

## Green Township School District Grade 6 ELA Curriculum - Revised 2017

Overview	READING	WRITING	SPEAKING & LISTENING	LANGUAGE
<a href="#">Unit 1</a>  Identity    (6 weeks)	Primary Focus Standards:  RL 6.1      RI 6.1  RL6. 2  RL 6.3  RL 6.4  RL6.5  RL6.6  RL6. 7    RI 6.7	Primary Focus Standards:  W 6.3 A-E  W 6.4  W.6.5  W.6.6  W.6.7  W.6.9	Primary Focus Standards:  SL 6.1 A-D	Primary Focus Standards:  L 6.2 A-B  L 6.4 A, C, D  L 6.5 A, C  L 6.6
	Text Type: (fiction and nonfiction) <ul style="list-style-type: none"> <li>1-2 Extended Texts</li> <li>4-8 shorter texts depending on length and complexity</li> </ul> <i>(Note: Some texts will be read by the whole class; others will be chosen by groups or individuals)</i>	Writing Genre: <ul style="list-style-type: none"> <li><b>Narrative</b></li> <li>Literary Analysis</li> <li>Routine Writing</li> </ul>	Task Types: <ul style="list-style-type: none"> <li>Small and whole group discussions</li> <li>Pair discussions and collaboration</li> </ul>	These standards are embedded within the writing process.
<b>Unit 2A</b>  DETERMINATION  (5 weeks)	Primary Focus Standards:  RL 6.1      RI.6.1  RL.6.2      RI.6.2  RL.6.3      RI.6.3  RL.6.4      RI.6.4	Primary Focus Standards:  W.6.2 A-F  W.6.3 A-E  W.6.4  W.6.5	Primary Focus Standards:  SL.6.1  SL.6.2  SL.6.4	Primary Focus Standards:  L.6.1 A, E  L.6.2 A,B  L.6.3 A, B  L.6.4 A, C, D

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	RL.6.5    RI.6.5  RL.6.6    RI.6.6	W.6.6  W.6.7  W.6.8  W.6.9 A-B  <b>Tech std. 8.1.8.A2, D.2, D.3, D.4, D.5</b>		
	Text Type: (fiction and nonfiction) <ul style="list-style-type: none"> <li>• 1-2 Extended Texts</li> <li>• 4-8 shorter texts depending on length and complexity</li> </ul> <i>(Note: Some texts will be read by the whole class; others will be chosen by groups or individuals)</i>	Writing Genre: <ul style="list-style-type: none"> <li>• <b>Informational</b></li> <li>• Narrative</li> <li>• Literary Analysis</li> <li>• Research</li> <li>• Routine Writing</li> </ul>	Task Types: <ul style="list-style-type: none"> <li>• Small and whole group discussions</li> <li>• Short presentation</li> </ul>	These standards are embedded within the writing process.
<b>Unit 2B</b>  POSSIBILITIES  (5 weeks)	Primary Focus Standards:  RL.6.1    RI.6.1  RL.6.2    RI.6.2  RL.6.3    RI.6.3  RI.6.4  RI.6.7  RI.6.9  RI.6.10	Primary Focus Standards:  W.6.2  W.6.4  W.6.5  W.6.7  W.6.8  W.6.9  <b>Tech Std. 8.1.8.A.1, 8.1.8.B.1, 8.1.8.E.1</b>	Primary Focus Standards:  SL.6.1  SL.6.2	Primary Focus Standards:  L.6.1.E  L.6.2 A, B  L.6.3 A, B  L.6.6

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	Text Type: (fiction and nonfiction) <ul style="list-style-type: none"> <li>1-2 Extended Texts</li> <li>4-8 shorter texts depending on length and complexity</li> </ul> <i>(Note: Some texts will be read by the whole class; others will be chosen by groups or individuals)</i>	Writing Genre: <ul style="list-style-type: none"> <li><b>Informational</b></li> <li>Literary Analysis</li> <li>Research</li> <li>Routine Writing</li> </ul>	Task Types: <ul style="list-style-type: none"> <li>Small and whole group discussions</li> </ul>	<ul style="list-style-type: none"> <li>These standards are embedded within the writing process.</li> </ul>
<b>Unit 3A</b>  COURAGE  (5 weeks)	Primary Focus Standards:  RL.6.1     RI.6.1  RL.6.3     RI.6.3  RL.6.5     RI.6.5  RL.6.9     RI.6.9	Primary Focus Standards:  W.6.1  W.6.4  W.6.6  W.6.7  W.6.8  W.6.9  <b>Technology Standards:</b> <b>8.1.8.A.1, 8.1.8.E.1</b>	Primary Focus Standards:  SL.6.3  SL.6.4  SL.6.6	Primary Focus Standards:  L.6.1 B, E
	Text Type: (fiction and nonfiction) <ul style="list-style-type: none"> <li>1-2 Extended Texts</li> <li>4-8 shorter texts depending on length and complexity</li> </ul> <i>(Note: Some texts will be read by the whole class; others will be chosen by</i>	Writing Genre: <ul style="list-style-type: none"> <li><b>Argument</b></li> <li>Literary Analysis</li> <li>Research</li> <li>Routine Writing</li> </ul>	Task Types: <ul style="list-style-type: none"> <li>Small and whole group discussions</li> </ul>	<ul style="list-style-type: none"> <li>These standards are embedded within the writing process.</li> </ul>

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	<i>groups or individuals)</i>			
<b>UNIT 3B</b>  A GOOD LIFE  (7 weeks)	Primary Focus Standards:  RL.6.1    RI.6.1  RL.6.2    RI.6.2  RI.6.3  RL.6.5    RI.6.5  RL.6.6    RI.6.6  RI.6.7  RI.6.8  RL.6.9    RI.6.9  RL.6.10   RI.6.10	Primary Focus Standards:  W.6.1  W.6.4  W.6.5  W.6.7  W.6.8  W.6.9  <b>Technology Standards:</b> <b>8.1.8.C.1, 8.1.8.F.1</b>	Primary Focus Standards:  SL.6.1  SL.6.3  SL.6.4  SL.6.5  SL.6.6	Primary Focus Standards:  L.6.1 A-E  L.6.2  L.6.3  L.6.5 A-C  L.6.6
	Text Type: (fiction and nonfiction) <ul style="list-style-type: none"> <li>• 1-2 Extended Texts</li> <li>• 4-8 shorter texts depending on length and complexity</li> </ul> <i>(Note: Some texts will be read by the whole class; others will be chosen by groups or individuals)</i>	Writing Genre: <ul style="list-style-type: none"> <li>• <b>Informational</b></li> <li>• Literary Analysis</li> <li>• Research</li> <li>• Routine Writing</li> </ul>	Task Types: <ul style="list-style-type: none"> <li>• Small and whole group discussions</li> </ul>	These standards are embedded within the writing process.
<b>Unit 4</b>  CONFIDENCE BUILDING	Primary Focus Standards:  RL.6.2    RI.6.2  RL.6.4    RI.6.4	Primary Focus Standards:  W.6.4  W.6.8	Primary Focus Standards:  SL.6.1	Primary Focus Standards:  L.6.6

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(3 weeks)	RL.6.5    RI.6.5 RL.6.6    RI.6.6 RH.6.2    RST.6.2 RH.6.4    RST.6.4 RH.6.5    RST.6.5 RH.6.6    RST.6.6	W.6.9		
	Text Type: (fiction and nonfiction) <ul style="list-style-type: none"> <li>• 1-2 Extended Texts</li> <li>• 4-8 shorter texts depending on length and complexity</li> </ul> <i>(Note: Some texts will be read by the whole class; others will be chosen by groups or individuals)</i>	Writing Genre: <ul style="list-style-type: none"> <li>• Argument</li> <li>• Narrative</li> <li>• Literary Analysis</li> <li>• Routine Writing</li> </ul>	Task Types: <ul style="list-style-type: none"> <li>• Small and whole group discussions</li> <li>• Peer feedback and individual reflection</li> </ul>	These standards are embedded within the writing process.
<b>Unit 5</b>  NATURE       (5 weeks)	Primary Focus Standards: RL.6.1    RI.6.1 RL.6.5    RI.6.5 RL.6.6    RI.6.6 RI.6.8 RL.6.9    RI.6.9 RL.6.10    RI.6.10	Primary Focus Standards: W.6.1 W.6.4 W.6.5 W.6.6 W.6.7 W.6.8 W.6.9	Primary Focus Standards: SL.6.3 SL.6.4 SL.6.5 SL.6.6	Primary Focus Standards: L.6.1 A, E L.6.2 A, B L.6.3 A, B L.6.6

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		W.6.10  <b>Technology Standards: 8.1.8.A.1, 8.1.8.B.1, 8.1.8.C.1, 8.1.8.E.1</b>		
	Text Type: (fiction and nonfiction) <ul style="list-style-type: none"> <li>1-2 Extended Texts</li> <li>4-8 shorter texts depending on length and complexity</li> </ul> <i>(Note: Some texts will be read by the whole class; others will be chosen by groups or individuals)</i>	Writing Genre: <ul style="list-style-type: none"> <li>Argument</li> <li>Narrative</li> <li>Poetry</li> <li>Research</li> <li>Routine Writing</li> </ul>	Task Types: <ul style="list-style-type: none"> <li>Small and whole group discussions</li> </ul>	These standards are embedded within the writing process.
<b><u><a href="#">Suggested Open Educational Resources</a></u></b>	<b>Reading</b> <ul style="list-style-type: none"> <li><a href="#">Close In on Close Reading</a></li> <li><a href="#">How To Close Reading Video</a></li> <li><a href="#">Teaching Channel: Thinking Notes Strategy For Close Reading</a></li> <li><a href="#">Common Core Reading Strategies Informational Text</a></li> <li><a href="#">Writing Summary</a></li> <li><a href="#">Summary-Non-Fiction Text</a></li> <li><a href="#">YouTube Reading Lessons Middle School</a></li> <li><a href="#">Common Core Strategies</a></li> <li><a href="#">Teaching Reading</a></li> <li><a href="#">Close Reading Model Lessons</a></li> <li><a href="#">Literary Analysis</a></li> <li><a href="#">Teaching Theme</a></li> <li><a href="#">Teaching Theme (video)</a></li> <li><a href="#">Character Analysis</a></li> <li><a href="#">Teaching Vocabulary</a></li> <li><a href="#">Google Cultural Institute</a></li> <li><a href="#">ClassHook</a></li> <li><a href="#">Formative Assessment Tool</a></li> <li><a href="#">OER Commons</a></li> <li><a href="#">Arts Edge</a></li> </ul>	<b>Writing/Language</b> <ul style="list-style-type: none"> <li><a href="#">Evidence Based Arguments</a></li> <li><a href="#">Writing Resources by Strand</a></li> <li><a href="#">Argumentative Writing YouTube</a></li> <li><a href="#">Writing Exemplars - Argument/Opinion</a></li> <li><a href="#">Personal Narrative</a></li> <li><a href="#">PARCC Writing Resources</a></li> <li><a href="#">Writing Exemplars by Grade Level and Aspects to Consider in Writing</a></li> <li><a href="#">Thesis Writing</a></li> <li><a href="#">Discussion, Planning and Questioning</a></li> <li><a href="#">Grammar</a></li> <li><a href="#">Purdue OWL Writing Lab</a></li> <li><a href="#">Writing a Book Summary</a></li> <li><a href="#">Website Evaluation</a></li> <li><a href="#">Pixabay</a></li> <li><a href="#">My Simpleshow</a></li> <li><a href="#">Media Smarts</a></li> <li><a href="#">Piktochart</a></li> <li><a href="#">Photos for Class</a></li> <li><a href="#">Actively Learn</a></li> </ul>	<b>Speaking &amp; Listening</b> <ul style="list-style-type: none"> <li><a href="#">Inquiry Based Learning (Edutopia)</a></li> <li><a href="#">Engaging Students Using Discussion</a></li> <li><a href="#">Strategies for Student Centered Discussion</a></li> <li><a href="#">Socratic Seminar: ReadWriteThink</a></li> <li><a href="#">Fishbowl Strategy</a></li> <li><a href="#">Stems on Fostering Class Discussion</a></li> <li><a href="#">Fishbowl Strategies: Teach Like This</a></li> <li><a href="#">Accountable Talk</a></li> <li><a href="#">AVID Socratic Seminar</a></li> <li><a href="#">Listenwise</a></li> <li><a href="#">Flipgrid</a></li> </ul>	<b>Critical Thinking</b> <ul style="list-style-type: none"> <li><a href="#">Levels of Thinking in Bloom's and Webb's Depth of Knowledge</a></li> <li><a href="#">Cognitive Rigor Chart</a></li> <li><a href="#">5 Strategies For Middle School Classrooms</a></li> <li><a href="#">Spectrum of Standards by Grade: Breakdown of Standards and Sample Lessons</a></li> </ul>

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	<ul style="list-style-type: none"><li>• <a href="#">CommonLit</a></li><li>• <a href="#">Poetry</a></li><li>• <a href="#">US Holocaust Museum</a></li><li>• <a href="#">Treks (Google Maps Street View)</a></li><li>• <a href="#">Digital Compass</a></li><li>• <a href="#">DK Find Out</a></li><li>• <a href="#">Zoom In (history)</a></li><li>• <a href="#">Tween Tribune</a></li><li>• <a href="#">What was there</a></li></ul>	<ul style="list-style-type: none"><li>• <a href="#">Hstry timeline creation tool</a></li></ul>		
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Pacing: 6 weeks		Unit 1A	
Writing Genre: Narrative		Unit 1A Identity	
Unit 1A Standards		<b>Unit 1A ESSENTIAL QUESTIONS</b>  <b>Can how you look change who you are?</b>  <b>How do our surroundings shape who we become?</b>  <b>Can first impressions be trusted?</b>	
Unit 1A Reading Standards		Unit 1 Reading Critical Knowledge and Skills	
RL.6.1 Cite textual evidence and make relevant connections to support analysis of says explicitly as well as inferences		<ul style="list-style-type: none"> <li>• Closely read the text (questioning, determining importance, looking for patterns) to extract quality evidence to support a claim</li> <li>• Use evidence from the text to make and check predictions when reading</li> <li>• Make personal connections, make connections to other texts, and/or make global connections when relevant</li> <li>• Gather evidence from the text to support inferences or explicit meaning.</li> <li>• Read and analyze a variety of literary genres and informational texts</li> <li>• Closely examine the text's explicit content</li> <li>• Probe a segment of text in order to study and evaluate its multiple, deeper, and varied meanings</li> <li>• Reconstruct and understand the text segment's new meaning</li> <li>• Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences</li> <li>• Refer to the text for support when analyzing and drawing inferences</li> <li>• Correctly cite evidence from the text (this is the first time the term "cite" is used, before that it says quote accurately and refer to)</li> </ul>	
RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or		<ul style="list-style-type: none"> <li>• Determine the theme or central message</li> <li>• Explain the theme or central idea using key details from the text as evidence, including details from the beginning, middle, and end of the text</li> <li>• Identify and use knowledge of common graphic features (charts, maps, diagrams, captions, illustrations) to help determine the central idea of a text</li> <li>• Summarize texts by evaluating key details in which the central idea or theme is located</li> </ul>	



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judgments.		<ul style="list-style-type: none"> <li>• Distinguish key (thematic) details from all other details</li> <li>• Evaluate recurring ideas and changes in the characters and plot over the course of the text</li> <li>• Evaluate why the author made those changes, the impact the changes had on the reader, and the effectiveness of the author's choices</li> <li>• Distinguish between essential and nonessential details of a text to support creating unbiased summaries withholding personal opinion and judgment</li> </ul>	
RL.6.3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.		<ul style="list-style-type: none"> <li>• Explain the parts of a plot; provide a summary of each part</li> <li>• Observe and analyze how story characters and plot interact and develop throughout a given text</li> <li>• Read and evaluate texts with the goal of understanding how the story's events and setting impact and shape the characters in different ways</li> <li>• Determine how particular episodes may trigger various responses in characters, revealing one or more of the characters' traits</li> </ul>	
RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone		<ul style="list-style-type: none"> <li>• Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative)</li> <li>• Provide an analysis of the impact of specific word choice on meaning and/or tone</li> <li>• Analyze why the author made a specific word choice</li> <li>• Analyze the impact of the word choice on the reader</li> <li>• Evaluate the effectiveness of the author's word choice</li> <li>• Identify poetic devices used in text</li> <li>• Provide an analysis of the impact of poetic devices (rhyme scheme, alliteration, consonance, etc) on a particular section of a text</li> </ul>	
RL.6.5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.		<ul style="list-style-type: none"> <li>• Determine how individual elements of a work (section, chapter, scene, or stanza, etc.) contribute to a text's overall scope</li> <li>• Recognize how form relates to function and how a part relates to a whole</li> <li>• Distinguish between different text structures</li> <li>• Observe how the individual components of the text add to the development of the theme, setting, and plot</li> <li>• Analyze why the author included a specific section (chapter, scene, or stanza, etc.) of the text</li> <li>• Analyze the impact the specific section (chapter, scene, or stanza, etc.) has on you, the reader</li> <li>• Evaluate the effectiveness of the author's choice to include this section (chapter, scene, or stanza, etc.)</li> </ul>	
RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.		<ul style="list-style-type: none"> <li>• Identify various points of view</li> <li>• Determine how the author develops the point-of-view of the narrator or speaker in the text</li> <li>• Reflect upon certain scenes or portions within a text and imagine how their content/style would change if the narrator's or speaker's point-of-view shifted to an alternate point-of-view, including the effect of these changes on the reader</li> <li>• Determine how the author's word choice helps develop the narrator or speaker's point of view</li> </ul>	

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		<ul style="list-style-type: none"> <li>Evaluate the effectiveness of the author's choice in point of view</li> </ul>	
<p>RL.6.7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.</p>	<p>RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p>	<ul style="list-style-type: none"> <li>Compare and contrast texts across various genres on the same theme or topic</li> <li>Evaluate multiple approaches to the same subject</li> <li>Compare text to multimedia as it impacts the audience</li> <li>Gain a well-rounded perspective on issues presented in informational text</li> <li>Gather information from all media to assess and better understand how each is presented</li> <li>Interpret the meaning of text features, charts, graphs, etc</li> <li>Highlight information from articles and note-taking from live media to gain insight into the overall scope of an issue</li> </ul>	
<b>Unit 1 A Writing Standards</b>		<b>Unit 1 A Writing Critical Knowledge and Skills</b>	
<p>W.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>W.6.3.A. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>W.6.3.B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>W.6.3.C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>W.6.3.D. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>W.6.3.E. Provide a conclusion that follows from the narrated experiences or events.</p>		<ul style="list-style-type: none"> <li>Engage and orient the reader by establishing a context</li> <li>Engage the reader with a story hook</li> <li>Introduce a narrator and/or characters</li> <li>Organize an event sequence that unfolds naturally and logically</li> <li>Use narrative techniques effectively to develop experiences, events, and/or characters</li> <li>Transition from one idea to the next by using appropriate words and phrases</li> <li>Use figurative language to aid in description</li> <li>Describe ideas by using sensory and specific language</li> <li>Write a conclusion that brings the story events to a meaningful close</li> <li>Clearly convey a conflict and a resolution to the conflict</li> </ul>	
<p>W.6.4. Produce clear and coherent writing in which the development, organization, <b>voice</b>, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>		<ul style="list-style-type: none"> <li>Identify defining characteristics of different genres of writing</li> <li>Unpack a writing prompt</li> <li>Write for a specific purpose and audience</li> <li>Select an appropriate text structure or format for the task</li> <li>Use language that is precise and powerful to create voice</li> <li>Create a tone that is appropriate for one's audience</li> </ul>	
<p>W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by</p>		<ul style="list-style-type: none"> <li>Revise and edit intentionally to improve writing</li> <li>Generate ideas to develop topic</li> </ul>	

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planning, revising, editing, rewriting, or trying a new approach.	<ul style="list-style-type: none"> <li>• Revise writing with a partner or self-editing checklists</li> <li>• Distinguish between editing and revising</li> </ul>	
W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	<ul style="list-style-type: none"> <li>• Use technological resources to enhance writing</li> <li>• Give and receive feedback using technology</li> <li>• Seek out authentic publishing opportunities</li> <li>• Use tools including blogs and wikis, to develop writing and communicate with students in their classes</li> <li>• Type a minimum of three pages in a single sitting</li> <li>• Use keyboarding skills to make typing more efficient</li> <li>• Type three pages in an appropriate amount of time</li> </ul>	
W.6.7. (Choice) Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	<ul style="list-style-type: none"> <li>• Explore inquiry topics through short research projects</li> <li>• Research and synthesize information from several sources</li> <li>• Conduct research and synthesize multiple sources of information</li> <li>• Compile a list of sources to use for a project</li> <li>• Refocus the intent of the research when appropriate</li> </ul>	
<p>W.6.9. (Choice) Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.6.9.A. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").</p> <p>W.6.9.B. Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").</p>	<ul style="list-style-type: none"> <li>• Write a clear thesis statement</li> <li>• Identify evidence that supports claims in literary analysis</li> <li>• Incorporate evidence into written pieces, using introductory phrases and transitions</li> <li>• Logically connect evidence to claims in writing</li> <li>• Select direct and indirect quotations that relate to the topic as evidence</li> <li>• Cite in-text direct and indirect quotations appropriately</li> <li>• Explain quotations used as support to enhance meaning</li> <li>• Provide adequate supporting details for each main idea in writing</li> <li>• Use and maintain a formal style in writing</li> <li>• Choose specific language to explain a topic</li> <li>• Write a concluding statement/section that follows from and supports analysis</li> <li>• Revise and edit the written piece for improvement</li> <li>• Apply a specific organizational strategy to a compare-contrast essay</li> </ul>	
<b>Unit 1A Speaking and Listening Standards</b>	<b>Unit 1A Speaking and Listening Critical Knowledge and Skills</b>	
<p>SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>SL.6.1.A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas</p>	<ul style="list-style-type: none"> <li>• Read required texts prior to discussions</li> <li>• Prepare for discussions</li> <li>• Use previous knowledge to expand discussions about a topic</li> <li>• Engage in conversations about grade-appropriate topics and texts</li> <li>• Participate in a variety of rich, structured conversations</li> <li>• Define and identify rules for discussions, including group and individual roles</li> <li>• Model appropriate behavior during discussions</li> <li>• Craft and respond to specific questions based on the topic or text, elaborating when necessary</li> </ul>	

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<p>under discussion.</p> <p>SL.6.1.B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>SL.6.1.C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>SL.6.1.D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>	<ul style="list-style-type: none"> <li>• Reflect on and paraphrase what was discussed</li> <li>• Summarize the ideas expressed</li> </ul>	
<b>Unit 1A Language Standards</b>	<b>Unit 1A Language Critical Knowledge and Skills</b>	
<p>L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.6.2.A. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</p> <p>L.6.2.B. Spell correctly.</p>	<ul style="list-style-type: none"> <li>• Define and identify nonrestrictive/parenthetical elements in writing</li> <li>• Determine the appropriate punctuation to set off nonrestrictive/parenthetical elements</li> <li>• Apply common rules and patterns to spell words correctly</li> </ul>	
<p>L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 6 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>L.6.4.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.</p> <p>L.6.4.C. 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.</p> <p>L.6.4.D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<ul style="list-style-type: none"> <li>• Use a word's position in a sentence as a clue to the meaning of a word</li> <li>• Use a combination of context clues, structural clues, and the word's position in the sentence to determine the meaning of an unknown word or phrase</li> <li>• Use dictionaries, glossaries, and/or thesauruses to find the pronunciation of a word</li> <li>• Use dictionaries, glossaries, and/or thesauruses to determine the actual meaning of a word or its part of speech.</li> <li>• Use reference materials to check the inferred meaning of words</li> </ul>	
<p>L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.6.5.A. Interpret figures of speech (e.g.,</p>	<ul style="list-style-type: none"> <li>• Define and identify figures of speech</li> <li>• Determine the meaning of and purpose of figures of speech in context</li> <li>• Define the term <i>connotation</i></li> </ul>	

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personification) in context. L.6.5.C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).	<ul style="list-style-type: none"> <li>Discern the difference in meaning between closely related words</li> </ul>	
L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	<ul style="list-style-type: none"> <li>Understand and apply conversational, academic, and domain specific vocabulary</li> <li>Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level</li> <li>Demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression</li> <li>Acquire and use accurately grade appropriate general academic and domain specific words and phrases</li> <li>Dissect assignments and determine the key processes required</li> </ul>	
<b>Unit 1A Grade 6</b>		
<b>District/School Formative Assessment Plan</b>	<b>District/School Summative Assessment Plan</b>	
STAR Reading Test AR Quizzes Study Island pre-test and practice assignments* Google Classroom questions* Kahoot: review sessions Exit tickets Class discussions Writing drafts and conferences Newsela quizzes and responses* Reading responses* Membean vocabulary quizzes*  <i>*At various points in the unit, these activities will be used as formative assessments; as students progress, these same formats will be used as summative assessments.</i>	Literary Essay on Essential Questions  AR Quizzes  STAR Test	
<b>Core Instructional Materials</b>	<b>District/School Supplementary Resources</b>	
Pearson/Prentice-Hall Literature anthology	Renaissance Learning articles	

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Membean (vocabulary) Newsela (informational text) Walk Two Moons (tri-district common text)	Study Island Discovery Education Grammarly / PaperRater Notice & Note lessons & resources The Other Side (Jacqueline Woodson) Something Beautiful (Sharon Dennis Wyeth) Oskar and the Eight Blessings (Tanya Simon) The Lightning Thief (Rick Riordan) The Table where Rich People Sit (Byrd Baylor) The Invisible Boy (Trudy Ludwig) The Story of Ferdinand (Munro Leaf) Hooway for Wodney Wat (Helen Lester) The Name Jar (Yangsook Choi) Fish in a Tree (Linda Mullaly Hunt) “Eleven” (Sandra Cisneros) “All American Slurp” Marshfield Dreams Bud, Not Buddy The Watsons go to Birmingham “A Christmas Memory” The Journey: Stories of Migration Because of Mr. Terupt All the Places to Love Ivan: The Remarkable True Story of the Shopping Mall Gorilla The Quiet Place Trouble (Gary Schmidt) Shooting Kabul Sky Scape / City Scape: Poems of City Life	
Possible Types of Assignments		
Writing:Fictional Diary Character sketches Humorous stories	Informal discussions  Peer Conferences	Multimedia:  N/A

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Plan for Language Study			
<b>Review: Nouns and Verbs</b>  Subject and Predicate	<b>New:</b>  N/A	<b>Academic Vocabulary:</b>  infer   predict   summarize   analyze   illustration   imagery  prefix   exposition   character trait  <b>Prefix:</b> un-	
Interdisciplinary Connections throughout the K-12 Curriculum: Unit 1 Grade 2			
<ul style="list-style-type: none"> <li>• Student creation of projects and presentations in math, science, social studies, health, and visual and performing arts utilizing all strands of the ELA standards (RL, RI, W, SL, L)</li> <li>• Reading and deciphering word problems in math, explaining verbally (both in writing and orally)</li> <li>• Reading books, articles, multimedia, and other materials in other disciplines for analysis and integration of knowledge and ideas</li> <li>• Negotiation of complexity of text in science and social studies</li> <li>• Research to build and present knowledge in science and social studies</li> <li>• Vocabulary and language skill acquisition in discipline-specific readings</li> <li>• Production and distribution of writing assignments and writing tasks in science, social studies, health</li> <li>• Speaking and listening skills in tasks and presentations created for Visual and Performing Arts</li> </ul>			
Integration of 21st Century Themes and Skills			
<u>21st Century Skills/ Career Ready Practices:</u>		CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies.	

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	<p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>
<b>2014 Technology Standards</b>	
<p><u><a href="#">2014 NJ Technology Standards:</a></u></p>	<p><b>8.1 Educational Technology</b> (<a href="#">Word</a>   <a href="#">PDF</a>)</p> <p>All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.</p> <p><b>8.2 Technology Education, Engineering, Design and Computational Thinking - Programming</b></p> <p>(<a href="#">Word</a>   <a href="#">PDF</a>)</p> <p>All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p> <p>Please see relevant projects for technology standards <a href="#">8.1</a> and <a href="#">8.2</a>:</p>
<b>Differentiation / Accommodations / Modifications</b>	
<p style="text-align: center;"><b><u>Gifted and Talented:</u></b></p> <p><b>Extension Activities</b> (<i>content, process, product and learning environment</i>)</p> <ul style="list-style-type: none"> <li>• Conduct research and provide presentation of various topics.</li> <li>• Design surveys to generate and analyze data to be used in discussion.</li> <li>• Debate topics of interest / cultural importance.</li> <li>• Authentic listening and reading sources that provide data and support for speaking and writing prompts.</li> <li>• Exploration of art and/or artists to understand society and history.</li> <li>• Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).</li> </ul> <p><b>Anchor Activities</b></p> <ul style="list-style-type: none"> <li>• Use of Higher Level Questioning Techniques</li> <li>• Provide assessments at a higher level of thinking</li> </ul>	



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### **English Language Learners:**

#### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting

#### **Modifications for Homework/Assignments**

- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

### **Students with Disabilities:**

*Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.*

#### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting

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- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

### **Modifications for Homework and Assignments**

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

### **Modifications for Assessments**

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

## **Students at Risk of School Failure:**

### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily

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- Student requires use of other assistive technology device

### Modifications for Homework and Assignments

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

### Modifications for Assessments

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

Pacing: 5 Weeks		Unit 2A	
<b>Writing Genre: Informational</b>		<b>Unit 2A Determination</b>	
<b>Unit 2 A Standards</b>		<b>Unit 2A ESSENTIAL QUESTIONS</b> <ul style="list-style-type: none"> <li>• Do we have to accept our limits?</li> <li>• What do we do when the going gets tough?</li> <li>• How would you like to be remembered?</li> </ul>	
<b>Unit 2A Reading Standards</b>		<b>Unit 2A Reading Critical Knowledge and Skills</b>	
RL.6.1 Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.	RI.6.1 Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from	<ul style="list-style-type: none"> <li>• Closely read the text (questioning, determining importance, looking for patterns) to extract quality evidence to support a claim</li> <li>• Use evidence from the text to make and check predictions when reading</li> <li>• Make personal connections, make connections to other texts, and/or make global connections when relevant</li> <li>• Gather evidence from the text to support inferences or explicit meaning.</li> <li>• Read and analyze a variety of literary genres and informational texts</li> <li>• Closely examine the text's explicit content</li> <li>• Probe a segment of text in order to study and evaluate its multiple, deeper, and varied meanings</li> <li>• Reconstruct and understand the text segment's new meaning</li> <li>• Combine text information and prior knowledge (personal experience</li> </ul>	

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	the text.	<p>and/or previous reading) to create new information in the form of inferences</p> <ul style="list-style-type: none"> <li>• Refer to the text for support when analyzing and drawing inferences</li> <li>• Correctly cite evidence from the text</li> </ul>	
RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	<ul style="list-style-type: none"> <li>• Explain the theme or central idea using key details from the text as evidence, including details from the beginning, middle, and end of the text</li> <li>• Identify and use knowledge of common graphic features (charts, maps, diagrams, captions, illustrations) to help determine the central idea of a text</li> <li>• Summarize texts by evaluating key details in which the central idea or theme is located</li> <li>• Distinguish key (thematic) details from all other details</li> <li>• Evaluate recurring ideas and changes in the characters and plot over the course of the text (why did the author make those changes, impact on the reader, effectiveness of the author's choices)</li> <li>• Distinguish between essential and nonessential details of a text to support in creating unbiased summaries withholding personal opinion and judgment</li> </ul>	
RL.6.3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	<p>RL.6.3:</p> <ul style="list-style-type: none"> <li>• Explain the parts of a plot; provide a summary of each part</li> <li>• Observe and analyze how story characters and plot interact and develop throughout a given text</li> <li>• Read and evaluate texts with the goal of understanding how the story's events and setting impact and shape the characters in different ways</li> <li>• Determine how particular episodes may trigger various responses in characters, revealing one or more of the characters' traits</li> <li>• RI.6.3:</li> <li>• Use a note taking structure to track key individuals, events, and/or ideas in informational texts.</li> <li>• Identify the structure of a text</li> <li>• Distinguish between different text structures</li> <li>• Analyze how a key individual, event, or idea is introduced, illustrated, and elaborated in a text</li> <li>• Analyze an author's method of developing a topic over the course of a text (including how the method impacts the reader, and evaluating the effectiveness of the method)</li> <li>• Analyze how the text structure affects the relationships between individuals, ideas, or events.</li> </ul>	

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		<ul style="list-style-type: none"> <li>Analyze a writer's style and presentation</li> <li>Determine the relationship between individuals, ideas, or events</li> </ul>	
RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone	RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings	<ul style="list-style-type: none"> <li>Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical)</li> <li>Provide an analysis of the impact of specific word choice on meaning and/or tone</li> <li>Analyze why the author made a specific word choice</li> <li>Analyze the impact of the word choice on the reader</li> <li>Evaluate the effectiveness of the author's word choice</li> <li>Identify poetic devices used in text</li> <li>Provide an analysis of the impact of poetic devices (rhyme scheme, alliteration, consonance, etc) on a particular section of a text</li> </ul>	
RL.6.5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	RI.6.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	<ul style="list-style-type: none"> <li>Determine how individual elements of a work (section, chapter, scene, or stanza, etc.) contribute to a text's overall scope</li> <li>Recognize how form relates to function and how a part relates to a whole</li> <li>Distinguish between different text structures</li> <li>Identify part to whole and whole to part relationships</li> <li>Observe how the individual components of the text add to the development of the theme, setting, and plot</li> </ul>	
RL.6.6. Explain how an author develops the point of view of the narrator or	RI.6.6. Determine an author's point of view or purpose in a text and	<ul style="list-style-type: none"> <li>Identify various points of view</li> <li>Determine how the author develops the point-of-view of the narrator or speaker in the text</li> <li>Reflect upon certain scenes or portions within a text and imagine how their content/style would change if the narrator's or speaker's point-of-view shifted to an alternate point-of-view, including the effect</li> </ul>	

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speaker in a text.	explain how it is conveyed in the text.	<p>of these changes on the reader</p> <ul style="list-style-type: none"> <li>● Determine how the author’s word choice helps develop the narrator or speaker’s point of view</li> <li>● Evaluate the effectiveness of the author’s choice in point of view</li> </ul>	
<b>Unit 1 Writing Standards</b>		<b>Unit 1 Writing Critical Knowledge and Skills</b>	
<p>W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>W.6.2.A. Introduce a topic; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.</p> <p>W.6.2.B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>W.6.2.C. Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>W.6.2.D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>W.6.2.E. Establish and maintain a formal/academic style, approach, and form.</p>		<ul style="list-style-type: none"> <li>● Introduce a topic</li> <li>● Compose a well-developed thesis statement</li> <li>● Select appropriate text structures and text features for clarity</li> <li>● Include formatting, graphics, and multimedia when useful to aid comprehension</li> <li>● Add relevant facts, definitions, concrete details, quotations, or other information and examples to develop the topic</li> <li>● Cite information correctly by following the proper format</li> <li>● Transition between ideas and concepts using appropriate words and phrases</li> <li>● Select specific vocabulary to inform about or explain the topic</li> <li>● Consistently use a formal style</li> <li>● Write a conclusion to bring all ideas to a close</li> </ul>	

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<p>W.6.2.F. Provide a concluding statement or section that follows from the information or explanation presented.</p>		
<p>W.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>W.6.3.A. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>W.6.3.B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>W.6.3.C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>W.6.3.D. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>W.6.3.E. Provide a conclusion that follows from the narrated experiences or events.</p>	<ul style="list-style-type: none"> <li>● Engage and orient the reader by establishing a context</li> <li>● Engage the reader with a story hook</li> <li>● Introduce a narrator and/or characters</li> <li>● Organize an event sequence that unfolds naturally and logically</li> <li>● Use narrative techniques effectively to develop experiences, events, and/or characters</li> <li>● Transition from one idea to the next by using appropriate words and phrases</li> <li>● Use figurative language to aid in description</li> <li>● Describe ideas by using sensory and specific language</li> <li>● Write a conclusion that brings the story events to a meaningful close</li> <li>● Clearly convey a conflict and a resolution to the conflict</li> </ul>	

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W.6.4. Produce clear and coherent writing in which the development, organization, <b>voice</b> , and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	<ul style="list-style-type: none"> <li>● Identify defining characteristics of different genres of writing</li> <li>● Unpack a writing prompt</li> <li>● Write for a specific purpose and audience</li> <li>● Select an appropriate text structure or format for the task</li> <li>● Use language that is precise and powerful to create voice</li> <li>● Create a tone that is appropriate for one's audience</li> </ul>	
W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	<ul style="list-style-type: none"> <li>● Revise and edit intentionally to improve writing</li> <li>● Generate ideas to develop topic</li> <li>● Revise writing with a partner or self-editing checklists</li> <li>● Distinguish between editing and revising</li> </ul>	
W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	<ul style="list-style-type: none"> <li>● Use technological resources to enhance writing</li> <li>● Give and receive feedback using technology</li> <li>● Seek out authentic publishing opportunities</li> <li>● Use tools including blogs and wikis, to develop writing and communicate with students in their classes</li> <li>● Type a minimum of three pages in a single sitting</li> <li>● Use keyboarding skills to make typing more efficient</li> <li>● Type three pages in an appropriate amount of time</li> </ul>	
W.6.7. (Choice) Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	<ul style="list-style-type: none"> <li>● Explore inquiry topics through short research projects</li> <li>● Research and synthesize information from several sources</li> <li>● Conduct research and synthesize multiple sources of information</li> <li>● Compile a list of sources to use for a project</li> <li>● Refocus the intent of the research when appropriate</li> </ul>	
W.6.8. (Choice) 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.	<ul style="list-style-type: none"> <li>● Use search terms effectively</li> <li>● Assess the credibility and accuracy of each source</li> <li>● Select direct and indirect quotations that relate to the topic as evidence</li> </ul>	
W.6.9. (Choice) Draw evidence from literary or informational texts to support analysis, reflection, and	<ul style="list-style-type: none"> <li>● Write a clear thesis statement</li> <li>● Identify evidence that supports claims in literary analysis</li> <li>● Incorporate evidence into written pieces, using introductory phrases and</li> </ul>	



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<p>research.</p> <p>W.6.9.A. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").</p> <p>W.6.9.B. Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").</p>	<p>transitions</p> <ul style="list-style-type: none"> <li>Logically connect evidence to claims in writing</li> <li>Select direct and indirect quotations that relate to the topic as evidence</li> <li>Cite in-text direct and indirect quotations appropriately</li> <li>Explain quotations used as support to enhance meaning</li> <li>Provide adequate supporting details for each main idea in writing</li> <li>Use and maintain a formal style in writing</li> <li>Choose specific language to explain a topic</li> <li>Write a concluding statement/section that follows from and supports analysis</li> <li>Revise and edit the written piece for improvement</li> <li>Apply a specific organizational strategy to a compare-contrast essay</li> </ul>	
<b>Unit 2A Speaking and Listening Standards</b>	<b>Unit 2A Speaking and Listening Critical Knowledge and Skills</b>	
<p>SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p>	<ul style="list-style-type: none"> <li>Interpret and evaluate information presented in diverse media and formats</li> <li>Explain how each medium shapes or influences the audience's perception and understanding of the information presented</li> <li>Evaluate the effectiveness of the chosen format for presenting the information</li> <li>Observe how various mediums appeal to one or more senses with varying levels of intensity</li> <li>Compare the reading of a speech to watching a video of the speech</li> </ul>	
<p>SL.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate</p>	<ul style="list-style-type: none"> <li>Utilize skills that are common to the language production domain of writing</li> <li>Organize ideas in a logical, sequential order</li> <li>Present information using sound, detailed, and relevant evidence in a coherent manner</li> <li>Use appropriate eye contact, adequate volume, and clear pronunciation</li> </ul>	

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volume, and clear pronunciation).		
<b>Unit 2A Language Standards</b>	<b>Unit 2A Language Critical Knowledge and Skills</b>	
<p>L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.6.1.A. Ensure that pronouns are in the proper case (subjective, objective, possessive).</p> <p>L.6.1.E. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.</p>	<ul style="list-style-type: none"> <li>Identify pronouns in writing</li> <li>Ensure that pronouns are in the proper case (subjective, objective, possessive)</li> <li>Revise grammatical errors in writing</li> <li>Perform peer reviews of writing to identify and correct grammatical errors</li> <li>Identify and use strategies to revise writing</li> </ul>	
<p>L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.6.2.A. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</p> <p>L.6.2.B. Spell correctly.</p>	<ul style="list-style-type: none"> <li>Define and identify nonrestrictive/parenthetical elements in writing</li> <li>Determine the appropriate punctuation to set off nonrestrictive/parenthetical elements</li> <li>Apply common rules and patterns to spell words correctly in writing</li> </ul>	
<p>L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.6.3.A. Vary sentence patterns for meaning, reader/listener interest, and style/voice.</p> <p>L.6.3.B. Maintain consistency in style and tone.</p>	<ul style="list-style-type: none"> <li>Identify various sentence patterns in reading</li> <li>Incorporate various sentence patterns to create style and voice in writing</li> <li>Use a consistent style and tone when writing or speaking</li> </ul>	
L.6.4. Determine or clarify the	<ul style="list-style-type: none"> <li>Use a word's position in a sentence as a clue to the meaning of a word</li> </ul>	

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<p>meaning of unknown and multiple-meaning words or phrases based on <i>grade 6 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>L.6.4.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.</p> <p>L.6.4.C. 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.</p> <p>L.6.4.D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<ul style="list-style-type: none"> <li>• Use a combination of context clues, structural clues, and the word's position in the sentence to determine the meaning of an unknown word or phrase</li> <li>• Use dictionaries, glossaries, and/or thesauruses to find the pronunciation of a word</li> <li>• Use dictionaries, glossaries, and/or thesauruses to determine the actual meaning of a word or its part of speech.</li> <li>• Use reference materials to check the inferred meaning of words</li> </ul>	
<b>Unit 2A Grade 6</b>		
<b>District/School Formative Assessment Plan</b>	<b>District/School Summative Assessment Plan</b>	
STAR Reading Test AR Quizzes Study Island pre-test and practice assignments* Google Classroom questions* Kahoot: review sessions Exit tickets Class discussions Writing drafts and conferences	STAR reading test End-of-unit literary analysis AR quizzes	

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<p>Newsela quizzes and responses*</p> <p>Reading responses*</p> <p>Membean vocabulary quizzes*</p> <p><i>*At various points in the unit, these activities will be used as formative assessments; as students progress, these same formats will be used as summative assessments.</i></p>		
Core Instructional Materials	District/School Supplementary Resources	
<p>Pearson/Prentice-Hall Literature anthology</p> <p>Membean (vocabulary)</p> <p>Newsela (informational text)</p>	<p>Renaissance Learning articles</p> <p>Study Island</p> <p>Discovery Education</p> <p>Grammarly / PaperRater</p> <p>Notice &amp; Note lessons &amp; resources</p> <p>Small Steps (Peg Kehret)</p> <p>The Boys in the Boat (Daniel James Brown)</p> <p>Out of my Mind (Sharon M. Draper)</p> <p>Winnie: The True Story of the Bear who Inspired Winnie-the-Pooh (Sally M. Walker)</p> <p>The Right Word: Roget and his Thesaurus (Jennifer Fisher Bryant)</p> <p>Jack London</p> <p>Gary Paulsen</p> <p>Lance Armstrong</p> <p>Immigration</p> <p>Westward Expansion</p> <p>Dealing with illness, social issues, current events</p> <p>CNN Student news</p> <p>Influence of technology on our lives</p> <p>Problem solving skills / Forensics?</p> <p>Sickness and health</p> <p>Technical writing--board games, etc.</p> <p>Short stories</p>	

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		Churchill. "Blood, Toil, Tears and Sweat" (CCSS Exemplar Text) The One and Only Ivan Unstoppable (Tim Green) Trapped in a Canyon: Aron Ralston's Story of Survival The Librarian of Basra Almost Home Ubiquitous: Celebrating Nature's Survivors Claudette Colvin: Twice Toward Justice The Secret Garden El Deafo (Cece Bell)	
<b>Possible Types of Assignments</b>			
<b>Writing:</b> <ul style="list-style-type: none"> <li>Autobiographical graphic novel (Mentor text: El Deafo, pp. 31-33)</li> <li>Biographical essay</li> <li>Explanatory paragraph (open-ended)</li> </ul>	<b>Speaking:</b> <ul style="list-style-type: none"> <li>1 minute presentation of biography</li> </ul>	<b>Multimedia:</b> <ul style="list-style-type: none"> <li>Slideshow or infographic based on essay</li> </ul> <b>Tech std. 8.1.8.A2, D.2, D.3, D.4, D.5</b>	
<b>Plan for Language Study</b>			
<b>Review:</b> <ul style="list-style-type: none"> <li>Adjectives</li> <li>Adverbs</li> <li>Commas</li> </ul>	<b>New:</b> <ul style="list-style-type: none"> <li>Appositives, non-essential clauses</li> </ul>	<b>Academic Vocabulary:</b> describe explain paraphrase restatement plagiarism  <b>Prefix:</b> <i>re-</i>	
<b>Interdisciplinary Connections throughout the K-12 Curriculum: Unit 1 Grade 2</b>			
<ul style="list-style-type: none"> <li>Student creation of projects and presentations in math, science, social studies, health, and visual and performing arts utilizing all strands of the ELA standards (RL, RI, W, SL, L)</li> <li>Reading and deciphering word problems in math, explaining verbally (both in writing and orally)</li> <li>Reading books, articles, multimedia, and other materials in other disciplines for analysis and integration of knowledge and ideas</li> <li>Negotiation of complexity of text in science and social studies</li> <li>Research to build and present knowledge in science and social studies</li> <li>Vocabulary and language skill acquisition in discipline-specific readings</li> <li>Production and distribution of writing assignments and writing tasks in science, social studies, health</li> <li>Speaking and listening skills in tasks and presentations created for Visual and Performing Arts</li> </ul>			

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Integration of 21st Century Themes and Skills	
<u>21st Century Skills/ Career Ready Practices:</u>	<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>
2014 Technology Standards	
<u>2014 NJ Technology Standards:</u>	<p><b>8.1 Educational Technology</b> (<a href="#">Word</a>   <a href="#">PDF</a>) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.</p> <p><b>8.2 Technology Education, Engineering, Design and Computational Thinking - Programming</b> (<a href="#">Word</a>   <a href="#">PDF</a>) All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p> <p>Please see relevant projects for technology standards <a href="#">8.1</a> and <a href="#">8.2</a>:</p>
Differentiation / Accommodations / Modifications	
<p style="text-align: center;"><b><u>Gifted and Talented:</u></b></p> <p><b>Extension Activities</b> (<i>content, process, product and learning environment</i>)</p> <ul style="list-style-type: none"> <li>• Conduct research and provide presentation of various topics.</li> <li>• Design surveys to generate and analyze data to be used in discussion.</li> <li>• Debate topics of interest / cultural importance.</li> <li>• Authentic listening and reading sources that provide data and support for speaking and writing prompts.</li> <li>• Exploration of art and/or artists to understand society and history.</li> </ul>	

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- Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).

### **Anchor Activities**

- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

### **English Language Learners:**

#### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting

#### **Modifications for Homework/Assignments**

- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

### **Students with Disabilities:**

*Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.*

#### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher

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- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

### **Modifications for Homework and Assignments**

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

### **Modifications for Assessments**

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

## **Students at Risk of School Failure:**

### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting



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- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

### **Modifications for Homework and Assignments**

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

### **Modifications for Assessments**

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

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Pacing: 5 Weeks		Unit 2B	
<b>Writing Genre: Informational</b>		<b>Unit 2B Possibilities</b>	
<b>Unit 2B Standards</b>		<b>Unit 2B ESSENTIAL QUESTIONS</b> <ul style="list-style-type: none"> <li>• How do possibilities become a reality?</li> <li>• How does imagination enrich our lives?</li> <li>• Why attempt the impossible?</li> <li>• Why do we love sports?</li> </ul>	
<b>Unit 2B Reading Standards</b>		<b>Unit 2B Reading Critical Knowledge and Skills</b>	
RL.6.1 Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.	RI.6.1 Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.	<ul style="list-style-type: none"> <li>• Closely read the text (questioning, determining importance, looking for patterns) to extract quality evidence to support a claim</li> <li>• Use evidence from the text to make and check predictions when reading</li> <li>• Make personal connections, make connections to other texts, and/or make global connections when relevant</li> <li>• Gather evidence from the text to support inferences or explicit meaning.</li> <li>• Read and analyze a variety of literary genres and informational texts</li> <li>• Closely examine the text's explicit content</li> <li>• Probe a segment of text in order to study and evaluate its multiple, deeper, and varied meanings</li> <li>• Reconstruct and understand the text segment's new meaning</li> <li>• Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences</li> <li>• Refer to the text for support when analyzing and drawing inferences</li> <li>• Correctly cite evidence from the text (this is the first time the term "cite" is used, before that it says quote accurately and refer to)</li> </ul>	
RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions	RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct	<ul style="list-style-type: none"> <li>• Determine the theme or central message</li> <li>• Explain the theme or central idea using key details from the text as evidence, including details from the beginning, middle, and end of the text</li> <li>• Identify and use knowledge of common graphic features (charts, maps, diagrams, captions, illustrations) to help determine the central idea of a text</li> <li>• Summarize texts by evaluating key details in which the central idea or theme is located</li> <li>• Distinguish key (thematic) details from all other details</li> <li>• Evaluate recurring ideas and changes in the characters and plot over the course of the text</li> </ul>	

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or judgments.	from personal opinions or judgments.	<ul style="list-style-type: none"> <li>• Evaluate why the author made those changes, the impact the changes had on the reader, and the effectiveness of the author's choices</li> <li>• Distinguish between essential and nonessential details of a text to support creating unbiased summaries withholding personal opinion and judgment</li> </ul>	
RL.6.3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	<ul style="list-style-type: none"> <li>• Explain the parts of a plot; provide a summary of each part</li> <li>• Observe and analyze how story characters and plot interact and develop throughout a given text</li> <li>• Read and evaluate texts with the goal of understanding how the story's events and setting impact and shape the characters in different ways</li> <li>• Determine how particular episodes may trigger various responses in characters, revealing one or more of the characters' traits</li> <li>• RI. 6. 3.</li> <li>• Use a note taking structure to track key individuals, events, and/or ideas in informational texts.</li> <li>• Identify the structure of a text</li> <li>• Distinguish between different text structures</li> <li>• Analyze how a key individual, event, or idea is introduced, illustrated, and elaborated in a text</li> <li>• Analyze an author's method of developing a topic over the course of a text (including how the method impacts the reader, and evaluating the effectiveness of the method)</li> <li>• Analyze how the text structure affects the relationships between individuals, ideas, or events.</li> <li>• Analyze a writer's style and presentation</li> <li>• Determine the relationship between individuals, ideas, or events</li> </ul>	
	RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	<ul style="list-style-type: none"> <li>• Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical)</li> <li>• Provide an analysis of the impact of specific word choice on meaning and/or tone</li> <li>• Analyze why the author made a specific word choice</li> <li>• Analyze the impact of the word choice on the reader</li> <li>• Evaluate the effectiveness of the author's word choice</li> </ul>	

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	RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	<ul style="list-style-type: none"> <li>• Compare and contrast texts across various genres on the same theme or topic</li> <li>• Gain a well-rounded perspective on issues presented in informational text</li> <li>• Gather information from all media to assess and better understand how each is presented</li> <li>• Interpret the meaning of text features, charts, graphs, etc</li> <li>• Highlight information from articles and note-taking from live media to gain insight into the overall scope of an issue</li> </ul>	
	RI.6.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	<ul style="list-style-type: none"> <li>• Compare and contrast two author's presentations of similar events</li> <li>• Determine the similarities and differences of how information is presented depending on the "lens" through which it is being portrayed</li> <li>• Make connections across different authors' perspectives</li> <li>• Explore the implications of the differences</li> <li>• Analyze the impact of the differences in presentations on the reader</li> <li>• Evaluate the effectiveness of each author's presentation of events</li> </ul>	
	RI.6.10. By the end of the year read and comprehend literary	<ul style="list-style-type: none"> <li>• Determine difficulties in comprehending and making meaning</li> <li>• Apply appropriate strategies in order to increase comprehension when encountering text</li> <li>• Encounter appropriate texts at each grade level in order to develop the mature language skills and the conceptual knowledge needed for success in school</li> </ul>	

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	nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above, with scaffolding as needed.	<p>and life</p> <ul style="list-style-type: none"> <li>• Make an increasing number of connections among ideas and between texts</li> <li>• Use scaffolding when necessary</li> </ul>	
<b>Unit 2B Writing Standards</b>		<b>Unit 2B Writing Critical Knowledge and Skills</b>	
<p>W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>W.6.2.A. Introduce a topic; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.</p> <p>W.6.2.B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>W.6.2.C. Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>W.6.2.D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>		<ul style="list-style-type: none"> <li>• Introduce a topic</li> <li>• Compose a well-developed thesis statement</li> <li>• Select appropriate text structures and text features for clarity</li> <li>• Include formatting, graphics, and multimedia when useful to aid comprehension</li> <li>• Add relevant facts, definitions, concrete details, quotations, or other information and examples to develop the topic</li> <li>• Cite information correctly by following the proper format</li> <li>• Transition between ideas and concepts using appropriate words and phrases</li> <li>• Select specific vocabulary to inform about or explain the topic</li> <li>• Consistently use a formal style</li> <li>• Write a conclusion to bring all ideas to a close</li> </ul>	

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W.6.2.E. Establish and maintain a formal/academic style, approach, and form. W.6.2.F. Provide a concluding statement or section that follows from the information or explanation presented.		
W.6.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	<ul style="list-style-type: none"> <li>Identify defining characteristics of different genres of writing</li> <li>Unpack a writing prompt</li> <li>Write for a specific purpose and audience</li> <li>Select an appropriate text structure or format for the task</li> <li>Use language that is precise and powerful to create voice</li> <li>Create a tone that is appropriate for one's audience</li> </ul>	
W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	<ul style="list-style-type: none"> <li>Revise and edit intentionally to improve writing</li> <li>Generate ideas to develop topic</li> <li>Revise writing with a partner or self-editing checklists</li> <li>Distinguish between editing and revising</li> </ul>	
W.6.7. (Choice) Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	<ul style="list-style-type: none"> <li>Explore inquiry topics through short research projects</li> <li>Research and synthesize information from several sources</li> <li>Conduct research and synthesize multiple sources of information</li> <li>Compile a list of sources to use for a project</li> <li>Refocus the intent of the research when appropriate</li> </ul>	
W.6.8. (Choice) 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.	<ul style="list-style-type: none"> <li>Use search terms effectively</li> <li>Assess the credibility and accuracy of each source</li> <li>Select direct and indirect quotations that relate to the topic as evidence</li> <li>Explain quotations used as support to enhance meaning</li> <li>Cite direct and indirect quotations</li> <li>Identify examples of plagiarism in writing</li> <li>Avoid plagiarism in writing</li> <li>Follow typing appropriate typing format and conventions</li> </ul>	
W.6.9. (Choice) Draw evidence from literary or informational texts to support analysis, reflection, and research. W.6.9.A. Apply grade 6	<ul style="list-style-type: none"> <li>Write a clear thesis statement</li> <li>Identify evidence that supports claims in literary analysis</li> <li>Incorporate evidence into written pieces, using introductory phrases and transitions</li> <li>Logically connect evidence to claims in writing</li> </ul>	

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<p>Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").</p> <p>W.6.9.B. Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").</p>	<ul style="list-style-type: none"> <li>• Select direct and indirect quotations that relate to the topic as evidence</li> <li>• Cite in-text direct and indirect quotations appropriately</li> <li>• Explain quotations used as support to enhance meaning</li> <li>• Provide adequate supporting details for each main idea in writing</li> <li>• Use and maintain a formal style in writing</li> <li>• Choose specific language to explain a topic</li> <li>• Write a concluding statement/section that follows from and supports analysis</li> <li>• Revise and edit the written piece for improvement</li> <li>• Apply a specific organizational strategy to a compare-contrast essay</li> </ul>	
<b>Unit 2B Speaking and Listening Standards</b>	<b>Unit 2B Speaking and Listening Critical Knowledge and Skills</b>	
<p>SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p>	<ul style="list-style-type: none"> <li>• Interpret and evaluate information presented in diverse media and formats</li> <li>• Explain how each medium shapes or influences the audience's perception and understanding of the information presented</li> <li>• Evaluate the effectiveness of the chosen format for presenting the information</li> <li>• Observe how various mediums appeal to one or more senses with varying levels of intensity</li> <li>• Compare the reading of a speech to watching a video of the speech</li> </ul>	
<b>Unit 2B Language Standards</b>	<b>Unit 2B Language Critical Knowledge and Skills</b>	
<p>L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.6.1.E. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.</p>	<ul style="list-style-type: none"> <li>• Revise grammatical errors in writing</li> <li>• Perform peer reviews of writing to identify and correct grammatical errors</li> <li>• Identify and use strategies to revise writing</li> </ul>	
L.6.2. Demonstrate command of the	<ul style="list-style-type: none"> <li>• Define and identify nonrestrictive/parenthetical elements in writing</li> </ul>	

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<p>conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.6.2.A. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</p> <p>L.6.2.B. Spell correctly.</p>	<ul style="list-style-type: none"> <li>Determine the appropriate punctuation to set off nonrestrictive/parenthetical elements</li> <li>Apply common rules and patterns to spell words correctly</li> </ul>	
<p>L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.6.3.A. Vary sentence patterns for meaning, reader/listener interest, and style/<b>voice</b>.</p> <p>L.6.3.B. Maintain consistency in style and tone.</p>	<ul style="list-style-type: none"> <li>Identify various sentence patterns</li> <li>Incorporate various sentence patterns to create style and voice</li> <li>Use a consistent style and tone when writing or speaking</li> </ul>	
<p>L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<ul style="list-style-type: none"> <li>Understand and apply conversational, academic, and domain specific vocabulary</li> <li>Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level</li> <li>Demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression</li> <li>Acquire and use accurately grade appropriate general academic and domain specific words and phrases</li> <li>Dissect assignments and determine the key processes required</li> </ul>	
<b>Unit 2B Grade 6</b>		
<b>District/School Formative Assessment Plan</b>	<b>District/School Summative Assessment Plan</b>	
<p>STAR Reading Test</p> <p>AR Quizzes</p> <p>Study Island pre-test and practice assignments*</p> <p>Google Classroom questions*</p> <p>Kahoot: review sessions</p> <p>Exit tickets</p>	<p>STAR reading test</p> <p>End-of-unit literary analysis</p> <p>AR quizzes</p>	



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<p>Class discussions Writing drafts and conferences Newsela quizzes and responses* Reading responses* Membean vocabulary quizzes*</p> <p><i>*At various points in the unit, these activities will be used as formative assessments; as students progress, these same formats will be used as summative assessments.</i></p>		
Core Instructional Materials	District/School Supplementary Resources	
<p>Pearson/Prentice-Hall Literature anthology Membean (vocabulary) Newsela (informational text)</p>	<p>Renaissance Learning articles Study Island Discovery Education Grammarly / PaperRater Notice &amp; Note lessons &amp; resources The Mysteries of Harris Burdick (Chris Van Allsburg) The Quiltmaker's Gift (Jeff Brumbeau) What do you do with an Idea (Kobi Yamada) Martin's Big Words (Doreen Rappaport) The Book of Mistakes (Corinna Luken) The Adventures of Beekle: The Unimaginary Friend (Dan Santat) Tuck Everlasting Bridge to Terabithia "Wilbur Wright and Orville Wright" (Benet) "Adventures of Isabel" (Ogden Nash) The Phantom Tollbooth Inventions / inventors Authors and Artists The Inventions of Hugo Cabret The Art of Miss Chew Folktales / fables / fairy tales</p>	

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	<p>“Three Wishes” “The Stone” The Lightning Thief Nonfiction article on New technologies Anthony Browne picture books “The Book of Questions”--Pablo Neruda (CCSS Exemplar Text) Dreamer Excerpts from: Little Women, Tom Sawyer, “The People Could Fly” “Dragon, Dragon” The Mysteries of Harris Burdick Words Speak who I Am Where the Wild Things Are Imagine a Day A Monster Calls Steal Like an Artist</p>		
Possible Types of Assignments			
<p><b>Writing:</b></p> <ul style="list-style-type: none"><li>Research inventor, artist, author, invention, etc. who enriched / will enrich society. Research possibilities for cities of the future</li><li>Poetry</li><li>Literary analysis: theme/ central idea</li></ul> <p><b>Tech Std. 8.1.8.A.1, 8.1.8.E.1</b></p>	<p><b>Speaking:</b></p> <ul style="list-style-type: none"><li>One minute multimedia presentation: people / invention that changed the world OR my city of the future</li></ul>	<p><b>Multimedia:</b></p> <ul style="list-style-type: none"><li>One minute multimedia presentation: people / inventions that changed the world / aspect of future city</li></ul> <p><b>Tech Std. 8.1.8.B.1</b></p>	
Plan for Language Study			
<p><b>Review:</b></p> <ul style="list-style-type: none"><li>Sentence patterns</li><li>Punctuation</li><li></li></ul>	<p><b>New:</b></p> <ul style="list-style-type: none"><li>Semi-colon</li></ul>	<p><b>Academic Vocabulary:</b> compare   contrast   object pronoun   subject pronoun</p> <p><b>Prefix:</b> <i>in- im- il- ir-</i> (not)</p>	

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Interdisciplinary Connections throughout the K-12 Curriculum: Unit 1 Grade 2	
<ul style="list-style-type: none"> <li>• Student creation of projects and presentations in math, science, social studies, health, and visual and performing arts utilizing all strands of the ELA standards (RL, RI, W, SL, L)</li> <li>• Reading and deciphering word problems in math, explaining verbally (both in writing and orally)</li> <li>• Reading books, articles, multimedia, and other materials in other disciplines for analysis and integration of knowledge and ideas</li> <li>• Negotiation of complexity of text in science and social studies</li> <li>• Research to build and present knowledge in science and social studies</li> <li>• Vocabulary and language skill acquisition in discipline-specific readings</li> <li>• Production and distribution of writing assignments and writing tasks in science, social studies, health</li> <li>• Speaking and listening skills in tasks and presentations created for Visual and Performing Arts</li> </ul>	
Integration of 21st Century Themes and Skills	
<u>21st Century Skills/ Career Ready Practices:</u>	<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>
2014 Technology Standards	
<u>2014 NJ Technology Standards:</u>	<p><b>8.1 Educational Technology</b> (<a href="#">Word</a>   <a href="#">PDF</a>)</p> <p>All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.</p> <p><b>8.2 Technology Education, Engineering, Design and Computational Thinking - Programming</b> (<a href="#">Word</a>   <a href="#">PDF</a>)</p> <p>All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p> <p>Please see relevant projects for technology standards <a href="#">8.1</a> and <a href="#">8.2</a>:</p>

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### Differentiation / Accommodations / Modifications

#### Gifted and Talented:

##### **Extension Activities** (*content, process, product and learning environment*)

- Conduct research and provide presentation of various topics.
- Design surveys to generate and analyze data to be used in discussion.
- Debate topics of interest / cultural importance.
- Authentic listening and reading sources that provide data and support for speaking and writing prompts.
- Exploration of art and/or artists to understand society and history.
- Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).

##### **Anchor Activities**

- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

#### English Language Learners:

##### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting

##### **Modifications for Homework/Assignments**

- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

#### Students with Disabilities:

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*Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.*

### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

### **Modifications for Homework and Assignments**

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

### **Modifications for Assessments**

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

### **Students at Risk of School Failure:**

### **Modifications for Classroom**

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- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

### **Modifications for Homework and Assignments**

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

### **Modifications for Assessments**

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

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<b>Writing Genre: Argument</b>		<b>Unit 3A Courage</b>
<b>Unit 3 Standards</b>		<b>Unit 3A ESSENTIAL QUESTIONS</b> <ul style="list-style-type: none"> <li>• What would you risk for someone else?</li> <li>• What would you do for your family?</li> <li>• How do you deal with a bully?</li> <li>• Is fear ever fun?</li> <li>• How strong is peer pressure?</li> </ul>
<b>Unit 3A Reading Standards</b>		<b>Unit 3A Reading Critical Knowledge and Skills</b>
RL.6.1 Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.	RI.6.1 Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.	<ul style="list-style-type: none"> <li>• Closely read the text (questioning, determining importance, looking for patterns) to extract quality evidence to support a claim</li> <li>• Use evidence from the text to make and check predictions when reading</li> <li>• Make personal connections, make connections to other texts, and/or make global connections when relevant</li> <li>• Gather evidence from the text to support inferences or explicit meaning.</li> <li>• Read and analyze a variety of literary genres and informational texts</li> <li>• Closely examine the text's explicit content</li> <li>• Probe a segment of text in order to study and evaluate its multiple, deeper, and varied meanings</li> <li>• Reconstruct and understand the text segment's new meaning</li> <li>• Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences</li> <li>• Refer to the text for support when analyzing and drawing inferences</li> <li>• Correctly cite evidence from the text</li> </ul>
RL.6.3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	<b>RL.6.3:</b> <ul style="list-style-type: none"> <li>• Explain the parts of a plot; provide a summary of each part</li> <li>• Observe and analyze how story characters and plot interact and develop throughout a given text</li> <li>• Read and evaluate texts with the goal of understanding how the story's events and setting impact and shape the characters in different ways</li> <li>• Determine how particular episodes may trigger various responses in characters, revealing one or more of the characters' traits</li> <li>• <b>RI.6.3:</b></li> <li>• Use a note taking structure to track key individuals, events, and/or ideas in informational texts.</li> <li>• Identify the structure of a text</li> <li>• Distinguish between different text structures</li> <li>• Analyze how a key individual, event, or idea is introduced, illustrated, and elaborated in a text</li> <li>• Analyze an author's method of developing a topic over the course of a text (including how the method impacts the reader, and evaluating the effectiveness of the method)</li> <li>• Analyze how the text structure affects the relationships between individuals, ideas, or events.</li> <li>• Analyze a writer's style and presentation</li> <li>• Determine the relationship between individuals, ideas, or events</li> </ul>

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RL.6.9. Compare and contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	RI.6.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	<ul style="list-style-type: none"> <li>• Compare and contrast texts of different genres that share similar themes</li> <li>• Analyze how each author conveys the same message through different avenues</li> <li>• Investigate the authors' dissimilar backgrounds that inspire such works (themes)</li> <li>• Compare/contrast how each author infuses their philosophy and persona into their work</li> <li>• Analyze the impact of the differences in forms or genres on the reader</li> <li>• Evaluate the effectiveness of each author's approach to the theme and topic</li> <li>• Compare and contrast two author's presentations of similar events</li> <li>• Determine the similarities and differences of how information is presented depending on the "lens" through which it is being portrayed</li> <li>• Make connections across different authors' perspectives</li> <li>• Explore the implications of the differences</li> <li>• Analyze the impact of the differences in presentations on the reader</li> <li>• Evaluate the effectiveness of each author's presentation of events</li> </ul>
<b>Unit 3A Writing Standards</b>		<b>Unit 3A Writing Critical Knowledge and Skills</b>
<p>W.6.1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>W.6.1.A. Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>W.6.1.B. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>W.6.1.C. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p>W.6.1.D. Establish and maintain a formal/academic style, approach, and form.</p> <p>W.6.1.E. Provide a concluding statement or section that follows from the argument presented.</p>		<ul style="list-style-type: none"> <li>• Introduce claim(s)</li> <li>• Write a clear thesis statement</li> <li>• Write arguments to support claims</li> <li>• Organize the reasons and evidence logically</li> <li>• Support claim(s) with logical reasoning and evidence</li> <li>• Use accurate, credible sources to support claims</li> <li>• Demonstrate an understanding of the topic or text</li> </ul>
<p>W.6.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a</p>		<ul style="list-style-type: none"> <li>• Identify defining characteristics of different genres of writing</li> <li>• Unpack a writing prompt</li> <li>• Write for a specific purpose and audience</li> <li>• Select an appropriate text structure or format for the task</li> <li>• Use language that is precise and powerful to create voice</li> <li>• Create a tone that is appropriate for one's audience</li> <li>• Revise and edit intentionally to improve writing</li> <li>• Generate ideas to develop topic</li> </ul>



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new approach.	<ul style="list-style-type: none"> <li>● Revise writing with a partner or self-editing checklists</li> <li>● Distinguish between editing and revising</li> </ul>
W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	<ul style="list-style-type: none"> <li>● Use technological resources to enhance writing</li> <li>● Give and receive feedback using technology</li> <li>● Seek out authentic publishing opportunities</li> <li>● Use tools including blogs and wikis, to develop writing and communicate with students in their classes</li> <li>● Type a minimum of three pages in a single sitting</li> <li>● Use keyboarding skills to make typing more efficient</li> <li>● Type three pages in an appropriate amount of time</li> </ul>
W.6.7. (Choice) Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	<ul style="list-style-type: none"> <li>● Explore inquiry topics through short research projects</li> <li>● Research and synthesize information from several sources</li> <li>● Conduct research and synthesize multiple sources of information</li> <li>● Compile a list of sources to use for a project</li> <li>● Refocus the intent of the research when appropriate</li> </ul>
W.6.8. (Choice) 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.	<ul style="list-style-type: none"> <li>● Use search terms effectively</li> <li>● Assess the credibility and accuracy of each source</li> <li>● Select direct and indirect quotations that relate to the topic as evidence</li> <li>● Explain quotations used as support to enhance meaning</li> <li>● Cite direct and indirect quotations</li> <li>● Identify examples of plagiarism in writing</li> <li>● Avoid plagiarism in writing</li> <li>● Follow typing appropriate typing format and conventions</li> </ul>
<p>W.6.9. (Choice) Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.6.9.A. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").</p> <p>W.6.9.B. Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").</p>	<ul style="list-style-type: none"> <li>● Select direct and indirect quotations that relate to the topic as evidence</li> <li>● Cite in-text direct and indirect quotations appropriately</li> <li>● Explain quotations used as support to enhance meaning</li> <li>● Provide adequate supporting details for each main idea in writing</li> <li>● Use and maintain a formal style in writing</li> <li>● Choose specific language to explain a topic</li> <li>● Write a concluding statement/section that follows from and supports analysis</li> <li>● Revise and edit the written piece for improvement</li> <li>● Apply a specific organizational strategy to a compare-contrast essay</li> </ul>
<b>Unit 3A Speaking and Listening Standards</b>	<b>Unit 3A Speaking and Listening Critical Knowledge and Skills</b>
SL.6.3. Deconstruct a speaker's argument and specific	<ul style="list-style-type: none"> <li>● Determine the speaker's argument and claims</li> </ul>

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claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	<ul style="list-style-type: none"> <li>• Unpack the arguments and claims</li> <li>• Evaluate whether the speaker’s reasoning is rational and legitimate</li> <li>• Evaluate whether there is enough evidence to support the claims</li> </ul>
SL.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).	<ul style="list-style-type: none"> <li>• Utilize skills that are common to the language production domain of writing</li> <li>• Organize ideas in a logical, sequential order</li> <li>• Present information using sound, detailed, and relevant evidence in a coherent manner</li> <li>• Use appropriate eye contact, adequate volume, and clear pronunciation</li> </ul>
SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)	<ul style="list-style-type: none"> <li>• Orally present information, using appropriate speech, in a variety of situations</li> <li>• Manipulate the speech based upon context</li> </ul>
<b>Unit 3A Language Standards</b>	<b>Unit 3A Language Critical Knowledge and Skills</b>
<p>L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.6.1.B. Use intensive pronouns (e.g., myself, ourselves).</p> <p>L.6.1.E. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.</p>	<ul style="list-style-type: none"> <li>• Define and identify intensive pronouns in reading</li> <li>• Determine the appropriate instance to use intensive pronouns in writing</li> <li>• Revise grammatical errors in writing</li> <li>• Perform peer reviews of writing to identify and correct grammatical errors</li> <li>• Identify and use strategies to revise writing</li> </ul>
<b>Unit 3A Grade 6</b>	
<b>District/School Formative Assessment Plan</b>	<b>District/School Summative Assessment Plan</b>
<p>STAR Reading Test</p> <p>AR Quizzes</p> <p>Study Island pre-test and practice assignments*</p> <p>Google Classroom questions*</p> <p>Kahoot: review sessions</p> <p>Exit tickets</p> <p>Class discussions</p> <p>Writing drafts and conferences</p> <p>Newsela quizzes and responses*</p> <p>Reading responses*</p> <p>Membean vocabulary quizzes*</p> <p><i>*At various points in the unit, these activities will be</i></p>	<p>Literary essay on essential questions</p> <p>AR quizzes</p> <p>Public service announcement: Do the Right Thing</p>

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<i>used as formative assessments; as students progress, these same formats will be used as summative assessments.</i>	
Core Instructional Materials	District/School Supplementary Resources
<p>Pearson/Prentice-Hall Literature anthology</p> <p>Membean (vocabulary)</p> <p>Newsela (informational text)</p>	<p>Renaissance Learning articles</p> <p>Study Island</p> <p>Discovery Education</p> <p>Grammarly / PaperRater</p> <p>Notice &amp; Note lessons &amp; resources</p> <p>Every Day is Malala Day (Rosemary McCarney)</p> <p>The Secret of the Village Fool (Rebecca Upjohn)</p> <p>The War that Changed my Life (Kimberly Brubaker Bradley)</p> <p>The Empty Pot (Demi)</p> <p>Moses: When Harriet Tubman Led Her People to Freedom (Carole Boston Weatherford)</p> <p>Wolf Hollow (Lauren Wolk)</p> <p>Jabari Jumps (Gaia Cornwall)</p> <p>Back of the Bus (Aaron Reynolds)</p> <p>“King of Mazy May”</p> <p>The Boy who Dared</p> <p>Freak the Mighty</p> <p>A Wrinkle in Time (including Graphic Novel) (CCSS Exemplar Text)</p> <p>Milkweed</p> <p>Number the Stars</p> <p>When Hitler Stole Pink Rabbit</p> <p>Chigune Sugawara story</p> <p>My Brother Sam is Dead</p> <p>Roll of Thunder, Hear my Cry (CCSS Exemplar Text)</p> <p>Kids on Strike</p> <p>Bull Run</p> <p>Gary Paulsen: Brian’s Winter, Hatchet, Dogsong, etc.</p> <p>Heat (Mike Lupica)</p> <p>Life of Crazy Horse</p> <p>Breadwinner</p> <p>Warriors Don’t Cry</p>

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	Poetry (Edna St. Vincent Millay) The Dark is Rising (CCSS Exemplar Text) Diary of Anne Frank (play) Rosa Parks Harriet Tubman, Conductor of the Underground Railroad Black Diamond U.S. Constitution Emancipation Proclamation and related readings “Aaron’s Gift” Red Badge of Courage Tie-ins to students current social studies readings Uprising (Haddix) Triangle Shirtwaist Factory Behind Rebel Lines Mary Elizabeth Bowser (slave spy) Chains (Laurie Halse Andersen) Ruby Bridges Wilma Rudolph The Empty Pot	
Possible Types of Assignments		
<b>Writing:</b> <ul style="list-style-type: none"><li>• Advice letter</li><li>• Letter of appreciation</li><li>• Literary analysis: compare/contrast</li></ul>	<b>Speaking:</b> <ul style="list-style-type: none"><li>• Elevator pitch</li></ul>	<b>Multimedia:</b> <ul style="list-style-type: none"><li>• Public Service Announcement--standing up for your beliefs</li></ul> <b>Technology Standards: 8.1.8.A.1, 8.1.8.E.1</b>
Plan for Language Study		
<b>Review:</b> <ul style="list-style-type: none"><li>• Run-ons, fragments</li><li>• Roots, prefixes, suffixes</li></ul>	<b>New:</b> <ul style="list-style-type: none"><li>• Pronouns</li></ul>	<b>Academic Vocabulary:</b> evaluate   formulate   logic   counterargument   support  argumentation   credibility  <b>Prefix:</b> <i>dis-</i>
Interdisciplinary Connections throughout the K-12 Curriculum: Unit 1 Grade 2		

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- Student creation of projects and presentations in math, science, social studies, health, and visual and performing arts utilizing all strands of the ELA standards (RL, RI, W, SL, L)
- Reading and deciphering word problems in math, explaining verbally (both in writing and orally)
- Reading books, articles, multimedia, and other materials in other disciplines for analysis and integration of knowledge and ideas
- Negotiation of complexity of text in science and social studies
- Research to build and present knowledge in science and social studies
- Vocabulary and language skill acquisition in discipline-specific readings
- Production and distribution of writing assignments and writing tasks in science, social studies, health
- Speaking and listening skills in tasks and presentations created for Visual and Performing Arts

### Integration of 21st Century Themes and Skills

#### 21st Century Skills/ Career Ready Practices:

CRP1. Act as a responsible and contributing citizen and employee.  
 CRP2. Apply appropriate academic and technical skills.  
 CRP3. Attend to personal health and financial well-being.  
 CRP4. Communicate clearly and effectively and with reason.  
 CRP5. Consider the environmental, social and economic impacts of decisions.  
 CRP6. Demonstrate creativity and innovation.  
 CRP7. Employ valid and reliable research strategies.  
 CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.  
 CRP9. Model integrity, ethical leadership and effective management.  
 CRP10. Plan education and career paths aligned to personal goals.  
 CRP11. Use technology to enhance productivity.  
 CRP12. Work productively in teams while using cultural global competence.

### 2014 Technology Standards

#### 2014 NJ Technology Standards:

**8.1 Educational Technology** ([Word](#) | [PDF](#))  
 All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

**8.2 Technology Education, Engineering, Design and Computational Thinking - Programming**  
 ([Word](#) | [PDF](#))  
 All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

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Please see relevant projects for technology standards [8.1](#) and [8.2](#):

### Differentiation / Accommodations / Modifications

#### **Gifted and Talented:**

##### **Extension Activities** (*content, process, product and learning environment*)

- Conduct research and provide presentation of various topics.
- Design surveys to generate and analyze data to be used in discussion.
- Debate topics of interest / cultural importance.
- Authentic listening and reading sources that provide data and support for speaking and writing prompts.
- Exploration of art and/or artists to understand society and history.
- Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).

##### **Anchor Activities**

- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

#### **English Language Learners:**

##### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting

##### **Modifications for Homework/Assignments**

- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

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### **Students with Disabilities:**

*Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.*

#### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

#### **Modifications for Homework and Assignments**

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

#### **Modifications for Assessments**

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

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### Students at Risk of School Failure:

#### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

#### **Modifications for Homework and Assignments**

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

#### **Modifications for Assessments**

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

Pacing: 6-7 Weeks		Unit 3B	
Writing Genre: Argument	Unit 3B A GOOD LIFE		



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Unit 3B Standards		Unit 3B ESSENTIAL QUESTIONS	
		<ul style="list-style-type: none"> <li>What good comes from a good deed?</li> <li>What does it mean to have a good life?</li> <li>How do you define happiness?</li> </ul>	
Unit 3B Reading Standards		Unit 3B Reading Critical Knowledge and Skills	
RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	<ul style="list-style-type: none"> <li>Explain the theme or central idea using key details from the text as evidence, including details from the beginning, middle, and end of the text</li> <li>Identify and use knowledge of common graphic features (charts, maps, diagrams, captions, illustrations) to help determine the central idea of a text</li> <li>Summarize texts by evaluating key details in which the central idea or theme is located</li> <li>Distinguish key (thematic) details from all other details</li> <li>Evaluate recurring ideas and changes in the characters and plot over the course of the text (why did the author make those changes, impact on the reader, effectiveness of the author's choices)</li> <li>distinguish between essential and nonessential details of a text to support in creating unbiased summaries withholding personal opinion and judgment</li> </ul>	
	RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	<ul style="list-style-type: none"> <li>Use a note taking structure to track key individuals, events, and/or ideas in informational texts.</li> <li>Identify the structure of a text</li> <li>Distinguish between different text structures</li> <li>Analyze how a key individual, event, or idea is introduced, illustrated, and elaborated in a text</li> <li>Analyze an author's method of developing a topic over the course of a text (including how the method impacts the reader, and evaluating the effectiveness of the method)</li> <li>Analyze how the text structure affects the relationships between individuals, ideas, or events.</li> <li>Analyze a writer's style and presentation</li> <li>Determine the relationship between individuals, ideas, or events</li> </ul>	
	RI.6.5. Analyze how a particular sentence, paragraph, chapter, or	<ul style="list-style-type: none"> <li>Determine how individual elements of a work (section, chapter, etc.) contribute to a text's overall scope</li> <li>Distinguish between different text structures</li> <li>Observe how the individual components of the text add to the development of the theme, setting, and plot</li> <li>Analyze why the author included a specific section of the text</li> </ul>	

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	section fits into the overall structure of a text and contributes to the development of the ideas.	<ul style="list-style-type: none"> <li>Analyze the impact the specific section has on you, the reader</li> <li>Evaluate the effectiveness of the author's choice to include this section</li> </ul>	
	RI.6.6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	<ul style="list-style-type: none"> <li>Identify the author's point of view</li> <li>Explain the techniques the author uses to develop his/her point of view clearly</li> <li>Evaluate the effectiveness of the techniques the author uses to develop his/her point of view</li> </ul>	
	RI.6.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	<ul style="list-style-type: none"> <li>Evaluate data, arguments and claims in a text</li> <li>Distinguish those supported by evidence from those which are not</li> <li>Evaluate the effectiveness of different claims (one that is supported with facts, one that is supported with opinions, and one that is not supported)</li> <li>Evaluate if there is enough evidence to support a particular claim within an informational text</li> </ul>	
RL.6.9. Compare and contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) texts		<ul style="list-style-type: none"> <li>Compare and contrast texts of different genres that share similar themes</li> <li>Analyze how each author conveys the same message through different avenues</li> <li>Investigate the authors' dissimilar backgrounds that inspire such works (themes)</li> <li>Compare/contrast how each author infuses their philosophy and persona into their work</li> <li>Analyze the impact of the differences in forms or genres on the reader</li> <li>Evaluate the effectiveness of each author's approach to the theme and topic</li> </ul>	

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in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.			
	RI.6.10. By the end of the year read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above, with scaffolding as needed.	<ul style="list-style-type: none"> <li>• Determine difficulties in comprehending and making meaning</li> <li>• Apply appropriate strategies in order to increase comprehension when encountering text</li> <li>• Encounter appropriate texts at each grade level in order to develop the mature language skills and the conceptual knowledge needed for success in school and life</li> <li>• Make an increasing number of connections among ideas and between texts</li> <li>• Use scaffolding when necessary</li> </ul>	
<b>Unit 3B Writing Standards</b>		<b>Unit 3B Writing Critical Knowledge and Skills</b>	
W.6.1. Write arguments to support claims with clear reasons and relevant evidence. W.6.1.A. Introduce claim(s) and organize the reasons and evidence clearly. W.6.1.B. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic		<ul style="list-style-type: none"> <li>• Introduce claim(s)</li> <li>• Write a clear thesis statement</li> <li>• Write arguments to support claims</li> <li>• Organize the reasons and evidence logically</li> <li>• Support claim(s) with logical reasoning and evidence</li> <li>• Use accurate, credible sources to support claims</li> <li>• Demonstrate an understanding of the topic or text</li> <li>• Use transitional words and phrases</li> <li>• Use a consistent formal or academic style, approach, and form</li> <li>• Write a conclusion to bring the writing to a close</li> </ul>	

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<p>or text.</p> <p>W.6.1.C. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p>W.6.1.D. Establish and maintain a formal/academic style, approach, and form.</p> <p>W.6.1.E. Provide a concluding statement or section that follows from the argument presented.</p>		
<p>W.6.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<ul style="list-style-type: none"> <li>● Identify defining characteristics of different genres of writing</li> <li>● Unpack a writing prompt</li> <li>● Write for a specific purpose and audience</li> <li>● Select an appropriate text structure or format for the task</li> <li>● Use language that is precise and powerful to create voice</li> <li>● Create a tone that is appropriate for one's audience</li> </ul>	
<p>W.6.8. (Choice) 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.</p>	<ul style="list-style-type: none"> <li>● Use search terms effectively</li> <li>● Assess the credibility and accuracy of each source</li> <li>● Select direct and indirect quotations that relate to the topic as evidence</li> <li>● Explain quotations used as support to enhance meaning</li> <li>● Cite direct and indirect quotations</li> <li>● Identify examples of plagiarism in writing</li> <li>● Avoid plagiarism in writing</li> <li>● Follow typing appropriate typing format and conventions</li> </ul>	
<p>W.6.9. (Choice) Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.6.9.A. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres</p>	<ul style="list-style-type: none"> <li>● Write a clear thesis statement</li> <li>● Identify evidence that supports claims in literary analysis</li> <li>● Incorporate evidence into written pieces, using introductory phrases and transitions</li> <li>● Logically connect evidence to claims in writing</li> <li>● Select direct and indirect quotations that relate to the topic as evidence</li> <li>● Cite in-text direct and indirect quotations appropriately</li> <li>● Explain quotations used as support to enhance meaning</li> <li>● Provide adequate supporting details for each main idea in writing</li> </ul>	

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<p>[e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").</p> <p>W.6.9.B. Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").</p>	<ul style="list-style-type: none"> <li>● Use and maintain a formal style in writing</li> <li>● Choose specific language to explain a topic</li> <li>● Write a concluding statement/section that follows from and supports analysis</li> <li>● Revise and edit the written piece for improvement</li> <li>● Apply a specific organizational strategy to a compare-contrast essay</li> </ul>	
<p><b>Unit 1 Speaking and Listening Standards</b></p>	<p><b>Unit 1 Speaking and Listening Critical Knowledge and Skills</b></p>	
<p>L.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.</p> <p>SL.6.1.A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>SL.6.1.B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>SL.6.1.C. Pose and respond</p>	<ul style="list-style-type: none"> <li>● Read required texts prior to discussions</li> <li>● Prepare for discussions</li> <li>● Use previous knowledge to expand discussions about a topic</li> <li>● Engage in conversations about grade-appropriate topics and texts</li> <li>● Participate in a variety of rich, structured conversations</li> <li>● Define and identify rules for discussions, including group and individual roles</li> <li>● Model appropriate behavior during discussions</li> <li>● Craft and respond to specific questions based on the topic or text, elaborating when necessary</li> <li>● Reflect on and paraphrase what was discussed</li> <li>● Summarize the ideas expressed</li> </ul>	

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to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. SL.6.1.D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.		
SL.6.3. Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	<ul style="list-style-type: none"> <li>• Determine the speaker's argument and claims</li> <li>• Unpack the arguments and claims</li> <li>• Evaluate whether the speaker's reasoning is rational and legitimate</li> <li>• Evaluate whether there is enough evidence to support the claims</li> </ul>	
SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	<ul style="list-style-type: none"> <li>• Incorporate multimedia and visual displays into presentations to add clarity to their content</li> <li>• Incorporate posters outlining charts/graphs to clarify information and captivate their audience</li> <li>• Incorporate music and/or sound effects into their presentation to bring the information "to life" and allow for greater engagement with the audience</li> <li>• Incorporate technology to enhance the presentation</li> </ul>	
<b>Unit 3B Language Standards</b>	<b>Unit 3B Language Critical Knowledge and Skills</b>	
L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.6.1.A. Ensure that pronouns are in the proper case (subjective, objective, possessive). L.6.1.B. Use intensive pronouns (e.g., myself, ourselves). L.6.1.C. Recognize and correct inappropriate shifts in pronoun number and	<ul style="list-style-type: none"> <li>• Identify pronouns in writing</li> <li>• Ensure that pronouns are in the proper case (subjective, objective, possessive)</li> <li>• Define and identify intensive pronouns in reading</li> <li>• Determine the appropriate instance to use intensive pronouns in writing</li> <li>• Recognize and correct inappropriate shifts in pronoun number and person</li> <li>• Recognize and correct vague pronouns</li> <li>• Revise grammatical errors in writing</li> <li>• Perform peer reviews of writing to identify and correct grammatical errors</li> <li>• Identify and use strategies to revise writing</li> </ul>	

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<p>person.</p> <p>L.6.1.D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</p> <p>L.6.1.E. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.</p>		
<p>L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.6.5.A. Interpret figures of speech (e.g., personification) in context.</p> <p>L.6.5.B. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p>L.6.5.C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).</p>	<ul style="list-style-type: none"> <li>● Define and identify figures of speech</li> <li>● Determine the meaning of and purpose of figures of speech in context</li> <li>● Identify the relationship of words in reading</li> <li>● Clarify words by using the relationship between them in writing</li> <li>● Define the term <i>connotation</i></li> <li>● Discern the difference in meaning between closely related words</li> </ul>	
<p>L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase</p>	<ul style="list-style-type: none"> <li>● Understand and apply conversational, academic, and domain specific vocabulary</li> <li>● Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level</li> <li>● Demonstrate independence in gathering vocabulary knowledge when</li> </ul>	

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important to comprehension or expression.	<p>encountering an unknown term important to comprehension or expression</p> <ul style="list-style-type: none"> <li>• Acquire and use accurately grade appropriate general academic and domain specific words and phrases</li> <li>• Dissect assignments and determine the key processes required</li> </ul>	
<b>Unit 3B Grade 6 What This May Look Like</b>		
<b>District/School Formative Assessment Plan</b>	<b>District/School Summative Assessment Plan</b>	
<p>STAR Reading Test AR Quizzes Study Island practice assignments* Google Classroom questions* Kahoot: review sessions Exit tickets Class discussions Writing drafts and conferences Newsela quizzes and responses* Reading responses* Membean vocabulary quizzes*</p> <p><i>*At various points in the unit, these activities will be used as formative assessments; as students progress, these same formats will be used as summative assessments.</i></p>	<p>Literary essay on essential questions AR quizzes</p>	
<b>Core Instructional Materials</b>	<b>District/School Supplementary Resources</b>	
<p>Pearson/Prentice-Hall Literature anthology Membean (vocabulary) Newsela (informational text)</p>	<p>Renaissance Learning articles Study Island Discovery Education Grammarly / PaperRater Notice &amp; Note lessons &amp; resources Picture book and graphic novel biographies and autobiographies I Dissent: Ruth Bader Ginsberg Makes Her Mark (Debbie Levy) Finding Winnie (Lindsay Mattick) Frederick's Journey (Doreen Rappaport) As Good as Anybody (Richard Michelson)</p>	



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	<p>Knock Knock My Dad's Dream for Me (Daniel Beaty)</p> <p>Swan: The Life and Dance of Anna Pavlova (Laurel Snyder)</p> <p>The Rooster who would not be Quiet (Carmen Agra Deedy)</p> <p>Eleanor Roosevelt biography</p> <p>Houdini biography</p> <p>Mark Twain biography</p> <p>Marley</p> <p>A Christmas Carol (consider doing the week before Christmas if there is time)</p> <p>Jeremy Fink and the Meaning of Life</p> <p>Argue for the value of sports in students' daily lives</p> <p>Poetry (Emily Dickinson, Langston Hughes)</p> <p>New Year's Resolutions</p> <p>Martin Luther King / Presidents' Day</p> <p>"The Road not Taken" (CCSS Exemplar Text)</p> <p>Wonder (Palacio)</p> <p>The Running Dream</p> <p>Drums, Girls and Dangerous Pie</p> <p>Snowflake Bentley</p> <p>When Marian Sang</p> <p>"Water"</p> <p>The Frog Prince, Continued</p> <p>The Graveyard Book</p> <p>The Dark is Rising</p> <p>Greek mythology</p> <p>Folktales</p> <p>History of man</p> <p>A Short Walk through the Pyramids and through the World of Art (CCSS Exemplar Text)</p>	
<b>Possible Types of Assignments</b>		
<p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Recipe poem (happiness)</li> <li>• 6-word story</li> <li>• Argument: read news articles and analyze choices from perspective</li> </ul>	<p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>• Storyboard presentation- my perfect day</li> <li>• Informal</li> </ul>	<p><b>Multimedia:</b></p> <ul style="list-style-type: none"> <li>• Storyboard presentation</li> <li>• Multimedia representation of argument</li> </ul> <p><b>Technology Standards: 8.1.8.F.1</b></p>

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of true happiness <ul style="list-style-type: none"> <li>Argument: A Good life</li> </ul> <b>Technology Standards: 8.1.8.C.1</b>	debate on everyday questions related to happiness or what is good		
<b>Plan for Language Study</b>			
<b>Review:</b> <ul style="list-style-type: none"> <li>Verbs- consistency of tenses, conjugation</li> </ul>	<b>New:</b> <ul style="list-style-type: none"> <li>Pronouns--s hift and agreement</li> </ul>	<b>Academic Vocabulary:</b> trace hyperbole mythology  <b>Prefix:</b> <i>en- em-</i>	
<b>Interdisciplinary Connections throughout the K-12 Curriculum: Unit 1 Grade 2</b>			
<ul style="list-style-type: none"> <li>Student creation of projects and presentations in math, science, social studies, health, and visual and performing arts utilizing all strands of the ELA standards (RL, RI, W, SL, L)</li> <li>Reading and deciphering word problems in math, explaining verbally (both in writing and orally)</li> <li>Reading books, articles, multimedia, and other materials in other disciplines for analysis and integration of knowledge and ideas</li> <li>Negotiation of complexity of text in science and social studies</li> <li>Research to build and present knowledge in science and social studies</li> <li>Vocabulary and language skill acquisition in discipline-specific readings</li> <li>Production and distribution of writing assignments and writing tasks in science, social studies, health</li> <li>Speaking and listening skills in tasks and presentations created for Visual and Performing Arts</li> </ul>			
<b>Integration of 21st Century Themes and Skills</b>			
<u>21st Century Skills/ Career Ready Practices:</u>		CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies.	

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	<p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>
<b>2014 Technology Standards</b>	
<u><b>2014 NJ Technology Standards:</b></u>	<p><b>8.1 Educational Technology</b> (<a href="#">Word</a>   <a href="#">PDF</a>) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.</p> <p><b>8.2 Technology Education, Engineering, Design and Computational Thinking - Programming</b> (<a href="#">Word</a>   <a href="#">PDF</a>) All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p>
<b>Differentiation / Accommodations / Modifications</b>	
<b><u>Gifted and Talented:</u></b>	
<p><b>Extension Activities</b> (<i>content, process, product and learning environment</i>)</p> <ul style="list-style-type: none"> <li>• Conduct research and provide presentation of various topics.</li> <li>• Design surveys to generate and analyze data to be used in discussion.</li> <li>• Debate topics of interest / cultural importance.</li> <li>• Authentic listening and reading sources that provide data and support for speaking and writing prompts.</li> <li>• Exploration of art and/or artists to understand society and history.</li> <li>• Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).</li> </ul> <p><b>Anchor Activities</b></p> <ul style="list-style-type: none"> <li>• Use of Higher Level Questioning Techniques</li> <li>• Provide assessments at a higher level of thinking</li> </ul>	
<b><u>English Language Learners:</u></b>	
<p><b>Modifications for Classroom</b></p> <ul style="list-style-type: none"> <li>• Pair visual prompts with verbal presentations</li> <li>• Ask students to restate information, directions, and assignments.</li> <li>• Repetition and practice</li> <li>• Model skills / techniques to be mastered.</li> <li>• Extended time to complete class work</li> </ul>	

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- Provide copy of classnotes
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting

### **Modifications for Homework/Assignments**

- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

### **Students with Disabilities:**

*Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.*

### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

### **Modifications for Homework and Assignments**

- Extended time to complete assignments.

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- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

### **Modifications for Assessments**

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

## **Students at Risk of School Failure:**

### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
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### **Modifications for Assessments**

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

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Pacing: 3 Weeks		Unit 4
Writing Genre: ALL		Unit 1 CONFIDENCE BUILDING
Unit 4 Standards		Unit 1 ESSENTIAL QUESTIONS <ul style="list-style-type: none"> <li>• When do attitudes need adjusting?</li> <li>• What builds confidence?</li> </ul>
Unit 1 Reading Standards		Unit 1 Reading Critical Knowledge and Skills
RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	<ul style="list-style-type: none"> <li>• Explain the theme or central idea using key details from the text as evidence, including details from the beginning, middle, and end of the text</li> <li>• Identify and use knowledge of common graphic features (charts, maps, diagrams, captions, illustrations) to help determine the central idea of a text</li> <li>• Summarize texts by evaluating key details in which the central idea or theme is located</li> <li>• Distinguish key (thematic) details from all other details</li> <li>• Evaluate recurring ideas and changes in the characters and plot over the course of the text (why did the author make those changes, impact on the reader, effectiveness of the author's choices)</li> <li>• Distinguish between essential and nonessential details of a text to support in creating unbiased summaries withholding personal opinion and judgment</li> </ul>
RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	RST.6-8.2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.	<ul style="list-style-type: none"> <li>• Explain the central idea using key details from the text as evidence, including details from the beginning, middle, and end of the text</li> <li>• Identify and use knowledge of common graphic features (charts, maps, diagrams, captions, illustrations) to help determine the central idea of a text</li> <li>• Summarize texts by evaluating key details in which the central idea or theme is located</li> <li>• Distinguish key details from all other details</li> <li>• Distinguish between essential and nonessential details of a text to support in creating unbiased summaries withholding personal opinion and judgment</li> </ul>
RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone	RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	<ul style="list-style-type: none"> <li>• Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative)</li> <li>• Provide an analysis of the impact of specific word choice on meaning and/or tone</li> <li>• Analyze why the author made a specific word choice</li> <li>• Analyze the impact of the word choice on the reader</li> <li>• Evaluate the effectiveness of the author's word choice</li> <li>• Identify poetic devices used in text</li> <li>• Provide an analysis of the impact of poetic devices (rhyme scheme, alliteration, consonance, etc) on a particular section of a text</li> </ul>

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RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	RST.6-8.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.	<ul style="list-style-type: none"> <li>• Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative)</li> <li>• Provide an analysis of the impact of specific word choice on meaning and/or tone</li> <li>• Analyze why the author made a specific word choice</li> <li>• Analyze the impact of the word choice on the reader</li> <li>• Evaluate the effectiveness of the author's word choice</li> </ul>
RL.6.5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	RI.6.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	<ul style="list-style-type: none"> <li>• Determine how individual elements of a work (section, chapter, scene, or stanza, etc.) contribute to a text's overall scope</li> <li>• Recognize how form relates to function and how a part relates to a whole</li> <li>• Distinguish between different text structures</li> <li>• Identify part to whole and whole to part relationships</li> <li>• Observe how the individual components of the text add to the development of the theme, setting, and plot</li> <li>• Analyze why the author included a specific section (chapter, scene, or stanza, etc.) of the text</li> <li>• Analyze the impact the specific section (chapter, scene, or stanza, etc.) has on you, the reader</li> <li>• Evaluate the effectiveness of the author's choice to include this section (chapter, scene, or stanza, etc.)</li> </ul>
RH.6-8.5. Describe how a text presents information (e.g., sequentially, comparatively, causally).	RST.6-8.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic	<ul style="list-style-type: none"> <li>• Recognize how form relates to function and how a part relates to a whole</li> <li>• Distinguish between different text structures</li> <li>• Identify part to whole and whole to part relationships</li> <li>• Analyze why the author included a specific section (chapter, scene, or stanza, etc.) of the text</li> <li>• Analyze the impact the specific section has on you, the reader</li> <li>• Evaluate the effectiveness of the author's choice to include this section</li> </ul>
RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.	RI.6.6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	<ul style="list-style-type: none"> <li>• Identify various points of view</li> <li>• Determine how the author develops the point-of-view of the narrator or speaker in the text</li> <li>• Reflect upon certain scenes or portions within a text and imagine how their content/style would change if the narrator's or speaker's point-of-view shifted to an alternate point-of-view, including the effect of these changes on the reader</li> <li>• Determine how the author's word choice helps develop the narrator or speaker's point of view</li> <li>• Evaluate the effectiveness of the author's choice in point of view</li> </ul>



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RH.6-8.6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	RST.6-8.6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.	<ul style="list-style-type: none"> <li>Identify the author's point of view</li> <li>Explain the techniques the author uses to develop his/her point of view clearly</li> <li>Evaluate the effectiveness of the techniques the author uses to develop his/her point of view</li> </ul>
<b>Unit 1 Writing Standards</b>		<b>Unit 1 Writing Critical Knowledge and Skills</b>
W.6.4. Produce clear and coherent writing in which the development, organization, <b>voice</b> , and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)		<ul style="list-style-type: none"> <li>Identify defining characteristics of different genres of writing</li> <li>Unpack a writing prompt</li> <li>Write for a specific purpose and audience</li> <li>Select an appropriate text structure or format for the task</li> <li>Use language that is precise and powerful to create voice</li> <li>Create a tone that is appropriate for one's audience</li> </ul>
W.6.8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.		<ul style="list-style-type: none"> <li>Use search terms effectively</li> <li>Assess the credibility and accuracy of each source</li> <li>Select direct and indirect quotations that relate to the topic as evidence</li> <li>Explain quotations used as support to enhance meaning</li> <li>Cite direct and indirect quotations</li> <li>Identify examples of plagiarism in writing</li> <li>Avoid plagiarism in writing</li> <li>Follow typing appropriate typing format and conventions</li> </ul>
<p>W.6.9. (Choice) Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.6.9.A. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").</p> <p>W.6.9.B. Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").</p>		<ul style="list-style-type: none"> <li>Write a clear thesis statement</li> <li>Identify evidence that supports claims in literary analysis</li> <li>Incorporate evidence into written pieces, using introductory phrases and transitions</li> <li>Logically connect evidence to claims in writing</li> <li>Select direct and indirect quotations that relate to the topic as evidence</li> <li>Cite in-text direct and indirect quotations appropriately</li> <li>Explain quotations used as support to enhance meaning</li> <li>Provide adequate supporting details for each main idea in writing</li> <li>Use and maintain a formal style in writing</li> <li>Choose specific language to explain a topic</li> <li>Write a concluding statement/section that follows from and supports analysis</li> <li>Revise and edit the written piece for improvement</li> <li>Apply a specific organizational strategy to a compare-contrast essay</li> </ul>
<b>Unit 1 Speaking and Listening Standards</b>		<b>Unit 1 Speaking and Listening Critical Knowledge and Skills</b>
SL.6.1. Engage effectively in a range of collaborative		<ul style="list-style-type: none"> <li>Read required texts prior to discussions</li> </ul>

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<p>discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>SL.6.1.A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>SL.6.1.B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>SL.6.1.C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>SL.6.1.D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>	<ul style="list-style-type: none"> <li>• Prepare for discussions</li> <li>• Use previous knowledge to expand discussions about a topic</li> <li>• Engage in conversations about grade-appropriate topics and texts</li> <li>• Participate in a variety of rich, structured conversations</li> <li>• Define and identify rules for discussions, including group and individual roles</li> <li>• Model appropriate behavior during discussions</li> <li>• Craft and respond to specific questions based on the topic or text, elaborating when necessary</li> <li>• Reflect on and paraphrase what was discussed</li> <li>• Summarize the ideas expressed</li> </ul>
<b>Unit 4 Language Standards</b>	<b>Unit 4 Language Critical Knowledge and Skills</b>
L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	<ul style="list-style-type: none"> <li>• Understand and apply conversational, academic, and domain specific vocabulary</li> <li>• Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level</li> <li>• Demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression</li> <li>• Acquire and use accurately grade appropriate general academic and domain specific words and phrases</li> <li>• Dissect assignments and determine the key processes required</li> </ul>
<b>Unit 4 Grade 6 What This May Look Like</b>	
<b>District/School Formative Assessment Plan</b>	<b>District/School Summative Assessment Plan</b>
STAR Reading Test AR Quizzes Study Island practice assignments* Google Classroom questions* Kahoot: review sessions Exit tickets Class discussions	Literary essay on essential questions AR quizzes Responses to writing prompts in all relevant genres

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<p>Writing drafts and conferences Newsela quizzes and responses* Reading responses* Membean vocabulary quizzes*</p> <p><i>*At various points in the unit, these activities will be used as formative assessments; as students progress, these same formats will be used as summative assessments.</i></p>	
Core Instructional Materials	District/School Supplementary Resources
<p>Pearson/Prentice-Hall Literature anthology Membean (vocabulary) Newsela (informational text)</p>	<p>Renaissance Learning articles Study Island Discovery Education Grammarly / PaperRater PARCC Authentic released items</p>
Possible Types of Assignments	
<p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Responses to writing prompts</li> <li>• Metacognitive reflection</li> </ul>	<p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>• Peer conferencing</li> <li>• Oral evaluation of responses</li> </ul> <p><b>Multimedia:</b></p> <ul style="list-style-type: none"> <li>• N/A</li> </ul>
Plan for Language Study	
<p><b>Review:</b></p> <ul style="list-style-type: none"> <li>• Review as needed</li> </ul>	<p><b>New:</b></p> <ul style="list-style-type: none"> <li>• N/A</li> </ul> <p><b>Academic Vocabulary:</b> idiom</p> <p><b>Prefix:</b> <i>non-</i></p>
Interdisciplinary Connections throughout the K-12 Curriculum: Unit 1 Grade 2	
<ul style="list-style-type: none"> <li>• Student creation of projects and presentations in math, science, social studies, health, and visual and performing arts utilizing all strands of the ELA standards (RL, RI, W, SL, L)</li> <li>• Reading and deciphering word problems in math, explaining verbally (both in writing and orally)</li> <li>• Reading books, articles, multimedia, and other materials in other disciplines for analysis and integration of knowledge and ideas</li> <li>• Negotiation of complexity of text in science and social studies</li> <li>• Research to build and present knowledge in science and social studies</li> <li>• Vocabulary and language skill acquisition in discipline-specific readings</li> </ul>	

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- Production and distribution of writing assignments and writing tasks in science, social studies, health
- Speaking and listening skills in tasks and presentations created for Visual and Performing Arts

### Integration of 21st Century Themes and Skills

#### 21st Century Skills/ Career Ready Practices:

- CRP1. Act as a responsible and contributing citizen and employee.  
 CRP2. Apply appropriate academic and technical skills.  
 CRP3. Attend to personal health and financial well-being.  
 CRP4. Communicate clearly and effectively and with reason.  
 CRP5. Consider the environmental, social and economic impacts of decisions.  
 CRP6. Demonstrate creativity and innovation.  
 CRP7. Employ valid and reliable research strategies.  
 CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.  
 CRP9. Model integrity, ethical leadership and effective management.  
 CRP10. Plan education and career paths aligned to personal goals.  
 CRP11. Use technology to enhance productivity.  
 CRP12. Work productively in teams while using cultural global competence.

### 2014 Technology Standards

#### 2014 NJ Technology Standards:

- 8.1 Educational Technology** ([Word](#) | [PDF](#))  
 All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.
- 8.2 Technology Education, Engineering, Design and Computational Thinking - Programming**  
 ([Word](#) | [PDF](#))  
 All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.
- Please see relevant projects for technology standards [8.1](#) and [8.2](#):

### Differentiation / Accommodations / Modifications

#### **Gifted and Talented:**

**Extension Activities** (*content, process, product and learning environment*)

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- Conduct research and provide presentation of various topics.
- Design surveys to generate and analyze data to be used in discussion.
- Debate topics of interest / cultural importance.
- Authentic listening and reading sources that provide data and support for speaking and writing prompts.
- Exploration of art and/or artists to understand society and history.
- Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).

### **Anchor Activities**

- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

### **English Language Learners:**

#### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting

#### **Modifications for Homework/Assignments**

- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

### **Students with Disabilities:**

*Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.*

#### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.

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- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

### **Modifications for Homework and Assignments**

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

### **Modifications for Assessments**

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

## **Students at Risk of School Failure:**

### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher

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- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
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Pacing: 5 Weeks		Unit 5
Writing Genre: Argument		Unit 5 NATURE
Unit 1 Standards		Unit 1 ESSENTIAL QUESTIONS
		<ul style="list-style-type: none"> <li>• How should humans interact with nature?</li> <li>• Can we ever tame what's wild?</li> <li>• How smart are animals?</li> <li>• What are nature's mysteries?</li> <li>• Does nature demand respect?</li> </ul>
Unit 5 Reading Standards		Unit 5 Reading Critical Knowledge and Skills
RL.6.1 Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.	RI.6.1 Cite textual evidence <b>and make relevant connections</b> to support analysis of what the text says explicitly as well as inferences drawn from the text.	<ul style="list-style-type: none"> <li>• Closely read the text (questioning, determining importance, looking for patterns) to extract quality evidence to support a claim</li> <li>• Use evidence from the text to make and check predictions when reading</li> <li>• Make personal connections, make connections to other texts, and/or make global connections when relevant</li> <li>• Gather evidence from the text to support inferences or explicit meaning.</li> <li>• Read and analyze a variety of literary genres and informational texts</li> <li>• Closely examine the text's explicit content</li> <li>• Probe a segment of text in order to study and evaluate its multiple, deeper, and varied meanings</li> <li>• Reconstruct and understand the text segment's new meaning</li> <li>• Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences</li> <li>• Refer to the text for support when analyzing and drawing inferences</li> <li>• Correctly cite evidence from the text</li> </ul>
RL.6.5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	RI.6.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	<ul style="list-style-type: none"> <li>• Determine how individual elements of a work (section, chapter, scene, or stanza, etc.) contribute to a text's overall scope</li> <li>• Recognize how form relates to function and how a part relates to a whole</li> <li>• Distinguish between different text structures</li> <li>• Identify part to whole and whole to part relationships</li> <li>• Observe how the individual components of the text add to the development of the theme, setting, and plot</li> <li>• Analyze why the author included a specific section (chapter, scene, or stanza, etc.) of the text</li> <li>• Analyze the impact the specific section (chapter, scene, or stanza, etc.) has on you, the reader</li> <li>• Evaluate the effectiveness of the author's choice to include this section (chapter, scene, or stanza, etc.)</li> </ul>
RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.	RI.6.6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	<ul style="list-style-type: none"> <li>• Identify various points of view</li> <li>• Determine how the author develops the point-of-view of the narrator or speaker in the text</li> <li>• Reflect upon certain scenes or portions within a text and imagine how their content/style would change if the narrator's or speaker's point-of-view shifted to an alternate point-of-view, including the effect of these changes on the reader</li> </ul>



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		<ul style="list-style-type: none"> <li>Determine how the author's word choice helps develop the narrator or speaker's point of view</li> <li>Evaluate the effectiveness of the author's choice in point of view</li> </ul>
	RI.6.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	<ul style="list-style-type: none"> <li>Evaluate data, arguments and claims in a text</li> <li>Distinguish those supported by evidence from those which are not</li> <li>Evaluate the effectiveness of different claims (one that is supported with facts, one that is supported with opinions, and one that is not supported)</li> <li>Evaluate if there is enough evidence to support a particular claim within an informational text</li> </ul>
RL.6.9. Compare and contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	RI.6.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	<ul style="list-style-type: none"> <li>Compare and contrast texts of different genres that share similar themes</li> <li>Analyze how each author conveys the same message through different avenues</li> <li>Investigate the authors' dissimilar backgrounds that inspire such works (themes)</li> <li>Compare/contrast how each author infuses their philosophy and persona into their work</li> <li>Analyze the impact of the differences in forms or genres on the reader</li> <li>Evaluate the effectiveness of each author's approach to the theme and topic</li> <li>Compare and contrast two author's presentations of similar events</li> <li>Determine the similarities and differences of how information is presented depending on the "lens" through which it is being portrayed</li> <li>Make connections across different authors' perspectives</li> <li>Explore the implications of the differences</li> <li>Analyze the impact of the differences in presentations on the reader</li> <li>Evaluate the effectiveness of each author's presentation of events</li> </ul>
RL.6.10 By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (See Appendix A) or above, scaffolding as needed.	RI.6.10. By the end of the year read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above, with scaffolding as needed.	<ul style="list-style-type: none"> <li>Determine difficulties in comprehending and making meaning</li> <li>Apply appropriate strategies in order to increase comprehension when encountering text</li> <li>Encounter appropriate texts at each grade level in order to develop the mature language skills and the conceptual knowledge needed for success in school and life</li> <li>Make an increasing number of connections among ideas and between texts</li> <li>Use scaffolding when necessary</li> </ul>
<b>Unit 5 Writing Standards</b>		<b>Unit 5 Writing Critical Knowledge and Skills</b>
W.6.1. Write arguments to support claims with clear reasons and relevant evidence. W.6.1.A. Introduce claim(s) and organize the reasons and evidence clearly.		<ul style="list-style-type: none"> <li>Introduce claim(s)</li> <li>Write a clear thesis statement</li> <li>Write arguments to support claims</li> <li>Organize the reasons and evidence logically</li> </ul>

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<p>W.6.1.B. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>W.6.1.C. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p>W.6.1.D. Establish and maintain a formal/academic style, approach, and form.</p> <p>W.6.1.E. Provide a concluding statement or section that follows from the argument presented.</p>	<ul style="list-style-type: none"> <li>• Support claim(s) with logical reasoning and evidence</li> <li>• Use accurate, credible sources to support claims</li> <li>• Demonstrate an understanding of the topic or text</li> <li>• Use transitional words and phrases</li> <li>• Use a consistent formal or academic style, approach, and form</li> <li>• Write a conclusion to bring the writing to a close</li> </ul>
<p>W.6.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<ul style="list-style-type: none"> <li>• Identify defining characteristics of different genres of writing</li> <li>• Unpack a writing prompt</li> <li>• Write for a specific purpose and audience</li> <li>• Select an appropriate text structure or format for the task</li> <li>• Use language that is precise and powerful to create voice</li> <li>• Create a tone that is appropriate for one's audience</li> </ul>
<p>W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<ul style="list-style-type: none"> <li>• Revise and edit intentionally to improve writing</li> <li>• Generate ideas to develop topic</li> <li>• Revise writing with a partner or self-editing checklists</li> <li>• Distinguish between editing and revising</li> </ul>
<p>W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</p>	<ul style="list-style-type: none"> <li>• Use technological resources to enhance writing</li> <li>• Give and receive feedback using technology</li> <li>• Seek out authentic publishing opportunities</li> <li>• Use tools including blogs and wikis, to develop writing and communicate with students in their classes</li> <li>• Type a minimum of three pages in a single sitting</li> <li>• Use keyboarding skills to make typing more efficient</li> <li>• Type three pages in an appropriate amount of time</li> </ul>
<p>W.6.7. (Choice) Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p>	<ul style="list-style-type: none"> <li>• Explore inquiry topics through short research projects</li> <li>• Research and synthesize information from several sources</li> <li>• Conduct research and synthesize multiple sources of information</li> <li>• Compile a list of sources to use for a project</li> <li>• Refocus the intent of the research when appropriate</li> </ul>
<p>W.6.8. (Choice) 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</p>	<ul style="list-style-type: none"> <li>• Use search terms effectively</li> <li>• Assess the credibility and accuracy of each source</li> <li>• Select direct and indirect quotations that relate to the topic as evidence</li> <li>• Explain quotations used as support to enhance meaning</li> <li>• Cite direct and indirect quotations</li> </ul>

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information for sources.	<ul style="list-style-type: none"> <li>● Identify examples of plagiarism in writing</li> <li>● Avoid plagiarism in writing</li> <li>● Follow typing appropriate typing format and conventions</li> </ul>
<p>W.6.9. (Choice) Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.6.9.A. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").</p> <p>W.6.9.B. Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").</p>	<ul style="list-style-type: none"> <li>● Write a clear thesis statement</li> <li>● Identify evidence that supports claims in literary analysis</li> <li>● Incorporate evidence into written pieces, using introductory phrases and transitions</li> <li>● Logically connect evidence to claims in writing</li> <li>● Select direct and indirect quotations that relate to the topic as evidence</li> <li>● Cite in-text direct and indirect quotations appropriately</li> <li>● Explain quotations used as support to enhance meaning</li> <li>● Provide adequate supporting details for each main idea in writing</li> <li>● Use and maintain a formal style in writing</li> <li>● Choose specific language to explain a topic</li> <li>● Write a concluding statement/section that follows from and supports analysis</li> <li>● Revise and edit the written piece for improvement</li> <li>● Apply a specific organizational strategy to a compare-contrast essay</li> </ul>
W.6.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	<ul style="list-style-type: none"> <li>● Practice writing in a myriad of situations (journals, dialogues, creative tasks, etc.)</li> <li>● Reflect on and be able to explain purposeful decisions made while writing</li> <li>● Respond to a wide-variety of topics for an array of purposes and audiences</li> <li>● Produce written reflections</li> </ul>
<b>Unit 5 Speaking and Listening Standards</b>	<b>Unit 5 Speaking and Listening Critical Knowledge and Skills</b>
SL.6.3. Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	<ul style="list-style-type: none"> <li>● Determine the speaker's argument and claims</li> <li>● Unpack the arguments and claims</li> <li>● Evaluate whether the speaker's reasoning is rational and legitimate</li> <li>● Evaluate whether there is enough evidence to support the claims</li> </ul>
SL.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).	<ul style="list-style-type: none"> <li>● Utilize skills that are common to the language production domain of writing</li> <li>● Organize ideas in a logical, sequential order</li> <li>● Present information using sound, detailed, and relevant evidence in a coherent manner</li> <li>● Use appropriate eye contact, adequate volume, and clear pronunciation</li> </ul>
SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	<ul style="list-style-type: none"> <li>● Incorporate multimedia and visual displays into presentations to add clarity to their content</li> <li>● Incorporate posters outlining charts/graphs to clarify information and captivate their audience</li> <li>● Incorporate music and/or sound effects into their presentation to bring the information "to life" and allow for greater engagement with the audience</li> <li>● Incorporate technology to enhance the presentation</li> </ul>
SL.6.6. Adapt speech to a variety of contexts and	<ul style="list-style-type: none"> <li>● Orally present information, using appropriate speech, in a variety of situations</li> </ul>

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tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)	<ul style="list-style-type: none"> <li>Manipulate the speech based upon context</li> </ul>
<b>Unit 5 Language Standards</b>	<b>Unit 5 Language Critical Knowledge and Skills</b>
<p>L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.6.1.A. Ensure that pronouns are in the proper case (subjective, objective, possessive).</p> <p>L.6.1.E. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.</p>	<ul style="list-style-type: none"> <li>Identify pronouns in writing</li> <li>Ensure that pronouns are in the proper case (subjective, objective, possessive)</li> <li>Revise grammatical errors in writing</li> <li>Perform peer reviews of writing to identify and correct grammatical errors</li> <li>Identify and use strategies to revise writing</li> </ul>
<p>L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.6.2.A. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</p> <p>L.6.2.B. Spell correctly.</p>	<ul style="list-style-type: none"> <li>Define and identify nonrestrictive/parenthetical elements in writing</li> <li>Determine the appropriate punctuation to set off nonrestrictive/parenthetical elements</li> <li>Apply common rules and patterns to spell words correctly in writing</li> </ul>
<p>L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.6.3.A. Vary sentence patterns for meaning, reader/listener interest, and style/voice.</p> <p>L.6.3.B. Maintain consistency in style and tone.</p>	<ul style="list-style-type: none"> <li>Identify various sentence patterns in reading</li> <li>Incorporate various sentence patterns to create style and voice in writing</li> <li>Use a consistent style and tone when writing or speaking</li> </ul>
<p>L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<ul style="list-style-type: none"> <li>Understand and apply conversational, academic, and domain specific vocabulary</li> <li>Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level</li> <li>Demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression</li> <li>Acquire and use accurately grade appropriate general academic and domain specific words and phrases</li> <li>Dissect assignments and determine the key processes required</li> </ul>
<b>Unit 5 Grade 6 What This May Look Like</b>	
<b>District/School Formative Assessment Plan</b>	<b>District/School Summative Assessment Plan</b>
<p>AR Quizzes</p> <p>Study Island practice assignments*</p> <p>Google Classroom questions*</p> <p>Kahoot: review sessions</p>	<p>Literary essay on essential questions</p> <p>AR quizzes</p> <p>STAR Reading Test</p> <p>Study Island Post-test</p>

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Exit tickets Class discussions Writing drafts and conferences Newsela quizzes and responses* Reading responses* Membean vocabulary quizzes*  <i>*At various points in the unit, these activities will be used as formative assessments; as students progress, these same formats will be used as summative assessments.</i>	Membean vocabulary final Argumentative writing piece
<b>Core Instructional Materials</b>	<b>District/School Supplementary Resources</b>
Pearson/Prentice-Hall Literature anthology Membean (vocabulary) Newsela (informational text)	Renaissance Learning articles Study Island Discovery Education Grammarly / PaperRater Notice & Note lessons & resources The Other Way to Listen (Byrd Baylor) Ada's Violin (Susan Hood) Dear Children of the Earth (Schim Schimmel) Water can be... (Laura Purdie Salas) Best in Snow (April Pulley Sayre) The Water Princess (Susan Verde) Jasper's Story: Saving Moon Bears (Jill Robinson) Water is Water (Miranda Paul) Follow the Moon Home (Phillippe Cousteau) Rachel Carson Steinbeck Flowers for Algernon Mrs. Frisby and the Rats of NIMH Emily Dickinson Robert Frost My Side of the Mountain A Week in the Woods Readings on local environmental issues

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<p>Daisy video (Johnson vs. Goldwater campaign video)  Walt Whitman  Longfellow  Thoreau  Hoot / Flush / Chomp  The Adventures of Charlotte Doyle  The Evolution of a Grocery Bag (CCSS Exemplar Text)  Research environmental groups: NASA, Greenpeace, etc.  Planting the Trees of Kenya: The Story of Wangari Maathai  Can We Save the Tiger?  The Case of the Vanishing Golden Frogs: A Scientific Mystery  Ducky (Bunting)</p>		
<b>Possible Types of Assignments</b>		
<p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>Editorial on environmental issue</li> </ul> <p><b>Tech stds.: 8.1.8.A.1, 8.1.8.B.1</b></p> <ul style="list-style-type: none"> <li>Poems- haiku, found poem, etc.</li> </ul>	<p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>Speech with multimedia components</li> </ul>	<p><b>Multimedia:</b></p> <ul style="list-style-type: none"> <li>Speech with multimedia components</li> <li>Environmental commercial</li> </ul> <p><b>Tech std. 8.1.8.C.1, 8.1.8.E.1</b></p>
<b>Plan for Language Study</b>		
<p><b>Review:</b></p> <ul style="list-style-type: none"> <li>Consistency in style and tone</li> <li>Standard usage</li> </ul>	<p><b>New:</b></p> <ul style="list-style-type: none"> <li>N/A</li> </ul>	<p><b>Academic Vocabulary:</b> editorial</p> <p><b>Prefix:</b> <i>in- im-</i>(in or into)</p>
<b>Interdisciplinary Connections throughout the K-12 Curriculum: Unit 1 Grade 2</b>		
<ul style="list-style-type: none"> <li>Student creation of projects and presentations in math, science, social studies, health, and visual and performing arts utilizing all strands of the ELA standards (RL, RI, W, SL, L)</li> <li>Reading and deciphering word problems in math, explaining verbally (both in writing and orally)</li> <li>Reading books, articles, multimedia, and other materials in other disciplines for analysis and integration of knowledge and ideas</li> <li>Negotiation of complexity of text in science and social studies</li> <li>Research to build and present knowledge in science and social studies</li> <li>Vocabulary and language skill acquisition in discipline-specific readings</li> <li>Production and distribution of writing assignments and writing tasks in science, social studies, health</li> <li>Speaking and listening skills in tasks and presentations created for Visual and Performing Arts</li> </ul>		

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Integration of 21st Century Themes and Skills	
<a href="#"><u>21st Century Skills/ Career Ready Practices:</u></a>	<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>
2014 Technology Standards	
<a href="#"><u>2014 NJ Technology Standards:</u></a>	<p><b>8.1 Educational Technology</b> (<a href="#">Word</a>   <a href="#">PDF</a>) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.</p> <p><b>8.2 Technology Education, Engineering, Design and Computational Thinking - Programming</b> (<a href="#">Word</a>   <a href="#">PDF</a>) All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p>
Differentiation / Accommodations / Modifications	
<p style="text-align: center;"><b><u>Gifted and Talented:</u></b></p> <p><b>Extension Activities</b> (<i>content, process, product and learning environment</i>)</p> <ul style="list-style-type: none"> <li>• Conduct research and provide presentation of various topics.</li> <li>• Design surveys to generate and analyze data to be used in discussion.</li> <li>• Debate topics of interest / cultural importance.</li> <li>• Authentic listening and reading sources that provide data and support for speaking and writing prompts.</li> <li>• Exploration of art and/or artists to understand society and history.</li> </ul>	

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- Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).

### **Anchor Activities**

- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

### **English Language Learners:**

#### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting

#### **Modifications for Homework/Assignments**

- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

### **Students with Disabilities:**

*Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.*

#### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher



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- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

### **Modifications for Homework and Assignments**

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

### **Modifications for Assessments**

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

## **Students at Risk of School Failure:**

### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting

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- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

### **Modifications for Homework and Assignments**

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

### **Modifications for Assessments**

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.