

Lavallette Elementary School	English Language Arts Pacing Guide
Content Area: English Language Arts Course Title: Reading, Writing, Speaking and Listening, Language	Grade Level: Sixth Grade
Unit Plan 1 Reading: Fiction Non-fictional (literary nonfiction) Writing: Narrative Literary Analysis Task	September - November
Unit Plan 2 Reading: Informational (literary nonfiction) Fiction Writing: Arguments (Persuasive) Literary Analysis Task Research Simulation	November - January
Unit Plan 3 Reading: Informational (literary nonfiction) Fiction Writing: Informative/Explanatory Research Simulation	February - March
Unit Plan 4 Reading: Complex Texts (stories, dramas, poems) Writing: Short research project Narrative task	April - May
Unit Plan 5 Reading: Fiction Writing: Narrative Task	June
Updated: August 2018 by Sharon Carroll Aligned to New Jersey Student Learning Standards	Board Approved: October 16, 2018

**Lavallette Elementary School
English Language Arts Curriculum
Unit Overview**

Content Area: English Language Arts

Grade Level: Sixth Grade

Domain (Unit Title): Fiction and Informational/Literary Nonfiction Texts; Narrative Writing and Literary Analysis Unit 1

Cluster Summary: Unit 1 explores the required skills for the successful comprehension and analysis of fictional reading in a variety of forms. Students will also be required to read and analyze literary nonfiction (e.g., memoirs, biographies). Convey experiences through narrative writing tasks that are constructed effectively (using description, figurative language, character development, and appropriate structure) through the writing process. Literary Analysis in the form of writing should also occur in this unit and be extended through unit 2. Portfolio development begins in this unit and continues throughout the year.

Primary Interdisciplinary Connections: Mathematics, Language Arts Literacy, Science, Social Studies. All of the NJ State Standards may be found on the New Jersey state website.

21 Century Themes:

All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society and the universe.

<p>21st Century Life & Career Skills</p>	<p>All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</p>
<p>Personal Financial Literacy</p>	<p>All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.</p>
<p>Career Awareness, Exploration, and Preparation</p>	<p>All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment</p>

	of the information age.
Career and Technical Education	All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.

Learning Targets

Reading: Students will . . .

- 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
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas
- 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
- Assess how point of view or purpose shapes the content and style of a text

Writing: Students will . . .

- Write narratives to develop real or imagined experiences or events using effective technique well-chosen details, and well-structured event sequences
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
- Draw evidence from literary or informational texts to support analysis, reflection, and research
- 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: Students will . . .

- 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
- Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric

- Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate

Language: Students will.....

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
- Demonstrate understanding of word relationships and nuances in word meanings
- Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression

Number	Standard for Mastery
	READING STANDARDS: LITERATURE
RL.6.1	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text
RL.6.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot
RL.6.6	Explain how an author develops the point of view of the narrator or speaker in a text
	WRITING STANDARDS
W.6.3	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences</p> <ul style="list-style-type: none"> ✓ 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 ✓ Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events and/or characters ✓ Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another ✓ Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events

	<ul style="list-style-type: none"> ✓ Provide a conclusion that follows from the narrated experiences or events
W.6.4	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience
W.6.5	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
W.6.6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting
W.6.10	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
	SPEAKING AND LISTENING STANDARDS
SL.6.1	<p>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.</p> <ul style="list-style-type: none"> ✓ Come to discussions prepared, having read or studied material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion ✓ Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed ✓ Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion ✓ Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing
SL.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.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.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.6.5	Include multimedia components (e.g. graphics, images, music, sound) and visual displays in presentations to clarify information
SL.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
	LANGUAGE STANDARDS
L.6.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <ul style="list-style-type: none"> ✓ Ensure that pronouns are in the proper case (subjective, objective, possessive) ✓ Use intensive pronouns (e.g., <i>myself, ourselves</i>) ✓ Recognize and correct inappropriate shifts in pronoun number and person ✓ Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents) ✓ Recognize variations from standard English in their own and others' writing and speaking and identify and use strategies to improve expression in conventional language
L.6.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p> <ul style="list-style-type: none"> ✓ Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements ✓ Spell correctly
L.6.3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening</p> <ul style="list-style-type: none"> ✓ Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice ✓ Maintain consistency in style and tone
L.6.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies

	<ul style="list-style-type: none"> ✓ 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 ✓ Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>) ✓ 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. ✓ 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.6.5	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings</p> <ul style="list-style-type: none"> ✓ Interpret figures of speech (e.g., personification) in context ✓ Use the relationship between particular words (e.g. cause/effect, part/whole, item/category) to better understand each of the words ✓ Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy, scrimping, economical, unwasteful, thrifty</i>)
L.6.6	<p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression</p>

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● How do good readers analyze fiction to deepen understanding? ● How does discussion improve understanding of fictional works? ● What makes a narrative piece effective? ● How do students demonstrate command of conventions of standard English grammar and usage when writing or speaking? 	<p>Unit Objectives</p> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● citing textual evidence helps support analysis. ● to interpret meaning of phrases and words as used in a text ● how to use narrative techniques to develop real or imagined experiences or events. ● Descriptive writing strategies.
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**Lavallette Elementary School
English Language Arts Curriculum
Unit Overview**

Content Area: English Language Arts

Grade Level: Sixth Grade

Domain (Unit Title): - Informational Reading: Literary Nonfiction and Fiction; Argumentative Writing, Literary Analysis, Research Simulation Unit 2

Cluster Summary: Unit 2 explores the required skills for the successful comprehension of informational/literary non-fiction (e.g., memoirs, biographies, autobiographies) reading in a variety of forms. Students will determine themes and central ideas of texts, cite textual evidence, and analyze texts. Fiction should also continue to be read, analyzed, and explored in this unit in a variety of forms. Convey ideas and point of view through argumentative writing tasks that are constructed effectively through the writing process. Literary analysis should be practiced in the form of writing throughout this unit. Students should compare and contrast texts in the same genre, on the same topic, etc. unit, and students should be able to use information from related sources to form a written analysis. Portfolio development continues in this unit

Primary Interdisciplinary Connections: Mathematics, Language Arts Literacy, Science, Social Studies. All of the NJ State Standards may be found on the New Jersey state website.

21 Century Themes:

All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society and the universe.

21st Century Life & Career Skills	All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
Personal Financial Literacy	All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.
Career Awareness, Exploration, and Preparation	All students will apply knowledge about and engage in the process of career

	awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.
Career and Technical Education	All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.

Learning Targets

Reading: Students will . . .

- 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
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas
- 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
- Assess how point of view or purpose shapes the content and style of a text
- 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
- 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: Students will . . .

- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence
- Write narratives to develop real or imagined experiences or events using effective technique well-chosen details, and well-structured event sequences
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

- Draw evidence from literary or informational texts to support analysis, reflection, and research
- 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: Students will . . .

- 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
- Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric
- Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate

Language: Students will.....

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
- Demonstrate understanding of word relationships and nuances in word meanings
- Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression

Number	Standard for Mastery
	READING STANDARDS: LITERATURE
RL.6.1	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text
RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments
RL.6.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot
	READING STANDARDS: INFORMATIONAL TEXT

RI.6.1	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text
RI.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes)
	WRITING STANDARDS
W.6.3	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences</p> <ul style="list-style-type: none"> ✓ 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 ✓ Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events and/or characters ✓ Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another ✓ Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events ✓ Provide a conclusion that follows from the narrated experiences or events
W.6.4	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience
W.6.5	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
W.6.6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting
W.6.10	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
	SPEAKING AND LISTENING STANDARDS

SL.6.1	<p>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.</p> <ul style="list-style-type: none"> ✓ Come to discussions prepared, having read or studied material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion ✓ Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed ✓ Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion ✓ Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing
SL.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.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.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.6.5	Include multimedia components (e.g. graphics, images, music, sound) and visual displays in presentations to clarify information
SL.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LANGUAGE STANDARDS	
L.6.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <ul style="list-style-type: none"> ✓ Ensure that pronouns are in the proper case (subjective, objective, possessive) ✓ Use intensive pronouns (e.g., <i>myself</i>, <i>ourselves</i>) ✓ Recognize and correct inappropriate shifts in pronoun number and person

	<ul style="list-style-type: none"> ✓ Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents) ✓ Recognize variations from standard English in their own and others' writing and speaking and identify and use strategies to improve expression in conventional language
L.6.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p> <ul style="list-style-type: none"> ✓ Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements ✓ Spell correctly
L.6.3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening</p> <ul style="list-style-type: none"> ✓ Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice ✓ Maintain consistency in style and tone
L.6.4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies</p> <ul style="list-style-type: none"> ✓ 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 ✓ Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience</i>, <i>auditory</i>, <i>audible</i>) ✓ 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. ✓ 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.6.5	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings</p> <ul style="list-style-type: none"> ✓ Interpret figures of speech (e.g., personification) in context ✓ Use the relationship between particular words (e.g. cause/effect, part/whole, item/category) to better understand each of the words ✓ Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i>, <i>scrimping</i>, <i>economical</i>, <i>unwasteful</i>, <i>thrifty</i>)

L.6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression
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<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • How does reading informational text differ from reading fictional texts? • How can reading examples of articles, advertisements, and everyday text influence our own writing? • How does a writer provide an effective argument when writing an argumentative piece? • How do effective writers express themselves? • How do students demonstrate command of the conventions of Standard English grammar and usage when writing or speaking? 	<p>Unit Objectives</p> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> • Informational texts are structured as events, ideas, factual information. • There are a variety of informational texts on the same subject. • Authors read a variety of texts to learn effective writing techniques • An author will use a variety of cited evidence to support his or her argument • Writers express themselves through a variety of figurative language techniques. • Writers use knowledge of language and its conventions when writing, speaking, reading, or listening .
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<p>Unit Objectives</p> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> • How to cite textual evidence when expressing opinions or arguments in discussion or writing. • Argumentative strategies to present information to an audience. • A variety of reading comprehension strategies. • Figurative language techniques. • The conventions of Standard English grammar and usage when writing or speaking. 	<p>Unit Objectives</p> <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Integrate information presented in different media forms • Trace and evaluate the argument and specific claims • Recognize and apply effective writing techniques and strategies through reading a variety of texts. Compare and contrast presentation of events with another • Write arguments to support claims with clear reasons and evidence. • Apply a variety of reading comprehension strategies. • Apply the conventions of Standard
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	English grammar and usage when writing or speaking.
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**Lavallette Elementary School
English Language Arts Curriculum
Unit Overview**

Content Area: English Language Arts	Grade Level: Sixth Grade
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Domain (Unit Title): - Informational Reading: Literary Nonfiction, Informative/Explanatory Writing, and Research-simulation Tasks Unit 3

Cluster Summary: Unit 3 explores the required skills for the successful comprehension of informational/literary non-fiction reading in a variety of forms. Students will analyze texts by examining structure, themes, central ideas, and cite evidence to support analysis through writing and discussion. Fiction will continue to be read through this unit and all analysis should be applied. Convey experiences through informative and explanatory writing tasks that are constructed effectively through the writing process. Research simulation should be practiced and mastered in this unit in preparation for PARCC assessment. Portfolio development continues in this unit.

Primary Interdisciplinary Connections: Mathematics, Language Arts Literacy, Science, Social Studies. All of the NJ State Standards may be found on the New Jersey state website.

21 Century Themes:
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21st Century Life & Career Skills	All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
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	financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.
Career Awareness, Exploration, and Preparation	All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.
Career and Technical Education	All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.

Learning Targets

Reading: Students will . . .

- 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
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas
- 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
- Assess how point of view or purpose shapes the content and style of a text
- 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
- 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: Students will . . .

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

- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content
- Write narratives to develop real or imagined experiences or events using effective technique well-chosen details, and well-structured event sequences
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
- 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
- Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism
- Draw evidence from literary or informational texts to support analysis, reflection, and research
- 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: Students will . . .

- 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
- Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric
- 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
- Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations
- Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate

Language: Students will.....

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
- Demonstrate understanding of word relationships and nuances in word meanings
- Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression

Number	Standard for Mastery
	READING STANDARDS: LITERATURE
RL.6.1	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text
RL.6.7	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch
RL.6.9	Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics
	READING STANDARDS: INFORMATIONAL TEXT
RI.6.1	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text
RI.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments
RI.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes)
RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
RI.6.5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas
RI.6.6	Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text
RI.6.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue

RI.6.8	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not
RI.6.9	Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person)
	WRITING STANDARDS
W.6.2	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content</p> <ul style="list-style-type: none"> 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 aiding 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. Establish and maintain a formal/academic style, approach, and form F. Provide a concluding statement or section that follows from the information or explanation presented
W.6.4	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience
W.6.5	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
W.6.6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting

W.6.10	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
	SPEAKING AND LISTENING STANDARDS
SL.6.1	<p>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.</p> <ul style="list-style-type: none"> ✓ Come to discussions prepared, having read or studied material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion ✓ Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed ✓ Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion ✓ Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing
SL.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.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.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.6.5	Include multimedia components (e.g. graphics, images, music, sound) and visual displays in presentations to clarify information
SL.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
	LANGUAGE STANDARDS

<p>L.6.1</p>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <ul style="list-style-type: none"> ✓ Ensure that pronouns are in the proper case (subjective, objective, possessive) ✓ Use intensive pronouns (e.g., <i>myself, ourselves</i>) ✓ Recognize and correct inappropriate shifts in pronoun number and person ✓ Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents) ✓ Recognize variations from standard English in their own and others' writing and speaking and identify and use strategies to improve expression in conventional language
<p>L.6.2</p>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p> <ul style="list-style-type: none"> ✓ Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements ✓ Spell correctly
<p>L.6.3</p>	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening</p> <ul style="list-style-type: none"> ✓ Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice ✓ Maintain consistency in style and tone
<p>L.6.4</p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies</p> <ul style="list-style-type: none"> ✓ 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 ✓ Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>) ✓ 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. ✓ 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)
<p>L.6.5</p>	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings</p>

	<ul style="list-style-type: none"> ✓ Interpret figures of speech (e.g., personification) in context ✓ Use the relationship between particular words (e.g. cause/effect, part/whole, item/category) to better understand each of the words ✓ Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i>, <i>scrimping</i>, <i>economical</i>, <i>unwasteful</i>, <i>thrifty</i>)
L.6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● How can you analyze a specific sentence, paragraph, piece of nonfiction to identify its central ideas? ● What are the elements of informative and explanatory writing effectively communicate ideas? ● How do you recognize a credible source? ● Why conduct research? ● How do students demonstrate command of the conventions of Standard English grammar and usage when writing or speaking? 	<p>Unit Objectives</p> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● How to create a citation for a reference. ● How to effectively participate in a collaborative group. ● How to recognize and determine a credible source. ● How to analyze texts ● A variety of reading comprehension strategies. ● The conventions of Standard English grammar and usage when writing or speaking
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**Lavallette Elementary School
English Language Arts Curriculum
Unit Overview**

Content Area: English Language Arts

Grade Level: Sixth Grade

Domain (Unit Title): - Reading Complex Texts, Short Research Project and Writing Narrative Task Unit 4

Cluster Summary: Unit 4 is comprised of reading and analyzing complex texts (e.g., stories, dramas, poems). Students will examine plot, characters, and structure to draw inferences from the text, using citations and evidence to support their ideas. It explores the required skills for the successful comprehension of poetry and dramas. A short research project will be conducted (to answer a question, drawing on several sources, and refocusing inquiry). Narrative Task writing will also be mastered in this unit, which requires students to read a text, provide an analysis, and formulate a response. Portfolio development continues in this unit.

Primary Interdisciplinary Connections: Mathematics, Language Arts Literacy, Science, Social Studies. All of the NJ State Standards may be found on the New Jersey state website.

21 Century Themes:

All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society and the universe.

21st Century Life & Career Skills	All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
Personal Financial Literacy	All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.
Career Awareness, Exploration, and Preparation	All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

Career and Technical Education	All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.

Learning Targets

Reading: Students will . . .

- 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
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas
- 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
- Assess how point of view or purpose shapes the content and style of a text
- 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
- 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: Students will . . .

- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content
- Write narratives to develop real or imagined experiences or events using effective technique well-chosen details, and well-structured event sequences
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
- 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

- Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism
- Draw evidence from literary or informational texts to support analysis, reflection, and research
- 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: Students will . . .

- 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
- Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric
- 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
- Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations
- Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate

Language: Students will.....

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
- Demonstrate understanding of word relationships and nuances in word meanings
- Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression

Number	Standard for Mastery
	READING STANDARDS: LITERATURE
RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution

RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone
	READING STANDARDS: INFORMATIONAL TEXT
RI.6.1	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text
	WRITING STANDARDS
W.6.4	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience
W.6.5	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
W.6.6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting
W.6.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate
W.6.8	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.6.10	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
	SPEAKING AND LISTENING STANDARDS
SL.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.

	<ul style="list-style-type: none"> ✓ Come to discussions prepared, having read or studied material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion ✓ Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed ✓ Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion ✓ Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing
SL.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.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.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.6.5	Include multimedia components (e.g. graphics, images, music, sound) and visual displays in presentations to clarify information
SL.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
	LANGUAGE STANDARDS
L.6.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <ul style="list-style-type: none"> ✓ Ensure that pronouns are in the proper case (subjective, objective, possessive) ✓ Use intensive pronouns (e.g., <i>myself</i>, <i>ourselves</i>) ✓ Recognize and correct inappropriate shifts in pronoun number and person ✓ Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents)

	<ul style="list-style-type: none"> ✓ Recognize variations from standard English in their own and others' writing and speaking and identify and use strategies to improve expression in conventional language
L.6.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p> <ul style="list-style-type: none"> ✓ Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements ✓ Spell correctly
L.6.3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening</p> <ul style="list-style-type: none"> ✓ Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice ✓ Maintain consistency in style and tone
L.6.4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies</p> <ul style="list-style-type: none"> ✓ 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 ✓ Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience</i>, <i>auditory</i>, <i>audible</i>) ✓ 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. ✓ 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.6.5	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings</p> <ul style="list-style-type: none"> ✓ Interpret figures of speech (e.g., personification) in context ✓ Use the relationship between particular words (e.g. cause/effect, part/whole, item/category) to better understand each of the words ✓ Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i>, <i>scrimping</i>, <i>economical</i>, <i>unwasteful</i>, <i>thrifty</i>)

L.6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression
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<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • What is required for an effective research project? • How can citing evidence substantiate my argument? • How does analyzing texts increase understanding? • What strategies can be used to decode complex texts? • How does reading complex texts require more from the reader? 	<p>Unit Objectives</p> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> • Poets use literary elements to enhance their writing. • A reader uses inductive and deductive reasoning in order to analyze and evaluate a text. • Using a variety of reading comprehension strategies increases reading fluency. • Writers use knowledge of language and its conventions when writing, speaking, reading, or listening. • Research requires citations from several sources • writing a narrative tasks requires the reader to infer, analyze character traits, structure and to formulate a response.
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<p>Unit Objectives</p> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> • The literary elements used in poetry. • Inductive and deductive reading strategies. • A variety of reading comprehension strategies. • The conventions of Standard English grammar and usage when writing or speaking 	<p>Unit Objectives</p> <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Use the literary elements used in poetry. • Analyze and evaluate a text using inductive and deductive reading strategies. • Evaluate a text and formulate conclusions using a variety of reading comprehension strategies. • conduct short research projects to answer a question • Gather relevant information from multiple sources to quote,
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	paraphrase, and support conclusions. <ul style="list-style-type: none"> • Determine the meaning of words and phrases as used in a text. • Apply the conventions of Standard English grammar and usage when writing or speaking.
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**Lavallette Elementary School
English Language Arts Curriculum
Unit Overview**

Content Area: English Language Arts **Grade Level:** Sixth Grade

Domain (Unit Title): - Literature: Fiction and Narrative Writing Unit 5

Cluster Summary: Unit 5 explores the required skills for the successful comprehension of Fiction (fantasy stories, historical novels, poems, folk tales, legends, myths and dramas). Narrative tasks will be the writing focus, which requires reading, analysis, and formulation of a response. Students should use characters traits, structure, and theme to construct their narrative response. Convey experiences through reflective writing tasks that are constructed effectively through the writing process. Portfolio development is completed in this unit.

Primary Interdisciplinary Connections: Mathematics, Language Arts Literacy, Science, Social Studies. All of the NJ State Standards may be found on the New Jersey state website.

21 Century Themes:
All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society and the universe.

21st Century Life & Career Skills	All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
Personal Financial Literacy	All students will develop skills and strategies that promote personal and

	financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.
Career Awareness, Exploration, and Preparation	All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.
Career and Technical Education	All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.

Learning Targets

Reading: Students will . . .

- 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
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas
- 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
- Assess how point of view or purpose shapes the content and style of a text
- 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
- 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: Students will . . .

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

- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
- Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism
- Draw evidence from literary or informational texts to support analysis, reflection, and research
- 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: Students will . . .

- 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
- Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric
- Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations
- Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate

Language: Students will.....

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
- Demonstrate understanding of word relationships and nuances in word meanings
- Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression

Number	Standard for Mastery
	READING STANDARDS: LITERATURE
RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution

RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone
RL.6.9	Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics
RL.6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed
	READING STANDARDS: INFORMATIONAL TEXT
RI.6.1	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text
RI.6.10	By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed
	WRITING STANDARDS
W.6.4	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience
W.6.5	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
W.6.6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting
W.6.10	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
	SPEAKING AND LISTENING STANDARDS

SL.6.1	<p>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.</p> <ul style="list-style-type: none"> ✓ Come to discussions prepared, having read or studied material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion ✓ Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed ✓ Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion ✓ Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing
SL.6.2	<p>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</p>
SL.6.3	<p>Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not</p>
SL.6.4	<p>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)</p>
SL.6.5	<p>Include multimedia components (e.g. graphics, images, music, sound) and visual displays in presentations to clarify information</p>
SL.6.6	<p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>
LANGUAGE STANDARDS	
L.6.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <ul style="list-style-type: none"> ✓ Ensure that pronouns are in the proper case (subjective, objective, possessive) ✓ Use intensive pronouns (e.g., <i>myself</i>, <i>ourselves</i>) ✓ Recognize and correct inappropriate shifts in pronoun number and person

	<ul style="list-style-type: none"> ✓ Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents) ✓ Recognize variations from standard English in their own and others' writing and speaking and identify and use strategies to improve expression in conventional language
L.6.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p> <ul style="list-style-type: none"> ✓ Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements ✓ Spell correctly
L.6.3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening</p> <ul style="list-style-type: none"> ✓ Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice ✓ Maintain consistency in style and tone
L.6.4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies</p> <ul style="list-style-type: none"> ✓ 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 ✓ Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience</i>, <i>auditory</i>, <i>audible</i>) ✓ 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. ✓ 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.6.5	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings</p> <ul style="list-style-type: none"> ✓ Interpret figures of speech (e.g., personification) in context ✓ Use the relationship between particular words (e.g. cause/effect, part/whole, item/category) to better understand each of the words ✓ Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i>, <i>scrimping</i>, <i>economical</i>, <i>unwasteful</i>, <i>thrifty</i>)

L.6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression
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<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • How are literary elements used in fiction? • How can we learn to appreciate similarities and differences through literature? • How can reading a variety of materials broaden your understanding of the world and self? • How does reflection make me a better writer? • How does analyzing narrative texts influence a reader's understanding of plot, theme, and purpose? • How do students demonstrate command of the conventions of Standard English grammar and usage when writing or speaking? 	<p>Unit Objectives</p> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> • Authors use literary elements and techniques to enhance their writing. • Similarities and differences in works of fiction mirror similarities and differences in real life. • People bring their own cultural identities, beliefs, and traditions into everyday encounters. • Writing is a multi-step process that authors employ in order to produce a quality piece of work. • Writers use knowledge of language and its conventions when writing, speaking, reading, or listening
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<p>Unit Objectives</p> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> • Literary elements and techniques of different genres of fiction. • Similarities and differences exist in literature regardless of age or ethnicity. • A variety of reading comprehension strategies. • The more you read the better reader you become. • That self editing through proofreading and revising helps to improve their craft. • analyzing a text requires use of 	<p>Unit Objectives</p> <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Identify and analyze literary elements and techniques in folk tales, legends, myths, and dramas. • Evaluate their own similarities and differences in comparison with characters in literature. • Read a wide range of literature by different authors, and from many time periods, cultures, and genres to build an understanding of the human experience. • Evaluate a text and formulate
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<p>various reading skills.</p> <ul style="list-style-type: none"> • The conventions of Standard English grammar and usage when writing or speaking. 	<p>conclusions using a variety of reading comprehension strategies.</p> <ul style="list-style-type: none"> • Formulate a published piece of writing. • Analyze narrative texts by looking at structure, characters, and theme. • Compare and contrast genres in fiction. • Cite textual evidence to support an idea or argument. • Write routinely over various time frames. • Apply the conventions of Standard English grammar and usage when writing or speaking.
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EVIDENCE OF LEARNING

Formative Assessments:

<p>Journal Writing</p> <ul style="list-style-type: none"> • Class discussion • Teacher Observations/Conferences • Do-Nows • Exit Cards • Projects • Literature Circles • Graphic Organizers • Multiple Choice Tests • Timed Readings/Writing Tasks • Running Records/Anecdotal Notes • Writer’s Workshop • Performance-Based Checklists • Higher Order Questioning 	<p>Reader/Writer Workshops</p> <ul style="list-style-type: none"> • Reading Response Entries • Rubric Assessments • Peer Editing • Portfolio Reflection Process/Self Evaluation • Teacher Conferences • Pair & Share Activities • Cooperative Learning Groups • Literature Responses/Reader's Notebook • Open-Ended Questions • Note-Taking • Quizzes • Self-Assessments/Reflections • Literary Projects
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Summative Assessments:

<p>Novel/unit projects End of unit assessments</p>	<p>State Assessments District benchmark or interim assessments Portfolios</p>
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Modifications (ELLs, Special Education, Gifted and Talented)

Suggested / possible modifications for *ELL and Special Education*:

choral reading

- chants, songs
- use charts, posters, videos
- use a highlighter for key ideas, vocabulary
- write helpful hints in margins of copied materials
- provide copy of all notes
- preferential seating
- use manipulatives
- use graphic organizers
- reinforce vocabulary within the content
- assign a picture or movement to vocabulary words
- small group instruction
- use print, not cursive
- use books on tape

Suggested / possible modifications for *Gifted and Talented*:

- ask open-ended questions
- encourage upper level intellectual behavior based on Bloom's Taxonomy (analyzing, evaluating, creating) <http://edorigami.wikispaces.com/Bloom's+Digital+Taxonomy>
- do not always be explicit, allow for discovery
- use centers and group students according to ability or interest
- propose interest-based extension activities
- use leveled texts and offer an advanced reader reading list
- ask "why" and "what if" questions
- use varied modes of pre-assessment and assessment

Always follow all IEP and/or 504 Plan modifications.

Curriculum development Resources/Instructional Materials/Equipment Needed

Teacher Resources:

- Folk tales, myths, legends and dramas
- Books on tape
- Video clips
- Writing rubrics (PARCC or 6+1 Traits)
- Teacher-created materials
- Reading and writing workshop programs supported by district
- Technology including computers, SmartBoards, Webquests, etc.
- Textbooks
- MLA Resources
- Ocean County AVA Media Resources
- (http://www.corestandards.org/assets/Appendix_B.pdf) Lists of Optional texts
- www.readwritethink.org – Language arts lesson plans
- www.writingfix.com – Lessons and resources for 6+1 writing traits
- www.scholastic.com – Reading resources
- www.enotes.com – Subscription-only site for various literary resources
- www.readworks.org – Lessons for literary elements
- www.ttms.org – (Teaching that makes sense) reading and writing strategies and prompts
- www.quizlet.com – Teacher tool—vocabulary flashcards and games to reinforce which can be embedded to teacher’s website, also in other languages