

# **Moonachie School District English Language Arts Curriculum: Grade 6**

*New Jersey Student Learning Standards for English Language Arts*

**Born On: August 27, 2024**  
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The following maps outline the Sixth Grade New Jersey Student Learning Standards for English Language Arts. 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**

End of story tests  
End of Unit/Theme Assessments  
Running Records  
STAR Assessments  
Sequencing activities  
SAAVAS MyView Benchmark Assessments  
End of Book Activities  
Exit slips  
Blogs/Journal entries  
Literary Analysis Tasks  
Research Simulated Tasks  
Narrative Task  
Leveled Libraries

**Writing and Language**

Journal Entries  
Writing Process Pieces  
Friendly Letter  
Persuasive  
Narrative  
Expository  
Newspaper Article  
Written activities  
Technology Based Presentations  
End of Book Activities/Pamphlets  
Literary Analysis Tasks  
Research Simulated Tasks

**Foundational Skills**

Running records  
Spelling Tests/Dictations  
Sorting activities  
Building words  
Proofreading Editing  
Written activities  
Writing samples

**Resources:**

Graphic Organizers

Sequencing cards

Writers checklist

SMARTBoard

Leveled libraries

Audio books

Student Journals

Sentence strips

Rubrics

Center Activities

Word rings

Proofreading chart

Retelling props

SAAVAS MyView materials

[Decodable Texts for Emergent Readers](#)**References:**<http://www.corestandards.org/the-standards/english-language-arts-standards/writing/grade-2/><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>**Websites:**[www.brainpop.com](http://www.brainpop.com)[www.spellingcity.com](http://www.spellingcity.com)[www.eduplace.com](http://www.eduplace.com)[www.brainpopjr.com](http://www.brainpopjr.com)[www.edmoto.com](http://www.edmoto.com)[www.thinkcentral.com](http://www.thinkcentral.com)[www.mrnussbaum.com](http://www.mrnussbaum.com)[www.rticentral.com](http://www.rticentral.com)[www.scholastic.com](http://www.scholastic.com)[www.superteacherworksheets.com](http://www.superteacherworksheets.com)[www.readworks.org](http://www.readworks.org)[www.ereadingworksheets.com/](http://www.ereadingworksheets.com/)[www.readwritethink.org](http://www.readwritethink.org)[www.puzzlemaker.com](http://www.puzzlemaker.com)[www.readingatoz.com](http://www.readingatoz.com)[www.wordle.com](http://www.wordle.com)[www.manybooks.net](http://www.manybooks.net)[www.commoncoresheets.com](http://www.commoncoresheets.com)[www.adaptedmind.com](http://www.adaptedmind.com)[www.smartexhcange.com](http://www.smartexhcange.com)[www.learnzillion.com](http://www.learnzillion.com)

## English Language Arts Practices

Across All Domains & Standards

**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 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.

<b>Content Area: ELA Reading</b>	<b>Grade Level: Sixth</b>
<b>Unit 1: Short Stories</b>	<b>Length of time: September - November</b>
<p>Unit Theme: In this unit, students will read and analyze a variety of short stories to understand how authors use elements such as plot, character development, conflict, setting, and theme to create meaningful narratives. Students will practice close reading skills, make inferences, and support their ideas with textual evidence. Through discussion and written responses, students will develop a deeper understanding of how authors convey messages and shape readers' experiences through storytelling.</p>	
<p>Essential Question: How do authors use story elements to develop meaning and engage the reader?</p>	
<b>Unit Readings Objectives:</b>	
<ul style="list-style-type: none"> <li>- Identify and analyze key elements of short stories, including plot, setting, characters, conflict, and resolution.</li> <li>- Determine the theme or central idea of a short story and explain how it is developed through details in the text.</li> <li>- Analyze how an author develops characters, including how characters respond to challenges or change over the course of a story.</li> <li>- Cite textual evidence to support analysis and inferences about characters, plot, and theme.</li> </ul>	

- Analyze the impact of point of view on the events and meaning of a short story.
- Explain how an author uses figurative language, imagery, and sensory details to enhance meaning and tone.
- Identify and explain how conflict drives the plot and influences character development.
- Summarize a short story accurately, including key events and outcomes, without adding personal opinion.
- Compare and contrast elements of two or more short stories, such as themes, characters, or settings.
- Use appropriate academic vocabulary when discussing and writing about short stories.

### **Unit Readings Standards:**

[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.VI.6.4](#) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

[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.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.

[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.

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

[RL.CI.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.

### **Unit Writing Objectives:**

- Respond to text-based questions using the RACE strategy (Restate the question, Answer it, Cite evidence, Explain reasoning).
- Restate a question and provide a clear, complete written response that directly addresses the prompt.
- Select and accurately cite relevant textual evidence to support written responses.
- Use quotation marks and proper citation phrases (e.g., "According to the text...") when incorporating evidence.
- Explain how the cited evidence supports their answer, demonstrating clear reasoning and understanding of the text.
- Write organized paragraphs that include a topic sentence, evidence, and explanation.
- Use appropriate academic language and transition words to connect ideas within a written response.
- Revise writing to improve clarity, completeness, and use of evidence.
- [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.
- [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.

### Unit Writing Standards:

- [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.

### Evidence of Learning (Assessment)

**Assessments: Benchmark** - STAR **Summative** - Benchmark Assessments, Essays, Presentations, Debates, Socratic Seminar, Book Clubs, Literature Circles, Research projects **Formative** - Exit slips, Quick writes and RT Notebook, Journals, Small Group/Paired Learning, Teacher observation, Conferencing, Peer Review, Revise/Edit mentor writing samples, Graphic organizers, Response paragraphs, Outlines **Alternate** - Oral presentations, small group socratic seminars, guided literature circles, shortened response paragraph, recorded debate response, choice boards

### Interdisciplinary Connections

#### 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.

#### 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.

<b>Content Area: ELA Reading</b>	<b>Grade Level: Sixth</b>
<b>Unit 2: Biographies &amp; Titanic</b>	<b>Length of time: November to January</b>
Unit Theme: This unit explores how real people's lives and decisions shape history. Through reading biographies connected to the Titanic, students will examine how individuals responded to challenges, made choices, and influenced outcomes during a historic event. Using facts and evidence from these biographies, students will develop argumentative writing skills by forming claims and defending them with textual evidence. The unit emphasizes critical thinking, close reading, and clear communication as students learn how biographical information can be used to support strong arguments about people, choices, and historical impact.	
Essential Question: How do a person's choices shape their impact on history, and how can we argue that using evidence?	
<b>Unit Readings Objectives:</b>	
<ul style="list-style-type: none"><li>- Identify the characteristics of biographies, including factual information, chronological structure, and focus on a real person's life.</li><li>- Analyze how an author presents key events, challenges, and accomplishments in a person's life.</li><li>- Determine the central idea of a biography and explain how it is developed through details and</li></ul>	

examples.

- Cite textual evidence to support analysis and inferences about individuals and historical events.
- Analyze how historical context, including time period and setting, influences the actions and experiences of individuals.
- Compare and contrast multiple biographies related to the Titanic, noting different perspectives or roles.
- Explain how individuals' choices and responses contributed to outcomes during the Titanic disaster.
- Interpret text features (headings, captions, photographs, timelines, and maps) to deepen understanding of informational texts.
- Summarize biographical texts accurately, focusing on important events and contributions.
- Use domain-specific vocabulary related to history and the Titanic when speaking and writing about the texts.

#### **Unit Readings Standards:**

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

L.VI.6.4.A Interpret figures of speech (e.g., personification) in context.

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.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, 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.ME.6.6](#) Integrate information when presented in different media or formats (e.g., visually, quantitatively) to develop a coherent understanding of a topic or issue.





[RI.AA.6.7](#) 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. 🌱

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

### **Unit Writing Objectives:**

- Write argumentative paragraphs and essays that clearly state a claim related to individuals or decisions connected to the Titanic.
- Introduce a clear claim and distinguish it from opposing or alternative viewpoints.
- Support claims using relevant evidence from biographies and informational texts.
- Use the RACE strategy to organize written responses to argumentative prompts.
- Explain how textual evidence supports and strengthens an argument.
- Incorporate multiple sources to support a single claim.
- Use academic and domain-specific vocabulary related to biographies, history, and the Titanic.
- Organize writing logically with an introduction, body paragraphs, and conclusion.
- Use transition words and phrases to connect ideas and reasons.
- Acknowledge and respond to counterclaims in a grade-appropriate way.
- Maintain a formal tone appropriate for argumentative writing.
- Revise and edit writing for clarity, coherence, and strength of evidence.

### **Unit Writing Standards:**

- [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.

<b>Content Area: ELA Reading</b>	<b>Grade Level: Sixth</b>
<b>Unit 3: 13th Floor &amp; Salem Witch Trials</b>	<b>Length of time: February to March</b>
<p>Unit Theme: This unit explores how fear, superstition, and societal pressures can influence individuals and communities. Through reading <i>The Thirteenth Floor</i> alongside informational texts about the Salem Witch Trials, students will analyze how characters' beliefs, choices, and actions drive events and outcomes. The unit emphasizes critical thinking and textual analysis, helping students connect fictional narratives to real historical events. Students will also practice writing to explain ideas, compare perspectives, and support claims with evidence, developing skills that transfer from literature to real-world understanding.</p>	
<p>Essential Question: How do fear, belief, and societal pressure shape individuals' choices and the events around them, and how can we use evidence from texts to explain or compare these effects?</p>	
<b>Unit Readings Objectives:</b>	
<ul style="list-style-type: none"> <li>- Analyze how historical events and beliefs influence the setting, characters, and plot of a literary text.</li> <li>- Identify and explain key story elements (plot, setting, characters, conflict, and theme) in <i>The Thirteenth Floor</i>.</li> <li>- Determine the central idea or theme of a text and explain how it is developed through events and character actions.</li> <li>- Cite textual evidence to support analysis and inferences about characters, motivations, and themes.</li> <li>- Analyze how characters' beliefs, fears, and decisions influence their actions and outcomes.</li> <li>- Compare fictional events in <i>The Thirteenth Floor</i> to historical facts about the Salem Witch Trials.</li> <li>- Evaluate how fear, superstition, and mass hysteria impact individuals and communities.</li> <li>- Analyze the author's use of figurative language, tone, and mood to convey suspense and tension.</li> <li>- Interpret and integrate information from informational texts about the Salem Witch Trials to deepen understanding of the literary text.</li> <li>- Summarize both literary and informational texts accurately, focusing on key ideas and events.</li> <li>- Use academic and domain-specific vocabulary related to history and literature when discussing the texts.</li> </ul>	

**Unit Readings Standards:**

[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.

[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.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.

[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.

[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.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. 

**Unit Writing Objectives:**

- Write clear, organized expository paragraphs and essays that explain ideas or information from texts.
- Introduce a topic or focus and provide relevant background information.
- Use textual evidence from literary and informational texts to support explanations.
- Explain how evidence supports ideas with clear reasoning and analysis.
- Organize writing logically with an introduction, body paragraphs, and conclusion.
- Use transition words and phrases to connect ideas within and between paragraphs.
- Incorporate domain-specific vocabulary related to history, literature, and the Salem Witch Trials.
- Compare and contrast fictional events and historical facts, explaining similarities and differences.
- Revise writing for clarity, coherence, and effective use of evidence.
- Edit writing for grammar, punctuation, and sentence structure to strengthen communication.

**Unit Writing Standards:**

[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.

### Evidence of Learning (Assessment)

**Assessments: Benchmark** - STAR **Summative** - Benchmark Assessments, Essays, Presentations, Debates, Socratic Seminar, Book Clubs, Literature Circles, Research projects **Formative** - Exit slips, Quick writes and RT Notebook, Journals, Small Group/Paired Learning, Teacher observation, Conferencing, Peer Review, Revise/Edit mentor writing samples, Graphic organizers, Response paragraphs, Outlines **Alternate** - Oral presentations, small group socratic seminars, guided literature circles, shortened response paragraph, recorded debate response, choice boards

### Interdisciplinary Connections

#### 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.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.4: Ask insightful questions to organize different types of data and create meaningful visualizations.
- 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.

**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.

<b>Content Area: ELA Reading</b>	<b>Grade Level: Sixth</b>
<b>Unit 4: Greek Mythology</b>	<b>Length of time: March to April</b>
Unit Theme: This unit explores the timeless stories of Greek mythology to help students understand how myths convey cultural values, lessons, and human experiences. Students will read and analyze myths, identifying key elements such as characters, gods and goddesses, conflicts, and themes. Using these texts, students will practice multiple writing styles: they will write argumentative essays to defend interpretations or opinions about myths, compare and contrast myths to explore recurring themes and character traits, and create expository writing to explain ideas or concepts presented in the myths. The unit emphasizes critical thinking, textual evidence, and clear communication as students connect literary analysis with organized and purposeful writing.	

Essential Question: How can analyzing myths help us understand human experiences, cultural values, and lessons, and how can we use evidence from these stories to explain, compare, or argue our ideas?

### **Unit Readings Objectives:**

- Identify and analyze key elements of myths, including characters, gods and goddesses, setting, plot, conflict, and resolution.
- Determine the central theme or moral of a myth and explain how it is developed through events and character actions.
- Analyze how authors use mythical characters and events to convey cultural beliefs, values, and lessons.
- Compare and contrast different myths to identify recurring themes, character traits, or motifs.
- Cite textual evidence to support analysis and inferences about characters, plot, and themes.
- Explain how the actions of characters, including gods and heroes, influence plot and outcomes.
- Identify and interpret figurative language, symbolism, and imagery in myths to understand meaning and tone.
- Summarize myths accurately, focusing on important events, characters, and lessons.
- Analyze how myths reflect ancient Greek culture, beliefs, and values.
- Use academic and domain-specific vocabulary when discussing or writing about myths.

### **Unit Readings Standards:**

- [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.VI.6.4.D](#) Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).
- [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.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.

**Unit Writing Objectives:**

- Write claims supported by reasons and relevant textual evidence.
- Introduce a claim and distinguish it from opposing viewpoints.
- Use the RACE strategy (Restate, Answer, Cite Evidence, Explain) to structure responses.
- Organize writing with an introduction, body paragraphs, and conclusion.
- Explain how evidence supports and strengthens an argument.
- Incorporate academic and domain-specific vocabulary appropriate for the topic.
- Address and respond to counterclaims in a clear, age-appropriate way.
- Revise and edit writing for clarity, coherence, and effectiveness of argument.
- Identify similarities and differences between texts, characters, events, or historical figures.
- Organize writing using Venn diagrams, charts, or structured paragraphs.
- Use textual evidence from multiple sources to support comparisons and contrasts.  
Explain how the similarities and differences affect meaning, theme, or understanding of the text(s).
- Use transition words and phrases to clearly signal comparisons (e.g., similarly, in contrast, on the other hand).
- Write a cohesive paragraph or essay that logically presents comparisons and contrasts.
- Revise writing to improve clarity, organization, and evidence use.
- Write clear and organized explanatory paragraphs and essays that convey ideas or information.
- Introduce a topic with background information or context.
- Support explanations with facts, textual evidence, or examples.
- Explain how evidence or examples clarify or support ideas.
- Organize writing logically with an introduction, body, and conclusion.
- Use transition words and phrases to connect ideas within and between paragraphs.
- Incorporate domain-specific vocabulary related to the topic.
- Revise and edit writing for clarity, coherence, and effective communication.

**Unit Writing Standards:**

- [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.

[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.

[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.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.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.

### Evidence of Learning (Assessment)

**Assessments: Benchmark** - STAR **Summative** - Benchmark Assessments, Essays, Presentations, Debates, Socratic Seminar, Book Clubs, Literature Circles, Research projects **Formative** - Exit slips, Quick writes and RT Notebook, Journals, Small Group/Paired Learning, Teacher observation, Conferencing, Peer Review, Revise/Edit mentor writing samples, Graphic organizers, Response paragraphs, Outlines **Alternate** - Oral presentations, small group

socratic seminars, guided literature circles, shortened response paragraph, recorded debate response, choice boards

### Interdisciplinary Connections

#### **Career Readiness, Life Literacies and Key Skills**

- 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas.
- 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.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.

#### **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.

<b>Content Area: ELA Reading</b>	<b>Grade Level: Sixth</b>
<b>Unit 5: Among The Hidden</b>	<b>Length of time: May to June</b>
<p>Unit Theme: In this unit, students will read <i>Among the Hidden</i> by Margaret Peterson Haddix to explore themes of identity, freedom, and courage. Students will analyze how the author develops characters, plot, and conflict to engage readers and convey important messages. Using the novel as a mentor text, students will practice narrative writing, creating their own stories that include well-developed characters, vivid settings, meaningful conflict, and resolutions. The unit emphasizes using textual evidence, descriptive language, and narrative techniques to craft stories that communicate ideas clearly and creatively.</p>	
<p>Essential Question: How can we use characters, conflict, and events to tell a story that engages readers and conveys a meaningful message?</p>	
<b>Unit Readings Objectives:</b>	
<ul style="list-style-type: none"> <li>- Identify and analyze key elements of fiction, including plot, setting, characters, conflict, and resolution.</li> <li>- Determine the theme or central idea of the novel and explain how it is developed through characters' actions and events.</li> <li>- Analyze the motivations, traits, and growth of characters, particularly Luke, and explain how they influence the story.</li> <li>- Cite textual evidence to support interpretations and inferences about characters, plot, and themes.</li> <li>- Examine the author's use of suspense, tone, and mood to create tension and engage readers.</li> <li>- Analyze how choices and consequences shape characters' actions and outcomes.</li> <li>- Identify and discuss conflicts, both internal and external, and how they drive the narrative.</li> <li>- Make connections between the story and real-world issues, such as freedom, rules, and fairness.</li> <li>- Summarize chapters and events accurately, focusing on important details and story progression.</li> <li>- Use academic vocabulary and literary terms when discussing or writing about the novel.</li> </ul>	
<b>Unit Readings Standards:</b>	
<ul style="list-style-type: none"> <li>- <a href="#">L.VL.6.3.D</a> Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to</li> </ul>	

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).
- [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.CJ.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](#) 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.
- [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.
- [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.

#### **Unit Writing Objectives:**

- Write narrative stories that have a clear sequence of events, including a beginning, middle, and end.
- Develop characters, setting, and plot in a way that engages the reader.
- Use dialogue, thoughts, and actions to reveal characters' traits and motivations.
- Incorporate conflict and resolution to create tension and drive the story.
- Use descriptive language, sensory details, and figurative language to enhance mood and tone.
- Organize writing with coherent paragraphs and smooth transitions between events.
- Demonstrate consistent point of view and perspective throughout the narrative.
- Revise writing to improve clarity, character development, and plot structure.
- Edit writing for grammar, punctuation, spelling, and sentence variety.
- Use vocabulary from the text or academic language to enrich storytelling.

#### **Unit Writing Standards:**

- [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.
- [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.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.

#### **Evidence of Learning (Assessment)**

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## Interdisciplinary Connections

### 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.

### 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.
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### Social Studies

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## Modifications

Multilingual Learners	Special Education	At-Risk of School Failure	Gifted and Talented	504
Scaffolding Word walls Sentence Stems Paragraph Frames	Word walls Visual aides Graphic organizers Multimedia Leveled-readers	Teacher tutoring Peer tutoring Study guides Graphic organizers Extended time	Curriculum compacting Challenge assignments Enrichment activities	Word walls Visual aides Graphic organizers Multimedia Leveled readers

Bilingual Dictionaries Think Alouds Read Alouds Highlight key vocabulary Annotation guides Think-pair-share Visual aides Modeling Cognates	Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color Contrast	Parent communication Modified assignments Counseling	Tiered activities Independent research/inquiry Collaborative teamwork Higher level questioning Critical/Analytical thinking tasks Self-directed activities	Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast Parent communication Modified assignments Counseling
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