

English Language Arts Grade 6

Unit 1: TURNING POINTS

Stage 1: Desired Results

Standards & Indicators:

Language Domain

L.SS.6.1. [Language. System and Structure of Language.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. [Language. Knowledge of Language.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. [Language. Vocabulary Acquisition, Use and Literal Meaning.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. [Language. Vocabulary Acquisition, Use and Interpretative Meaning.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.

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- 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. [Reading Literature. Close Reading of Text.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. [Reading Informational Text. Close Reading of Text.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. [Reading Literature. Central Ideas and Themes of Texts.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. [Reading Informational Text. Central Ideas and Themes of Texts.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. [Reading Literature. Interactions Among Text Elements.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. [Reading Informational Text. Interactions Among Text Elements.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. [Reading Literature. Text Structure.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. [Reading Informational Text. Text Structure.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. [Reading Literature. Perspective and Purpose in Texts.6.5](#). Determine how an author conveys or develops perspective in a text (through the narrator or speaker when appropriate).

RI.PP.6.5. [Reading Informational Text. Perspective and Purpose in Texts.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. [Reading Literature. Diverse Media and Formats.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. [Reading Informational Text. Diverse Media and Formats.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. [Reading Informational Text. Analysis of an Argument.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. [Reading Literature. Comparison of Texts.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.

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RI.CT.6.8. [Reading Informational Text.Comparison of Texts.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.NW.6.3. [Writing.Narrative Writing.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. [Writing.Writing Process.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. [Writing.Writing Research.6.5](#). Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W.SE.6.6. [Writing.Sources of Evidence.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. [Writing.Range of Writing.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. [Speaking and Listening.Participate Effectively.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. [Speaking and Listening.Integrate Information.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. [Speaking and Listening.Evaluate Speakers.6.3](#). Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

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SL.PI.6.4. Speaking and Listening.Present Information.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. Speaking and Listening.Use Media.6.5 . Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.		
SL.AS.6.6. Speaking and Listening.Adapt Speech.6.6 . Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.		
Career Readiness, Life Literacies and Key Skills		
Standard	Performance Expectations	Core Ideas
9.4.8.TL.3	Select appropriate tools to organize and present information digitally.	Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others.
9.4.8.TL.4	Synthesize and publish information about a local or global issue or event (e.g., MSLS4-5, 6.1.8.CivicsPI.3).	
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).	Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.	
9.4.8.IML.1	Critically curate multiple resources to assess the credibility of sources when searching for information.	Increases in the quantity of information available through electronic means have heightened the need to check sources for possible distortion, exaggeration, or misrepresentation.
9.4.8.IML.6	Identify subtle and overt messages based on the method of communication.	The mode of information can convey a message to consumers or an audience.
9.4.8.IML.7	Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).	Sources of information are evaluated for accuracy and relevance when considering the use of information.
9.4.8.IML.12	Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.	There is a need to produce and publish media that has information supported with quality evidence and is intended for authentic audiences.
9.4.8.IML.13	Identify the impact of the creator on the content, production, and delivery of information (e.g., 8.2.8.ED.1).	
Essential/Guiding Question: What happens when life changes direction?		
Central Idea/Enduring Understanding: Language as a Tool: Language is a powerful tool for communication, self-expression, and understanding the world around us.		

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Reading for Understanding: Reading comprehension involves not only decoding words but also understanding and interpreting text through critical thinking and analysis.

Effective Communication: Effective communication involves clear expression of ideas through speaking, listening, reading, and writing.

Literary Appreciation: Literature reflects diverse human experiences and perspectives, fostering empathy and understanding.

Writing as a Process: Writing is a recursive process involving prewriting, drafting, revising, editing, and publishing.

Grammar and Conventions: Understanding grammar and language conventions enhances communication and strengthens writing.

Textual Evidence and Inference: Drawing inferences and supporting them with textual evidence enhances comprehension and critical thinking skills.

Digital Literacy: Navigating digital texts and platforms responsibly and critically is essential in the modern world.

Cultural and Historical Context: Understanding the cultural and historical context of texts deepens comprehension and appreciation.

Literacy Across Disciplines: Literacy skills are transferable across subject areas and are essential for success in various academic and real-world contexts.

Content:

Hatchet

Night Of The Twisters

I Survived Hurricane Katrina

Three Days

“Hatchet” ([Study Sync](#), [Formative](#), [Flocabulary](#))

- Intro/Building Background/ Vocabulary
- Point of View

Guided Book Clubs

Narrative Writing: ([Writable](#))

“Island of the Blue Dolphins” ([Study Sync](#), [Formative](#), [Flocabulary](#))

- Intro/Building Background/Vocabulary
- Textual Evidence/Inferences

Guided Book Clubs

Narrative Writing: ([Writable](#))

“I Never Had It Made”([Study Sync](#), [Formative](#), [Flocabulary](#))

- Intro/Building Background/Vocabulary
- Informational Text Structure
- Figurative Language
- Close Read: Annotate for comprehension and writing response

Guided Book Clubs

Narrative Writing: [Writable](#)

Skills(Objectives):

Perform an initial reading of a text and demonstrate comprehension by responding to short analysis and inference questions with textual evidence.

- Practice defining vocabulary words using context.
- Learn and practice strategies for varying sentence patterns and recognizing sentence fragments.
- Participate effectively in a range of conversations and collaborations to express ideas and build upon the ideas of others.
- Practice acquiring and using academic vocabulary correctly.
- Learn the definition of point of view.
- Practice using concrete strategies for identifying point of view.
- Complete a close reading of a passage of literature.
- Practice and apply concrete strategies for identifying point of view.
- Prewrite, plan, and produce clear and coherent writing in response to a prompt.
- Perform an initial reading of a text and demonstrate comprehension by responding to short analysis and inference questions with textual evidence.
- Practice defining vocabulary words using context.
- Learn the definition of connotation and denotation.
- Practice using strategies to identify connotation and denotation and distinguish among the connotations of different words.
- Complete a close reading of a passage of informational text.

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- Practice and apply concrete strategies for distinguishing among the connotations and denotations of words.
- Learn and practice strategies for using word relationships to better understand meaning.
- Learn the definition of textual evidence.
- Practice using concrete strategies for identifying explicit and inferential textual evidence.
- Practice and apply strategies for identifying explicit and inferential textual evidence.
- Practice defining vocabulary words using context.
- Practice using proper subject, object, and possessive pronoun case.
- Learn the definition of informational text structure.
- Practice using concrete strategies for identifying a cause and effect informational text structure.
- Learn the definition of figurative language, specifically figures of speech.
- Practice using concrete strategies for identifying and interpreting figures of speech.
- Learn the definition of media.
- Practice using concrete strategies for evaluating media.
- Practice and apply concrete strategies for identifying informational text structure, interpreting figures of speech, and analyzing across different forms of media.
- Learn the definition of story structure.
- Practice and apply concrete strategies for identifying and analyzing story structure.
- Draft a fictional narrative text in response to a prompt in order to:
 - Identify the features of fictional narrative writing:
 - introduction of characters,
 - context, and point of view;
 - logical organization of events;
 - supporting details to develop characters, setting, and plot;
 - body paragraphs including description, precise and sensory language, dialogue, and transitions;
 - conclusion; and theme.
- Analyze the prompt and generate ideas for a fictional narrative.
- Identify elements of a writing style appropriate to a fictional narrative.
- Demonstrate understanding of narrative writing skills: Plan Narrative Writing
- Prewrite, plan, and produce clear and coherent writing in response to a prompt.

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	<ul style="list-style-type: none">• Plan a fictional narrative by creating a Story Road Map for developing characters, setting, and story structure.• Demonstrate an understanding of the features of narrative writing.• Practice and apply concrete strategies for identifying the features of narrative writing.• Demonstrate understanding of the features of fictional narrative writing.• Demonstrate an understanding of story structure in narrative writing.• Demonstrate understanding of the role of description and descriptive details in fictional narratives.• Practice identifying and developing description and descriptive details in a fictional narrative.• Demonstrate an understanding of what makes a strong introduction (or beginning) in a fictional narrative.• Practice using concrete strategies for identifying and writing the beginning of a fictional narrative.• Demonstrate an understanding of narrative techniques and sequencing, including rising and falling action, in a fictional narrative.• Practice identifying and analyzing style in narrative writing.• Practice analyzing and using techniques, including description, pacing, and dialogue, to develop the characters, setting, and plot of a fictional narrative.• Practice strategies for punctuating restrictive and nonrestrictive elements correctly.• Examine and practice strategies for concluding fictional narrative texts.• Demonstrate an understanding of the features and purpose of the conclusion of a fictional narrative (or story).• Revise a narrative text or story to improve content and organization.• Edit and proofread narrative text to finalize content, style, and organization, and to eliminate errors in capitalization, punctuation, spelling, grammar, and usage.• Use technology to produce and publish writing.
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Interdisciplinary Connections:

The texts in this unit inform students' understanding of life and survival skills, character education, Civil Rights, and 1940s & 1950s American history.

Stage 2: Assessment Evidence

Performance Task(s):

End of Unit 2 Assessment
Extended Writing Project
CFA

Other Evidence:

Reading Assignments
Writing Assignments
Skill Assignments
Blast Assignments

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Stage 3: Learning Plan

<u>Learning Opportunities/Strategies:</u> Do Now Cold Call Turn-and-Talk Think-Pair-Share Jigsaw Corners Gallery Walk Text Annotation Group Discussions Conferencing Conferring Jots Socratic Seminar Think Alouds Small Group Instruction Accountable Talk Close Read Modeling Student Goal Setting Exit Ticket	<u>Resources:</u> ELA Resources: <ul style="list-style-type: none">• StudySync• Flocabulary• Writable• Goalbook• Formative• Pear Assessment LGBT and Disabilities Resources: <ul style="list-style-type: none">• LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth• LGBTQ+ Books DEI Resources: <ul style="list-style-type: none">• Learning for Justice• GLSEN Educator Resources• Supporting LGBTQIA Youth Resource List• Respect Ability: Fighting Stigmas, Advancing Opportunities• NJDOE Diversity, Equity & Inclusion Educational Resources• Diversity Calendar		
<u>Differentiation</u> *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Leveled Guided Book Clubs IXL Small Group Instruction Stations Student Choice	Leveled Guided Book Clubs IXL Small Group Instruction Stations Student Choice	Leveled Guided Book Clubs IXL Small Group Instruction Stations Student Choice Graphic Organizers Sentence Frames Fill-in the Blank	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries

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Unit 2: ANCIENT REALMS

Stage 1: Desired Results

Standards & Indicators:

Language Domain

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- 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).

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- 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.
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Writing Domain

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W.IW.6.2. [Writing.Informative and Explanatory Writing.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.

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Standard	Performance Expectations	Core Ideas
9.4.8.TL.3	Select appropriate tools to organize and present information digitally.	Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others.
9.4.8.TL.4	Synthesize and publish information about a local or global issue or event (e.g., MSLS4-5, 6.1.8.CivicsPI.3).	
9.4.8.TL.6	Collaborate to develop and publish work that provides perspectives on a real-world problem.	Digital tools allow for remote collaboration and rapid sharing of ideas unrestricted by geographic location or time.
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).	Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.	
9.4.8.IML.1	Critically curate multiple resources to assess the credibility of sources when searching for information.	Increases in the quantity of information available through electronic means have heightened the need to check sources for possible distortion, exaggeration, or misrepresentation.
9.4.8.IML.6	Identify subtle and overt messages based on the method of communication.	The mode of information can convey a message to consumers or an audience.
9.4.8.IML.7	Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).	Sources of information are evaluated for accuracy and relevance when considering the use of information.
9.4.8.IML.12	Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.	There is a need to produce and publish media that has information supported with quality evidence and is intended for authentic audiences.
9.4.8.IML.13	Identify the impact of the creator on the content, production, and delivery of information (e.g., 8.2.8.ED.1).	
Essential/Guiding Question: How does history inform and inspire us?		
Central Idea/Enduring Understanding: Language as a Tool: Language is a powerful tool for communication, self-expression, and understanding the world around us.		

English Language Arts Grade 6

Reading for Understanding: Reading comprehension involves not only decoding words but also understanding and interpreting text through critical thinking and analysis.

Effective Communication: Effective communication involves clear expression of ideas through speaking, listening, reading, and writing.

Literary Appreciation: Literature reflects diverse human experiences and perspectives, fostering empathy and understanding.

Writing as a Process: Writing is a recursive process involving prewriting, drafting, revising, editing, and publishing.

Grammar and Conventions: Understanding grammar and language conventions enhances communication and strengthens writing.

Textual Evidence and Inference: Drawing inferences and supporting them with textual evidence enhances comprehension and critical thinking skills.

Digital Literacy: Navigating digital texts and platforms responsibly and critically is essential in the modern world.

Cultural and Historical Context: Understanding the cultural and historical context of texts deepens comprehension and appreciation.

Literacy Across Disciplines: Literacy skills are transferable across subject areas and are essential for success in various academic and real-world contexts.

Content:

Guided Book Club Resources

The Ugly One

Tales From The Odyssey

The Night Diary

Lightning Thief

Inquisitor's Tale

Have A Hot Time, Hades

"Hatshepsut" ([Study Sync](#), [Formative](#), [Flocabulary](#))

- Intro/Building Background/Vocabulary
- Informational Text Elements
- Close Read: Annotate for comprehension and write response

Guided Book Clubs

Informational/Explanatory Writing: [Writable](#)

"The Lightning Thief" ([Study Sync](#), [Formative](#), [Flocabulary](#))

- Intro/Building Background/ Vocabulary
- Textual Evidence
- Author's Point of View
- Close Read: Annotate for comprehension and write response

Guided Book Clubs

Informational/Explanatory Writing: [Writable](#)

Skills(Objectives):

- Perform an initial reading of a text and demonstrate comprehension by responding to short analysis and inference questions with textual evidence.
- Practice defining vocabulary words using context.
- Learn and practice strategies for avoiding and correcting vague pronouns.
- Participate effectively in a range of conversations and collaborations to express ideas and build upon the ideas of others.
- Learn the definition of poetic structure.
- Practice using concrete strategies for identifying poetic structure.
- Learn the definition of word relationships.
- Practice using concrete strategies for identifying and analyzing word relationships, as well as connotation and denotation.
- Complete a close reading of a passage of literature.
- Practice and apply concrete strategies for identifying and analyzing poetic structure and word relationships.
- Prewrite, plan, and produce clear and coherent writing in response to a prompt.
- Explore background information about the concept of word relationships.
- Research using hyperlinks to a range of information about all kinds of word relationships including synonyms, antonyms, homonyms, cause and effect relationships, and analogies.
- Practice defining vocabulary words using context as well as Greek and Latin word roots and affixes.

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<p>“The Hero Schliemann” (Study Sync, Formative, Flocabulary)</p> <ul style="list-style-type: none">• Intro/Building Background/Vocabulary• Author’s Purpose and Point of View• Figurative Language• Close Read: Annotate for comprehension and write response <p>Guided Book Clubs</p> <p>Informational/Explanatory Writing: Writable</p>	<ul style="list-style-type: none">• Learn the definition of informational text structure.• Practice using concrete strategies for analyzing informational text structure.• Complete a close reading of a passage of informational text.• Practice and apply concrete strategies for identifying and analyzing text structure.• Practice defining vocabulary words using context.• Learn the definition of point of view.• Practice using concrete strategies for identifying point of view.• Learn the definition of tone.• Practice using concrete strategies for identifying and analyzing tone.• Practice identifying variations on standard English.• Practice and apply concrete strategies for identifying point of view and tone, and for maintaining tone in writing.• Explore background information about the concept of war memorials.• Research using hyperlinks to a range of information about all kinds of war memorials including ones in other countries.• Explore background information about infographics in popular media, using the example of an infographic on post-military education for veterans.• Research using the hyperlink to learn more about what complex information an infographic can convey.• Practice defining vocabulary words using context, and using newly-acquired academic vocabulary correctly.• Learn the definition of media• Practice and apply concrete strategies for comparing and contrasting different forms of media.• Learn the definition of theme.• Practice using concrete strategies for identifying theme.• Practice and apply concrete strategies for identifying theme• Practice and apply concrete strategies for identifying media.• Practice defining vocabulary words using context.• Learn and practice strategies for using reflexive and intensive pronouns correctly.• Learn the definitions of arguments and claims.• Practice using concrete strategies for tracing and evaluating arguments and claims.• Practice and apply concrete strategies for tracing and evaluating arguments and claims.• Respond to an informative/explanatory writing prompt in order to:<ul style="list-style-type: none">○ Prewrite, plan, and produce clear and coherent writing in response to a prompt.○ Identify informative/explanatory writing.
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	<ul style="list-style-type: none"> ○ Identify organizational structures in informative/explanatory writing. ○ Identify appropriate language and style for use in informative/explanatory writing. ○ Identify features of informative/explanatory writing: <ul style="list-style-type: none"> ■ Logical Organization ■ Introduction and Thesis Statement ■ Relevant Supporting Details ■ Transitions ■ Precise Language ■ Conclusion. ● Identify elements of a writing style appropriate to an informative/explanatory essay. ● Identify purpose and methods of citing sources in informative/explanatory texts. ● Identify editing, proofreading, and publishing skills. ● Demonstrate an understanding of informative/explanatory writing. ● Demonstrate understanding of the informative/explanatory writing skill: Plan Informative Writing. ● Plan an informative/explanatory essay by ensuring that ideas, concepts, and information are organized logically and support a thesis statement. ● Draft an informative/explanatory essay in response to a prompt. ● Craft effective introductions in informative/explanatory writing. ● Craft a body paragraph and using transitions to clarify relationships among ideas in informative/explanatory writing. ● Revise an informative/explanatory text to improve content and organization and to maintain a formal style appropriate to the essay's purpose and audience. ● Cite sources in informative/explanatory writing. ● Edit and proofread text to finalize information, organization, language, and style, and to eliminate errors in grammar, punctuation, and spelling. ● Use technology to produce and publish writing.
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Interdisciplinary Connections:

The texts in this unit inform students' understanding of Civil Rights, 1950s American history, law, the Constitution and psychology.

Stage 2: Assessment Evidence

Performance Task(s):

End of Unit 2 Assessment
Extended Writing Project
CFA

Other Evidence:

Reading Assignments
Writing Assignments
Skill Assignments
Blast Assignments

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Stage 3: Learning Plan

Learning Opportunities/Strategies:

Do Now
Cold Call
Turn-and-Talk
Think-Pair-Share
Jigsaw
Corners
Gallery Walk
Text Annotation
Group Discussions
Conferencing
Conferring
Jots
Socratic Seminar
Think Alouds
Small Group Instruction
Accountable Talk
Close Read
Modeling
Student Goal Setting
Exit Ticket

Resources:

ELA Resources:

- [StudySync](#)
- [Flocabulary](#)
- [Writable](#)
- [Goalbook](#)
- [Formative](#)
- [Pear Assessment](#)

LGBT and Disabilities Resources:

- [LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth](#)
- [LGBTQ+ Books](#)

DEI Resources:

- [Learning for Justice](#)
- [GLSEN Educator Resources](#)
- [Supporting LGBTQIA Youth Resource List](#)
- [Respect Ability: Fighting Stigmas, Advancing Opportunities](#)
- [NJDOE Diversity, Equity & Inclusion Educational Resources](#)
- [Diversity Calendar](#)

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>Leveled Guided Book Clubs</p> <p>IXL</p> <p>Small Group Instruction</p> <p>Stations</p> <p>Student Choice</p>	<p>Leveled Guided Book Clubs</p> <p>IXL</p> <p>Small Group Instruction</p> <p>Stations</p> <p>Student Choice</p>	<p>Leveled Guided Book Clubs</p> <p>IXL</p> <p>Small Group Instruction</p> <p>Stations</p> <p>Student Choice</p> <p>Graphic Organizers</p> <p>Sentence Frames</p> <p>Fill-in the Blank</p>	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries</p>

English Language Arts Grade 6

Unit 3: FACING CHALLENGES

Stage 1: Desired Results

Language Domain

L.SS.6.1. [Language. System and Structure of Language.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. [Language. Knowledge of Language.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. [Language. Vocabulary Acquisition, Use and Literal Meaning.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. [Language. Vocabulary Acquisition, Use and Interpretative Meaning.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, un wasteful, thrifty).

Reading Domain

RL.CR.6.1. [Reading Literature. Close Reading of Text.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.

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RI.CR.6.1. [Reading Informational Text. Close Reading of Text.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. [Reading Literature. Central Ideas and Themes of Texts.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. [Reading Informational Text. Central Ideas and Themes of Texts.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. [Reading Literature. Interactions Among Text Elements.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. [Reading Informational Text. Interactions Among Text Elements.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. [Reading Literature. Text Structure.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. [Reading Informational Text. Text Structure.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. [Reading Literature. Perspective and Purpose in Texts.6.5.](#) Determine how an author conveys or develops perspective in a text (through the narrator or speaker when appropriate).

RI.PP.6.5. [Reading Informational Text. Perspective and Purpose in Texts.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. [Reading Literature. Diverse Media and Formats.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. [Reading Informational Text. Diverse Media and Formats.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. [Reading Informational Text. Analysis of an Argument.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. [Reading Literature. Comparison of Texts.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. [Reading Informational Text. Comparison of Texts.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

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

- A. Introduce claim(s) about a topic or issue and organize the reasons and evidence logically.
- B. Support claim(s) with logical reasoning and relevant, accurate data and evidence, that demonstrate an understanding of the topic or text, using credible sources.
- C. Use words, phrases, and clauses to link and clarify the relationships among claim(s), reasons and evidence.
- D. Establish and maintain a formal/academic style, approach, and form.
- E. Provide a concluding statement or section that follows from the argument presented.

W.WP.6.4. [Writing.Writing Process.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. [Writing.Writing Research.6.5](#). Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W.SE.6.6. [Writing.Sources of Evidence.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. [Writing.Range of Writing.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. [Speaking and Listening.Participate Effectively.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. [Speaking and Listening.Integrate Information.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. [Speaking and Listening.Evaluate Speakers.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. [Speaking and Listening.Present Information.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. [Speaking and Listening.Use Media.6.5](#). Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

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SL.AS.6.6. Speaking and Listening.Adapt Speech.6.6 . Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.		
Career Readiness, Life Literacies and Key Skills		
Standard	Performance Expectations	Core Ideas
9.4.8.TL.3	Select appropriate tools to organize and present information digitally.	Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others.
9.4.8.TL.4	Synthesize and publish information about a local or global issue or event (e.g., MSLS4-5, 6.1.8.CivicsPI.3).	
9.4.8.TL.6	Collaborate to develop and publish work that provides perspectives on a real-world problem.	Digital tools allow for remote collaboration and rapid sharing of ideas unrestricted by geographic location or time.
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).	Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.	
9.4.8.IML.1	Critically curate multiple resources to assess the credibility of sources when searching for information.	Increases in the quantity of information available through electronic means have heightened the need to check sources for possible distortion, exaggeration, or misrepresentation.
9.4.8.IML.6	Identify subtle and overt messages based on the method of communication.	The mode of information can convey a message to consumers or an audience.
9.4.8.IML.7	Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).	Sources of information are evaluated for accuracy and relevance when considering the use of information.
9.4.8.IML.12	Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.	There is a need to produce and publish media that has information supported with quality evidence and is intended for authentic audiences.
9.4.8.IML.13	Identify the impact of the creator on the content, production, and delivery of information (e.g., 8.2.8.ED.1).	
<u>Essential/Guiding Question:</u> When should we stand up for others and ourselves?		
<u>Central Idea/Enduring Understanding:</u> Language as a Tool: Language is a powerful tool for communication, self-expression, and understanding the world around us. Reading for Understanding: Reading comprehension involves not only decoding words but also understanding and interpreting text through critical thinking and analysis.		

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Effective Communication: Effective communication involves clear expression of ideas through speaking, listening, reading, and writing.

Literary Appreciation: Literature reflects diverse human experiences and perspectives, fostering empathy and understanding.

Writing as a Process: Writing is a recursive process involving prewriting, drafting, revising, editing, and publishing.

Grammar and Conventions: Understanding grammar and language conventions enhances communication and strengthens writing.

Textual Evidence and Inference: Drawing inferences and supporting them with textual evidence enhances comprehension and critical thinking skills.

Digital Literacy: Navigating digital texts and platforms responsibly and critically is essential in the modern world.

Cultural and Historical Context: Understanding the cultural and historical context of texts deepens comprehension and appreciation.

Literacy Across Disciplines: Literacy skills are transferable across subject areas and are essential for success in various academic and real-world contexts.

Content:

Guided Book Club Resources

Crash

Once

Out of My Mind

A Wrinkle in Time

Brown Girl Dreaming

“The Monsters are Due on Maple Street” (Study Sync, Formative, Flocabulary)

- Intro/Building Background/Vocabulary
- Media/Compare and Contrast
- Close Read/entire text readers theater.
- Alternate media representation

Guided Book Clubs

Argumentative Writing: Writable

“I Am An American: A True Story of Japanese Internment” (Study Sync, Formative, Flocabulary)

- Intro/Building Background/Vocabulary
- Author’s Purpose and Author's Point of View
- Media
- Informational Text Structure
- Close Read: Annotate for comprehension and write response

Guided Book Clubs

Argumentative Writing: Writable

Skills(Objectives):

- Perform an initial reading of a text and demonstrate comprehension by responding to short analysis and inference questions with textual evidence.
- Practice defining vocabulary words using context.
- Learn and practice strategies for avoiding and correcting vague pronouns.
- Participate effectively in a range of conversations and collaborations to express ideas and build upon the ideas of others.
- Learn the definition of poetic structure.
- Practice using concrete strategies for identifying poetic structure.
- Learn the definition of word relationships.
- Practice using concrete strategies for identifying and analyzing word relationships, as well as connotation and denotation.
- Complete a close reading of a passage of literature.
- Practice and apply concrete strategies for identifying and analyzing poetic structure and word relationships.
- Prewrite, plan, and produce clear and coherent writing in response to a prompt.
- Explore background information about the concept of word relationships.
- Research using hyperlinks to a range of information about all kinds of word relationships including synonyms, antonyms, homonyms, cause and effect relationships, and analogies.
- Practice defining vocabulary words using context as well as Greek and Latin word roots and affixes.

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“Bullying in Schools” ([Study Sync](#), [Formative](#), [Flocabulary](#))

- Intro/Building Background/Vocabulary
- Arguments and Claims
- Close Read: Annotate for comprehension and write response

Guided Book Clubs

Argumentative Writing: [Writable](#)

- Learn the definition of informational text structure.
- Practice using concrete strategies for analyzing informational text structure.
- Complete a close reading of a passage of informational text.
- Practice and apply concrete strategies for identifying and analyzing text structure.
- Practice defining vocabulary words using context.
- Learn the definition of point of view.
- Practice using concrete strategies for identifying point of view.
- Learn the definition of tone.
- Practice using concrete strategies for identifying and analyzing tone.
- Practice identifying variations on standard English.
- Practice and apply concrete strategies for identifying point of view and tone, and for maintaining tone in writing.
- Explore background information about the concept of war memorials.
- Research using hyperlinks to a range of information about all kinds of war memorials including ones in other countries.
- Explore background information about infographics in popular media, using the example of an infographic on post-military education for veterans.
- Research using the hyperlink to learn more about what complex information an infographic can convey.
- Practice defining vocabulary words using context, and using newly-acquired academic vocabulary correctly.
- Learn the definition of media
- Practice and apply concrete strategies for comparing and contrasting different forms of media.
- Learn the definition of theme.
- Practice using concrete strategies for identifying theme.
- Practice and apply concrete strategies for identifying theme
- Practice and apply concrete strategies for identifying media.
- Practice defining vocabulary words using context.
- Learn and practice strategies for using reflexive and intensive pronouns correctly.
- Learn the definitions of arguments and claims.
- Practice using concrete strategies for tracing and evaluating arguments and claims.
- Practice and apply concrete strategies for tracing and evaluating arguments and claims.
- Respond to an argumentative prompt in order to:
 - Practice and apply concrete strategies for identifying argumentative writing.
 - Identify the features of argumentative writing:

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- Claim or Claims,
- Logical Organization,
- Reasons and Relevant Evidence,
- Introduction and Conclusion, and
- Body Paragraphs and Transitions.

- Identify elements of a writing style appropriate to an argumentative essay.
- Plan an argumentative essay by ensuring that ideas, supporting details, reasons, and relevant evidence are organized logically and support content.
- Determine the audience, purpose for writing, and appropriate style for an argumentative essay.
- Demonstrate an understanding of argumentative writing.
- Demonstrate understanding of argumentative essay writing features.
- Demonstrate an understanding of audience, purpose, and style.
- Demonstrate an understanding of the value and elements of research and note-taking.
- Demonstrate an understanding of the function of a thesis statement, or claim, in an argumentative essay.
- Demonstrate an understanding of organizational structure for argumentative writing.
- Demonstrate understanding of the purpose and process of planning an argumentative essay.
- Analyze the prompt and generate information for students' argumentative essay.
- Prewrite, plan, and produce clear and coherent writing in response to a prompt.
- Draft an argumentative essay in response to a prompt.
- Practice using concrete strategies for identifying organizational structures in an argumentative text.
- Practice and apply concrete strategies for crafting a thesis statement as a claim in an argumentative essay.
- Practice using concrete strategies for identifying and writing elements of introductions and conclusions in an argumentative essay.
- Practice and apply concrete strategies for comparing and contrasting.
- Practice using concrete strategies for comparing and contrasting two authors' presentation of events.
- Practice and apply concrete strategies for tracing and evaluating arguments and claims.
- Practice and apply concrete strategies for performing research, taking notes, and incorporating results into an argumentative essay.
- Practice using concrete strategies for tracing and evaluating arguments and claims.

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	<ul style="list-style-type: none"> • Practice using concrete strategies for identifying supporting reasons and relevant evidence in argumentative writing. • Practice strategies for spelling words correctly. • Practice defining vocabulary words using context, and using newly-acquired academic vocabulary correctly. • Practice and apply concrete strategies for identifying point of view and tone, and for maintaining tone in writing. • Practice strategies for punctuating nonrestrictive and parenthetical elements correctly. • Practice using both body paragraph structure and transitions in argumentative writing. • Practice using concrete strategies for integrating information presented in media. • Revise an argumentative essay to improve content and organization and to maintain a formal style and tone. • Identify purpose and methods of citing sources in argumentative writing. • Practice citing sources in an argumentative essay. • Identify editing, proofreading, and publishing skills. • Edit and proofread text to finalize information, style, and organization, and to eliminate errors in grammar, punctuation, and spelling. • Use technology to produce and publish writing.
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Interdisciplinary Connections:

The texts in this unit inform students' understanding of the Cold War, McCarthyism, 1930s, 1940s & 1950s American history, human rights, immigration, and World War II.

Stage 2: Assessment Evidence

Performance Task(s):

End of Unit 3 Assessment
Extended Writing Project
CFA

Other Evidence:

Reading Assignments
Writing Assignments
Skill Assignments
Blast Assignments

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Do Now
Cold Call
Turn-and-Talk
Think-Pair-Share
Jigsaw
Corners
Gallery Walk
Text Annotation
Group Discussions
Conferencing
Conferring
Jots

Resources:

ELA Resources:

- [StudySync](#)
- [Flocabulary](#)
- [Writable](#)
- [Goalbook](#)
- [Formative](#)
- [Pear Assessment](#)

LGBT and Disabilities Resources:

- [LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth](#)
- [LGBTQ+ Books](#)

English Language Arts Grade 6

Socratic Seminar Think Alouds Small Group Instruction Accountable Talk Close Read Modeling Student Goal Setting Exit Ticket	DEI Resources: <ul style="list-style-type: none"> • Learning for Justice • GLSEN Educator Resources • Supporting LGBTQIA Youth Resource List • Respect Ability: Fighting Stigmas, Advancing Opportunities • NJDOE Diversity, Equity & Inclusion Educational Resources • Diversity Calendar
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Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Leveled Guided Book Clubs IXL Small Group Instruction Stations Student Choice	Leveled Guided Book Clubs IXL Small Group Instruction Stations Student Choice	Leveled Guided Book Clubs IXL Small Group Instruction Stations Student Choice Graphic Organizers Sentence Frames Fill-in the Blank	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries

Unit 4: OUR HEROES

Stage 1: Desired Results

Standards & Indicators:

Language Domain

L.SS.6.1. [Language. System and Structure of Language.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.

English Language Arts Grade 6

- 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. [Language. Knowledge of Language.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. [Language. Vocabulary Acquisition, Use and Literal Meaning.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. [Language. Vocabulary Acquisition, Use and Interpretative Meaning.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, un wasteful, thrifty).

Reading Domain

RL.CR.6.1. [Reading Literature. Close Reading of Text.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. [Reading Informational Text. Close Reading of Text.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. [Reading Literature. Central Ideas and Themes of Texts.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. [Reading Informational Text. Central Ideas and Themes of Texts.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.

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RL.IT.6.3. [Reading Literature. Interactions Among Text Elements.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. [Reading Informational Text. Interactions Among Text Elements.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. [Reading Literature. Text Structure.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. [Reading Informational Text. Text Structure.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. [Reading Literature. Perspective and Purpose in Texts.6.5.](#) Determine how an author conveys or develops perspective in a text (through the narrator or speaker when appropriate).

RI.PP.6.5. [Reading Informational Text. Perspective and Purpose in Texts.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. [Reading Literature. Diverse Media and Formats.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. [Reading Informational Text. Diverse Media and Formats.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. [Reading Informational Text. Analysis of an Argument.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. [Reading Literature. Comparison of Texts.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. [Reading Informational Text. Comparison of Texts.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.IW.6.2. [Writing. Informative and Explanatory Writing.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.

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

W.WP.6.4. [Writing.Writing Process.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. [Writing.Writing Research.6.5](#). Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W.SE.6.6. [Writing.Sources of Evidence.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. [Writing.Range of Writing.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. [Speaking and Listening.Participate Effectively.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. [Speaking and Listening.Integrate Information.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. [Speaking and Listening.Evaluate Speakers.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. [Speaking and Listening.Present Information.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. [Speaking and Listening.Use Media.6.5](#). Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

SL.AS.6.6. [Speaking and Listening.Adapt Speech.6.6](#). Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.4.8.TL.3	Select appropriate tools to organize and present information digitally.	Some digital tools are appropriate for gathering, organizing, analyzing, and

English Language Arts Grade 6

9.4.8.TL.4	Synthesize and publish information about a local or global issue or event (e.g., MSLS4-5, 6.1.8.CivicsPI.3).	presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others.
9.4.8.TL.6	Collaborate to develop and publish work that provides perspectives on a real-world problem.	Digital tools allow for remote collaboration and rapid sharing of ideas unrestricted by geographic location or time.
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).	Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.	
9.4.8.IML.1	Critically curate multiple resources to assess the credibility of sources when searching for information.	Increases in the quantity of information available through electronic means have heightened the need to check sources for possible distortion, exaggeration, or misrepresentation.
9.4.8.IML.6	Identify subtle and overt messages based on the method of communication.	The mode of information can convey a message to consumers or an audience.
9.4.8.IML.7	Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).	Sources of information are evaluated for accuracy and relevance when considering the use of information.
9.4.8.IML.12	Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.	There is a need to produce and publish media that has information supported with quality evidence and is intended for authentic audiences.
9.4.8.IML.13	Identify the impact of the creator on the content, production, and delivery of information (e.g., 8.2.8.ED.1).	

Essential/Guiding Question:

What does it mean to be a hero?

Central Idea/Enduring Understanding:

Language as a Tool: Language is a powerful tool for communication, self-expression, and understanding the world around us.

Reading for Understanding: Reading comprehension involves not only decoding words but also understanding and interpreting text through critical thinking and analysis.

Effective Communication: Effective communication involves clear expression of ideas through speaking, listening, reading, and writing.

Literary Appreciation: Literature reflects diverse human experiences and perspectives, fostering empathy and understanding.

Writing as a Process: Writing is a recursive process involving prewriting, drafting, revising, editing, and publishing.

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Grammar and Conventions: Understanding grammar and language conventions enhances communication and strengthens writing.

Textual Evidence and Inference: Drawing inferences and supporting them with textual evidence enhances comprehension and critical thinking skills.

Digital Literacy: Navigating digital texts and platforms responsibly and critically is essential in the modern world.

Cultural and Historical Context: Understanding the cultural and historical context of texts deepens comprehension and appreciation.

Literacy Across Disciplines: Literacy skills are transferable across subject areas and are essential for success in various academic and real-world contexts.

Content:

Guided Book Club Resources

Frederick Douglass Fights for Freedom
I Have A Dream
I Am Malala
Freedom Walkers

“Rosa (poem)” ([Study Sync](#), [Formative](#), [Flocabulary](#))

- Intro/Building Background/Vocabulary
- Poetic Structure
- Word Relationship

Guided Book Clubs

Informative/ Explanatory Writing: [Writable](#)

“Freedom Walkers: The Story of the Montgomery Bus Boycott” ([Study Sync](#), [Formative](#), [Flocabulary](#))

- Intro/Building Background/Vocabulary
- Informational Text Structure
- Close Read: Annotate for comprehension and write response

Guided Book Clubs

Informative/ Explanatory Writing: [Writable](#)

“Claudette Colvin: Twice Toward Justice”

“Claudette Colvin Explains Her Role in the Civil Rights Movement”

Claudette Colvin Explains Her Role in the Civil Rights Movement (Video)

Skills(Objectives):

- Perform an initial reading of a text and demonstrate comprehension by responding to short analysis and inference questions with textual evidence.
- Practice defining vocabulary words using context.
- Learn and practice strategies for avoiding and correcting vague pronouns.
- Participate effectively in a range of conversations and collaborations to express ideas and build upon the ideas of others.
- Learn the definition of poetic structure.
- Practice using concrete strategies for identifying poetic structure.
- Learn the definition of word relationships.
- Practice using concrete strategies for identifying and analyzing word relationships, as well as connotation and denotation.
- Complete a close reading of a passage of literature.
- Practice and apply concrete strategies for identifying and analyzing poetic structure and word relationships.
- Prewrite, plan, and produce clear and coherent writing in response to a prompt.
- Explore background information about the concept of word relationships.
- Research using hyperlinks to a range of information about all kinds of word relationships including synonyms, antonyms, homonyms, cause and effect relationships, and analogies.
- Practice defining vocabulary words using context as well as Greek and Latin word roots and affixes.
- Learn the definition of informational text structure.
- Practice using concrete strategies for analyzing informational text structure.

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- Complete a close reading of a passage of informational text.
- Practice and apply concrete strategies for identifying and analyzing text structure.
- Practice defining vocabulary words using context.
- Learn the definition of point of view.
- Practice using concrete strategies for identifying point of view.
- Learn the definition of tone.
- Practice using concrete strategies for identifying and analyzing tone.
- Practice identifying variations on standard English.
- Practice and apply concrete strategies for identifying point of view and tone, and for maintaining tone in writing.
- Explore background information about the concept of war memorials.
- Research using hyperlinks to a range of information about all kinds of war memorials including ones in other countries.
- Explore background information about infographics in popular media, using the example of an infographic on post-military education for veterans.
- Research using the hyperlink to learn more about what complex information an infographic can convey.
- Practice defining vocabulary words using context, and using newly-acquired academic vocabulary correctly.
- Learn the definition of media
- Practice and apply concrete strategies for comparing and contrasting different forms of media.
- Learn the definition of theme.
- Practice using concrete strategies for identifying theme.
- Practice and apply concrete strategies for identifying theme
- Practice and apply concrete strategies for identifying media.
- Practice defining vocabulary words using context.
- Learn and practice strategies for using reflexive and intensive pronouns correctly.
- Learn the definitions of arguments and claims.
- Practice using concrete strategies for tracing and evaluating arguments and claims.
- Practice and apply concrete strategies for tracing and evaluating arguments and claims.

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- Respond to an informative/explanatory writing prompt in order to:
 - Prewrite, plan, and produce clear and coherent writing in response to a prompt.
 - Identify informative/explanatory writing.
 - Identify organizational structures in informative/explanatory writing.
 - Identify appropriate language and style for use in informative/explanatory writing.
 - Identify features of informative/explanatory writing:
 - Logical Organization
 - Introduction and Thesis Statement
 - Relevant Supporting Details
 - Transitions
 - Precise Language
 - Conclusion.
- Identify elements of a writing style appropriate to an informative/explanatory essay.
- Identify purpose and methods of citing sources in informative/explanatory texts.
- Identify editing, proofreading, and publishing skills.
- Demonstrate an understanding of informative/explanatory writing.
- Demonstrate understanding of the informative/explanatory writing skill: Plan Informative Writing.
- Plan an informative/explanatory essay by ensuring that ideas, concepts, and information are organized logically and support a thesis statement.
- Draft an informative/explanatory essay in response to a prompt.
- Craft effective introductions in informative/explanatory writing.
- Craft a body paragraph and using transitions to clarify relationships among ideas in informative/explanatory writing.
- Revise an informative/explanatory text to improve content and organization and to maintain a formal style appropriate to the essay's purpose and audience.
- Cite sources in informative/explanatory writing.
- Edit and proofread text to finalize information, organization, language, and style, and to eliminate errors in grammar, punctuation, and spelling.
- Use technology to produce and publish writing.

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Interdisciplinary Connections:

The texts in this unit inform students' understanding of Civil Rights, 1950s American history, law, the Constitution and psychology.

Stage 2: Assessment Evidence

Performance Task(s):

End of Unit 4 Assessment
Extended Writing Project
CFA

Other Evidence:

Reading Assignments
Writing Assignments
Skill Assignments
Blast Assignments

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Do Now
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Turn-and-Talk
Think-Pair-Share
Jigsaw
Corners
Gallery Walk
Text Annotation
Group Discussions
Conferencing
Conferring
Jots
Socratic Seminar
Think Alouds
Small Group Instruction
Accountable Talk
Close Read
Modeling
Student Goal Setting
Exit Ticket

Resources:

ELA Resources:

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- [Flocabulary](#)
- [Writable](#)
- [Goalbook](#)
- [Formative](#)
- [Pear Assessment](#)

LGBT and Disabilities Resources:

- [LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth](#)
- [LGBTQ+ Books](#)

DEI Resources:

- [Learning for Justice](#)
- [GLSEN Educator Resources](#)
- [Supporting LGBTQIA Youth Resource List](#)
- [Respect Ability: Fighting Stigmas, Advancing Opportunities](#)
- [NJDOE Diversity, Equity & Inclusion Educational Resources](#)
- [Diversity Calendar](#)

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Leveled Guided Book Clubs IXL Small Group Instruction Stations Student Choice	Leveled Guided Book Clubs IXL Small Group Instruction Stations Student Choice	Leveled Guided Book Clubs IXL Small Group Instruction Stations Student Choice Graphic Organizers	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or

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		<p>Sentence Frames</p> <p>Fill-in the Blank</p>	<p>small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following:</p> <ul style="list-style-type: none"> Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries
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Pacing Guide

Content	Resources	Standards
UNIT 1: Turning Points		
<p>45 days</p> <p>Relationships, Routines, and Procedures</p> <p>IXL Initial Diagnostic Daily IXL Independent Practice (15 minutes M-Th; Fri Diagnostic Arena)</p> <p>Reading Assessment</p> <p>Book Club Routines and Procedures/Meetings</p> <p>Reading Literature Writing Process Narrative Writing/NJSLA Narrative Writing Task (NWT)</p> <p>Reading Literature Writing Process Narrative Writing/NJSLA Narrative Writing Task (NWT)</p>	<p>Beginning of Year activities (6 days)</p> <p>IXL: Pre-Assessment: IXL Diagnostic (2 days)</p> <p>Fall Map Testing (3 Days)</p> <p>Guided Book Club Resources Hatchet 1020L Night Of The Twisters 790L I Survived Hurricane Katrina 590L Three Days 490L</p> <p>“Hatchet” (Study Sync, Formative, Flocabulary)</p> <ul style="list-style-type: none"> Intro/Building Background/ Vocabulary Point of View <p>Guided Book Clubs Narrative Writing: (Writable) CFA (10 days)</p> <p>“Island of the Blue Dolphins” (Study Sync, Formative, Flocabulary)</p> <ul style="list-style-type: none"> Intro/Building Background/Vocabulary Textual Evidence/Inferences <p>Guided Book Clubs Narrative Writing: (Writable)</p>	<p>L.SS.6.1.A.B.C.D.E.F. L.KL.6.2. A.B.C.D. L.VL.6.3.A.B.C.D.E. L.VI.6.4. A.B.C.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. RI.AA.6.7. RL.CT.6.8. RI.CT.6.8. W.NW.6.3.A.B.C.D.E. W.WP.6.4. W.WR.6.5. W.SE.6.6. W.RW.6.7. SL.PE.6.1.A.B.C.D. SL.II.6.2. SL.ES.6.3. SL.PI.6.4. SL.UM.6.5. SL.AS.6.6.</p>

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	CFA (10 days)	
Reading Informational	<p>"I Never Had It Made" (Study Sync, Formative, Flocabulary)</p> <ul style="list-style-type: none"> • Intro/Building Background/Vocabulary • Informational Text Structure • Figurative Language • Close Read: Annotate for comprehension and writing response <p>Guided Book Clubs</p>	
Writing Process Narrative Writing/NJSLA Narrative Writing Task (NWT)	Narrative Writing: Writable CFA (11 days)	
Unit 1 Assessment: NJSLA Narrative Writing Task (NWT)	Pear Assessment (3 Days)	
Small Group Instruction to include book clubs, remediation and skill reinforcement.		
UNIT 2: ANCIENT REALMS		
45 Days		L.SS.6.1.A.B.C.D.E.F. L.KL.6.2.A.B.C.D. L.VL.6.3. A.B.C.D.E. L.VI.6.4.A.B.C.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. RI.AA.6.7. RL.CT.6.8. RI.CT.6.8. W.IW.6.2.A.B.C.D.E.F. W.WP.6.4. W.WR.6.5. W.SE.6.6. W.RW.6.7. SL.PE.6.1. A.B.C.D. SL.II.6.2. SL.ES.6.3. SL.PI.6.4. SL.UM.6.5.
IXL Snapshot Daily IXL Independent Practice (15 minutes M-Th; Fri Diagnostic Arena)	IXL Snapshot (2 days)	
Book Clubs	<p>Guided Book Club Resources</p> <p><i>The Ugly One</i> 810L <i>Tales From The Odyssey</i> 760L <i>The Night Diary</i> 700L <i>Lightning Thief</i> 680L <i>Inquisitor's Tale</i> 620L <i>Have A Hot Time, Hades</i> 590L</p>	
Reading Literature	<p>"Hatshepsut" (Study Sync, Formative, Flocabulary)</p> <ul style="list-style-type: none"> • Intro/Building Background/Vocabulary • Informational Text Elements • Close Read: Annotate for comprehension and write response <p>Guided Book Clubs</p>	
Informational/Explanatory Writing NJSLA Literary Analysis Task-Compare/Contrast (LAT)	Informational/Explanatory Writing: Writable CFA (11 days)	
Reading Assessment	Winter MAP testing (3 days)	
Reading Literature	"The Lightning Thief" (Study Sync , Formative , Flocabulary)	

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<p>Informational/Explanatory Writing NJS LA Literary Analysis Task-Compare/Contrast (LAT)</p> <p>Reading Literature</p> <p>Informational/Explanatory Writing NJS LA Literary Analysis Task-Compare/Contrast (LAT)</p> <p>Unit 2 Assessment: NJS LA Literary Analysis Task</p>	<ul style="list-style-type: none"> • Intro/Building Background/ Vocabulary • Textual Evidence • Author's Point of View • Close Read: Annotate for comprehension and write response <p>Guided Book Clubs</p> <p>Informational/Explanatory Writing: Writable CFA (13 days)</p> <p>“The Hero Schliemann” (Study Sync, Formative, Flocabulary)</p> <ul style="list-style-type: none"> • Intro/Building Background/Vocabulary • Author's Purpose and Point of View • Figurative Language • Close Read: Annotate for comprehension and write response <p>Guided Book Clubs</p> <p>Informational/Explanatory Writing: Writable CFA (13 days)</p> <p>Pear Assessment (3 Days)</p>	<p>SL.AS.6.6.</p>
UNIT 3: FACING CHALLENGES		
<p>45 Days</p> <p>IXL Snapshot Daily IXL Independent Practice (15 minutes M-Th; Fri Diagnostic Arena)</p> <p>Book Clubs</p> <p>Reading Literature</p> <p>Argumentative Writing/NJS LA Research Simulation Task (RST)</p>	<p>IXL (Snapshot- 1 day)</p> <p>Guided Book Club Resources</p> <p><i>Crash</i> 560L <i>Once</i> 640L <i>Out of My Mind</i> 700L <i>A Wrinkle in Time</i> 740L <i>Brown Girl Dreaming</i> 990L</p> <p>“The Monsters are Due on Maple Street” (Study Sync, Formative, Flocabulary)</p> <ul style="list-style-type: none"> • Intro/Building Background/Vocabulary • Media/Compare and Contrast • Close Read/entire text readers theater. • Alternate media representation <p>Guided Book Clubs</p> <p>Argumentative Writing: Writable CFA (15 days)</p>	<p>L.SS.6.1.A.B.C.D.E.F. L.KL.6.2.A.B.C.D. L.VL.6.3.A.B.C.D.E. L.VI.6.4.A.B.C.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. RI.AA.6.7. RL.CT.6.8. RI.CT.6.8. W.AW.6.1.A.B.C.D.E. W.WP.6.4. W.WR.6.5.. W.SE.6.6. W.RW.6.7. SL.PE.6.1.A.B.C.D.</p>

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Reading Literature	"I Am An American: A True Story of Japanese Internment" (Study Sync, Formative, Flocabulary) <ul style="list-style-type: none"> Intro/Building Background/Vocabulary Author's Purpose and Author's Point of View Media Informational Text Structure Close Read: Annotate for comprehension and write response Guided Book Clubs	SL.II.6.2. SL.ES.6.3. SL.PI.6.4. SL.UM.6.5. SL.AS.6.6.
Argumentative Writing/NJSLA Research Simulation Task (RST)	Argumentative Writing: Writable CFA (17 days)	
Reading Informational	"Bullying in Schools" (Study Sync, Formative, Flocabulary) <ul style="list-style-type: none"> Intro/Building Background/Vocabulary Arguments and Claims Close Read: Annotate for comprehension and write response Guided Book Clubs	
Argumentative Writing/NJSLA Research Simulation Task (RST)	Argumentative Writing: Writable CFA (9 days)	
Unit 3 Assessment: NSLSA Research Simulation Task	Pear Assessment (3 Days)	
Small Group Instruction to include book clubs, remediation and skill reinforcement.		
UNIT 4: OUR HEROES		
45 Days		
NJSLA	NJSLA (5 days)	L.SS.6.1.A.B.C.D.E.F. L.KL.6.2.A.B.C.D. L.VL.6.3. A.B.C.D.E. L.VI.6.4.A.B.C.D.
IXL Snapshot Daily IXL Independent Practice (15 minutes M-Th; Fri Diagnostic Arena)	IXL (1 day)	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. RI.AA.6.7. RL.CT.6.8. RI.CT.6.8.
Book Clubs	Guided Book Club Resources <i>Frederick Douglass Fights for Freedom</i> 440L <i>I Have A Dream</i> 680L <i>I Am Malala (7th grade honors)</i> 1000L <i>Freedom Walkers</i> 1110L	
Reading Assessment	Spring MAP testing (3 days)	
Reading Literature	"Rosa (poem)" (Study Sync, Formative, Flocabulary) <ul style="list-style-type: none"> Intro/Building Background/Vocabulary Poetic Structure 	

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<p>Reading Literature Informative/ Explanatory Writing NJSLA Research Simulation Task (RST)</p>	<ul style="list-style-type: none"> • Word Relationship <p>Guided Book Clubs Informative/ Explanatory Writing: Writable CFA (8 days)</p>	<p>W.IW.6.2.A.B.C.D.E.F. W.WP.6.4. W.WR.6.5. W.SE.6.6. W.RW.6.7. SL.PE.6.1. A.B.C.D. SL.II.6.2. SL.ES.6.3. SL.PI.6.4. SL.UM.6.5. SL.AS.6.6.</p>
<p>Reading Literature Informative/ Explanatory Writing NJSLA Research Simulation Task (RST)</p>	<p>“Freedom Walkers: The Story of the Montgomery Bus Boycott” (Study Sync, Formative, Flocabulary)</p> <ul style="list-style-type: none"> • Intro/Building Background/Vocabulary • Informational Text Structure • Close Read: Annotate for comprehension and write response <p>Guided Book Clubs Informative/ Explanatory Writing: Writable CFA (12 days)</p>	
<p>Unit 4 Assessment NJSLA Research Simulation Task (RST)</p> <p>Small Group Instruction to include book clubs, remediation and skill reinforcement.</p>	<p>“Claudette Colvin: Twice Toward Justice” “Claudette Colvin Explains Her Role in the Civil Rights Movement” Claudette Colvin Explains Her Role in the Civil Rights Movement (Video) (13 days)</p> <p>Pear Assessment (3 Days)</p>	