MIDDLE SCHOOL / GRADE 6 LANGUAGE ARTS CURRICULUM - 2024

Board of Education Adoption Date: August 27, 2024

Board of Education President: Joan Mody

Superintendent of Schools: Salvatore M. Constantino

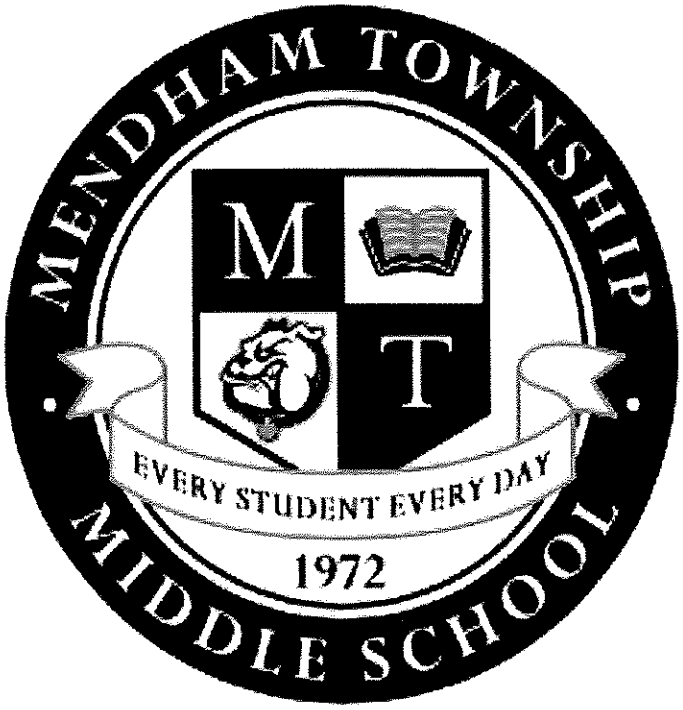
Principal: 7/22/24

Patrick J. Ciccone

Language Arts

1. Accommodations Addendum
2. Alternate Assessments
3. Grade level curriculum units
    a. Pacing Map
        i. Benchmarks
        ii. Differentiation
        iii. Career Readiness
        iv. Life Literacies
        v. Key Skills
    b. Interdisciplinary connections
    c. Instructional materials
    d. Anchor standards (companion)
    e. Core novel units
    f. Grammar units / assessments
    g. Research Strands

a. Curriculum designed and implemented to meet grade level expectations/ graduation requirements;
b. Integrated accommodations and modifications for students with IEPs, 504s, ELLs, and gifted and talented students;
c. Assessments - including benchmarks, formative, summative and alternative assessments;
d. List of core instructional and supplemental materials, including various levels of texts at each grade level;
e. Pacing guide;
f. Interdisciplinary connections;
a. Integration of NJSLA Standard 9: Career Readiness, Life Literacies, and Key Skills.



2024 English Language Arts Curriculum

Dr. Patrick Ciccone
Mrs. Franziska Dragon
Mrs. Carol Hueston
Mrs. Jennifer Vazquez
Mrs. Jessica Constanzo
Mrs. Catherine Gustavsen
Mrs. Melanie Smith
Mrs. Christine Yawger
Ms. Sara Cyr
Mrs. Erica Hays
Mrs. Tara Horutz

Accommodations Addendum

Curriculum Modifications for
IEPs, 504s, ELL, and Gifted & Talented

IEP and 504

- Allow for extended time on homework and assessments as described in the student's plan
- Allow use of calculator
- Check for comprehension and understanding
- Highlight or underline key words
- Permit ample time for student to respond to questions
- Clearly define limits and expectations
- Encourage student to ask for needed assistance
- Preferential seating
- Repeating, clarifying, or rewording directions

ELL

- Allow for alternate responses
- Provide student with advanced notes
- Allow for extended time on homework and assessments
- Teacher modeling of what is expected and necessary steps to complete task
- Provide simplified written and verbal instructions
- Permit ample time for student to respond to questions
- Encourage student to ask for needed assistance
- Check for comprehension and understanding
- Repeating, clarifying, or rewording directions
- Preferential seating
- Allow use of eDictionary/ technology to look up unknown words

Gifted & Talented

- Provide additional / alternative assessments
- Flexible pacing

- Encourage students to explore their interests and passions
- Provide opportunities for independent research and study
- Create problem based learning activities

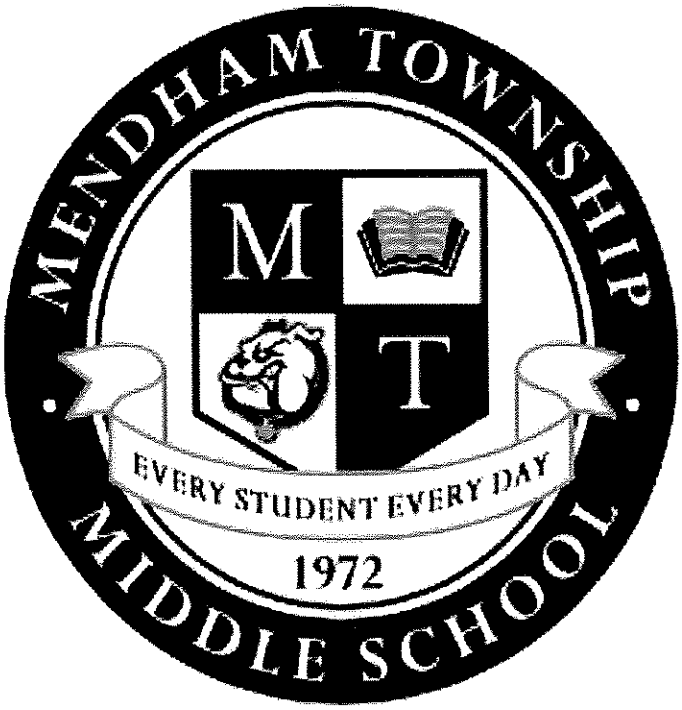
Alternate Assessments

Related Strategies

Language Arts

Teachers will employ the following materials and strategies in the event such is needed based upon I&RS plan, 504, IEP or other reasons discussed with the principal:

1. Rewordify.com test versions of PB
2. Alternative IXL assessments
3. Audio versions of comprehension tests
4. Textbook alternate Chapter & Quiz assessments
5. Verbalize summary of essay
6. Collaborative test
7. Portfolio in place of PBT
8. Summary of assessments in place of MC
9. Open book test
10. Take home test versions (reading difficulties)



Mendham Township Middle School
English Language Arts Curriculum
Grade level: 6th

1. Pacing Map: Content, Benchmarks, Differentiation, Career Readiness, Life Literacies, and Key Skills
2. NJSLA Standards
3. General Documents: Core Novels/ Literature Themes/ Self-Selected / PBT Alignment
4. Core Novel Guiding Documents
5. Grammar Content Lists / Final
6. Research Components & Strands

W G 6 ELA Curriculum Pacing Map.docx

Mendham Township Middle School

ELA Curriculum / Pacing / Benchmarking Guide

Grade Level: 6th

***=Data collected on server**

Month		Literature / Writing / Special Activities / Other	Standards
August/ September	Content	**Novel #1 Literature (*Weedflower*)** -Review of the elements of fiction -Identifying elements of fiction -Analyzing the significance of the elements of fiction within the text -Understanding the impact of historical context on a novel -Learning from history -Dominant theme development (prejudice, values, coping) -Identifying key information informational and fictional texts -Analyzing informational text to better understand the novel **Writing** -4 night writes per week (each corresponding with assigned nightly reading of core novel) -Organizational strategies -Narrative techniques (imagery, figurative language, dialogue, conflict development, etc.) -Word choice **Vocabulary** -Units 1 & 2 **Grammar** Review / assessment of knowledge	L.6.2.A-B, L.VL.6.3.A. .E, L.VI.6.4.A.(D, RL.CR.6.1, RI.CR.6.1, RL.CI.6.2, RI.CI.6.2, RI.PP.6.5.6 5, RL.IT.6.3 RL.TS.6.4, RL.PP.6.5, RL.MF.6.6, RL.CT.6.8
	Benchmarks	Sept. Narrative PBT* Sept. Lit Analysis PBT* Research PBT* Rewrite #1* Grammar Pretest*	W.AW.6.1.. -E, W.NW.6.3. -E, W.WP.6.4, W.RW.6.7, SL.PE.6.1.A SL.II.6.2, SL.UM.6.5

	Differentiation	**Extension**: Differentiated rubric, extended creative writing project linked to short stories, self-selected novel and related assignments **Remediation**: Use of graphic organizers, study guides, guided practice, additional reading comprehension activities, supplemental writing support	
	Additional Standards	**Career Readiness, Life Literacies, and Key Skills** 9.4.8.DC.1, 9.4.8.DC.2, 9.4.8.DC.1, 9.4.8.DC.2, 9.4.8.GCA, 9.4.8.GCA.2	

Month		Literature / Writing / Special Activities / Other	Standards
October/ November	Content	**Novel #2 (*Coraline*)** -Identifying key information -Character analysis -Analysis of differing points of view -Author's use of the elements of fiction to build suspense -Identifying mood within the text -Dominant theme development (Decisions, values, courage, overcoming obstacles) **Writing** -4 night writes per week (each corresponding with assigned nightly reading of core novel) -Capturing attention and setting up background information in the introduction -Crafting a thesis statement that addresses the prompt -Organizational strategies **Vocabulary** -Unit 3 & 4 **Grammar** Prepositions	L.KL.6.2.A-, L.VL.6.3.B L.VI.6.4.A.(D, RL.CR.6.1, RL.CI.6.2, RL.IT.6.3, RL.TS.6.4, RL.PP.6.5, RL.MF.6.6, RL.CT.6.8, W.AW.6.1.. -E, W.NW.6.3. -E, W.WP.6.4, W.RW.6.7, SL.PE.6.1.A SL.II.6.2, SL.UM.6.5
	Benchmarks	Model Curriculum #1* Oct. Narrative PBT* Oct. Lit Analysis PBT* Nov. Narrative PB Nov. Lit Analysis PBT* Research PBT* Rewrite #2	W.AW.6.1.. -E, W.NW.6.3. -E, W.WP.6.4, W.RW.6.7, SL.PE.6.1.A SL.II.6.2, SL.UM.6.5

	Differentiation	**Extension:** Differentiated rubric, collaborative creative writing project linked to novel, end of book project that addresses multiple intelligences and different learning styles **Remediation:** Use of graphic organizers, study guides, guided practice, additional reading comprehension activities, supplemental writing support	
	Additional Standards	**Career Readiness, Life Literacies, and Key Skills** 9.4.8.DC.1, 9.4.8.DC.2	

Month		Literature / Writing / Special Activities / Other	Standards
December/January	Content	**Novel #3 (*Return to Sender*)** -Understanding the impact of historical context on a novel -Learning from history -Dominant theme development (Prejudice, Civil Disobedience, Family, Values, Coping) -Identifying key information informational and fictional texts -Analyzing informational text to better understand the novel **Writing** -4 night writes per week (each corresponding with assigned nightly reading of core novel) -Organizational strategies -Capturing attention and providing background in the introduction -Crafting a thesis statement that addresses the prompt -Crafting and supporting an effective topic sentence -Utilizing and citing textual evidence in body paragraphs **Vocabulary** -Unit 5 **Grammar** -Nouns	L.KL.6.2.AB, L.VL.6.3.AB.E, L.VI.6.4.A.C.D, RL.CR.6.1, RI.CR.6.1, RL.CI.6.2, RI.CI.6.2, RI.PP.6.5.(.5, RL.IT.6.3, RL.TS.6.4, RL.PP.6.5, RL.MF.6.6 RL.CT.6.8, W.AW.6.1.-E, W.NW.6.3.-E, W.WP.6.4, W.RW.6.7, SL.PE.6.1.A SL.II.6.2, SL.UM.6.5
	Benchmarks	Model Curriculum #2* Dec. Lit Analysis PBT* Dec. Research PBT*	W.AW.6.1.-E, W.NW.6.3.

		Rewrite #3 Research PBT*	-E, W.WP.6.4, W.RW.6.7, SL.PE.6.1.A SL.II.6.2, SL.UM.6.5
	Differentiation	**Extension:** Varied Lexile levels for informational text, use of technology to enhance understanding of historical context, students as experts, independent research project linked to novel, teacher/student writing conferences **Remediation**: Use of graphic organizers, study guides, guided practice, additional reading comprehension activities, supplemental writing support	
	Additional Standards	**Career Readiness, Life Literacies, and Key Skills** 9.4.8.DC.1, 9.4.8.DC.2	

Month		Literature / Writing / Special Activities / Other	Standards
January/ February	Content	**Novel #4 (*The Watsons Go to Birmingham*)** -Understanding the impact of historical context on a novel -Learning from history -Dominant theme development (prejudice, values, coping) -Identifying key information informational and fictional texts -Analyzing informational text to better understand the novel -Analyzing/comparing novel to the film adaptation **Writing** -4 night writes per week (each corresponding with assigned nightly reading of core novel) -Organizational strategies -Capturing attention and providing background in the introduction -Crafting a thesis statement that addresses the prompt -Crafting and supporting an effective topic sentence -Utilizing and citing textual evidence in body paragraphs **"Letters about Literature" National Writing Contest –The Library of Congress** -Addressing purpose and audience -Making connections between literature and self-awareness/personal experience **Vocabulary** -Unit 5 **Grammar** -Nouns	L.KL.6.2.A-, L.VL.6.3.A-, L.VI.6.4.A-I, RL.CR.6.1 RI.CR.6.1, RL.CI.6.2, RI.CI.6.2, RL.IT.6.3, RI.IT.6.3, RL.TS.6.4, RI.TS.6.4, RL.PP.6.5, RI.PP.6.5, RL.MF.6.6, RI.MF.6.6, RL.CT.6.8, RI.CT.6.8, W.AW.6.1., -E, W.NW.6.3. -E, W.WP.6.4, W.RW.6.7,

			SL.PE.6.1.A C, SL.II.6.2, SL.UM.6.5
	Benchmarks	Jan. Narrative PBT* Jan. Lit Analysis PBT* Research PBT* Model Curriculum #3 Feb. Narrative PBT* Feb. Lit Analysis PBT* Rewrite #4	W.AW.6.1.A -E, W.NW.6.3.A -E, W.WP.6.4, W.RW.6.7, SL.PE.6.1.A C, SL.II.6.2, SL.UM.6.5
	Differentiation	**Extension:** Varied Lexile levels for informational text, use of technology to enhance understanding of historical context, students as experts, independent research project linked to novel, teacher/student writing conferences, end of book test with multiple essay options **Remediation:** Use of graphic organizers, study guides, guided practice, additional reading comprehension activities, supplemental writing support	
	Additional Standards	**Career Readiness, Life Literacies, and Key Skills** 9.4.8.DC.1, 9.4.8.DC.2, 9.4.8.DC.1, 9.4.8.DC.2, 9.4.8.GCA, 9.4.8.GCA.2	

Month		Literature / Writing / Special Activities / Other	Standards
March	Content	**Novel #4 (*The Crossover)* and Self-Selected novel** -Analyzing poetry and use of figurative language within poetry -Symbolism -Distinguishing between tone and mood -Development of dominant themes (prejudice, values, family, coping) -Making connections between literature -Making connections between literature and personal experience **Writing** -4 night writes per week (each corresponding with assigned nightly reading of core novel) -Eliminating repetition **Research Paper:** -Taking notes -Identifying key information and paraphrasing -Crafting a thesis based on research -Following MLA guidelines **Vocabulary** Units 11 & 12 **Grammar** Adjectives	L.KL.6.2.A-D, L.VL.6.3.A-, L.VI.6.4.A-I, RL.CR.6.1 RL.CI.6.2, RL.IT.6.3, RL.TS.6.4, RL.PP.6.5, RL.MF.6.6, RL.CT.6.8, W.NW.6.3.A -E, W.WP.6.4, W.RW.6.7, SL.PE.6.1.A C, SL.II.6.2, SL.UM.6.5

	Benchmarks	Model Curriculum #4 March Narrative PBT* March Lit Analysis PBT* Research PBT* Rewrite #6	W.NW.6.3. -E, W.WP.6.4, W.RW.6.7, SL.PE.6.1.A C, SL.II.6.2, SL.UM.6.5
	Differentiation	**Extension**: Differentiated rubric, choice/flexibility for the biography report research paper, use of research with range of Lexile values, use of technology to peer edit, teacher/student writing conferences **Remediation**: Use of graphic organizers, study guides, guided practice, additional reading comprehension activities, writing workshops, supplemental writing support	
	Additional Standards	**Career Readiness, Life Literacies, and Key Skills** 9.4.8.DC.1, 9.4.8.DC.2	

Month		Literature / Writing / Special Activities / Other	Standards
April	Content	**Novel #5 (*The Schwa Was Here)*** -Character analysis -Analysis of point of view's impact on the plot -Symbolism -Distinguishing between tone and mood -Development of dominant themes (identity, confronting challenges, family, friendship) **Writing** -4 night writes per week (each corresponding with reading of core novel) -Establishing and maintaining tone -Varying sentence structure **Research Paper:** -Creating a formal outline and then using an outline to write a rough draft -Creating transitions between body paragraphs -Using teacher and peer feedback in a final draft -Editing **Biography Report Presentation:** -Identifying key information -using technology to enhance a presentation -Public speaking strategies **Vocabulary** Units 13 & 14 **Grammar** Adverbs	L.KL.6.2.A- , L.VL.6.3.E L.VI.6.4.A.(D, RL.CR.6.1, RL.CI.6.2, RL.IT.6.3, RL.TS.6.4, RL.PP.6.5, RL.MF.6.6, RL.CT.6.8, W.AW.6.1. -E, W.NW.6.3. -E, W.WP.6.4, W.RW.6.7, SL.PE.6.1.A
	Benchmarks	Model Curriculum #5 April Narrative PBT* April Lit Analysis PBT*	W.AW.6.1. -E, W.NW.6.3.

		Research PBT* Rewrite #7	-E, W.WP.6.4, W.RW.6.7, SL.PE.6.1.A
	Differentiation	**Extension:** Differentiated rubric, end of book project that addresses different learning styles/the multiple intelligences, choice/flexibility for the biography report research paper, use of research with range of Lexile values, use of technology to peer edit, teacher/student writing conferences **Remediation:** Use of graphic organizers, study guides, guided practice, additional reading comprehension activities, writing workshops, supplemental writing support	
	Additional Standards	**Career Readiness, Life Literacies, and Key Skills** 9.4.8.DC.1, 9.4.8.DC.2	

Month		Literature / Writing / Special Activities / Other	Standards
May/June	Content	**Novel #6** ***(The Adventures of Ulysses)*** **and Self-Selected novel** -Decoding text -Dominant theme development (courage, decisions, heroism) -Literature circles with Self-Selected novel -Making connections between literature and supporting connections with evidence **Writing** -4 night writes per week (each corresponding with assigned nightly reading of core novel) -Analysis and supporting analysis with textual evidence -Addressing audience and purpose -Maintaining tone -Varying sentence structure **Greek Festival** -Public speaking -Performance **Vocabulary** Unit 15 **Grammar** Punctuation	L.KL.6.2.A- , L.VL.6.3.B L.VI.6.4.A.(, RL.CR.6.1 RL.CI.6.2, RL.IT.6.3, RL.TS.6.4, RL.PP.6.5, RL.MF.6.6, RL.CT.6.8, W.AW.6.1.A -E, W.WP.6.4, W.RW.6.7, SL.PE.6.1.A SL.II.6.2
	Benchmarks	May Narrative* May Lit Analysis* Rewrite #8* Grammar Post-test*	W.AW.6.1.A -E, W.WP.6.4, W.RW.6.7, SL.PE.6.1.A SL.II.6.2
	Differentiation	**Extension:** Differentiated roles in collaborative project linked to novel, flexibility and choice in self-selected novel/literature circles, use of	

		technology to enhance project, teacher/student writing conferences, Greek Festival to engage multiple intelligences **Remediation**: Use of graphic organizers, study guides, guided practice, additional reading comprehension activities, supplemental writing support	
	Additional Standards	**Career Readiness, Life Literacies, and Key Skills** 9.4.8.DC.1, 9.4.8.DC.2	

Grade 6

Interdisciplinary Connections

Cooperative rewriting of 2 PBTs with SS

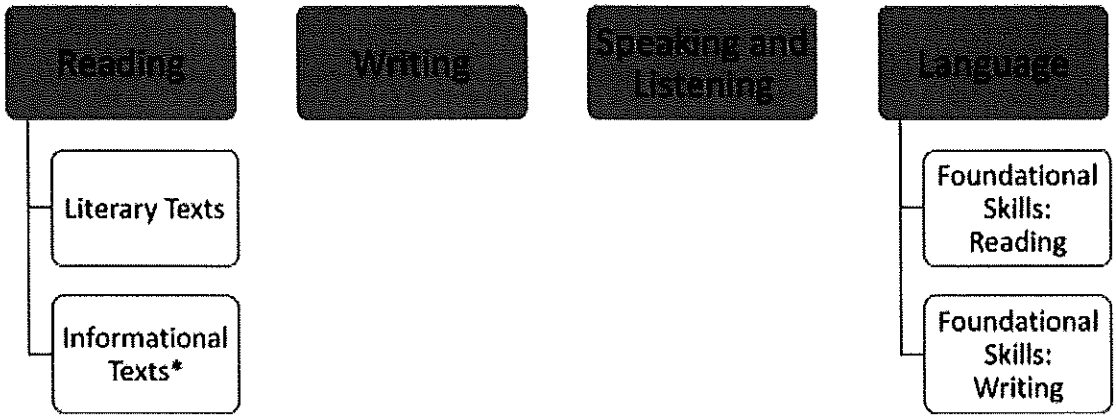
Cooperative editing of WNWR and other Research papers with SS

Greek Festival

Core ELA Instructional Materials for Grade 6

G6	*Coraline*	Core novel
G6	*The Watsons Go to Birmingham*	Core novel
G6	*The Crossover* (prose and graphic novel)	Core novel
G6	*Weedflower*	Core novel
G6	*Return to Sender*	Core novel
G6	*Mockingbird*	Core novel
G6	*The Schwa Was Here*	Core novel
G6	*The Hound of the Baskervilles*	Core novel
G6	*The Adventures of Ulysses*	Core novel
G6	*Touching Spirit Bear*	Core novel
G6	Beginnings in Literature: Forseman	Textbook
G5-8	Vocabulary Workshop - Sadlier/Oxford	Primary
G5-8	Grammar for Writing	Supplemental
G5-8	World of Vocabulary: Globe Fearson	Supplemental
G5-8	Mastery Spelling: Globe Fearson	Supplemental
G5-8	Measuring Up - Peoples Publishing	Supplemental
G5-8	Com Core Performance Coach 2015	Supplemental
G5-8	Various "Coach" Materials - Open-ended	Supplemental
G5-8	Strategies for Writers : Zaner - Bloser	Supplemental

Figure 2: NJSLS-ELA 2023



Text Version of Figure 2

*The use of informational texts in 2016 was focused primarily on literary non-fiction, while the bulk of knowledge and skills related to informational text and expository writing resided in the Companion Standards, a set of expectations that the field reported was under referenced and underutilized. The informational text knowledge and skills have been integrated meaningfully into the Reading: Informational Text expectations.

Language Domain Anchor Statements

Language: System and structure, effective use, and vocabulary

The Language anchor statements include the system and structure of English, but they also approach language as a matter of craft and informed choice among alternatives. The vocabulary standards focus on understanding words and phrases, their relationships, and their nuances and on acquiring new vocabulary, particularly general academic and domain-specific words and phrases.

(RF) Foundational Skills: Reading Language: By the end of grade 5, develop understanding and conceptual knowledge of, phonics, syllabication patterns, letter-sound correspondences, word analysis, morphology, and other basic conventions of written English.

(WF) Foundational Skills: Writing Language: By the end of grade 5, develop understanding and conceptual knowledge of print, phonological processing, letter formation and handwriting, and other basic conventions of the English writing system.

(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.

(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.

(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.

(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.

Reading Domain Anchor Statements

Reading: Text complexity and the growth of comprehension

The Reading anchor statements place equal emphasis on the sophistication of what students read and the skill with which they read. They define a grade-by-grade "staircase" of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.

(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.

(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.

(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.

(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.

(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.

(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.

(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.

(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.

Writing Domain Anchor Statements

Writing: Text types, responding to reading, and research

The Writing anchor statements acknowledge the fact that whereas some writing skills, such as the ability to plan, revise, edit, and publish, are applicable to many types of writing, other skills are more properly defined in terms of specific writing types: arguments, informative/explanatory texts, and narratives. They stress the importance of the writing-reading connection by requiring students to draw upon and write about evidence from literary and informational texts. Because of the centrality of writing to most forms of inquiry, research standards are prominently included in this strand, though skills important to research are infused throughout the document.

(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.

(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.

(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.

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

(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.

(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.

(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.

Speaking and Listening Anchor Statements

Speaking and Listening: Flexible communication and collaboration

Including but not limited to skills necessary for formal presentations, the Speaking and Listening anchor statements require students to develop a range of broadly useful oral communication and interpersonal skills. Students must learn to work together, express and listen carefully to ideas, integrate information from oral, visual, quantitative, and media sources, evaluate what they hear, use media and visual displays strategically to help achieve communicative purposes, and adapt speech to context and task.

(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.

(II) Integrate Information: By the end of grade 12, integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

(ES) Evaluate Speakers: By the end of grade 12, evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

(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.

(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.

(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.

Grade 6

Language Domain

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

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

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

C. Recognize and correct inappropriate shifts in pronoun number and person.

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

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

F. Recognize spelling conventions.

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

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

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

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

D. Maintain consistency in style and tone.

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

A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

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

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

D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

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

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

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

B. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.

C. Analyze the impact of a specific word choice on meaning and tone.

D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).

Reading Domain

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.

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.

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.

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.

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.

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.

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.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.

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

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

RL.MF.6.6. Compare and contrast information or texts to develop a coherent understanding of a theme, topic, or issue when reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text.

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.

RI.AA.6.7. Trace the development of and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

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

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

Writing Domain

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

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

B. Support claim(s) with logical reasoning and relevant, accurate data and evidence, that demonstrate an understanding of the topic or text, using credible sources.

C. Use words, phrases, and clauses to link and clarify the relationships among claim(s), reasons and evidence.

D. Establish and maintain a formal/academic style, approach, and form.

E. Provide a concluding statement or section that follows from the argument presented.

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

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

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

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

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

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

F. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows from and supports the information or explanation presented.

W.NW.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

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

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

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

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

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

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

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

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

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.

Speaking and Listening Domain

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

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

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

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

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

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

SL.ES.6.3. Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

SL.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).

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

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

New Jersey Student Learning Standards for English Language Arts

Companion Standards

History, Social Studies, Science and Technical Subjects Grades 6-8

Anchor Standards for Reading

Key Ideas and Details

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

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

Integration of Knowledge and Ideas

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

New Jersey Student Learning Standards for English Language Arts Companion Standards

Note on range and content of student reading

To become college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students' own thinking and writing. Along with high-quality contemporary works, these texts should be chosen from among seminal U.S. documents, the classics of American literature, and the timeless dramas of Shakespeare. Through wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts.

Grades 6-8
Progress Indicators Reading History

Reading History and Social Studies

The standards below begin at grade 6; standards for K-5 reading in history/social studies, science, and technical subjects are integrated into the K-5 Reading standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Key Ideas and Details

RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

Craft and Structure

RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

RH.6-8.5. Describe how a text presents information (e.g., sequentially, comparatively, causally).

RH.6-8.6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Integration of Knowledge and Ideas

RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text.
RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic. Page **2** of **7**

New Jersey Student Learning Standards for English Language Arts Companion Standards

Range of Reading and Level of Text Complexity

RH.6-8.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

Page **3** of **7**

New Jersey Student Learning Standards for English Language Arts Companion Standards

Grades 6-8

Progress Indicators Reading Science and Technical Subjects

Key Ideas and Details

RST.6-8.1. Cite specific textual evidence to support analysis of science and technical texts.

RST.6-8.2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

RST.6-8.3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

Craft and Structure

RST.6-8.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 6-8 texts and topics.*

RST.6-8.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.

RST.6-8.6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.

Integration of Knowledge and Ideas

RST.6-8.7. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

RST.6-8.8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.

RST.6-8.9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

Range of Reading and Level of Text Complexity

RST.6-8.10. By the end of grade 8, read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently.

Anchor Standards for Writing

Text Types and Purposes

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

NJSLSA.W7. 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.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

NJSLSA.W10. 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.

Note on range and content in student writing

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

Grades 6-8

Progress Indicators for Writing History, Science and Technical Subjects

The standards below begin at grade 6; standards for K-5 writing in history/social studies, science, and technical subjects are integrated into the K-5 writing standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Text Types and Purposes

WHST.6-8.1. Write arguments focused on *discipline-specific content.*
A. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from

alternate or opposing claims, and organize the reasons and evidence logically.

- Supportclaim(s)withlogicalreasoningandrelevant,accuratedataandevidenc ethat
  demonstrate an understanding of the topic or text, using credible sources.
- Usewords,phrases,andclausestocreatecohesionandclarifytherelationships amongclaim(s),
  counterclaims, reasons, and evidence.
- Establish and maintain a formal/academic style, approach, and form.
- Provide a concluding statement or section that follows from and supports the argument
  presented.

WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

A.

B. C.

D. E. F.

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 aiding comprehension.
Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
Useappropriateandvariedtransitionstocreatecohesionandclarifytherelationships among ideas and concepts.

Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal/academic style, approach, and form.
Provide a concluding statement or section that follows from and supports the information or explanation presented.

New Jersey Student Learning Standards for English Language Arts Companion Standards

WHST.6-8.3
(See note; not applicable as a separate requirement)

Production and Distribution of Writing

WHST.6-8.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.

WHST.6-8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

WHST.6-8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Research to Build and Present Knowledge

WHST.6-8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

WHST.6-8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

WHST.6-8.9. Draw evidence from informational texts to support analysis, reflection, and research.

Range of Writing

WHST.6-8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Note

Students' narrative skills continue to grow in these grades. The standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work so that others can replicate them and (possibly) reach the same results.

Core Reading List By Grade Level – Thematic/Genre

2024 Curriculum / Aligned to 2023 NJSLS

ll Mendham Township Middle School students will read at least four core novels per grade level in language arts class. At each grade level students will complete the core novels selected for the grade level unit, which is grouped by theme and guided by essential questions. Teachers will also be able to select from the remaining grade level list of novels. See grade level selections approved by the Mendham Township Board of Education below:

GRADE 6

Unit Theme: Family and Identity

Unit Essential Questions:

How does family shape our identity?

How does the way the world sees us affect how we see ourselves?

Unit novels are highlighted.

TITLE	AUTHOR	GENRE
The Watsons Go to Birmingham	Christopher Paul Curtis	Historical Fiction
Coraline	Neil Gaiman	Fantasy
The Crossover	Kwame Alexander	Prose
The Crossover	Kwame Alexander	Graphic Novel
Weedflower	Cynthia Kadohata	Historical Fiction
Return To Sender	Julia Alverez	Realistic Fiction
**Mockingbird*	Kathryn Erskine	Realistic Fiction
**The Schwa Was Here*	Neal Shusterman	Realistic Fiction
**The Hound of the Baskervilles*	Arthur Conan Doyle	ClassicLit./Mystery
**The Adventures of Ulysses*	Bernard Evsli	Fantasy
**Touching Spirit Bear*	Ben Mikaelsen	Realistic Fiction

*Additional approved novels

Literature Themes

Tolerance	Courage	Maturation	Adventure
diversity	responsibility	coping	friendship
tolerance	perseverance	responsibility	courage
prejudice	decisions	confronting challenge	decisions
courage	identity	courage	values
values	values	identity	
learning from history		values	

Literary Elements
Addressed Through Self- Selected Reading

NJSLS 2023 / Update 2024

All Mendham Township Middle School students will self-select books to read throughout the school year. The activity / assignment / assessment associated with the self-selected readings will address five fundamental literary elements (characterization, plot & conflict, setting, narrative point of view, and mood & tone) as delineated in the charts below:

Grade Level	First Semester	Second Semester
Fifth	***Characterization*** (physical & personality traits)	***Setting*** & Characterization
Sixth	***Characterization*** & Setting	***Plot*** & Characterization & Setting

Grade Level	Unit One	Unit Two	Unit Three	Unit Four
Seventh	***Plot*** (conflict: internal vs. external)	***Narrative Point of View*** & Characterization	***Autobiography Biography*** (Setting / Characterization)	***Mood / Tone*** & Plot
Eighth	***Tone / Mood*** & Narrative Point of View	***Characterization*** (Author's methods of creating…)	Culmination of all elements based on ***student choice*** – guided by teacher's approved list assessment formats.	

The following documents outline rationale and essential questions for each self-selected reading activities, delineated by grade level.

Core Novel PBTs

Updated for 2023 NJSLS

6th – Narrative

Alice's Adventures in Wonderland

Endymion Spring

Spycat

Zoobreak

The Circuit

Coraline

The Crossover

Return to Sender

Weedflower

The Schwa Was Here

The Watsons Go to Birmingham

6th – Lit Analysis

Coraline

Return to Sender

Weedflower

The Schwa Was Here

The Watsons Go to Birmingham

Ulysses

The Crossover

"The Sword of Damocles"

"Roberto Ignacio Torres Bakes"

A Single Shard

6th - Research

"Extreme Weather"

"Dino Birds"

"Better Forecasting"

"Moon Water"

"Space Telescopes"

"Civil Rights"

"Solar Energy"

"Volcanoes"

Mendham Township Middle School

Sixth Grade Core Novel

Language Arts – NJSLS 2023 - Update 2024

Title: *Coraline*
Author: Neil Gaiman
NJSLS Connections: L.KL.6.2.A-C, L.VL.6.3.B, L.VI.6.4.A.C.D, RL.CR.6.1, RL.CI.6.2, RL.IT.6.3, RL.TS.6.4, RL.PP.6.5, RL.MF.6.6, RL.CT.6.8, W.AW.6.1.A-E, W.NW.6.3.A-E, W.WP.6.4, W.RW.6.7, SL.PE.6.1.A, SL.II.6.2, SL.UM.6.5

Marking Period: 1

Rationale for Reading: Coraline's parents are too busy to play with her. She's on her own, and when she goes exploring in her new apartment she unlocks a door that leads to a different world. At first it looks familiar, even intriguing, but Coraline quickly learns that evil lurks there. Soon, Coraline is caught in a life or death challenge to save herself, her family, and three lost children. It is an experience that will forever change her.

Themes:
- Adventure
- Decisions
- Courage
- Values
- Bravery
- Love
- Overcoming obstacles

Essential Questions:
- What impact does family have on a person's life?
- How do relationships change over time?
- How is conflict an inevitable part of relationships?
- How are people transformed through relationships with others?

Writing prompt #1: When Coraline unlocks the door to the neighboring flat she knows she is doing something she is not supposed to. Have you ever done something you knew you were not supposed to do? Describe the situation, how you felt, and the consequences of your actions.

Writing prompt #2: In chapter 5, Coraline defines bravery as "...when you are scared but you still do it anyway, that's brave." What is your definition of bravery? Describe a situation that required you to display bravery.

PBT Writing Prompt (Lit. Analysis):
In both the poem "Noise Day" and the excerpt from *Coraline* the authors use word choice to create a specific mood or emotional atmosphere for their readers. Write an essay comparing and contrasting the overall mood of the

texts. Be sure to include examples of how each author develops the mood of his work.

PBT Writing Prompt (Narrative):
Write an original story about how Coraline's parents were taken by the other mother. In your story, be sure to use what you have learned about the conflict as you tell what happened.

Language Arts – NJSLS 2023 - Update 2024

Title: *Return to Sender*
Author: Julia Alvarez
NJSLS connections:
L.KL.6.2.A-B, L.VL.6.3.A.B.E, L.VI.6.4.A.C.D, RL.CR.6.1, RI.CR.6.1, RL.CI.6.2, RI.CI.6.2, RI.PP.6.5.6.5, RL.IT.6.3, RL.TS.6.4, RL.PP.6.5, RL.MF.6.6, RL.CT.6.8, W.AW.6.1.A-E, W.NW.6.3.A-E, W.WP.6.4, W.RW.6.7, SL.PE.6.1.A, SL.II.6.2, SL.UM.6.5

Marking Period: 2

Rationale for Reading:

Winner of the Pura Belpré Award, Winner of the Américas Award, An NCSS-CBC Notable Children's Trade Book in the Field of Social Studies, Return to Sender is a story about a migrant family who enters the US undocumented to make a better life for themselves. "Julia Alvarez explores the thin line that separates American citizens and undocumented persons. Alvarez humanizes a situation by giving a voice to millions of immigrants experiencing similar hardships."

Themes:
- Tolerance
- Prejudice
- Civil Disobedience
- Family
- Values
- Coping

Essential Questions:
- How does looking at a situation through someone else's perspective help us develop our sense of right and wrong?
- How are prejudices and intolerance created and how do we overcome them?
- How do individuals and societies deal with trauma?

Writing Prompt #1
Tyler states that "for the first time in his life, he has met people who are really different." What does this show about Tyler?

Writing Prompt #2
What important part of their culture do the three Marias share with Grandma? What impact does it have on her?

PBT Writing Prompt (Lit. Analysis):
You have just read a passage from the book *Return to Sender* and a passage from the short story "First Crossing". Both passages give insight into the characters' experiences with **coyotes**, people who smuggle others across the border for profit. Now write an essay that analyzes the tone in each passage. Draw comparisons and consider what Mamá's and Marco's tone indicates about her/his experience. Be sure to include specific details from both passages

PBT Writing Prompt (Narrative):
Write a narrative story that describes what happens next to the narrator and his family. Do they stay at the labor camp? Do they continue to look for work in another location? In the story be sure to describe what life was like for undocumented Mexican laborers and their families.

Language Arts – NJSLS 2023 - Update 2024

Title: *The Adventures of Ulysses*
Author: Bernard Evslin
NJSLS Connections: L.KL.6.2.A-C, L.VL.6.3.B, L.VI.6.4.A.C., RL.CR.6.1, RL.CI.6.2, RL.IT.6.3, RL.TS.6.4, RL.PP.6.5, RL.MF.6.6, RL.CT.6.8, W.AW.6.1.A-E, W.WP.6.4, W.RW.6.7, SL.PE.6.1.A, SL.II.6.2

Marking Period: 4

Rationale for Reading:
This adaptation of Homer's classic epic, *The Odyssey*, depicts a hero's adventurous journey through many trials and tribulations. This classic story provides an historical fiction accompaniment to a sixth grade social studies unit on Ancient Greece. Students will study ancient Greek mythology.

Themes:
- Adventure
- Hero
- Courage
- Decisions

Essential Questions:

- What does home or the idea of "home" mean to you?
- How do obstacles affect a person's decisions?
- What is a hero?

Writing prompt #1:
What do you think makes a hero? Write a letter to the local newspaper editor, and convince him/her to honor Ulysses for his heroic journey by giving him an award.

Writing prompt #2:
Do you believe Ulysses made the right decision to continue on his journey after half of his men were killed at Cannibal Beach? Write a letter to Ulysses persuading him to continue on his voyage home or to stay where he is and end his journey.

Language Arts – NJSLS 2023 - Update 2024

Title: The Crossover
Author: Kwame Alexander
NJSLS Connections: L.KL.6.2.A-D, L.VL.6.3.A-B, L.VI.6.4.A-D, RL.CR.6.1, RL.CI.6.2, RL.IT.6.3, RL.TS.6.4, RL.PP.6.5, RL.MF.6.6, RL.CT.6.8, W.NW.6.3.A-E, W.WP.6.4, W.RW.6.7, SL.PE.6.1.A.C, SL.II.6.2, SL.UM.6.5

Marking Period: 3

Rationale for Reading:

- To provide students the opportunity to appreciate prose writing. The book is written in dynamic verse infused with hip-hop and jazz.
- Explore how the author uses his craft to create lasting images and characters.

Themes:

- Maturation
- Prejudice
- Family
- Coping
- Values

Essential Questions:

- What are the greatest challenges a person faces when their life begins to change? How does this maturation affect a person's identity? How does the book's title symbolically represent JB's change?
- What is the meaning of the title *The Crossover*? Does it have two meanings?
- What is the importance of sports in the lives of the Bell family? How did playing basketball help each person become who they are or want to be?

PBT Writing Prompt (Lit. Analysis):
You have read a passage from Hesse's *Out of the Dust* and a passage from Alexander's *The Crossover*. In both passages, the authors use certain strategies to create tension in order to affect the reader. Write an essay analyzing how each author develops tension. Be sure to include specific details from both passages.

Language Arts – NJSLS 2023 - Update 2024

Title: *The Schwa Was Here*
Author: Neal Shusterman
NJSLS Connections: L.KL.6.2.A-C, L.VL.6.3.B, L.VI.6.4.A.C.D, RL.CR.6.1, RL.CI.6.2, RL.IT.6.3, RL.TS.6.4, RL.PP.6.5, RL.MF.6.6, RL.CT.6.8, W.AW.6.1.A-E, W.NW.6.3.A-E, W.WP.6.4, W.RW.6.7, SL.PE.6.1.A

Marking Period: 4

Rationale For Reading:
This American Library Association Notable/Best Book is a contemporary novel about two boys' developing friendship. Anthony is fascinated by "The Schwa Effect", the fact that no one ever sees Calvin Schwa. The two boys form a partnership and get away with all kinds of mischief, from conducting experiments at school to baffling opponents on the basketball court. When the Schwa senses that even Anthony is beginning to lose sight of him, he vows to do something that will make him so visible, no one will ever forget him.

Themes:
- Friendship
- Identity
- Responsibility
- Values
- Family

Essential Questions
- In what ways do other people's reactions to us shape our own feelings of self-worth?
- What does it mean to be a true friend? How does our treatment of others reflect on our own character?
- What does it mean to be invisible? What are some characteristics that make some people stand out more than others?

Discussion Questions:
- Did Antsy take advantage of Schwa by doing the experiments and why do you think Schwa went along with them?
- Why do you think the Schwa is barely noticed?
- Antsy and Schwa did not have to follow through on their commitment to Mr. Crawley. What made them continue to walk the dogs?

Writing prompt #1:
Think about how your life would be different if no one noticed you. Write an essay describing what you would do if you were invisible for one day. Where would you go? What would you do? What would be the advantages and disadvantages of not being seen?

Writing prompt #2:
The Schwa collected paperclips from many exciting places such as the Titanic and the moon. His most valuable paperclip, however, was the one that was attached to his mom's missing person's police report. If you could have a paperclip from anywhere in the world, where would it be from? Write an essay explaining where the paperclip is from and why it would be valuable to you.

Language Arts – NJSLS 2023 - Update 2024

Title: *The Watsons Go to Birmingham-1963*
Author: Christopher Paul Curtis
NJSLS connections: L.KL.6.2.A-B, L.VL.6.3.A-B, L.VI.6.4.A-D, RL.CR.6.1, RI.CR.6.1, RL.CI.6.2, RI.CI.6.2, RL.IT.6.3, RI.IT.6.3, RL.TS.6.4, RI.TS.6.4, RL.PP.6.5, RI.PP.6.5, RL.MF.6.6, RI.MF.6.6, RL.CT.6.8, RI.CT.6.8, W.AW.6.1.A-E, W.NW.6.3.A-E, W.WP.6.4, W.RW.6.7, SL.PE.6.1.A.C, SL.II.6.2, SL.UM.6.5

Marking Period: 2

Rationale for Reading:
This Newbery Honor and Coretta Scott King Award winning book demonstrates the harmful effects of racism on people in society, and how family and friends create and build a support system to help cope with tragedy. Students will study background information regarding the Civil Rights Movement and its impact on society.

Themes:
- Tolerance
- Prejudice
- Learning from history
- Values
- Coping

Essential Questions:
- When is it appropriate to challenge the beliefs or values of society?
- How are prejudices and intolerance created and how do we overcome them?
- How do individuals and societies deal with trauma?

Writing prompt #1:

Imagine that you are Kenny. You are sick and tired of getting teased and being bullied in school. Write a letter to the principal persuading him why bullying should not be tolerated in schools.

Writing prompt #2:

Pretend that you are Kenny and your father explained that your bother, Byron, has to go and stay with your grandmother in Alabama. Write a letter to your father, Mr. Watson, persuading him not to separate the family.

PBT Writing Prompt (Lit. Analysis):

You have read the passage from *The Watsons Go to Birmingham, 1963* and the excerpt from Dr. Martin Luther King, Jr.'s "Letter from the Birmingham City Jail." Both texts refer to difficult situations that require an immediate response. Mr. Watson is concerned that Byron is making poor decisions and will need to grow up quickly and see what is happening in the world. In his letter, Martin Luther King, Jr. speaks about the need for timely action to end the injustices happening in the South. Write an essay comparing how the two texts develop the idea of using direct action to facilitate change.

PBT Writing Prompt (Narrative):
Essay: Sometimes, when things are difficult, we need to find the courage to do the right thing. In the passage from *The Watsons Go to Birmingham -1963*, Kenny laughed at Rufus on the bus because he did not have the courage to stand up to Larry Dunn. Write an original story about what happens when Kenny stands up to Larry Dunn. How does Larry react? What do the other students on the bus do? What is Rufus's reaction to Kenny's courage? Be sure to use what you have learned from the passage about the theme of friendship and courage.

Sixth Grade Core Novel

Language Arts – NJSLS 2023 - Update 2024

Title: *Touching Spirit Bear*
Author: Ben Mikaelsen
NJSLS Connections: RL.CR.6.1, RL.CI.6.2, RL.IT.6.3, RL.TS.6.4, W.AW.6.1, W.IW.6.2.

Marking Period: 3

Rationale for Reading:
The following NAPRA Nautilus Award winning novel looks at a juvenile offender whose anger and rage destroys those around him. He must learn to take responsibility for his decisions by facing a greater force and forgiving not only others, but himself. Students will study background information on Native American Circle Justice program as an alternative to punishing criminals.

Themes:
- Courage
- Decisions/responsibility
- Survival
- Values
- Identity

Essential Questions:

- What is justice?
- How can a person's decision and actions change his or her life?
- Why are beliefs, cultures, and values important in society?

Writing prompt #1:
Do you think young adults feel powerless or angry like Cole? Write a letter to a friend to convince him or her to change their angry behavior before facing serious consequences.

Writing prompt #2:
The Circle Justice saved Cole's life. He learned that everything in life is connected. Persuade a local jury to allow a juvenile delinquent to participate in this alternative rehabilitation. Please give evidence to support your opinion.

Sixth Grade Core Novel

Language Arts – NJSLS 2023 - Update 2024

Title: *Weedflower*
Author: Cynthia Kadohata
NJSLS Connections: L.KL.6.2.A-B, L.VL.6.3.A.B.E, L.VI.6.4.A.C.D, RL.CR.6.1, RI.CR.6.1, RL.CI.6.2, RI.CI.6.2, RI.PP.6.5.6.5, RL.IT.6.3, RL.TS.6.4, RL.PP.6.5, RL.MF.6.6, RL.CT.6.8, W.AW.6.1.A-E, W.NW.6.3.A-E, W.WP.6.4, W.RW.6.7, SL.PE.6.1.A, SL.II.6.2, SL.UM.6.5

Marking Period: 1

Rationale for Reading: *Weedflower* is a historical novel set in the United States during World War II and told from the perspective of a twelve-year old Japanese-American girl. After Pearl Harbor is attacked, Sumiko and her family are relocated to a Japanese internment camp, where they encounter resistance from Native Americans who share the reservation with the jailed Japanese-Americans. Sumiko navigates her new surroundings by forming a friendship with Frank, a Native American boy. The novel was a finalist for American Library Association's Best Books for Young Adults.

Themes:

- Tolerance/Maturation
- Coping
- Confronting Prejudice
- Identity
- Learning from History

Essential Questions:

- How does family shape our identity?
- How does the way the world sees us affect the way we see ourselves?
- How does historical literature help us understand what life was like during times of suffering and atrocity?
- How can reflecting on the past help us make better choices and decisions in the present?

Writing prompt #1: In chapter 15, Sumiko discovers the camp is located on a Native American reservation. She hears Japanese people speak stereotypes about Native Americans , but then hears Native Americans speak stereotypes about Japanese people. In your response, identify a stereotype said about each group and explain how that false idea can be hurtful.

Writing prompt #2: "If she left the camp, she would not have any friends at all. No more Frank. No more Sachi. No more Mr. Moto," (Kadohata 249). In the beginning of the novel, Sumiko observes that she does not have friends. Since her time in camp, pick one the characters mentioned in the quote, and explain the friendship she made with that character.

PBT Writing Prompt (Lit. Analysis):
You have read passages from *Weedflower* by Cynthia Kadohata and *Farewell to Manzanar* by Jeanne Wakatsuki. Think about how the two authors develop the conflicts faced by Sumiko in *Weedflower* and the narrator in *Farewell to Manzanar.* Write an essay in which you identify a conflict from each text and analyze how each conflict is developed. Be sure to include specific details from both selections.

PBT Writing Prompt (Narrative):
In the passage from *Weedflower,* the author shows how Sumiko is treated wrongly because of her identity. Write an original story that describes what happens when Sumiko goes to school the following Monday. In writing your story, consider what actions Sumiko might take or what Sumiko might say to her classmates. Be sure to use what you have learned about the characters and conflict of the passage.

Sixth Grade Core Novel

Language Arts – NJSLS 2023 - Update 2024

Title: *Mockingbird*
Author: Kathryn Erskine
NJSLS Connections: RL.CR.6.1, RI.CR.6.1, RL.CI.6.2, RI.CI.6.2, RL.IT.6.3, RI.IT.6.3, RL.TS.6.4, RI.TS.6.4, RL.PP.6.5, RI.PP.6.5, RL.MF.6.6, RI.MF.6.6, RL.CT.6.8, RI.CT.6.8, W.AW.6.1.A-E, W.NW.6.3.A-E, W.WP.6.4, W.RW.6.7, SL.PE.6.1.A.C, SL.II.6.2, SL.UM.6.5

Marking Period: 1

Rationale For Reading: Understanding people's difficulties and teaching people to understand their own difficulties will assist them to better deal with their lives and how they relate to others. By learning about people's differences, so many misunderstandings and problems can be avoided. Students will study background information regarding autism.

Themes:

- Coping with challenges, differences, & acceptance
- Asperger's Syndrome
- Effects of violence and coping with grief and loss
- Empathy, friendship, and school life

Essential Questions:

- How do beliefs and values influence different people's behavior?
- How shall I treat people?
- What does it mean to be a good friend?
- How do events in realistic fiction relate to events in the "real world"?

Writing prompt #1:
Mockingbird is told in the first person; how would the story be different if someone besides Caitlin were telling it? Do you think changing the point of view would make the story better or worse? Why?

Writing prompt #2:
In what ways is Devon's unfinished chest symbolic of the loss of Devon? How has it impacted the rest of Caitlin's family? Why does Caitlin's father choose to keep the chest in their home even though he covers it with a sheet?

Writing prompt #3:
Caitlin states, "You can open and close books a million times and they stay the same. They look the same. They say the same words. The charts and pictures are the same colors. Books are not like people. Books are safe." (pg. 34) What

can you infer about Caitlin's statement? Do you agree with Caitlin? Explain why.

PBT Writing Prompt (Lit. Analysis):

You have read the article "Autistic Pupils Face Far More Bullying" and an excerpt from the novel *Mockingbird*. Both texts develop the idea of how and why autistic students are bullied. Write an essay that contrasts the approaches each text uses to develop the idea of bullying autistic students.

PBT Writing Prompt (Narrative):

In the passage from *Mockingbird*, the author shows how Caitlin is beginning to understand empathy. Think about the details the author uses to establish this feeling in the story. Write a personal narrative where you have experienced empathy. In your story, be sure to demonstrate in your narrative what you have learned about empathy.

Mendham Township Middle School

Sixth Grade Core Novel

Language Arts – NJSLS 2023 - Update 2024

Title: *The Hound of the Baskervilles*
Author: Arthur Conan Doyle
NJSLS Connections: RL.CR.6.1, RI.CR.6.1, RL.CI.6.2, RI.CI.6.2, RL.IT.6.3, RI.IT.6.3, RL.TS.6.4, RI.TS.6.4, RL.PP.6.5, RI.PP.6.5, RL.MF.6.6, RI.MF.6.6, RL.CT.6.8, RI.CT.6.8, W.AW.6.1.A-E, W.NW.6.3.A-E, W.WP.6.4, W.RW.6.7, SL.PE.6.1.A.C, SL.II.6.2, SL.UM.6.5

Marking Period: 2

Rationale for Reading: A classic mystery novel, *The Hound of the Baskervilles*, features Sir Arthur Conan Doyle's iconic characters Sherlock Holmes and Dr. Watson. The novel's mystery hinges on a sinister family legend and explores the consequences that stem from man's decisions and actions. Students will be challenged by Doyle's 19th century vocabulary and sentence composition. Finally, students will connect the novel's Gothic fiction elements to a contemporary novel they also study, *Coraline* by Neil Gaiman.

Themes:

- Good vs. Evil
- Lies and Deceit
- Guilt and Blame
- Identity

Essential Questions:

- How can a person's decisions and actions change his or her life and affect the lives of others?
- How do we use deductive reasoning to make sense of the world around us?

PBT Writing Prompt (Lit. Analysis):
In both the poem "Annabel Lee" and the excerpt from *The Hound of the Baskervilles*, the authors use word choice to create a specific mood or emotional atmosphere for their readers. Write an essay comparing and contrasting the overall mood of the texts. Be sure to include examples of how each author develops the mood of his work.

PBT Writing Prompt (Narrative):
In the excerpt, Dr. Mortimer tells Sherlock Holmes that, prior to his death, Charles Baskerville was experiencing anxiety because "he was honestly convinced that a dreadful fate overhung his family" (paragraph 7). Write a

fictional journal entry from Sir Charles Baskerville's character prior to his death. In the journal entry, explain what the cause of his anxiety is. Draw upon information from the excerpt to help you write the entry.

Mendham Township Middle School

Sixth Grade Self- Selected Literature #1

Language Arts – NJSLS 2023 - Update 2024

Literary Component of Study: Characterization (Setting)
NJSLS Connections: RL.CR.6.1, RL.CI.6.2, RL.IT.6.3

Rationale for Teaching Literary Component: Characterization - The learner will become acquainted with a person in a story. The author develops character by describing physical characteristics, speech, and actions. The author also reveals character by the attitudes and actions of other characters. (Setting – The learner will review the importance of the time and place of the events in a story.)

Essential Questions:

- How does the author illustrate the character's feelings about someone or something?
- How does the character change through the story and why is the change important?
- In what ways does the setting affect the character in the story?

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Sixth Grade Self- Selected Literature #2

Language Arts – NJSLS 2023 - Update 2024

Literary Component of Study: Plot (Characterization/Setting)
NJSLS Connections: RL.CR.6.1, RL.CI.6.2, RL.IT.6.3

Rationale for Teaching Literary Component:
Plot - The learner will recognize the series of events selected by the author to present and bring about the solution of some conflict. Within a carefully constructed plot, the pattern of events leads to the climax of the story. The conflict is solved in the conclusion. (Characterization - The learner will become acquainted with a person in a story. The author develops character by describing physical characteristics, speech, and actions. Setting – The learner will review the importance of the time and place of the events in a story.)

Essential Questions:

- How does the plot affect character development?
- What are the different elements of plot in the story?
- How would the story change if the pattern of events were different?

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Grammar Component List

2024 Curriculum Update: Grade 6

Grammar Component	Question # / Line #
Parts of Speech	
Nouns	1, 2, 3, 4
Common and Proper	5, 6, 7, 8
Singular/Plural (forming using 7 rules)	9, 10, 11, 12, 13, 14, 15, 16
Nouns that show possession (singular/plural)	27, 18, 19, 20, 21, 22, 23
Nouns used as direct objects	Covered in Verbs 5, 6
Verbs	1
Action/Linking/State-of-Being verbs	2
Main/Helping	3
Direct objects of verbs	5, 6
Principal parts of verbs	4, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24
Irregular verbs	13, 14, 15, 16, 17 18, 19, 20, 21, 22, 23, 24
Verb tenses	13, 14, 15, 16, 17 18, 19, 20, 21, 22, 23, 24
Confusing pairs of verbs	7, 8, 9, 10, 11, 12
Pronouns	1
Noun/Pronoun Agreement	5, 6, 7, 8, 9, 10, 11, 12, 13, 14
Subject Pronouns	2
Object Pronouns	3
Possessive Pronouns	5, 6, 7, 8, 9, 10, 11, 12, 13, 14
Indefinite Pronouns	4

Adjectives	1
Kinds of adjectives	1, 2, 3, 4
Articles and demonstrative adjectives	2, 3, 8, 9, 10, 11, 12, 13, 14, 15
Predicate adjectives	4, 5, 6, 7
Making comparisons with adjectives	8, 9, 10, 11, 12, 13, 14, 15
Irregular adjectives	8, 9, 10, 11, 12, 13, 14, 15
Adverbs	
Double negatives	1, 2, 3, 4, 5
Prepositions	1
Commonly used prepositions	1
Prepositional phrases	7, 8, 9, 10
Pronouns after prepositions	3, 4, 5, 6
Conjunctions	2
Subject/Verb Agreement	
Agreement with special verbs	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
Agreement with pronouns	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
Capitalization	
Proper nouns and proper adjectives	Editing Paragraph
Outlines and Titles	Editing Paragraph
Punctuation	
Commas that separate ideas, set off special elements	1, 2, 3, 4, 5
Apostrophes, hyphen	6, 7, 8
Colon, semi-colon	5, 9
Quotation marks	1, 2, 3, 4, 5
End punctuation - period, question mark, exclamation mark	1, 2, 3, 4, 5

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Research Project Strand

2024 Curriculum Update

Projects Employ all NJSLS Anchor Reading NJSLSA.R1 – R10
And Writing Standards NJSLSA.W1-W10.

GRADE 6

By the end of 6th grade, students should be able to:

- Find relevant and appropriate sources
- Identify key information
- Correctly paraphrase information
- Cite direct textual evidence using MLA format
- Cite paraphrased information using MLA format
- Create a list of sources used for a research assignment

Language Arts Curriculum – Update 2024
Research Strand

6	**W.WR.6.5.** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. **W.SE.6.6.** Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. **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. **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. **SL.UM.6.5.** Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	Students will: • compare media formats and select the most appropriate for a specific purpose. • broaden or narrow the scope of a reference search by independently reviewing, selecting and evaluating materials necessary for the successful completion of a reference search. • apply evaluation techniques in order to select web sites and sources of information that are the most accurate and appropriate for their needs. • identify and record in an appropriate format, materials used for a specified research task. • plan, design and produce print and/or non-prin media product to be used to assess understanding of a specified reference search. • distinguish among fact, point of view and opinion. • understand the definition of bias as found in th presentation of information.