

Student Learning Objectives	Key Vocabulary	Suggested Tasks/Activities	Evidence of Learning (Assessment)	Resources/Materials
Students will be able to: - Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. - Use text structures (e.g., cause-effect, problem-solution), search tools, and genre features (e.g., graphics, captions, indexes) to locate and	Theme Setting Plot Text Structure Cause-Effect Problem-Solution Graphic Caption Index	- Targeted mini-lessons - Partner work - Small group instruction - Independent work - Annotate mentor texts - Written responses based on the text	Teacher-created assessments Teacher observation Response paragraph Independent worksheets Partner work Exit slips Benchmarks	Mentor texts (novels, short stories, poems, etc.) Independent reading books Google Classroom applications Rubrics Anchor charts IXL Freckle LinkIt CommonLit NewsELA

integrate information.				

Anchor Standard: (PP) Perspective and Purpose in Texts	
By the end of grade 12, assess how perspective or purpose shapes the content and style of a text.	
Performance Indicators	
Literary Texts	RL.PP.6.5 Determine how an author conveys or develops perspective in a text (through the narrator or speaker when appropriate).
Informational Texts	RI.PP.6.5 Identify author's purpose, perspective or potential bias in a text and explain the impact on the reader's interpretation.

Student Learning Objectives	Key Vocabulary	Suggested Tasks/Activities	Evidence of Learning (Assessment)	Resources/Materials
Students will be able to: - Explain how an author develops the point of view of the narrator or speaker in a text. - Identify author's purpose, perspective or potential bias in a text and explain the impact on the reader's interpretation.	Perspective Narrator Speaker Author's Purpose Perspective Bias Interpretation	- Journals - Quick writes - Targeted mini-lessons - Partner work - Small group instruction - Independent work - Annotate mentor texts	Teacher-created assessments Teacher observation Response paragraph Independent worksheets Partner work Exit slips Journals Quick writes Benchmark Assessments	Mentor texts (novels, short stories, poems, etc.) Independent reading books Google Classroom applications Rubrics Anchor charts IXL Freckle LinkIt CommonLit NewsELA

Anchor Standard: (MF) Diverse Media and Formats
By the end of grade 12, synthesize content presented in diverse media and formats, including visually and quantitatively, as well as in words.

	Performance Indicators
Literary Texts	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.
Informational Texts	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.

Student Learning Objectives	Key Vocabulary	Suggested Tasks/Activities	Evidence of Learning (Assessment)	Resources/Materials
Students will be able to: - Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text. - Integrate information in varied formats to provide a deeper understanding of the topic.	Compare Contrast Theme Topic Story/Drama/Poem Audio/Video/Live Version	- Journals - Quick writes - Partner work - Small group instruction - Independent work - Annotate mentor texts - Film Analysis - Collaborative Presentations	Teacher-created assessments Teacher observation Response paragraph Independent worksheets Partner work Exit slips Journals Quick writes Collaborative Presentations	Mentor texts (novels, short stories, poems, video clips, etc.) Independent reading books Google Classroom applications Rubrics Anchor charts IXL Freckle CommonLit NewsELA

Anchor Standard: (AA) Analysis of an Argument
By the end of grade 12, evaluate the argument and specific claims in a text, including the validity of the reasoning, the credibility and accuracy of each source as well as the relevance and sufficiency of the evidence.

	Performance Indicators
Informational Texts	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. 🌱

Student Learning Objectives	Key Vocabulary	Suggested Tasks/Activities	Evidence of Learning (Assessment)	Resources/Materials

| Students will be able to:
- Gather information from various sources to form a clear and comprehensive understanding of a particular topic or claim. | Argument
Claim
Reasoning
Evidence | - Targeted mini-lessons
- Annotate mentor texts
- Small group discussion
- Class discussion | Teacher-created assessments
Teacher observation
Response paragraph
Independent worksheets
Partner work
Exit slips | Mentor texts (novels, short stories, poems, etc.)
Independent reading books
Google Classroom applications
Rubrics
Anchor charts
IXL
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Anchor Standard: (CT) Comparison of Texts
By the end of grade 12, analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Performance Indicators	
Literary Texts	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.
Informational Texts	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.

Student Learning Objectives	Key Vocabulary	Suggested Tasks/Activities	Evidence of Learning (Assessment)	Resources/Materials
Students will be able to: - Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text,	Compare Contrast Literary Genres Themes/Topics Informational	- Journals - Quick writes - Targeted mini-lessons - Annotate mentor texts - Partner work	Teacher-created assessments Teacher observation Response paragraph Independent worksheets Partner work Exit slips Journals	Mentor texts (novels, short stories, poems, etc.) Independent reading books Google Classroom applications

including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch. - Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories).		- Small group instruction - Independent work	Quick writes Benchmark Assessments	Rubrics Anchor charts IXL Freckle CommonLit NewsELA

ENGLISH LANGUAGE ARTS: GRADE 6
DOMAIN: WRITING

Anchor Standard: (AW) Argumentative Writing
By the end of grade 12, write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Performance Indicators

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.
W.AW.6.1.A   Introduce claim(s) about a topic or issue and organize the reasons and evidence logically.
W.AW.6.1.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.
W.AW.6.1.C   Use words, phrases, and clauses to link and clarify the relationships among claim(s), reasons and evidence.
W.AW.6.1.D   Establish and maintain a formal/academic style, approach, and form.
W.AW.6.1.E   Provide a concluding statement or section that follows from the argument presented.

Student Learning Objectives	Key Vocabulary	Suggested Tasks/Activities	Evidence of Learning (Assessment)	Resources/Materials
Students will be able to: - Write arguments to support claims with clear reasons and relevant evidence. - Introduce claim(s) and organize the reasons and evidence clearly. - Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. - Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. - Establish and maintain a formal/academic style, approach, and form. - Provide a concluding statement or section that follows from the argument presented. - Cite evidence	Arguments Claim Reasoning Relevant Evidence Organization Logic Support Data Credible Source Relationships Formal/Academic Style Statement	- Analyze sample mentor texts - Annotate mentor texts - Peer review - Write an argumentative essay - Targeted mini-lessons - Revise/edit checklist	Argumentative essay Teacher conferences Teacher-created assessment Teacher observation Exit slips	Outlines/Graphic organizers Mentor texts (sample essays, etc.) Google Classroom applications Revising/Editing Checklists Rubrics Anchor charts CommonLit

Anchor Standard: (IW) Informative and Explanatory Writing
By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Performance Indicators

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.

W.IW.6.2.A Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.

W.IW.6.2.B   Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

W.IW.6.2.C   Use appropriate transitions to clarify the relationships among ideas and concepts.

W.IW.6.2.D   Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.IW.6.2.E   Acknowledge and attempt a formal/academic style, approach, and form.

W.IW.6.2.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.

Student Learning Objectives	Key Vocabulary	Suggested Tasks/Activities	Evidence of Learning (Assessment)	Resources/Materials
Students will be able to: - Write informative/explanatory texts to examine a topic and convey ideas. - Organize information to present in a logical, effective manner. - Develop topics with facts, definitions, concrete details, and quotations. - Cite evidence. - Use appropriate transitions to clarify the relationships among ideas and concepts. - Use precise language and domain-specific vocabulary to	Informative/Explanatory Text Structures Text Features Fact Transitions Precise Language Domain-Specific Vocabulary	- Analyze sample mentor texts - Annotate mentor texts - Peer review - Explanatory essay - Revise/edit checklist - Targeted mini-lessons	Explanatory essay Teacher conferences Teacher-created assessments Teacher observation Exit slips	Outlines/Graphic organizers Mentor texts (sample essays, etc.) Google Classroom applications Rubrics Revising/Editing Checklists Rubrics Anchor charts CommonLit

inform about or explain the topic. - 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. - Acknowledge and attempt a formal/academic style, approach, and form.				

Anchor Standard: (NW) Narrative Writing
By the end of grade 12, write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Performance Indicators

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.

W.NW.6.3.A   Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds
                    naturally and logically.

W.NW.6.3.B   Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

W.NW.6.3.C   Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

W.NW.6.3.D   Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

W.NW.6.3.E   Provide a conclusion that follows from the narrated experiences or events.

Student Learning Objectives	Key Vocabulary	Suggested Tasks/Activities	Evidence of Learning (Assessment)	Resources/Materials

Students will be able to: - Write a narrative to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. - Introduce a narrator and/or characters. - Organize an event sequence that unfolds naturally and logically. - Use narrative techniques such as dialogue, pacing, and description to develop experiences, events, and/or characters. - Use a variety of transition words, phrases, and clauses to convey	Dialogue Setting Description Characters Conflict Plot events Character Development Point of view Narrative voice Transition words Conclusion	- Analyze sample mentor texts - Annotate mentor texts - Narratives (write a continuation of a short story, retell the story from the perspective of a different character, etc.) - Peer review - Revise/edit checklist Targeted mini-lessons	Narratives (write a continuation of a short story, retell the story from the perspective of a different character, etc.) Teacher conferences Teacher-created assessments Teacher observation	Mentor texts (sample essays, etc.) Outlines/Graphic organizers Google Classroom applications Revising/Editing Checklists Rubrics Anchor charts CommonLit

sequence and signal shifts from one time frame or setting to another. - Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. - Provide a conclusion that follows from the narrated experiences or events.				

Anchor Standard: (WP) Writing Process
By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
Performance Indicators
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.

Student Learning Objectives	Key Vocabulary	Suggested Tasks/Activities	Evidence of Learning (Assessment)	Resources/Materials
Students will be able to:	Planning Revising	- Analyze sample mentor texts	Teacher conferences	Mentor texts (sample essays and outlines, etc.)

- Develop and strengthen writing by planning and revising - Write based on purpose and audience	Editing Rewriting Publishing	- Annotate mentor texts - Partner revisions - Essays (narrative, explanatory, argumentative) - Targeted mini-lessons - Revise/edit checklist	Essays (narrative, explanatory, argumentative) Teacher-created assessments Teacher observation Exit slips	Outlines/Graphic organizers Google Classroom applications Revising/Editing Checklists Rubrics Anchor charts

Anchor Standard: (WR) Writing Research
By the end of grade 12, conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

Performance Indicators

W.WR.6.5   Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

Student Learning Objectives	Key Vocabulary	Suggested Tasks/Activities	Evidence of Learning (Assessment)	Resources/Materials
Students will be able to: - Utilize inquiry-based research process - Conduct short research projects to answer a question - Utilize and synthesize several sources of information	Revise Research Assess sources Cross-reference information Inquiry	- Analyze sample mentor texts - Annotate mentor texts - Partner revisions - Essays (narrative, explanatory, argumentative) - Targeted mini-lessons - Revise/edit checklist	Teacher conferences Essays (narrative, explanatory, argumentative) Teacher-created assessments Teacher observation Exit slips	Mentor texts (sample essays and outlines, etc.) Outlines/Graphic organizers Google Classroom applications Revising/Editing Checklists Rubrics Anchor charts

- Demonstrate understanding of the subject being researched			

Anchor Standard: (SE) Sources of Evidence

By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.

Performance Indicators

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. 🌱

Student Learning Objectives	Key Vocabulary	Suggested Tasks/Activities	Evidence of Learning (Assessment)	Resources/Materials
Students will be able to: - Gather relevant information from multiple print and digital sources. - Assess the credibility of each source. - Quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	Relevant Information Sources Research Credibility Accuracy Plagiarism Bibliographic	- Analyze sample mentor texts - Annotate mentor texts - Partner revisions - Essays (narrative, explanatory, argumentative) - Targeted mini-lessons - Revise/edit checklist	Teacher conferences Essays (narrative, explanatory, argumentative) Teacher-created assessments Teacher observation Exit slips	NewsELA Mentor texts (sample essays and outlines, etc.) Outlines/Graphic organizers Google Classroom applications Revising/Editing Checklists Rubrics Anchor charts Newsela

Anchor Standard: (RW) Range of Writing

By the end of grade 12, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Performance Indicators

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.

Student Learning Objectives	Key Vocabulary	Suggested Tasks/Activities	Evidence of Learning (Assessment)	Resources/Materials
Students will be able to: - Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.	Time-frame Research Reflection Revision Metacognition Purpose Audience	- Journals - Quick writes - Targeted mini-lessons - Revise/edit checklist - Peer review	Teacher-created assessments Teacher observation Teacher conferences Essays (narrative, explanatory, argumentative) Exit slips Journals Quick writes	Mentor texts (sample essays and outlines, etc.) Outlines/Graphic organizers Google Classroom applications Rubrics Anchor charts

ENGLISH LANGUAGE ARTS: GRADE 6
DOMAIN: SPEAKING AND LISTENING

Anchor Standard: (PE) Participate Effectively

By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Performance Indicators

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.

SL.PE.6.1.A   Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

SL.PE.6.1.B   Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

SL.PE.6.1.C   Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

SL.PE.6.1.D   Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

Student Learning Objectives	Key Vocabulary	Suggested Tasks/Activities	Evidence of Learning (Assessment)	Resources/Materials
Students will be able to: - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. - Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. - Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. - Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	Collaborative Discussion Expression Evidence Goals Roles Key Ideas Perspectives Paraphrasing Reflection	- Socratic Seminar - Book Clubs/Literature Circles - Presentations - Debates - Peer Review - Conferencing - Small Group/Paired Learning	Socratic Seminar Book Clubs/Literature Circles Presentations Debates Peer Review Conferencing Small Group/Paired Learning	Anchor charts Question stems/sentence starters Google Classroom applications Rubrics Notes/Flashcards Anchor charts

- Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	

Anchor Standard: (II) Integrate Information

By the end of grade 12, integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Performance Indicators

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. 🌿

Student Learning Objectives	Key Vocabulary	Suggested Tasks/Activities	Evidence of Learning (Assessment)	Resources/Materials
Students will be able to: - 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.	Diverse Media Format Visual Oral Quantitative Interpret	- Socratic Seminar - Book Clubs/Literature Circles - Presentations - Debates - Peer Review - Conferencing - Small Group/Paired Learning	Socratic Seminar Book Clubs/Literature Circles Presentations Debates Peer Review Conferencing Small Group/Paired Learning	Anchor charts Question stems/sentence starters Mentor texts (video clips, articles, stories, etc.) Google Classroom applications

Anchor Standard: (ES) Evaluate Speakers

By the end of grade 12, evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Performance Indicators

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.

Student Learning Objectives	Key Vocabulary	Suggested Tasks/Activities	Evidence of Learning (Assessment)	Resources/Materials
Students will be able to: - Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	Speaker's Argument Deconstruct Claim Reasoning Evidence Specific Distinguish	- Socratic Seminar - Book Clubs/Literature Circles - Presentations - Debates - Peer Review - Conferencing - Small Group/Paired Learning	Socratic Seminar Book Clubs/Literature Circles Presentations Debates Peer Review Conferencing Small Group/Paired Learning	Anchor charts Question stems/sentence starters Google Classroom applications Rubrics

Anchor Standard: (PI) Present Information
By the end of grade 12, present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Performance Indicators

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).

Student Learning Objectives	Key Vocabulary	Suggested Tasks/Activities	Evidence of Learning (Assessment)	Resources/Materials

| Students will be able to:
- 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). | Claim/Finding
Sequencing
Description
Fact
Main Idea
Theme
Speaking
Behaviors | - Socratic Seminar
- Book Clubs/Literature Circles
- Presentations
- Debates
- Peer Review
- Conferencing
- Small Group/Paired Learning | Socratic Seminar
Book Clubs/Literature Circles
Presentations
Debates
Peer Review
Conferencing
Small Group/Paired Learning | Anchor charts
Question stems/sentence starters
Google Classroom applications
Rubrics |

Anchor Standard: (UM) Use Media

By the end of grade 12, make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Performance Indicators

SL.UM.6.5   Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

Student Learning Objectives	Key Vocabulary	Suggested Tasks/Activities	Evidence of Learning (Assessment)	Resources/Materials
Students will be able to: - Include multimedia	Multimedia Graphics Images	- Socratic Seminar - Book Clubs/Literature Circles	Socratic Seminar Book Clubs/Literature Circles Presentations	Mentor texts (video clips, articles, stories, etc.)

components and visual displays in presentations to clarify information.	Music Sound Visual Displays	- Presentations - Debates - Peer Review - Conferencing - Small Group/Paired Learning	Debates Peer Review Conferencing Small Group/Paired Learning	Google Classroom applications Rubrics Anchor charts Question stems/sentence starters

Anchor Standard: (AS) Adapt Speech

By the end of grade 12, adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Performance Indicators

SL.AS.6.6   Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Student Learning Objectives	Key Vocabulary	Suggested Tasks/Activities	Evidence of Learning (Assessment)	Resources/Materials
Students will be able to: - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	Speech Contexts/Tasks Formal English Adapt	- Socratic Seminar - Book Clubs/Literature Circles - Presentations - Debates - Peer Review - Conferencing - Small Group/Paired Learning	Socratic Seminar Book Clubs/Literature Circles Presentations Debates Peer Review Conferencing Small Group/Paired Learning	Anchor charts Question stems/sentence starters Google Classroom applications Rubrics Outlines/Graphic organizers

INTERDISCIPLINARY CONNECTIONS

Other Core Content Areas	**Math** - 6.SP.A.1: Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. - 6.SP.A.2: Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape. - 6.SP.A.3: Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number. **Social Studies** - 6.3.8.CivicsPD.1: Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion. - 6.3.8.CivicsPI.3: Use a variety of sources from multiple perspectives to examine the role of individuals, political parties, interest groups, and the media in a local or global issue and share this information with a governmental or nongovernmental organization as a way to gain support for addressing the issue. **Science** - MS-ETS1-1: Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.
Career Readiness, Life Literacies and Key Skills	- 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. - 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas. - 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. - 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to

	determine the most plausible option. - 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.4: Ask insightful questions to organize different types of data and create meaningful visualizations. - 9.4.8.TL.2: Gather data and digitally represent information to communicate a real-world problem.. - 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.
Computer Science and Design Thinking	- 8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose. - 8.1.8.DA.6: Analyze climate change computational models and propose refinements. - 8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem. - 8.2.8.ED.3: Develop a proposal for a solution to a real-world problem that includes a model (e.g., physical prototype, graphical/technical sketch). - 8.2.8.ED.7: Design a product to address a real-world problem and document the iterative design process, including decisions made as a result of specific constraints and trade-offs (e.g., annotated sketches).

MODIFICATIONS				
English Language Learners	**Special Education**	**At-Risk of Failure**	**Gifted and Talented**	**504**
Scaffolding Word walls Sentence/paragraph frames Bilingual dictionaries/translation Think Alouds Read Alouds	Word walls Visual aides Graphic organizers Multimedia Leveled-readers Assistive technology Notes/summaries Extended time	Teacher tutoring Peer tutoring Study guides Graphic organizers Extended time Parent communication Modified	Curriculum compacting Challenge assignments Enrichment activities Tiered activities Independent research/inquiry Collaborative teamwork	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time

Highlight key vocabulary Annotation guides Think-pair-share Visual aides Modeling Cognates	Answer masking Answer eliminator Highlighter Color Contrast	assignments Counseling	Higher level questioning Critical/Analytical thinking tasks Self-directed activities	Answer masking Answer eliminator Highlighter Color contrast Parent communication Modified assignments Counseling