

## Pine Hill Public Schools Curriculum

Content Area:		<b>English Language Arts</b>	
Course Title/ Grade Level:		Grade Six	
Unit 1:	<b>Structure of Texts/Point of View Conventions of Writing</b>	Month:	<b>September – October 6 weeks</b>
Unit 2:	<b>Theme/Text Evidence Expository Writing</b>	Month:	<b>November – December 6 weeks</b>
Unit 3:	<b>Research Narrative Writing</b>	Month:	<b>January 4 weeks</b>
Unit 4:	<b>History through Literature and Narrative Extension</b>	Month:	<b>February – March 4 weeks</b>
Unit 5:	<b>Responding to Informational Texts</b>	Month:	<b>April 3 weeks</b>
Unit 6:	<b>Interpretation of Complex Literature/Persuasive Techniques</b>	Month:	<b>May –June 6 weeks</b>

Date Revision Approved:

Initial BOE Approval Date:

**Pine Hill Public Schools**  
**English Language Arts Curriculum**

<b>Unit Title: Structure of Texts/Point of View Conventions of Writing</b>		<b>Unit #: 1</b>
<b>Course or Grade Level: Six</b>		<b>Length of Time: 6 Weeks</b>
<b>Pacing</b>	September - October	
<b>Essential Questions</b>	<p><b>English</b></p> <ul style="list-style-type: none"> <li>● How do we examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content through writing informative/explanatory texts? (R1)</li> <li>● How do we analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole? (R5)</li> <li>● What do we do to assess how point of view or purpose shapes the content and style of a text? (R6)</li> <li>● What do we do to integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally? (SL2)</li> <li>● How do conventions of standard English grammar and usage add to the effectiveness of writing and speaking? (NJSLSA.L1)</li> <li>● How do conventions of standard English capitalization, punctuation, and spelling when writing add to its effectiveness? (NJSLSA.L2)</li> <li>● How do you adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate? (SL6)</li> <li>● How do we use technology, including the Internet, to produce and publish writing and to interact and collaborate with others? (W6)</li> <li>● How do we determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaning or style, and to comprehend more fully when reading or listening? (L4)</li> <li>● How do we demonstrate understanding of word relationships and nuances in word meanings? (L5)</li> <li>● How do we 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? (L6)</li> </ul>	
<b>Content</b>	<p><b>English</b></p> <ul style="list-style-type: none"> <li>● Genres of Literature - fiction, nonfiction, poetry, drama, science fiction, fantasy, historical fiction, informational text</li> <li>● Elements of Fiction, Non Fiction, and Informational Text</li> <li>● Reading for a variety of purposes</li> <li>● Reading Strategies</li> <li>● Structural Analysis of Literature</li> <li>● Grammar - Parts of Speech (Nouns, Pronouns, Verbs, Adjectives, Adverbs)</li> <li>● Writing Conventions (punctuation, capitalization, sentence structure, paragraph form, essay form)</li> <li>● Brainstorming and planning for expository writing</li> <li>● Vocabulary</li> <li>● Engage in a range of collaborative discussions with peers.</li> <li>● Present information to peers for discussion and evaluation.</li> <li>● Analyze the purpose of information being presented and evaluate the motive behind its presentation.</li> <li>● Technology Research and Distribution</li> <li>● Analytical Writing</li> </ul>	
<b>Skills</b>	<p><b>English</b></p> <ul style="list-style-type: none"> <li>● Distinguish and compare elements of different genres: fiction, nonfiction, poetry, drama, science fiction, fantasy, historical fiction, informational text</li> <li>● Identify and Analyze Elements of Literature: setting, plot, theme, characters, conflict, point-of-view, exposition, rising action, climax, falling action)</li> <li>● Research and summarize author background</li> <li>● Organize internal and external elements of text to build comprehension (i.e. author background, genre, elements of literature, )</li> <li>● Read beyond the printed text to understand the stated or implied message or theme.</li> <li>● Define and apply parts of speech (Nouns, Pronouns, Verbs, Adjectives, Adverbs, Prepositions, Conjunctions, Interjections,)</li> </ul>	

	<ul style="list-style-type: none"> <li>● Demonstrate understanding of and apply a variety of sentence structures to writing: simple, compound, complex, and compound-complex.</li> <li>● Demonstrate understanding of and apply punctuation when writing: use commas to separate ideas in a series.</li> <li>● Recognize Genre and Organization of Writing</li> <li>● Exchange information, understand feedback from others (both verbal and non-verbal), respond to questions, use feedback to evaluate contributions, and explain the main idea in a one on one, teacher directed, or peer group discussion by relating and retelling information.</li> </ul>
<b>Assessments</b>	<p><b>English</b></p> <ul style="list-style-type: none"> <li>● STAR Reading Assessment</li> <li>● Formative assessments <ul style="list-style-type: none"> <li>AR Tests</li> <li>Comprehension Tests</li> <li>Vocabulary tests</li> <li>Illustrating text ideas</li> <li>Graphic Organizers</li> </ul> </li> <li>● Response Journal (real life connections to literature)</li> <li>● Formative assessments (grammar/punctuation tests, daily edits, vocabulary, Expository, Persuasive, Narrative Writing)</li> <li>● Summative Writing Assessments</li> </ul>
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>● Nonlinguistic representations of key concepts – story map, character sketches, graphs, graphic organizers, webs, plot diagrams, symbols, models</li> <li>● Note-taking organizers</li> <li>● Direct Instruction</li> <li>● Small Group Instruction</li> <li>● Multi-sensory approach</li> <li>● Cooperative Learning</li> <li>● Mindfulness</li> <li>● Novel Selection</li> <li>● Pneumatic Devices</li> <li>● Smart Board Activities</li> <li>● STAR Reading Benchmarks</li> </ul>
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>● Social Studies: Geography, Social Context, Historical Context</li> <li>● Science: Life, Physical and Earth</li> <li>● Health: Health and Wellness Issues</li> <li>● Math: Consumer Math</li> <li>● Technology: Research &amp; Production</li> </ul>
<b>Lesson resources / Activities</b>	<p><b>Novels:</b>  <i>Out of My Mind by Sharon M. Draper</i>  <i>Hatchet by Gary Paulson</i>  <i>Maniac McGee by Jerry Spinelli</i></p> <p><b>Technology Resources:</b>  <i>Google Classroom</i>  <i>Quizlet</i>  <i>Storyboardthat</i>  <i>Flipgrid</i>  <i>Newsela</i></p> <ul style="list-style-type: none"> <li>● <b>Various nonfiction informational text for reinforcement (<i>newseum.org</i>, Scholastic <i>SCOPE Magazine</i>)</b></li> <li>● <i>Language Network</i> – McDougal Littell (Yellow, Grade 6)</li> <li>● <i>Language of Literature</i> – McDougal Littell (Yellow, Grade 6)</li> <li>● <i>Vocabulary</i></li> <li>● <i>Empowering Writers Narrative Guide</i> – Empowering Writers</li> <li>● <i>Lessons That Change Writers</i> – Nancie Atwell, Heinemann Press</li> <li>● <i>Collaborative Learning Activities</i></li> </ul>

- *Notice and Note Signposts- Beers and Probst*

**New Jersey Student Learning Standards for English Language Arts**

<b>Anchor Standards:</b> <ul style="list-style-type: none"> <li>• Craft and Structure</li> <li>• Comprehension and Collaboration</li> <li>• Presentation of Knowledge and Ideas</li> <li>• Conventions of Standard English</li> <li>• Text Types and Purposes</li> <li>• Production and Distribution of Writing</li> <li>• Research to Build and Present Knowledge</li> <li>• Range of Writing</li> <li>• Knowledge of Language</li> <li>• Vocabulary Acquisition and Use</li> </ul>	NJSLSA.R5. NJSLSA.R6.  NJSLSA.SL2.  NJSLSA.SL6.  L.6.2.  NJSLSA.W2, W4  NJSLSA.L1, L2 NJSLSA.L4, L5, L6
--	---

**21<sup>st</sup> Century Themes**

X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
---	------------------	--	---	--	----------------	--	-----------------

**21<sup>st</sup> Century Skills**

X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		

**21<sup>st</sup> Century Technology**

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

**Pine Hill Public Schools  
English Language Arts Curriculum**

<b>Unit Title: Theme/Text Evidence Expository Writing</b>		<b>Unit #: 2</b>
<b>Course or Grade Level: Six</b>	<b>Length of Time: 6 Weeks</b>	

<b>Date Updated: August 7, 2018</b>		<b>BOE Approval Date:</b>
<b>Pacing</b>	November - December	
<b>Essential Questions</b>	<p><b>English</b></p> <ul style="list-style-type: none"> <li>● How do we apply and build upon skills addressed/mastered in prior unit?</li> <li>● How do we read closely to determine what the text says explicitly and how do we make logical inferences and relevant connections from it? (NJSLSA.R1)</li> <li>● How do we cite specific textual evidence when writing or speaking to support conclusions drawn from the text? (NJSLSA.R1)</li> <li>● How do we determine central ideas or themes of a text and analyze their development? (NJSLSA.R2)</li> <li>● What skills do we utilize to analyze how and why individuals, events, and ideas develop and interact over the course of a text? (NJSLSA.R3)</li> <li>● How do we interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape tone and meaning?(NJSLSA.R4)</li> <li>● How do we use technology, including the Internet, to produce and publish writing to interact and collaborate with others? (NJSLSA.W6)</li> <li>● How do we write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences?( NJSLSA.W10)</li> <li>● How do we analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take?(NJSLSA.R9)</li> <li>● How do we read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed? (NJSLSA.R10)</li> <li>● How do conventions of standard English grammar and usage add to the effectiveness of writing and speaking? (NJSLSA.L1)</li> <li>● How do conventions of standard English capitalization, punctuation, and spelling when writing add to its effectiveness? (NJSLSA.L2)</li> <li>● How can we adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate? (NJSLSA.SL 6)</li> </ul>	
<b>Content</b>	<p><b>English</b></p> <ul style="list-style-type: none"> <li>● Genres of Literature - fiction, nonfiction, poetry, drama, science fiction, fantasy, historical fiction, informational text</li> <li>● Elements of Fiction, Non Fiction, and Informational Text</li> <li>● Reading for a variety of purposes</li> <li>● Reading Strategies</li> <li>● Structural Analysis of Literature</li> <li>● Author’s Craft</li> <li>● Grammar - Parts of Speech (Nouns, Pronouns, Verbs, Adjectives, Adverbs)</li> <li>● Writing Conventions (punctuation, capitalization, sentence structure, paragraph form, essay form)</li> <li>● Narrative, Expository, and Persuasive Writing</li> <li>● Vocabulary</li> <li>● Engage in a range of collaborative discussions with peers.</li> <li>● Present information to peers for discussion and evaluation.</li> <li>● Analyze the purpose of information being presented and evaluate the motive behind its presentation.</li> <li>● Technology Research &amp; Distribution</li> <li>● Analytical Writing</li> </ul>	
<b>Skills</b>	<p><b>English</b></p> <ul style="list-style-type: none"> <li>● Analyze author’s craft including vocabulary, tone, voice, imagery, and figurative language.</li> <li>● Organize internal and external elements of text to build comprehension (i.e. author background, genre, elements of literature, )</li> <li>● Read beyond the printed text to understand the stated or implied message or theme.</li> <li>● Use reading/thinking strategies to demonstrate comprehension of text: <ul style="list-style-type: none"> <li>-activate background knowledge prior to reading</li> <li>-pose questions prior to, during, and after reading</li> <li>-predict and read to validate predictions</li> </ul> </li> </ul>	

	<ul style="list-style-type: none"> <li>● Use graphic organizers to organize and summarize text.</li> <li>● Describe cause/effect relationships and their impact on plot.</li> <li>● Differentiate attributes of different forms of writing: Narrative, Expository, Persuasive</li> <li>● Use commas to separate coordinate adjectives in a sentence</li> <li>● Engage in a range of collaborative discussions with peers.</li> <li>● Present information to peers for discussion and evaluation.</li> <li>● Analyze the purpose of information being presented and evaluate the motive behind its presentation.</li> </ul>
<b>Assessments</b>	<ul style="list-style-type: none"> <li>● STAR Reading Assessment</li> <li>● Formative assessments <ul style="list-style-type: none"> <li>AR Tests</li> <li>Comprehension Tests</li> <li>Vocabulary tests</li> <li>Illustrating text ideas</li> <li>Graphic Organizers</li> </ul> </li> <li>● Response Journal (real life connections to literature)</li> <li>● 4 pt. Reading Response Rubric</li> <li>● Formative assessments (grammar/punctuation tests, DOL, vocabulary, Expository, Persuasive, Narrative Writing)</li> <li>● Summative Writing Assessments (Narrative, Expository, Persuasive)</li> <li>● 4 pt. PARCC Writing Rubric</li> </ul>
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>● Nonlinguistic representations of key concepts – story map, character sketches, graphs, graphic organizers, webs, plot diagrams, symbols, models</li> <li>● Note-taking organizers</li> <li>● Direct Instruction</li> <li>● Small Group Instruction</li> <li>● Multi-sensory approach</li> <li>● Cooperative Learning</li> <li>● Mindfulness</li> <li>● Novel Selection</li> <li>● Pneumatic Devices</li> <li>● Smart Board Activities</li> <li>● STAR Reading Benchmarks</li> </ul>
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>● Social Studies: Geography, Social Context, Historical Context</li> <li>● Science: Life, Physical and Earth</li> <li>● Health: Health and Wellness Issues</li> <li>● Math: Consumer Math</li> <li>● Technology: Research and production</li> </ul>
<b>Lesson resources / Activities</b>	<p><b>Novels:</b>  <i>Out of My Mind</i> by Sharon M. Draper  <i>Hatchet</i> by Gary Paulson  <i>Maniac McGee</i> by Jerry Spinelli</p> <p><b>Technology Resources:</b>  Google Classroom  Quizlet  Storyboardthat  Flipgrid  Newsela</p> <ul style="list-style-type: none"> <li>● <b>Various nonfiction informational text for reinforcement (<i>newseum.org</i>, Scholastic <i>SCOPE Magazine</i>)</b></li> <li>● <i>Language Network</i> – McDougal Littell (Yellow, Grade 6)</li> <li>● <i>Language of Literature</i> – McDougal Littell (Yellow, Grade 6)</li> <li>● <i>Vocabulary</i></li> </ul>

	<ul style="list-style-type: none"> <li>● <i>Empowering Writers Narrative Guide</i> – Empowering Writers</li> <li>● <i>Lessons That Change Writers</i> – Nancie Atwell, Heinemann Press</li> <li>● <i>Collaborative Learning Activities</i></li> <li>● <i>Notice and Note Signposts- Beers and Probst</i></li> </ul>
--	---

**ELA Common Core Standards**

**Grade: Six**

**Strand:**

<b>Category:</b>	<b>#. Standard:</b>
<ul style="list-style-type: none"> <li>● <b>Key Ideas and Details</b></li> <li>● <b>Craft and Structure</b></li> <li>● <b>Integration of Knowledge and Ideas</b></li> <li>● <b>Range of Reading and Level of Text Complexity</b></li> <li>● <b>Text Types and Purposes</b></li> <li>● <b>Production and Distribution of Writing</b></li> <li>● <b>Research to Build and Present Knowledge</b></li> <li>● <b>Range of Writing</b></li> <li>● <b>Comprehension and Collaboration</b></li> <li>● <b>Presentation of Knowledge and Ideas</b></li> <li>● <b>Conventions of Standard English</b></li> <li>● <b>Knowledge of Language</b></li> <li>● <b>Vocabulary Acquisition and Use</b></li> </ul>	NJSLSA.R1 NJSLSA.R2 NJSLSA.R3 NJSLSA.R4 NJSLSA.R9 NJSLSA.R10 NJSLSA.W2 NJSLSA.W4 NJSLSA.W5 NJSLSA.W6 NJSLSA.W10 ● NJSLSA.L1 ● NJSLSA.L2 ● NJSLSA.SL6

**Career and College Readiness Anchor Standards for Reading:** Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, Range of Reading and Level of Text Complexity  
**Career and College Readiness Anchor Standards for Writing:** Text Types and Purposes, Production and Distribution of Writing, Research to Build and Present Knowledge, Range of Writing  
**Career and College Readiness Anchor Standards for Speaking and Listening:** Comprehension and Collaboration, Presentation of Knowledge and Ideas  
**Career and College Readiness Anchor Standards for Language:** Conventions of Standards English, Knowledge of Language, Vocabulary Acquisition and Use

**21<sup>st</sup> Century Themes**

X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy	X	Health Literacy
---	------------------	--	---	---	----------------	---	-----------------

**21<sup>st</sup> Century Skills**

X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
X	Media Literacy		ICT Literacy	X	Life and Career Skills		

## 21<sup>st</sup> Century Technology

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

Pine Hill Public Schools English Language Arts Curriculum	
<b>Unit Title: Research/Narrative Writing</b>	<b>Unit #: 3</b>
<b>Course or Grade Level: Six</b>	<b>Length of Time: 4 Weeks</b>
<b>Date Updated: June 7, 2018</b>	<b>BOE Approval Date:</b>
<b>Pacing</b>	January
<b>Essential Questions</b>	<p><b>English</b></p> <ul style="list-style-type: none"> <li>● How do we apply and build upon skills addressed/mastered in prior units?</li> <li>● How can we interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone? (R4)</li> <li>● How do we write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences? (W3)</li> <li>● How can we conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation? (W7)</li> <li>● How do we gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism? (W8)</li> <li>● How can we draw evidence from literary or informational texts to support analysis, reflection, and research? (W9)</li> <li>● How will we write routinely over extended time frames for a range of tasks, purposes and audiences? (W10)</li> <li>● How can we evaluate a speaker's point of view, reasoning and use of evidence and rhetoric? (SL3)</li> <li>● How do we apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening? (L3)</li> </ul>
<b>Content</b>	<p><b>English</b></p> <ul style="list-style-type: none"> <li>● Genres of Literature - fiction, nonfiction, poetry, drama, science fiction, fantasy, historical fiction, informational text</li> <li>● Elements of Fiction, Non Fiction, and Informational Text</li> <li>● Reading for a variety of purposes</li> <li>● Reading Strategies</li> <li>● Structural Analysis of Literature</li> <li>● Author's Craft</li> <li>● Grammar - Parts of Speech (Nouns, Pronouns, Verbs, Adjectives, Adverbs)</li> <li>● Writing Conventions (punctuation, capitalization, sentence structure, paragraph form, essay form)</li> <li>● Narrative, Expository, and Persuasive Writing</li> <li>● Vocabulary</li> </ul>



	<ul style="list-style-type: none"> <li>● Technology Research and Distribution</li> <li>● Analytical Writing</li> </ul>
<b>Skills</b>	<p><b>English</b></p> <ul style="list-style-type: none"> <li>● Analyze author’s craft including vocabulary, tone, voice, imagery, and figurative language.</li> <li>● Organize internal and external elements of text to build comprehension (i.e. author background, genre, elements of literature, )</li> <li>● Read beyond the printed text to understand the stated or implied message or theme.</li> <li>● Use reading/thinking strategies to demonstrate comprehension of text: <ul style="list-style-type: none"> <li>-activate background knowledge prior to reading</li> <li>-pose questions prior to, during, and after reading</li> <li>-predict and read to validate predictions</li> </ul> </li> <li>● Use graphic organizers to organize and summarize text.</li> <li>● Paraphrase and summarize main ideas in text.</li> <li>● Explore topics beyond the printed text for understanding.</li> <li>● Respond to text with precise language and specific details - RACE</li> <li>● Infer ideas and draw conclusions based on textual evidence.</li> <li>● Identify the author(s) stated or implied purpose(s) for writing a specified text.</li> <li>● Analyze elements of author’s style including word choice, sentence structure, imagery, language patterns, and literary devices</li> <li>● Engage in a range of collaborative discussions with peers.</li> <li>● Present information to peers for discussion and evaluation.</li> <li>● Determine and support connotative and denotative meanings with textual evidence.</li> <li>● Identify, compare and contrast, and apply elements of Narrative, Expository, and Persuasive Writing</li> <li>● Apply conventions of writing to written work.</li> <li>● Develop arguments to support claims, develop text to convey main ideas and information in expository pieces, and develop plots, characters, setting etc. to develop a narrative story line.</li> </ul>
<b>Assessments</b>	<ul style="list-style-type: none"> <li>● <b>English</b></li> <li>● STAR Reading Assessment</li> <li>● Formative assessments <ul style="list-style-type: none"> <li>AR Tests</li> <li>Comprehension Tests</li> <li>Vocabulary tests</li> <li>Illustrating text ideas</li> <li>Graphic Organizers</li> </ul> </li> <li>● Response Journal (real life connections to literature)</li> <li>● 4 pt. Reading Response Rubric</li> <li>● Formative assessments (grammar/punctuation tests, DOL, vocabulary, Expository, Persuasive, Narrative Writing)</li> <li>● Summative Writing Assessments (Narrative, Expository, Persuasive)</li> <li>● 6 pt. Writing Rubric</li> </ul>
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>● Nonlinguistic representations of key concepts – story map, character sketches, graphs, graphic organizers, webs, plot diagrams, symbols, models</li> <li>● Note-taking organizers</li> <li>● Direct Instruction</li> <li>● Small Group Instruction</li> <li>● Multi-sensory approach</li> <li>● Cooperative Learning</li> <li>● Mindfulness <ul style="list-style-type: none"> <li>● Novel Selection</li> <li>● Pneumatic Devices</li> <li>● Smart Board Activities</li> <li>● STAR Reading Benchmarks</li> </ul> </li> </ul>
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>● Social Studies: Geography, Social Context, Historical Context</li> <li>● Science: Life, Physical and Earth</li> <li>● Health: Health and Wellness Issues</li> </ul>

	<ul style="list-style-type: none"> <li>● Math: Consumer Math</li> <li>● Technology: Research and production</li> </ul>
<b>Lesson resources / Activities</b>	<p><b>Novels:</b> <i>Numer the Stars by Lois Lowry</i></p> <p><b>Technology Resources:</b> <i>Google Classroom</i> <i>Quizlet</i> <i>Storyboardthat</i> <i>Flipgrid</i> <i>Newsela</i></p> <ul style="list-style-type: none"> <li>● <b>Various nonfiction informational text for reinforcement (<i>newseum.org</i>, Scholastic <i>SCOPE Magazine</i>)</b></li> <li>● <i>Language Network</i> – McDougal Littell (Yellow, Grade 6)</li> <li>● <i>Language of Literature</i> – McDougal Littell (Yellow, Grade 6)</li> <li>● <i>Vocabulary</i></li> <li>● <i>Empowering Writers Narrative Guide</i> – Empowering Writers</li> <li>● <i>Lessons That Change Writers</i> – Nancie Atwell, Heinemann Press</li> <li>● <i>Collaborative Learning Activities</i></li> <li>● <i>Notice and Note Signposts- Beers and Probst</i></li> </ul>

**ELA Common Core Standards**

**Grade: Six**

**Strand:**

<b>Category:</b>	<b>#. Standard:</b>
● <b>Key Ideas and Details</b>	NJSLSA.W3
● <b>Craft and Structure</b>	
● <b>Integration of Knowledge and Ideas</b>	NJSLSA.W7
● <b>Range of Reading and Level of Text Complexity</b>	NJSLSA.W8
● <b>Text Types and Purposes</b>	NJSLSA.W9
● <b>Production and Distribution of Writing</b>	NJSLSA.L3
● <b>Research to Build and Present Knowledge</b>	NJSLSA.SL3
● <b>Range of Writing</b>	NJSLSA.R4
● <b>Comprehension and Collaboration</b>	
● <b>Presentation of Knowledge and Ideas</b>	
● <b>Conventions of Standard English</b>	
● <b>Knowledge of Language</b>	
● <b>Vocabulary Acquisition and Use</b>	

**Career and College Readiness Anchor Standards for Reading:** Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, Range of Reading and Level of Text Complexity

**Career and College Readiness Anchor Standards for Writing:** Text Types and Purposes, Production and Distribution of Writing, Research to Build and Present Knowledge, Range of Writing  
**Career and College Readiness Anchor Standards for Speaking and Listening:** Comprehension and Collaboration, Presentation of Knowledge and Ideas  
**Career and College Readiness Anchor Standards for Language:** Conventions of Standards English, Knowledge of Language, Vocabulary Acquisition and Use

**21<sup>st</sup> Century Themes**

X	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy	X	Health Literacy
---	------------------	---	---	---	----------------	---	-----------------

**21<sup>st</sup> Century Skills**

X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
X	Media Literacy		ICT Literacy	X	Life and Career Skills		

**21<sup>st</sup> Century Technology**

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

**Pine Hill Public Schools  
English Language Arts Curriculum**

<b>Unit Title: History through Literature and Narrative Extension</b>	<b>Unit #: 4</b>
---	------------------

<b>Course or Grade Level: Six</b>	<b>Length of Time: 4 Weeks</b>
-----------------------------------	--------------------------------

<b>Date Updated: August 7, 2018</b>	<b>BOE Approval Date:</b>
-------------------------------------	---------------------------

<b>Pacing</b>	February - March
---------------	------------------

<b>Essential Questions</b>	<p><b>English</b></p> <ul style="list-style-type: none"> <li>• How do we apply and build upon skills addressed/mastered in prior unit?</li> <li>• How can we analyze how and why individuals, events, and ideas develop and interact over the course of a text? (NJSLSA.R3)</li> <li>• How can we assess how point of view or purpose shapes the content and style of a text? (NJSLSA.R6)</li> </ul>
----------------------------	--

	<ul style="list-style-type: none"> <li>● How do we write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences? (W3)</li> <li>● How can we conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation? (W7)</li> <li>● How do we gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism? (W8)</li> <li>● How can we draw evidence from literary or informational texts to support analysis, reflection, and research? (W9)</li> <li>● How do we determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate? (L4)</li> <li>● What do we do to integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally? (SL2)</li> <li>● How can we make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations? (SL5)</li> </ul>
<b>Content</b>	<p><b>English</b></p> <ul style="list-style-type: none"> <li>● Genres of Literature - fiction, nonfiction, poetry, drama, science fiction, fantasy, historical fiction, informational text</li> <li>● Elements of Fiction, Non Fiction, and Informational Text</li> <li>● Reading for a variety of purposes</li> <li>● Reading Strategies</li> <li>● Structural Analysis of Literature</li> <li>● Author's Craft</li> <li>● Grammar - Parts of Speech (Nouns, Pronouns, Verbs, Adjectives, Adverbs)</li> <li>● Writing Conventions (punctuation, capitalization, sentence structure, paragraph form, essay form)</li> <li>● Analytical Writing</li> <li>● Narrative, Expository, and Persuasive Writing</li> <li>● Vocabulary</li> <li>● Technology Research &amp; Distribution</li> </ul>
<b>Skills</b>	<p><b>English</b></p> <ul style="list-style-type: none"> <li>● Analyze the purpose of information being presented and evaluate the motive behind its presentation.</li> <li>● Compare and contrast historical fiction to information text on same time period.</li> <li>● Respond to text with precise language and specific details - QUASI: question, understand, answer, support, insight</li> <li>● Read and demonstrate comprehension of a variety of informational text.</li> <li>● Use non linguistic representations to demonstrate comprehension.</li> <li>● Explain prior knowledge before reading.</li> <li>● Infer ideas and draw conclusions based on textual evidence</li> <li>● Respond to text with precise language and specific details - QUASI: question, understand, answer, support, insight</li> <li>● Determine and support connotative and denotative meanings with textual evidence.</li> <li>● Engage in a range of collaborative discussions with peers.</li> <li>● Present information to peers for discussion and evaluation.</li> <li>● Identify, compare and contrast, and apply elements of Narrative, Expository, and Persuasive Writing</li> <li>● Develop arguments to support claims, develop text to convey main ideas and information in expository pieces, and develop plots, characters, setting etc. to develop a narrative story line.</li> <li>● Conduct research to gather, select, and organize information for a specific purpose</li> </ul>
<b>Assessments</b>	<ul style="list-style-type: none"> <li>● <b>English</b></li> <li>● STAR Reading Assessment</li> <li>● Formative assessments <ul style="list-style-type: none"> <li>AR Tests</li> <li>Comprehension Tests</li> <li>Vocabulary tests</li> <li>Illustrating text ideas</li> <li>Graphic Organizers</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>● Response Journal (real life connections to literature)</li> <li>● 4 pt. Reading Response Rubric</li> <li>● Formative assessments (grammar/punctuation tests, DOL, vocabulary, Expository, Persuasive, Narrative Writing)</li> <li>● Summative Writing Assessments (Narrative, Expository, Persuasive)</li> <li>● 4 pt. PARCC Writing Rubric</li> </ul>
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>● Nonlinguistic representations of key concepts – story map, character sketches, graphs, graphic organizers, webs, plot diagrams, symbols, models</li> <li>● Note-taking organizers</li> <li>● Direct Instruction</li> <li>● Small Group Instruction</li> <li>● Multi-sensory approach</li> <li>● Cooperative Learning</li> <li>● Mindfulness</li> <li>● Novel Selection</li> <li>● Pneumatic Devices</li> <li>● Smart Board Activities</li> <li>● STAR Reading Benchmarks</li> </ul>
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>● Social Studies: Geography, Social Context, Historical Context</li> <li>● Science: Life, Physical and Earth</li> <li>● Health: Health and Wellness Issues</li> <li>● Math: Consumer Math</li> <li>● Technology: Research and Production</li> </ul>
<b>Lesson resources / Activities</b>	<p><b>Novels:</b> <i>Number the Stars by Lois Lowry</i></p> <p><b>Technology Resources:</b> <i>Google Classroom</i> <i>Quizlet</i> <i>Storyboardthat</i> <i>Flipgrid</i> <i>Newsela</i></p> <ul style="list-style-type: none"> <li>● <b>Various nonfiction informational text for reinforcement (<i>newseum.org</i>, Scholastic <i>SCOPE Magazine</i>)</b></li> <li>● <i>Language Network</i> – McDougal Littell (Yellow, Grade 6)</li> <li>● <i>Language of Literature</i> – McDougal Littell (Yellow, Grade 6)</li> <li>● <i>Vocabulary</i></li> <li>● <i>Empowering Writers Narrative Guide</i> – Empowering Writers</li> <li>● <i>Lessons That Change Writers</i> – Nancie Atwell, Heinemann Press</li> <li>● <i>Collaborative Learning Activities</i></li> <li>● <i>Notice and Note Signposts- Beers and Probst</i></li> </ul>
<b>ELA Common Core Standards</b>	
<b>Grade: Six</b>	
<b>Strand:</b>	
<b>Category:</b>	<b>#. Standard:</b>
<ul style="list-style-type: none"> <li>● Key Ideas and Details</li> <li>● Craft and Structure</li> <li>● Integration of Knowledge and Ideas</li> <li>● Range of Reading and Level of Text Complexity</li> </ul>	<p>NJSLSA.R3</p> <p>NJSLSA.R6</p> <p>NJSLSA.W3</p> <p>NJSLSA.W7</p>

<ul style="list-style-type: none"> <li>● <b>Text Types and Purposes</b></li> <li>● <b>Production and Distribution of Writing</b></li> <li>● <b>Research to Build and Present Knowledge</b></li> <li>● <b>Range of Writing</b></li> <li>● <b>Comprehension and Collaboration</b></li> <li>● <b>Presentation of Knowledge and Ideas</b></li> <li>● <b>Conventions of Standard English</b></li> <li>● <b>Knowledge of Language</b></li> <li>● <b>Vocabulary Acquisition and Use</b></li> </ul>	<p>NJSLSA.W8</p> <p>NJSLSA.W9 NJSLSA.W10</p> <p>NJSLSA.L4 NJSLSA.SL2 NJSLSA.L5</p>
---	--

**Career and College Readiness Anchor Standards for Reading:** Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, Range of Reading and Level of Text Complexity

**Career and College Readiness Anchor Standards for Writing:** Text Types and Purposes, Production and Distribution of Writing, Research to Build and Present Knowledge, Range of Writing

**Career and College Readiness Anchor Standards for Speaking and Listening:** Comprehension and Collaboration, Presentation of Knowledge and Ideas

**Career and College Readiness Anchor Standards for Language:** Conventions of Standards English, Knowledge of Language, Vocabulary Acquisition and Use

**21<sup>st</sup> Century Themes**

X	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy	X	Health Literacy
---	------------------	---	---	---	----------------	---	-----------------

**21<sup>st</sup> Century Skills**

X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
X	Media Literacy	X	ICT Literacy	X	Life and Career Skills		

**21<sup>st</sup> Century Technology**

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

**Pine Hill Public Schools  
English Language Arts Curriculum**

**Unit Title: Responding to Informational Text**

**Unit #: 5**

**Course or Grade Level: Six**

**Length of Time: 3 Weeks**

<b>Date Updated: August 7, 2018</b>		<b>BOE Approval Date:</b>
<b>Pacing</b>	April	
<b>Essential Questions</b>	<p><b>English</b></p> <ul style="list-style-type: none"> <li>• How do we apply and build upon skills addressed/mastered in prior unit?</li> <li>• How can you read closely to determine what the texts says explicitly and to make logical inferences and relevant connections from it? (R1)</li> <li>• How can we cite specific textual evidence when writing or speaking to support conclusions drawn from the text? (R1)</li> <li>• How can we integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words? ((R7)</li> <li>• How can we delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence?(R8)</li> <li>• How should we analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take? (R9)</li> <li>• How do we read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed? (R10)</li> <li>• How may we 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? (L6)</li> <li>• How may we demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression? (L6)</li> <li>• How does one write informative texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content? (W3)</li> <li>• How can we conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation? (W7)</li> <li>• How do we gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism? (W8)</li> <li>• How can we draw evidence from literary or informational texts to support analysis, reflection, and research? (W9)</li> <li>• How will we write routinely over extended time frames for a range of tasks, purposes and audiences? (W10)</li> <li>• How does one present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose and audience? (SL4)</li> <li>• How can we make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations? (SL5)</li> <li>• How can we adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate? (NJSLA.SL 6)</li> </ul>	
<b>Content</b>	<p><b>English</b></p> <ul style="list-style-type: none"> <li>• Genres of Literature - fiction, nonfiction, poetry, drama, science fiction, fantasy, historical fiction, informational text</li> <li>• Elements of Fiction, Non Fiction, and Informational Text</li> <li>• Reading for a variety of purposes</li> <li>• Reading Strategies</li> <li>• Structural Analysis of Literature</li> <li>• Author’s Craft</li> <li>• Grammar - Parts of Speech (Nouns, Pronouns, Verbs, Adjectives, Adverbs)</li> <li>• Writing Conventions (punctuation, capitalization, sentence structure, paragraph form, essay form)</li> <li>• Narrative, Expository, and Persuasive Writing</li> <li>• Vocabulary</li> <li>• Technology Research &amp; Distribution</li> <li>• Analytical Writing</li> </ul>	
<b>Skills</b>	<p><b>English</b></p> <ul style="list-style-type: none"> <li>• Analyze the purpose of information being presented and evaluate the motive behind its presentation.</li> <li>• Use reading/thinking strategies to demonstrate comprehension of text: <ul style="list-style-type: none"> <li>-activate background knowledge prior to reading</li> <li>-pose questions prior to, during, and after reading</li> </ul> </li> </ul>	

	<p>-predict and read to validate predictions</p> <ul style="list-style-type: none"> <li>● Use graphic organizers to organize and summarize text.</li> <li>● Paraphrase and summarize main ideas in text.</li> <li>● Explore topics beyond the printed text for understanding.</li> <li>● Respond to text with precise language and specific details - RACE</li> <li>● Infer ideas and draw conclusions based on textual evidence.</li> <li>● Identify the author(s) stated or implied purpose(s) for writing a specified text.</li> <li>● Engage in a range of collaborative discussions with peers.</li> <li>● Present information to peers for discussion and evaluation.</li> <li>● Identify, compare and contrast, and apply elements of Expository, and Persuasive Writing</li> <li>● Develop arguments to support claims, develop text to convey main ideas and information in expository and persuasive writing.</li> <li>● Apply conventions of writing to written work.</li> </ul>
<b>Assessments</b>	<ul style="list-style-type: none"> <li>● <b>English</b></li> <li>● STAR Reading Assessment</li> <li>● Formative assessments <ul style="list-style-type: none"> <li>AR Tests</li> <li>Comprehension Tests</li> <li>Vocabulary tests</li> <li>Illustrating text ideas</li> <li>Graphic Organizers</li> </ul> </li> <li>● Response Journal (real life connections to literature)</li> <li>● 4 pt. Reading Response Rubric</li> <li>● Formative assessments (grammar/punctuation tests, DOL, vocabulary, Expository, Persuasive, Narrative Writing)</li> <li>● Summative Writing Assessments (Narrative, Expository, Persuasive)</li> <li>● 4 pt. PARCC Writing Rubric</li> </ul>
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>● Nonlinguistic representations of key concepts – story map, character sketches, graphs, graphic organizers, webs, plot diagrams, symbols, models</li> <li>● Note-taking organizers</li> <li>● Direct Instruction</li> <li>● Small Group Instruction</li> <li>● Multi-sensory approach</li> <li>● Cooperative Learning</li> <li>● Mindfulness</li> <li>● Novel Selection</li> <li>● Pneumatic Devices</li> <li>● Smart Board Activities</li> <li>● STAR Reading Benchmarks</li> </ul>
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>● Social Studies: Geography, Social Context, Historical Context</li> <li>● Science: Life, Physical and Earth</li> <li>● Health: Health and Wellness Issues</li> <li>● Math: Consumer Math</li> <li>● Technology: Research &amp; Production</li> </ul>
<b>Lesson resources / Activities</b>	<p><b>Novel Ideas:</b>  <i>Among the Hidden</i> by Margaret Peterson Haddix  <i>Hatchet</i> by Gary Paulsen  <i>Maniac Magee</i> by Jerry Spinelli</p> <p><b>Technology Resources:</b>  Google Classroom  Quizlet  Storyboardthat  Flipgrid</p>



	<p><i>Newsela</i></p> <ul style="list-style-type: none"> <li>● <b>Various nonfiction informational text for reinforcement (<i>newseum.org</i>, Scholastic <i>SCOPE Magazine</i>)</b></li> <li>● <i>Language Network</i> – McDougal Littell (Yellow, Grade 6)</li> <li>● <i>Language of Literature</i> – McDougal Littell (Yellow, Grade 6)</li> <li>● <i>Vocabulary</i></li> <li>● <i>Empowering Writers Narrative Guide</i> – Empowering Writers</li> <li>● <i>Lessons That Change Writers</i> – Nancie Atwell, Heinemann Press</li> <li>● <i>Collaborative Learning Activities</i></li> <li>● <i>Notice and Note Signposts- Beers and Probst</i></li> </ul>
--	---

**ELA Common Core Standards**

**Grade: Six**

**Strand:**

<b>Category:</b>	<b>#. Standard:</b>
<ul style="list-style-type: none"> <li>● <b>Key Ideas and Details</b></li> <li>● <b>Craft and Structure</b></li> <li>● <b>Integration of Knowledge and Ideas</b></li> <li>● <b>Range of Reading and Level of Text Complexity</b></li> <li>● <b>Text Types and Purposes</b></li> <li>● <b>Production and Distribution of Writing</b></li> <li>● <b>Research to Build and Present Knowledge</b></li> <li>● <b>Range of Writing</b></li> <li>● <b>Comprehension and Collaboration</b></li> <li>● <b>Presentation of Knowledge and Ideas</b></li> <li>● <b>Conventions of Standard English</b></li> <li>● <b>Knowledge of Language</b></li> <li>● <b>Vocabulary Acquisition and Use</b></li> </ul>	<p>NJSLSA.R1  NJSLSA.R7  NJSLSA.R8  NJSLSA.R9  NJSLSA.R10  NJSLSA.W2  NJSLSA.W7  NJSLSA.W8  NJSLSA.W9  NJSLSA.W10  NJSLSA.L6  NJSLSA.SL4  NJSLSA.SL5  NJSLSA.SL6  NJSLSA.L6</p>

**Career and College Readiness Anchor Standards for Reading:** Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, Range of Reading and Level of Text Complexity

**Career and College Readiness Anchor Standards for Writing:** Text Types and Purposes, Production and Distribution of Writing, Research to Build and Present Knowledge, Range of Writing

**Career and College Readiness Anchor Standards for Speaking and Listening:** Comprehension and Collaboration, Presentation of Knowledge and Ideas

**Career and College Readiness Anchor Standards for Language:** Conventions of Standards English, Knowledge of Language, Vocabulary Acquisition and Use

**21<sup>st</sup> Century Themes**

X	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy	X	Health Literacy
---	------------------	---	---	---	----------------	---	-----------------

<b>21<sup>st</sup> Century Skills</b>							
X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
<b>21<sup>st</sup> Century Technology</b>							
<b>NJSLSA.W6 - Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</b>							

<b>Pine Hill Public Schools</b>	
<b>English Language Arts Curriculum</b>	
<b>Unit Title: Interpretation of Complex Literature/Persuasive Techniques</b>	<b>Unit #: 6</b>
<b>Course or Grade Level: Six</b>	<b>Length of Time: 6 Weeks</b>
<b>Date Updated: August 7, 2018</b>	<b>BOE Approval Date:</b>
<b>Pacing</b>	May - June
<b>Essential Questions</b>	<p><b>English</b></p> <ul style="list-style-type: none"> <li>● How do we apply and build upon skills addressed/mastered in prior unit?</li> <li>● How can we interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone? (NJSLSA.R4)</li> <li>● How does one delineate and evaluate the argument and specific claims in a text, including the validity of reasoning as well as the relevance and sufficiency of the evidence? (NJSLSA.R8)</li> <li>● How can we read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed? (NJSLSA.R10)</li> <li>● How may we apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening? (NJSLSA.L3)</li> <li>● How can we determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general specialized reference materials, as appropriate? (NJSLSA.L4)</li> <li>● How may we demonstrate understanding of word relationships and nuances in word meanings? (NJSLSA.L5)</li> <li>● How may we acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge? (NJSLSA.L6)</li> </ul>

	<ul style="list-style-type: none"> <li>● How does one develop arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence? (W1)</li> <li>● How can we conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation? (W7)</li> <li>● How will we write routinely over extended time frames for a range of tasks, purposes and audiences? (W10)</li> <li>● How does one prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively? (SL1)</li> <li>● What do we do to integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally? (SL2)</li> <li>● How can we evaluate a speaker's point of view, reasoning and use of evidence and rhetoric? (SL3)</li> <li>● How can we adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate? (NJSLSA.SL 6)</li> </ul>
<b>Content</b>	<p><b>English</b></p> <ul style="list-style-type: none"> <li>● Genres of Literature - fiction, nonfiction, poetry, drama, science fiction, fantasy, historical fiction, informational text</li> <li>● Elements of Fiction, Non Fiction, and Informational Text</li> <li>● Reading for a variety of purposes</li> <li>● Reading Strategies</li> <li>● Structural Analysis of Literature</li> <li>● Author's Craft</li> <li>● Grammar - Parts of Speech (Nouns, Pronouns, Verbs, Adjectives, Adverbs)</li> <li>● Writing Conventions (punctuation, capitalization, sentence structure, paragraph form, essay form)</li> <li>● Narrative, Expository, and Persuasive Writing</li> <li>● Vocabulary</li> <li>● Technology Research &amp; Distribution</li> <li>● Analytical Writing</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>● <b>English</b></li> <li>● Analyze the purpose of information being presented and evaluate the motive behind its presentation.</li> <li>● Use reading/thinking strategies to demonstrate comprehension of text: <ul style="list-style-type: none"> <li>-activate background knowledge prior to reading</li> <li>-pose questions prior to, during, and after reading</li> <li>-predict and read to validate predictions</li> </ul> </li> <li>● Use graphic organizers to organize and summarize text.</li> <li>● Paraphrase and summarize main ideas and events in text.</li> <li>● Explore topics beyond the printed text for understanding.</li> <li>● Respond to text with precise language and specific details - RACE</li> <li>● Infer ideas and draw conclusions based on textual evidence.</li> <li>● Identify the author(s) stated or implied purpose(s) for writing a specified text.</li> <li>● Engage in a range of collaborative discussions with peers.</li> <li>● Present information to peers for discussion and evaluation.</li> <li>● Identify, compare and contrast, and apply elements of Narrative, Expository, and Persuasive Writing</li> <li>● Develop arguments to support claims, develop text to convey main ideas and information in expository and persuasive writing.</li> <li>● Apply conventions of writing to written work.</li> <li>● Develop arguments to support claims, develop text to convey main ideas and information in expository pieces, and develop plots, characters, setting etc. to develop a narrative story line.</li> <li>● Conduct research to gather, select, and organize information for a specific purpose</li> <li>● Present research in a product that utilizes a variety of text and multimedia components.</li> </ul>
<b>Assessments</b>	<ul style="list-style-type: none"> <li>● <b>English</b></li> <li>● STAR Reading Assessment</li> <li>● Formative assessments <ul style="list-style-type: none"> <li>AR Tests</li> <li>Comprehension Tests</li> <li>Vocabulary tests</li> <li>Illustrating text ideas</li> </ul> </li> </ul>

	<p>Graphic Organizers</p> <ul style="list-style-type: none"> <li>● Response Journal (real life connections to literature)</li> <li>● 4 pt. Reading Response Rubric</li> <li>● Formative assessments (grammar/punctuation tests, DOL, vocabulary, Expository, Persuasive, Narrative Writing)</li> <li>● Summative Writing Assessments (Narrative, Expository, Persuasive)</li> <li>● 4 pt. PARCC Writing Rubric</li> </ul>
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>● Nonlinguistic representations of key concepts – story map, character sketches, graphs, graphic organizers, webs, plot diagrams, symbols, models</li> <li>● Note-taking organizers</li> <li>● Direct Instruction</li> <li>● Small Group Instruction</li> <li>● Multi-sensory approach</li> <li>● Cooperative Learning</li> <li>● Mindfulness</li> <li>● Novel Selection</li> <li>● Pneumatic Devices</li> <li>● Smart Board Activities</li> <li>● STAR Reading Benchmarks</li> </ul>
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>● Social Studies: Geography, Social Context, Historical Context</li> <li>● Science: Life, Physical and Earth</li> <li>● Health: Health and Wellness Issues</li> <li>● Math: Consumer Math</li> <li>● Technology: Research &amp; Production</li> </ul>
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>● <b>Novel Ideas:</b> <i>Among the Hidden</i> by Margaret Peterson Haddix <i>Hatchet</i> by Gary Paulsen <i>Maniac Magee</i> by Jerry Spinelli</li> <li>● <b>Technology Resources:</b> <i>Google Classroom</i> <i>Quizlet</i> <i>Storyboardthat</i> <i>Flipgrid</i> <i>Newsela</i></li> <li>● <b>Various nonfiction informational text for reinforcement (<i>newseum.org</i>, Scholastic <i>SCOPE Magazine</i>)</b></li> <li>● <i>Language Network</i> – McDougal Littell (Yellow, Grade 6)</li> <li>● <i>Language of Literature</i> – McDougal Littell (Yellow, Grade 6)</li> <li>● <i>Vocabulary Workshop-Sadiler</i></li> <li>● <i>Empowering Writers Narrative Guide</i> – Empowering Writers</li> <li>● <i>Lessons That Change Writers</i> – Nancie Atwell, Heinemann Press</li> <li>● <i>Collaborative Learning Activities</i></li> </ul>
<b>ELA Common Core Standards</b>	
<b>Grade: Six</b>	
<b>Strand:</b>	
<b>Category:</b> <ul style="list-style-type: none"> <li>● Key Ideas and Details</li> <li>● Craft and Structure</li> <li>● Integration of Knowledge and Ideas</li> </ul>	<b>#. Standard:</b>

<ul style="list-style-type: none"> <li>● <b>Range of Reading and Level of Text Complexity</b></li> <li>● <b>Text Types and Purposes</b></li> <li>● <b>Production and Distribution of Writing</b></li> <li>● <b>Research to Build and Present Knowledge</b></li> <li>● <b>Range of Writing</b></li> <li>● <b>Comprehension and Collaboration</b></li> <li>● <b>Presentation of Knowledge and Ideas</b></li> <li>● <b>Conventions of Standard English</b></li> <li>● <b>Knowledge of Language</b></li> <li>● <b>Vocabulary Acquisition and Use</b></li> </ul>	<p>NJSLSA.R8  NJSLSA.R10  NJSLSA.W1  NJSLSA.W7  NJSLSA.W10  NJSLSA.SL1  NJSLSA.SL2  NJSLSA.SL3  NJSLSA.SL6  NJSLSA.L3  NJSLSA.L5  NJSLSA.L6</p>
---	---

**Career and College Readiness Anchor Standards for Reading:** Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, Range of Reading and Level of Text Complexity

**Career and College Readiness Anchor Standards for Writing:** Text Types and Purposes, Production and Distribution of Writing, Research to Build and Present Knowledge, Range of Writing

**Career and College Readiness Anchor Standards for Speaking and Listening:** Comprehension and Collaboration, Presentation of Knowledge and Ideas

**Career and College Readiness Anchor Standards for Language:** Conventions of Standards English, Knowledge of Language, Vocabulary Acquisition and Use

<b><u>21<sup>st</sup> Century Themes</u></b>							
X	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy	X	Health Literacy
<b><u>21<sup>st</sup> Century Skills</u></b>							
X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
X	Media Literacy	X	ICT Literacy	X	Life and Career Skills		

**21<sup>st</sup> Century Technology**

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