Hillsborough Township Public Schools
Sixth Grade

ELA Curriculum Map 2017

| Essential Questions | Enduring Understandings | Anchor | Progress Indicator | Learning Targets | Assessment Formative and Summative | Interdisciplinary Connections | 21st Century Connections |
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| Launching Readers' and Writers' Workshop 2-3 weeks | | | | | | | |
| How do readers make meaning from text? | Effective readers use a variety of strategies to make sense of key ideas and details presented in text. | NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. | 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. | Analyze an author's words and determine textual evidence needed to support both explicit and inferential questions.<br><br>Read closely and find answers explicitly in text (right there answers) and answers that require an inference. | Plot Diagram<br><br>Summer Reading Response (book review) | 8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.<br><br>8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web). | 9.3.12.ED.3 Use critical thinking to process educational communications, perspectives, policies and/or procedures.<br><br>9.3.12.ED-TT.5 Establish a positive climate to promote learning |

| How do readers make meaning from text? | Effective readers use a variety of strategies to make sense of key ideas and details presented in text. | NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. | 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. | Define theme(a central idea or lesson about life the author is revealing-*Honesty is the best policy)*<br><br>Compose a summary stating the key points of the text without adding my own opinions or feelings. | Thought Jots/Readers' Notebook Entry | | 9.3.12.ED.1 Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.<br><br>9.3.12.ED‑ADM.2 Identify behaviors necessary for developing and sustaining a positive learning culture. |

| How do readers make meaning from text? | Effective readers use a variety of strategies to make sense of key ideas and details presented in text. | NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. | 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. | Explain how dynamic characters change as the plot moves towards a resolution.<br><br>Distinguish between a static (qualities and responses that stay the same) and dynamic (qualities and responses change based on events)character. | Graphic Organizer (Main Idea Table) | | 9.3.12.ED.1 Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.<br><br><br>9.3.12.ED‑ADM.2 Identify behaviors necessary for developing and sustaining a positive learning culture. |
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| How do readers make meaning from text? | Effective readers use a variety of strategies to make sense of key ideas and details presented in text. | NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. | 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. | Analyze why authors choose words and phrases(tone) to create an overall feel (mood)for the reader.<br><br>Recognize the difference between denotative (all words have a dictionary definition) and connotative meanings (some words carry feeling). | Quick Writes<br><br><br>Readers' Notebook Entries<br><br>Entrance/Exit Tickets | | 9.3.12.ED-ADM.2 Identify behaviors necessary for developing and sustaining a positive learning culture. |

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| How do readers make meaning from text? | Effective readers use a variety of strategies to make sense of key ideas and details presented in text. | NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. | 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. | Recognize how a particular sentence, chapter, scene, or stanza contributes to the overall text and its meaning.<br><br>Locate textual evidence ("word for word" support) that supports the theme, setting, or plot development. | **Plot Diagram**<br><br>**Summer Reading Response (book review)** | | 9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts. |

Hillsborough Township Public Schools Sixth Grade
LAL Curriculum Map

| How do readers make meaning from text? | Effective readers use a variety of strategies to make sense of key ideas and details presented in text. | NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. | 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. | Compare (analyze the similarities) mental images created while reading and the images presented in a media version of the same text.

Contrast (analyze the differences) mental images created while reading and the images presented in a media version of the same text. | **Interactive Read-aloud** | 8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.

8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web). | 9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.

9.3.12.ED-ADM.2 Identify behaviors necessary for developing and sustaining a positive learning culture |
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# Hillsborough Township Public Schools Sixth Grade
## LAL Curriculum Map

| How do readers make meaning from text? | Effective readers use a variety of strategies to make sense of key ideas and details presented in text. | NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. | RL.6.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. | Compare (analyze the similarities) how two forms or genres of texts can communicate the same theme or topic.<br><br>Contrast (analyze the differences) how two forms or genres of texts can communicate the same theme or topic. | Readers' Notebook Entries | 8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.<br><br>8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web). | 9.3.12.ED.3 Use critical thinking to process educational communications, perspectives, policies and/or procedures<br><br>9.3.12.ED-TT.5 Establish a positive climate to promote learning |
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| How do readers make meaning from text? | Effective readers use a variety of strategies to make sense of key ideas and details presented in text. | NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed. | RL.6.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed. | Reread a text to find more information or clarify ideas.<br><br>Closely read complex grade level texts. | Graphic Organizer (Main Idea Table)<br><br>Plot Diagram<br><br>Summer Reading Response (book review)<br><br>Entrance/Exit Tickets<br><br>Thought Jots<br><br>Readers' Notebook Entries | | 9.3.12.ED.3 Use critical thinking to process educational communications, perspectives, policies and/or procedures.<br><br>9.3.12.ED-TT.5 Establish a positive climate to promote learning |

| How do writer's write?<br><br>Why do writers write? | Effective writers use a variety of strategies to make sense of key ideas and details presented in text. | NJSLSA.W10 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. | 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. | Recognize that different writing tasks require varied time frames to complete.<br>  Determine a writing format/style to fit my task, purpose, and/or audience.<br>Write for a variety of reasons (e.g., to inform, persuade, describe, entertain/convey an experience, etc.). | 6ODF1-Narrative<br><br>Writer's notebooks, quick writes entrance/ exit tickets | 8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools. 8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web). | 9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.<br><br>9.3.12.ED‑TT.5 Establish a positive climate to promote learning |
| How do writer's write?<br><br>Why do writers write? | Effective writers use a variety of strategies to make sense of key ideas and details presented in text. | NJSLA.L4. 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. | L.6.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies | Infer the meaning of unknown words using context clues. Recognize and define common Greek and Latin affixes and roots.<br>Break down unknown words into units of meaning to infer the definition of the unknown word. Verify my inferred meaning of an unknown word by consulting reference materials. | Word study inventory<br><br>Quick  writes/writer's notebook entry- entrance/exit tickets | | 9.3.12.ED‑ADM.2 Identify behaviors necessary for developing and sustaining a positive learning culture. |

| How do writer's write?<br><br>Why do writers write? | Effective writers use a variety of strategies to make sense of key ideas and details presented in text. | NJSLSA.L5 Demonstrate understanding of word relationships and nuances in word meanings. | L.6.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. | Define and identify various forms of figurative language. Distinguish between literal and figurative language.<br><br>Recognize word relationships and use them to further understand multiple words.<br><br>Recognize the difference between denotative and connotative meanings.<br><br>Analyze how certain words and phrases that have similar denotations can have very different connotations. | Quick writes/writer's notebook entry-entrance/exit tickets | | 9.1.8.F.1 Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom. 9.1.8.F.1 Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom. 9.1.8.C.2 Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects. |

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| How do writer's write?

Why do writers write? | Effective writers use a variety of strategies to make sense of key ideas and details presented in text. | NJSLSA.L6 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 when encountering an unknown term important to comprehension or expression. | L.6.6: Acquire and use accurately grade-appropriate general academic and domain specific vocabulary. | Recognize the difference between general academic words and phrases (Tier 2 words are subtle or precise ways to say relatively simple things, e.g., saunter instead of walk.) and domain-specific words and phrases (Tier 3 words are specific to content knowledge, e.g., lava legislature, carburetor). Acquire and use grade-appropriate academic and domain-specific words/phrases to increase comprehension and expression. | Vocabulary mapping

Word Study

Quick writes/writer's notebook entry- entrance/exit tickets | | 9.3.12.ED-TT. 5 Establish a positive climate to promote learning |

| What is a good listener? How do speaking and listening support comprehension and collaboration? | 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. | .NJSLSA.SL1. 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. | 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.<br><br>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.<br><br>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. | Review the required material to be discussed and determine key points and/or central ideas.<br><br>Define the rules and roles necessary for collaborative discussion.<br><br>Participate in a discussion by posing questions, responding to questions, and elaborating on my own key ideas and/or the ideas of others.<br><br>Review the key ideas presented in a discussion and paraphrase others' ideas to show my understanding of multiple perspectives. | Interactive Read Aloud | 8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.<br><br>8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).<br><br>8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.<br>8.1.8.E.1 Effectively use a variety of search | 9.3.12.ED.1 Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.<br><br>9.3.12.ED.3 Use critical thinking to process educational communications, perspectives, policies and/or procedures.<br><br>9.3.12.ED-ADM.2 Identify behaviors necessary for developing and sustaining a positive learning culture. |

| | | | | | | tools and filters in professional public databases to find information to solve a real world problem. 8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision. | |
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# Hillsborough Township Public Schools Sixth Grade
## LAL Curriculum Map

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| What is a good listener? How do speaking and listening support comprehension and collaboration? | 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. | NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. | 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. | Identify key ideas presented in a variety of media and formats (e.g., charts, graphs, tables, websites, speeches). Explain how media and formats add meaning to a topic, text, or issue. | Interactive Read Aloud | 8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.<br><br>8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).<br><br>8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.<br>8.1.8.E.1 Effectively use a variety of search | 9.3.12.ED.1 Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.<br><br>9.3.12.ED.3 Use critical thinking to process educational communications, perspectives, policies and/or procedures.<br><br>9.3.12.ED‑ADM.2 Identify behaviors necessary for developing and sustaining a positive learning culture. |

| | | | | | | tools and filters in professional public databases to find information to solve a real world problem. 8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision. | |
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| **Unit 1: Exploring Fiction**<br>**8 Weeks** | | | | | | | |

# Hillsborough Township Public Schools Sixth Grade
## LAL Curriculum Map

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| What do good readers do?<br><br>Can I comprehend what I'm reading?<br><br>Do I use active reading strategies to measure my understanding? | Effective readers use a variety of strategies to make sense of key ideas and details presented in text. | NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text | 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. | Define textual evidence using "word for word" support.<br><br>Use textual evidence to draw logical conclusions, but I can also find answers explicitly within the text. | Reader's Notebook entry<br><br>Stop and Jot<br><br>Entrance/Exit Ticket<br><br>Summative-6SAR1: Grade 6 Summative Assessment of Reading Unit 2 Fiction | 8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.<br><br>8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web). | 9.3.12.ED‑TT. 5 Establish a positive climate to promote learning<br><br>9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts. |

| How do readers make meaning from text? | Effective readers use a variety of strategies to make sense of key ideas and details presented in text. | NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. | 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. | Define theme (a central idea or lesson about life the author is revealing -*Honesty is the best policy*)<br><br>Compose a summary stating the key points of the text without adding my own opinions or feelings. | Thought Jots/Readers' Notebook Entry | | 9.3.12.ED.1 Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.<br><br>9.3.12.ED‑ADM.2 Identify behaviors necessary for developing and sustaining a positive learning culture. |

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| What do good readers do?<br><br>Can I comprehend what I'm reading?<br><br>Do I use active reading strategies to measure my understanding? | Effective readers use a variety of strategies to make sense of key ideas and details presented in text. | NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. | 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. | Define theme (a central idea or lesson about life the author is revealing).<br><br>Analyze plot (the events that happen) to determine a theme (author's overall message).<br><br>Define summary.<br><br>Compose a summary stating the key points of the text without adding my opinions or feelings. | Reader's Notebook entry<br><br>Stop and Jot<br><br>Entrance/Exit Ticket<br><br>Summative-6SAR1: Grade 6 Summative Assessment of Reading Unit 2 Fiction | | 9.3.12.ED.1 Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.<br><br>9.3.12.ED-ADM.2 Identify behaviors necessary for developing and sustaining a positive learning culture. |

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| What makes a good story a "great" story? How does an author's purpose for writing, viewpoint, chosen text structure, and other literary choices (word choice, i.e.) make the difference between a good and great story? | Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding. | NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. | 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. | Analyze why authors choose words and phrases (tone) to create an overall feel (mood) for the reader.<br><br>Recognize the difference between denotative meanings (all words have a dictionary definition) and connotative meanings (some words carry feelings. | Stop and Jot<br><br>Task cards<br><br>Teacher created quizzes | | 9.3.12.ED-ADM.2 Identify behaviors necessary for developing and sustaining a positive learning culture. |

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| What makes a good story a "great" story? How does an author's purpose for writing, viewpoint, chosen text structure, and other literary choices (word choice, i.e.) make the difference between a good and great story? | Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding. | NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. | 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. | Locate textual evidence that supports the theme, setting, or plot development. Analyze text to determine the author's purpose for including a particular sentence, chapter, scene, or stanza and recognize how those choices contribute to the overall text and its meaning. | Presentation of plot visualization described above analyzing why the author included the key events. | | 9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts. |

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| What do good readers do?<br><br>Can I comprehend what I'm reading?<br><br>Do I use active reading strategies to measure my understanding? | Students are college and career ready and interpret a variety of complex texts with confidence and independence. | NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. | RL.6.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. | Explain the characteristics of different genres.<br><br>Compare (analyze the similarities) how two forms or genres of texts can communicate the same theme or topic.<br><br>Contrast (analyze the differences) how two forms or genres of texts can communicate the same theme or topic. | Double Entry Journal<br><br>Reader's notebook entry<br><br>Entrance/Exit ticket | | 9.3.12.ED-TT. 5 Establish a positive climate to promote learning |

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| What do good readers do?<br><br>Can I comprehend what I'm reading?<br><br>Do I use active reading strategies to measure my understanding? | Students are college and career ready and interpret a variety of complex texts with confidence and independence. | NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently. | RL.6.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed. | Read complex grade level texts.<br>Reread a text to find more information or clarify ideas.<br>Use active reading strategies (ask questions, make connections, etc.) to help me understand difficult, complex text. | Reading log | | 9.3.12.ED.3 Use critical thinking to process educational communications, perspectives, policies and/or procedures.<br><br>9.3.12.ED-TT.5 Establish a positive climate to promote learning |

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| What do good writers do?<br><br>What's my purpose and how do I develop it? | Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader. | NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. | W.6.3-Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.<br>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.<br>b. Use narrative dialogue, pacing, and description, to techniques, such as develop experiences, events, and/or characters.<br>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.<br>d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.<br>e. Provide a conclusion that follows from the narrated experiences or | Define narrative and describe the basic parts of plot.<br><br>Engage the reader by introducing the narrator, characters, setting, and the inciting incident.<br><br>Use narrative techniques to develop a storyline where one event logically leads to another.<br><br>Use descriptive words and phrases that appeal to the senses and help my reader understand the experiences and events (visualize).<br><br>Signal in time and place by using transitions, words, phrases, and clauses.<br><br>Write a conclusion that provides a sense of closure. | Diagnostic Assessment<br>-On demand write in response to a narrative prompt. (administered during Unit 1.).<br><br>2-3 Quick writes/ writer's notebook entry in response to mini lessons targeting narrative writing techniques (e.g., organization, voice, word choice,)<br><br>Summative/Process Pieces –<br>Write a narrative ODS1 | | 9.3.12.ED.1 Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.<br><br>9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts. |

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| What makes writing "clear"?<br><br>What does it take to create a great "final" product? | Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology. | NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. | 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. | Use prewriting strategies to formulate ideas. Recognize that a well-developed piece of writing requires more than one draft. Apply revision strategies with the help of others. Edit writing. Prepare multiple drafts using revisions and edits to develop and strengthen my writing. | graphic organizer<br><br>conference notes/ goals<br><br>Entrance/Exit Tickets | | 9.3.12.ED.1 Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.<br><br>9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts. |

| Why write? What do good writers do? | Effective writers use a variety of formats to communicate ideas appropriate for the audience, task, and time frame. | NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. | 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. | Recognize that different writing tasks require varied time frames to complete. Determine a writing format/style to fit my task, purpose, and/or audience. Write for a variety of reasons (e.g., to inform, persuade, describe, entertain/convey an experience, etc.). | Writer's notebooks, quick writes and process pieces. | 8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools. 8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web). | 9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.<br><br>9.3.12.ED-TT. 5 Establish a positive climate to promote learning |
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| What makes collaboration meaningful?<br><br>What will help me make meaning from a variety of sources? | Comprehension is enhanced through a collaborative process of sharing and evaluating ideas. | NJSLSA.SL1. 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. | 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.<br><br>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.<br><br>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.<br><br>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.<br><br>d. Review the key ideas expressed and | Review the required material to be discussed and determine key points and/or central ideas.<br><br>Create questions and locate key textual evidence to contribute to a discussion on the given topic, text, or issue.<br><br>Define the rules and roles necessary for collaborative discussion.<br><br>Come prepared with key points and textual evidence to contribute to a discussion.<br><br>Participate in a discussion by posing questions, responding to questions, and elaborating on my own key ideas and/or the ideas of others.<br><br>Review the key ideas presented in a discussion and paraphrase others' ideas to show my | Interactive read aloud<br><br>Collaborative discussion strategies (ie, heads together, knee to knee, turn and talk, think, pair, share, think pair, write) | 8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.<br><br>8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).<br><br>8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.<br>8.1.8.E.1 Effectively use a variety of search | 9.3.12.ED.1 Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.<br><br>9.3.12.ED.3 Use critical thinking to process educational communications, perspectives, policies and/or procedures.<br><br>9.3.12.ED‑ADM.2 Identify behaviors necessary for developing and sustaining a positive learning culture. |

| | | | demonstrate understanding of multiple perspectives through reflection and paraphrasing. | understanding of multiple perspectives. | | tools and filters in professional public databases to find information to solve a real world problem. 8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision. | |
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| What makes collaboration meaningful?<br><br>What will help me make meaning from a variety of sources? | Comprehension is enhanced through a collaborative process of sharing and evaluating ideas. | NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. | Identify various reasons for speaking (e.g. informational, descriptive,formal,inf ormal)<br><br>Compose a formal speech that demonstrates a command of grade 6 language standards. | Interactive read aloud<br><br>Collaborative discussion strategies (ie, heads together, knee to knee, turn and talk, think, pair, share, think pair, write) | | 9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.<br><br>9.1.8.B.1 Use multiple points of view to create alternative solutions.<br><br>9.1.8.C.1 Determine an individual's responsibility for personal actions and contributions to group activities.<br><br>9.1.8.C.2 Demon strate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.<br>9.1.8.F.1 |

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| | | | | | | | Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom<br><br>9.1.8.D.1 Employ appropriate conflict resolution strategies<br><br>9.1.8.D.3 Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.<br><br>9.1.8.F.1 Demonstrate how productivity and accountability contribute to realizing individual or group work goals |

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| Why do the rules of language matter?

What does it take to truly communicate clearly? | Effective communication of ideas when speaking or writing relies on the appropriate use of the conventions of language. | NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
a. Ensure that pronouns are in the proper case subjective, objective, and possessive).
b. Use intensive pronouns (e.g., myself, ourselves).
c. Recognize and correct inappropriate shifts in pronoun number and person.*
d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*
e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.* | Define pronoun (a word that takes the place of one or more nouns).

Identify the antecedent of a pronoun (the word or group of words a pronoun replaces).

Identify intensive pronouns (a pronoun that ends in –self or –selves that emphasizes its antecedent) and use them correctly in my writing and speaking.

Determine when a pronoun and its antecedent do not match (the pronoun must match the word it replaces in number and person).

Identify and correct a vague antecedent.

Identify and correct misuses of pronouns in my own and other's work. | Entrance/Exit tickets

Teacher created opportunities for practice | | 9.3.12.ED-TT.5 Establish a positive climate to promote learning

9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts. |

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| Why do the rules of language matter?

What does it take to truly communicate clearly? | Effective communication of ideas when speaking or writing relies on the appropriate use of the conventions of language. | NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | L.6.2.Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*
b. Spell correctly. | Determine when to capitalize words.

Define nonrestrictive elements vs. restrictive elements.

Define parenthetical elements

Enclose nonrestrictive and parenthetical elements with commas to separate these elements from the rest of the sentence.

Recognize that nonrestrictive elements and parenthetical elements can also be set apart from the sentence using parentheses (reduce the importance) and dashes (increase the importance). | Entrance/Exit tickets

Teacher created opportunities for practice | | 9.1.8.F.1 Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom |

Hillsborough Township Public Schools Sixth Grade
LAL Curriculum Map

| How does situation affect meaning?<br><br>How does an author's choice impact the audience? | Effective readers, writers, and listeners use knowledge of language to make appropriate choices when presenting information and to clarify meaning when reading or listening. | NJSLSA.L3. 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. | L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.<br>A. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.<br>B. Maintain consistency in style and tone. | Identify simple, compound, complex sentence structures.<br><br>Determine an author's purpose for using varied sentence structures to create an individual style and specific tone.<br><br>Create a written or spoken piece that mimics the style of a specific author/speaker.<br><br>Vary sentence patterns in my own writing and speaking to create an individual style and specific tone that maintains consistency. | Interactive read aloud<br><br>Collaborative discussion strategies (ie, heads together, knee to knee, turn and talk, think, pair, share, think pair, write) | | 9.1.8.D.3 Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.<br>9.1.8.F.1 Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom |

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| When a word doesn't make sense, what can I do to figure it out?<br><br>How do I use what I know to figure out what I don't? | Effective readers and writers use knowledge of the structure and context of language to acquire, clarify, and appropriately use vocabulary. | NJSLSA.L4. 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. | L.6.4-Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.<br>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.<br>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).<br>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.<br>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). | Infer the meaning of unknown words using context clues. Recognize and define common Greek and Latin affixes and roots.<br>Break down unknown words into units of meaning to infer the definition of the unknown word.<br>Verify my inferred meaning of an unknown word by consulting reference materials. | Word study: prefixes and suffixes | | 9.3.12.ED-ADM.2 Identify behaviors necessary for developing and sustaining a positive learning culture. |

Hillsborough Township Public Schools Sixth Grade
LAL Curriculum Map

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| **Unit 2**<br>**Christmas Carol**<br>**2 -3 weeks** | | | | | | | |
| What do good readers do?<br><br>Can I comprehend what I'm reading?<br><br> Do I use active reading strategies to measure my understanding? | Effective readers use a variety of strategies to make sense of key ideas and details presented in text. | NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. | 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. | Read closely and find answers explicitly in text (right there answers) and answers that require an inference.<br><br>Analyze an author's words and determine textual evidence needed to support both explicit and inferential questions. | Readers notebook and literary analysis of a shared read. | 8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.<br><br>8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web). | 9.3.12.ED-TT. 5 Establish a positive climate to promote learning |
| What do good readers do?<br><br>Can I comprehend what I'm reading?<br><br>Do I use active reading strategies to measure my understanding? | Effective readers use a variety of strategies to make sense of key ideas and details presented in text. | NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. | 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. | Explain how dynamic characters change as the plot moves toward a resolution.<br><br>Distinguish between a static (qualities and responses stay the same) and dynamic (qualities and responses change based on events) character. | Readers notebook and literary analysis of a shared read. | | 9.3.12.ED.1 Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.<br><br>9.3.12.ED-AD |

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| | | | | | | | M.2 Identify behaviors necessary for developing and sustaining a positive learning culture. |
| What do good readers do?<br><br>Can I comprehend what I'm reading?<br><br>Do I use active reading strategies to measure my understanding? | Effective readers use a variety of strategies to make sense of key ideas and details presented in text. | NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. | 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. | Compare (analyze the similarities) mental images created while reading and the images presented in a media version of the same text.<br><br>Contrast (analyze the differences) mental images created while reading and the images presented in a media version of the same text. | 6SAR2<br>Reader's notebook | 8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.<br><br>8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web). | 9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.<br><br>9.3.12.ED-AD M.2 Identify behaviors necessary for developing and sustaining a positive learning culture |

| What makes collaboration meaningful?

What will help me make meaning from a variety of sources? | Comprehension is enhanced through a collaborative process of sharing and evaluating ideas. | NJSLSA.SL1. 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. | 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.

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

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

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

d. Review the key ideas expressed and | Review the required material to be discussed and determine key points and/or central ideas.

Create questions and locate key textual evidence to contribute to a discussion on the given topic, text, or issue.

Define the rules and roles necessary for collaborative discussion.

Come prepared with key points and textual evidence to contribute to a discussion.

Participate in a discussion by posing questions, responding to questions, and elaborating on my own key ideas and/or the ideas of others.

Review the key ideas presented in a discussion and paraphrase others' ideas to show my | Interactive read aloud

Collaborative discussion strategies (ie, heads together, knee to knee, turn and talk, think, pair, share, think pair, write) | 8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.

8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).

8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
8.1.8.E.1 Effectively use a variety of search | 9.3.12.ED.1 Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.

9.3.12.ED.3 Use critical thinking to process educational communications, perspectives, policies and/or procedures.

9.3.12.ED‑ADM.2 Identify behaviors necessary for developing and sustaining a positive learning culture. |
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| | | | demonstrate understanding of multiple perspectives through reflection and paraphrasing. | understanding of multiple perspectives. | | tools and filters in professional public databases to find information to solve a real world problem. 8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision. | |
| Why write?

What do good writers do? | Effective writers use a variety of formats to communicate ideas appropriate for the audience, task, and time frame. | NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research. | W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
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"). | Determine textual evidence that supports my analysis, reflection, and/or research.

Compose written responses and include textual evidence to strengthen my analysis, reflection, and /or research. | Claim quick write | | 9.3.12.ED.1 Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.

9.3.12.ED.2 Demonstrate effective oral, written and |

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| How does situation affect meaning? How does an author's choice impact the audience? | Effective readers, writers, and listeners use knowledge of language to make appropriate choices when presenting information and to clarify meaning when reading or listening. | NJSLSA.L3. 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. | L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. A.. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice. B. Maintain consistency in style and tone. | Identify simple, compound, complex sentence structures. Determine an author's purpose for using varied sentence structures to create an individual style and specific tone. Create a written or spoken piece that mimics the style of a specific author/speaker. Vary sentence patterns in my own writing and speaking to create an individual style and specific tone that maintains consistency. | Literary Analysis | | |
| **Unit 3** **Influential Individuals** **6 weeks** | | | | | | | |

| What do good readers do?<br><br>Can I comprehend what I'm reading?<br><br>Do I use active reading strategies to measure my understanding? | Effective readers use a variety of strategies to make sense of key ideas and details presented in text. | NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. | 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. | Read closely and find answers explicitly in text (right there answers) and answers that require an inference.<br><br>Analyze an author's words and determine textual evidence needed to support both explicit and inferential questions. | Readers notebook and literary analysis of a shared read. | 8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.<br><br>8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web). | 9.3.12.ED.3 Use critical thinking to process educational communications, perspectives, policies and/or procedures.<br><br>9.3.12.ED-TT. 5 Establish a positive climate to promote learning |
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Hillsborough Township Public Schools Sixth Grade
LAL Curriculum Map

| What do good readers do?<br><br>Can I comprehend what I'm reading?<br><br>Do I use active reading strategies to measure my understanding? | Effective readers use a variety of strategies to make sense of key ideas and details presented in text. | NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. | 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. | Explain how dynamic characters change as the plot moves toward a resolution.<br><br>Distinguish between a static (qualities and responses stay the same) and dynamic (qualities and responses change based on events) character. | Readers notebook and literary analysis of a shared read. | | 9.3.12.ED.1 Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.<br><br>9.3.12.ED‑ADM.2 Identify behaviors necessary for developing and sustaining a positive learning culture. |
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| What do good readers do?  Can I comprehend what I'm reading?  Do I use active reading strategies to measure my understanding? | Effective readers use a variety of strategies to make sense of key ideas and details presented in text. | NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. | 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. | Compare (analyze the similarities) mental images created while reading and the images presented in a media version of the same text.  Contrast (analyze the differences) mental images created while reading and the images presented in a media version of the same text. | 6SAR2  Reader's notebook | 8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.  8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web). | 9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.  9.3.12.ED-ADM.2 Identify behaviors necessary for developing and sustaining a positive learning culture |
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| What do good readers do?  Can I comprehend what I'm reading?  Do I use active reading strategies to measure my understanding? | Effective readers use a variety of strategies to make sense of key ideas and details presented in text. | NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. | 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. | Read closely and find answers explicitly in text (right their answers) and answers that require an inference.  Analyze an author's words and determine textual evidence needed to support both explicit and inferential questions. | Entrance/exit tickets  Reader's notebook entries  Text marking | | 9.3.12.ED-ADM.2 Identify behaviors necessary for developing and sustaining a positive learning culture. |

Hillsborough Township Public Schools Sixth Grade
LAL Curriculum Map

| What do good readers do?<br><br>Can I comprehend what I'm reading?<br><br>Do I use active reading strategies to measure my understanding? | Effective readers use a variety of strategies to make sense of key ideas and details presented in text. | NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. | 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. | Define central idea (main point in a piece of writing). Analyze a text and determine how an author's use of details conveys the central idea.<br>Write an objective summary that includes the key points of the text, not my opinions or feelings. | Formative-<br>Write a summary of a shared biography including the key supporting details and ideas.<br><br>Summative-<br>Write a summary of a common biography read independently. Include the key supporting details and ideas as well as the theme. | | 9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.<br><br>9.3.12.ED.1 Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning. |

Hillsborough Township Public Schools Sixth Grade
LAL Curriculum Map

| What do good readers do? Can I comprehend what I'm reading? Do I use active reading strategies to measure my understanding? | Effective readers use a variety of strategies to make sense of key ideas and details presented in text. | NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. | RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). | Distinguish which individual(s), event(s), and/or idea(s) are integral for the text to be valid. | Multi-media presentation on an influential individual. | | 9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts. 9.3.12.ED.1 Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning. |
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| What makes a good story a "great" story?<br><br>How does an author's purpose for writing, viewpoint, chosen text structure, and other literary choices (word choice, i.e.) make the difference between a good and great story? | Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding. | NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices | RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. | Recognize words that have technical meaning and understand their purpose in a specific text (e.g."stem" in an article about flowers versus "stem" in an article about cell research)<br><br>Analyze why authors choose words and phrases (tone) to create an overall feel (mood) for the reader. | Personal word wall<br><br>Reader's notebook | | 9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.<br><br>9.3.12.ED.1 Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning. |

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| What makes a good story a "great" story?<br><br>How does an author's purpose for writing, viewpoint, chosen text structure, and other literary choices (word choice, i.e.) make the difference between a good and great story? | Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding. | NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. | 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. | Analyze text and determine the author's purpose for including a particular sentence, paragraph, chapter, or section.<br><br>Recognize how a particular sentence, paragraph, chapter, or section contributes to the overall text and its meaning. | Entrance/exit tickets<br><br>Reader's notebook entries<br><br>Text marking | | 9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.<br><br>9.3.12.ED.1 Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning. |

| What makes a good story a "great" story?<br><br>How does an author's purpose for writing, viewpoint, chosen text structure, and other literary choices (word choice, i.e.) make the difference between a good and great story? | Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding. | NJSLSA.R6. Assess how point of view or purpose shapes the content and style of 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. | Define point of view as how the author feels about the situation/topic of a text. Determine an author's point of view (What do I know about the author's opinions, values, and/or beliefs?) and explain his/her purpose for writing the text. Analyze how an author develops the point of view by revealing thoughts, feelings, actions, and/or spoken words. | Formative-<br>Identify the point of view in an informational text and text structure using a graphic organizer.<br><br>Summative-<br>Analyze the text features and structure and how they contribute to the author's point of view. | | 9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.<br><br>9.3.12.ED.1 Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning. |

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| In what ways does creative choice impact an audience?

Whose story is it, and why does it matter? | To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats. | NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. | 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. | Recognize that authors use various formats when presenting information on a topic/issue. Identify visual displays of information (e.g., graphs, pictures, diagrams, charts, media clips) in a text. Integrate all informational formats presented by an author to develop a deeper understanding of the topic/issue. | Create a timeline or other product to convey information about an influential individual person integrating information obtained visually, and from multiple pieces of text (biographical, informational) | 8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web). 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability. 8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem. | 9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.

9.3.12.ED.1 Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning. |

| | | | | | | 8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision. | |
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| What do good readers do? Can I comprehend what I'm reading? Do I use active reading strategies to measure my understanding? | Students are college and career ready and interpret a variety of complex texts with confidence and independence. | NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence | 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. | Identify claims that are supported by fact(s) and those that are opinion(s). Evaluate an argument using the evidence the author provides. | Reader's notebook/ quickwrite | 8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web). 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability. 8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem. 8.1.8.F.1 | 9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts. 9.3.12.ED.1 Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning. 9.3.12.ED.3 Use critical thinking to process educational communications, perspectives, policies and/or procedures. |

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| What do good readers do?  Can I comprehend what I'm reading?  Do I use active reading strategies to measure my understanding? | Students are college and career ready and interpret a variety of complex texts with confidence and independence. | NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. | 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). | Compare how two forms of texts can communicate the same topic(s)/ events.

Contrast how two forms of texts can communicate the same topic(s)/events. | Multimedia presentation

Reader's notebook entries. | | 9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.

9.3.12.ED.1 Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.

 9.3.12.ED.3 Use critical thinking to process educational communications, perspectives, policies and/or procedures. |

| What do good readers do?  Can I comprehend what I'm reading?  Do I use active reading strategies to measure my understanding? | Students are college and career ready and interpret a variety of complex texts with confidence and independence. | NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed. | RI.6.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed. | Read complex grade level texts. Reread a text to find more information or clarify ideas. Use active reading strategies (ask questions, make connections, etc.) to help me understand difficult, complex text. | Reading logs | | 9.3.12.ED-ADM.2 Identify behaviors necessary for developing and sustaining a positive learning culture. |
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| What do good writers do?<br><br>What's my purpose and how do I develop it? | Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader. | NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. | W.6.1. Write arguments to support claims with clear reasons and relevant evidence. A. Introduce claim(s) and organize the reasons and evidence clearly. B. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. C. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. D. Establish and maintain a formal/academic style, approach, and form. E. Provide a concluding statement or section that follows from the argument presented. | Identify a topic that causes or has caused a debate in society.<br><br>Choose a side of the argument and identify reasons that support my choice.<br><br>Determine the credibility of a source. I can support my argument with textual evidence found in credible sources.<br><br>Present my argument in a formal style that includes an introduction, supporting details with transitions, and provide a concluding statement/section that supports my argument. | Quick write/Literary Analysis in which writers make a support a claim about the individual/subject | 8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web). 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability. 8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem. 8.1.8.F.1 | 9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.<br><br>9.3.12.ED-TT. 5 Establish a positive climate to promote learning |
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# Hillsborough Township Public Schools Sixth Grade
## LAL Curriculum Map

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| What do good writers do?<br><br>What's my purpose and how do I develop it? | Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader. | NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. | 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. A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension. B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. C. Use appropriate transitions to clarify the relationships among ideas and concepts. D. Use precise language and domain-specific vocabulary to inform about or explain the topic. E. Establish and maintain a formal/academic style, approach, and form. F. Provide a concluding | Select a topic and identify and gather relevant information (e.g., facts, definitions, details, quotations, examples) to share with my audience.<br><br>Define common organizational/formatting structures and determine the structure(s) that will allow me to organize my information best.<br><br>Analyze the information, identify vocabulary specific to my topic, and organize information gathered using my chosen structure(s).<br><br>Present my information in a formal style that includes an introduction, supporting details, transitions (to clarify when I move from one idea to another), and provide a concluding statement/section that supports the information presented. | Use multiple text structures to write an informational piece about an influential individual as part of a multi-media presentation.<br><br>Additional minor/quick writes to further reinforce a particular skill/concept. | 8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web). 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability. 8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem. 8.1.8.F.1 | 9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts |

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| | | | statement or section that follows from the information or explanation presented. | | | Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision. | |

| What makes writing "clear"? What does it take to create a great "final" product? | Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology. | NJSLSA.W5. Develop and strengthen writing as needed by planning, revising,editing,rewriting, or trying a new approach. | 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. | Use prewriting strategies to formulate ideas. Recognize that a well-developed piece of writing requires more than one draft. Apply revision strategies with the help of others. Edit writing. Prepare multiple drafts using revisions and edits to develop and strengthen my writing. | Conferences and student checklists. | | 9.3.12.ED.1 Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.

9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts. |
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| What does a good researcher do?  Why can't good researchers simply cut and paste information? | Effective research presents an answer to a question, demonstrates understanding of the inquiry, and properly cites information from multiple sources. | NJSLSA.W6  Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. | 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 | Identify appropriate technology that will help me compose, edit, and publish my writing. | Research writing-multimedia presentation. | 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks, including problem solving.  8.1.5.A.2. Format a document using a word processing application to enhance text and include graphics, symbols, and/or pictures.  8.1.2.B.1. Illustrate and communicate original ideas and stories using multiple digital tools and resources. 8.1.5.A.3. Use a graphic organizer to organize information about a problem or issue. 8.1.5.E.1. Use digital tools to research and evaluate the accuracy of, relevance to, and | 9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.  9.3.12.ED-AD M.2 Identify behaviors necessary for developing and sustaining a positive learning culture. |

| | | | | | | appropriateness of using print and non-print electronic information sources to complete a variety of tasks. 8.1.5.F.1. Apply digital tools to collect, organize, and analyze data that support a scientific finding. | |
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| What does a good researcher do?<br><br>Why can't good researchers simply cut and paste information? | Effective research presents an answer to a question, demonstrates understanding of the inquiry, and properly cites information from multiple sources. | NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation. | W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. | Define research and distinguish how research differs from other types of writing. Focus my research around a central question that is provided or determine a research worthy question. Choose several sources. Analyze the information found in my sources to determine if it provides enough support to answer my question. Refocus my research when needed and adjust my question when necessary. | Formative – Review research notes and reference list in preparation for essay/multimedia presentation.<br><br>Summative – Use rubric to assess informational writing with focus on use of multiple sources. | 8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web). 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability. 8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem. 8.1.8.F.1 | 9.1.8.B.1 Use multiple points of view to create alternative solutions.<br><br>9.1.8.D.1 Employ appropriate conflict resolution strategies 9.1.8.F.1 Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom. |

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| What does a good researcher do?<br><br>Why can't good researchers simply cut and paste information? | Effective research presents an answer to a question, demonstrates understanding of the inquiry, and properly cites information from multiple sources. | NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. | 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. | Determine the credibility of a source by reviewing who wrote it, when it was written, and why it was written.<br>Gather information needed to support my research.<br>Define plagiarism.<br>Determine when my research data or facts must be quoted in my writing vs. paraphrased.<br>Avoid plagiarism by paraphrasing.<br>Provide bibliographic information for sources that I paraphrased or quoted in my writing. | Formative –<br>Use an exit slip to define plagiarism and paraphrasing.<br><br>Summative –<br>Completed bibliography for biographical essay | 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks, including problem solving.<br><br>8.1.5.A.2. Format a document using a word processing application to enhance text and include graphics, symbols, and/or pictures.<br><br>8.1.2.B.1. Illustrate and communicate original ideas and stories using multiple digital tools and resources.<br>8.1.5.A.3. Use a graphic organizer to organize information about a problem or issue.<br>8.1.5.E.1. Use digital tools to research and evaluate the accuracy of, relevance to, and | 9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.<br><br>9.3.12.ED-ADM.2 Identify behaviors necessary for developing and sustaining a positive learning culture. |
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| | | | | | | appropriateness of using print and non-print electronic information sources to complete a variety of tasks. 8.1.5.F.1. Apply digital tools to collect, organize, and analyze data that support a scientific finding. | |
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| Why write?<br><br>What do good writers do? | Effective writers use a variety of formats to communicate ideas appropriate for the audience, task, and time frame. | NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research. | W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.<br>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").<br>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"). | Determine textual evidence that supports my analysis, reflection, and/or research.<br><br>Compose written responses and include textual evidence to strengthen my analysis, reflection, and /or research. | Claim quick write | | 9.3.12.ED.1 Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.<br><br>9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts. |

| Why write?<br><br>What do good writers do? | Effective writers use a variety of formats to communicate ideas appropriate for the audience, task, and time frame. | NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. | 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. | Recognize that different writing tasks require varied time frames to complete.<br>  Determine a writing format/style to fit my task, purpose, and/or audience.<br>Write for a variety of reasons (e.g., to inform, persuade, describe, entertain/convey an experience, etc.). | Writer's notebooks, quick writes, and process pieces. | 8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools. 8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web). | 9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.<br><br>9.3.12.ED-TT. 5 Establish a positive climate to promote learning |
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| What makes collaboration meaningful?<br><br>What will help me make meaning from a variety of sources? | Comprehension is enhanced through a collaborative process of sharing and evaluating ideas. | NJSLSA.SL1. 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. | 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.<br>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.<br>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.<br>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.<br>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and | I can review the required material to be discussed and determine key points and/or central ideas. I can create questions and locate key textual evidence to contribute to a discussion on the given topic, text, or issue. I can define the rules and roles necessary for collaborative discussion. I can come prepared with key points and textual evidence to contribute to a discussion. I can participate in a discussion by posing questions, responding to questions, and elaborating on my own key ideas and/or the ideas of others. I can review the key ideas presented in a discussion and paraphrase others' ideas to show my understanding of multiple perspectives. | Interactive Read Aloud<br><br>Reader's Notebook responses | 8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.<br><br>8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).<br><br>8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.<br>8.1.8.E.1 Effectively use a variety of search | 9.3.12.ED.1 Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.<br><br>9.3.12.ED.3 Use critical thinking to process educational communications, perspectives, policies and/or procedures.<br><br>9.3.12.ED‑ADM.2 Identify behaviors necessary for developing and sustaining a positive learning culture. |

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| | | | <span style="color:orange">paraphrasing.</span> | | | tools and filters in professional public databases to find information to solve a real world problem. 8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision. | |

| What makes a presentation "great"?  Does "what I say" versus "how I say it" matter? | Presentation of knowledge and ideas is enhanced through appropriate organization and style for an audience via the use of visual displays, technology, and appropriate use of language. | NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. | SL.6.5-Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. | Identify parts of my presentation that could use clarification. Determine an appropriate media component or visual display to clarify my information. | Multi-media presentation based on the life of an influential individual. | 8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web). 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability. 8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem. 8.1.8.F.1 | 9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.  9.3.12.ED-TT.5 Establish a positive climate to promote learning |

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| Why do the rules of language matter?<br><br>What does it take to truly communicate clearly? | Effective communication of ideas when speaking or writing relies on the appropriate use of the conventions of language. | NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | L.6.1-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br>a. Ensure that pronouns are in the proper case subjective, objective, possessive).<br>b. Use intensive pronouns (e.g., myself, ourselves).<br>c. Recognize and correct inappropriate shifts in pronoun number and person.*<br>d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*<br>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.* | Define pronoun (a word that takes the place of one or more nouns).  I can identify the antecedent of a pronoun (the word or group of words a pronoun replaces).<br><br> Identify intensive pronouns (a pronoun that ends in –self or –selves that emphasizes its antecedent) and use them correctly in my writing and speaking.<br><br> Determine when a pronoun and its antecedent do not match (the pronoun must match the word it replaces in number and person).  I can identify and correct a vague antecedent.<br><br>Identify and correct misuses of pronouns in my own and other's work. | Formative  - Provide students with a biographical reading where conventions of standard English  have been used incorrectly. Identify errors and correct.<br><br>Summative - Analyze student writing for use of standard English conventions in their various forms. | | 9.3.12.ED‑TT.5 Establish a positive climate to promote learning<br><br>9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts. |

| Why do the rules of language matter? What does it take to truly communicate clearly? | Effective communication of ideas when speaking or writing relies on the appropriate use of the conventions of language. | NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | L.6.2-Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.* b. Spell correctly. | Determine when to capitalize words. Define nonrestrictive elements vs. restrictive elements. Define parenthetical elements. Enclose nonrestrictive and parenthetical elements with commas to separate these elements from the rest of the sentence. Recognize that nonrestrictive elements and parenthetical elements can also be set apart from the sentence using parentheses (reduce the importance) and dashes (increase the importance). | Assess student understanding of standard English conventions through written assignments. | | 9.1.8.F.1 Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom |
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| When a word doesn't make sense, what can I do to figure it out?  How do I use what I know to figure out what I don't? | Effective readers and writers use knowledge of the structure and context of language to acquire, clarify, and appropriately use vocabulary. | NJSLSA.SL4. 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. | L.6.4-Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). 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. 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). | Infer the meaning of unknown words using context clues. Recognize and define common Greek and Latin affixes and roots. Break down unknown words into units of meaning to infer the definition of the unknown word. Verify my inferred meaning of an unknown word by consulting reference materials. | Word study prefixes and suffixes. | | 9.3.12.ED-ADM.2 Identify behaviors necessary for developing and sustaining a positive learning culture. |

**Unit 4**
**Reading and Writing  Like a Scientist**

**8 Weeks**

| How do readers use author's purpose for writing, viewpoint, chosen text structure, and other literary choices (word choice, i.e.) to support their understanding of text? | Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding. | NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. | 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. | Read closely and find answers explicitly in text ( right their answers) and answers that require an inference.  Define inference and explain how a reader uses textual evidence to reach a logical conclusion ("based on what I've read , it's most likely true that….") | ● Synthesis activity<br>● Graphic organizer<br>● Written Summary | | 9.3.12.ED-ADM.2 Identify behaviors necessary for developing and sustaining a positive learning culture. |

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| How do readers use author's purpose for writing, viewpoint, chosen text structure, and other literary choices (word choice, i.e.) to support their understanding of text? | Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding. | NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. | 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 judgements. | Analyze a text and determine how an author's use of details conveys(makes known) the central idea.<br><br>Compose a summary stating key points of the text without adding my own opinions or feelings. | ● Synthesis activity<br>● Graphic organizer<br>● Written Summary | | 9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.<br><br>9.3.12.ED.1 Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning. |

Hillsborough Township Public Schools Sixth Grade
LAL Curriculum Map

| How do readers use author's purpose for writing, viewpoint, chosen text structure, and other literary choices (word choice, i.e.) to support their understanding of text? | Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding. | NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. | RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). | Distinguish which individual(s), event(s),and/or idea(s) are key (must be included) for the text to be valid. | Reader's Notebook-Write why author included events in text. | | 9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.

9.3.12.ED.1 Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning. |

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| How do readers use author's purpose for writing, viewpoint, chosen text structure, and other literary choices (word choice, i.e.) to support their understanding of text? | Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding. | NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. | RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, technical meanings. | Define and identify, in the text, various forms of figurative language (simile, metaphor, hyperbole, personification, alliteration, onomatopoeia, etc.). Distinguish between literal and figurative language and denotative and connotative meanings. Recognize content-specific vocabulary and understand their purpose in a specific text (e.g., "stem" as in flower and "stem" in an article about cell research). | Students will create their own glossary(personal word wall) of terms and phrases. | | 9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.

9.3.12.ED.1 Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning. |

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| What do good readers do?<br><br>Can I comprehend what I'm reading?<br><br>Do I use active reading strategies to measure my understanding? | Effective readers use a variety of strategies to make sense of key ideas and details presented in text. | NJSLSA.R9. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. | 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. | Define central idea (main point in a piece of writing). Analyze a text and determine how an author's use of details conveys the central idea. Write an objective summary that includes the key points of the text, not my opinions or feelings. | ● Synthesis activity<br>● Graphic organizer<br>● Written Summary<br>● Create a Venn Diagram comparing/contrasting two texts that address the same topic.<br><br>● OEQ response comparing and contrasting two given texts on the same topic. | | 9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.<br><br>9.3.12.ED.1 Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.<br><br>9.3.12.ED.3 Use critical thinking to process educational communications, perspectives, policies and/or procedures. |

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| What do good readers do?  Can I comprehend what I'm reading?  Do I use active reading strategies to measure my understanding? | Students are college and career ready and interpret a variety of complex texts with confidence and independence. | NJSLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently. | RI.6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. | Read complex grade level texts. Reread a text to find more information or clarify ideas. Use active reading strategies (ask questions, make connections, etc.) to help me understand difficult, complex text. | Reading log or other tracking system Reader's notebook entry Strategy work | | 9.3.12.ED-ADM.2 Identify behaviors necessary for developing and sustaining a positive learning culture. |

| What do good writers do?<br><br>What's my purpose and how do I develop it? | Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader. | NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. | W.6.1. Write arguments to support claims with clear reasons and relevant evidence. A. Introduce claim(s) and organize the reasons and evidence clearly. B. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. C. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. D. Establish and maintain a formal/academic style, approach, and form. E. Provide a concluding statement or section that follows from the argument presented. | Identify a topic that causes or has caused a debate in society.<br><br>Choose a side of the argument and identify reasons that support my choice.<br><br>Determine the credibility of a source. I can support my argument with textual evidence found in credible sources.<br><br>Present my argument in a formal style that includes an introduction, supporting details with transitions, and provide a concluding statement/section that supports my argument. | ● Synthesis activity<br>● 6ODS3 Argument<br>● Argumentative Essay based on research | 8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web). 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability. 8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem. 8.1.8.F.1 | 9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.<br><br>9.3.12.ED-TT.5 Establish a positive climate to promote learning |

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| What do good writers do?<br><br>What's my purpose and how do I develop it? | Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader. | NJSLSA.W2. Writing informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. | 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. A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension. B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. C. Use appropriate transitions to clarify the relationships among ideas and concepts. D. Use precise language and domain-specific vocabulary to inform about or explain the topic. E. Establish and maintain a formal/academic style, approach, and form. F. Provide a concluding | Select a topic and identify and gather relevant information (e.g, facts, definitions, details, quotations, examples) to share with my audience. Define common organizational/formatting structures and determine the structure(s) that will allow me to organize my information best.<br><br>Analyze the information, identify vocabulary specific to my topic, and organize information gathered using my chosen structure(s).<br><br>Present my information in a formal style that includes an introduction, supporting details, transitions (to clarify when I move from one idea to another), and provide a concluding statement/section that supports the information presented. | 6ODS3 Argument<br><br>Summary<br><br>Argumentative Essay based on research | | 9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts |

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| What does a good researcher do?

Why can't good researchers simply cut and paste information? | Effective research presents an answer to a question, demonstrates understanding of the inquiry, and properly cites information from multiple sources. | NJSLSA.W7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. | W.6.7-Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. | Define research and distinguish how research differs from other types of writing.  Focus my research around a central question that is provided or determine a research worthy question. Choose several sources. Analyze the information found in my sources to determine if it provides enough support to answer my question. Refocus my research when needed and adjust my question when necessary. | 6ODS3 Argument

Argumentative Essay based on research

Synthesis Activity | | 9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts |

| What does a good researcher do? Why can't good researchers simply cut and paste information? | Effective research presents an answer to a question, demonstrates understanding of the inquiry, and properly cites information from multiple sources. | NJSLSA.W8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. | 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. | Determine the credibility of a source by reviewing who wrote it, when it was written, and why it was written. Gather information needed to support my research. Define plagiarism. Determine when my research data or facts must be quoted in my writing vs. paraphrased. Avoid plagiarism by paraphrasing. Provide bibliographic information for sources that I paraphrased or quoted in my writing. | 6ODS3 Argument

Argumentative Essay based on research

Synthesis Activity | 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks, including problem solving.

8.1.5.A.2. Format a document using a word processing application to enhance text and include graphics, symbols, and/or pictures.

8.1.2.B.1. Illustrate and communicate original ideas and stories using multiple digital tools and resources. 8.1.5.A.3. Use a graphic organizer to organize information about a problem or issue. 8.1.5.E.1. Use digital tools to research and evaluate the accuracy of, relevance to, and | 9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.

9.3.12.ED‑ADM.2 Identify behaviors necessary for developing and sustaining a positive learning culture. |

| | | | | | | appropriateness of using print and non-print electronic information sources to complete a variety of tasks. 8.1.5.F.1. Apply digital tools to collect, organize, and analyze data that support a scientific finding. | |
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| What makes writing "clear"?<br><br>What does it take to create a great "final" product? | Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology. | NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. | 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 | Identify appropriate technology that will help me compose, edit, and publish my writing. | 6ODS3 Argument<br><br>Argumentative Essay based on research<br><br>Synthesis Activity | 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks, including problem solving.<br><br>8.1.5.A.2. Format a document using a word processing application to enhance text and include graphics, symbols, and/or pictures.<br><br>8.1.2.B.1. Illustrate and communicate original ideas and stories using multiple digital tools and resources.<br>8.1.5.A.3. Use a graphic organizer to organize information about a problem or issue.<br>8.1.5.E.1. Use digital tools to research and evaluate the accuracy of, relevance to, and | 9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.<br><br>9.3.12.ED-ADM.2 Identify behaviors necessary for developing and sustaining a positive learning culture. |

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| | | | | | | appropriateness of using print and non-print electronic information sources to complete a variety of tasks. 8.1.5.F.1. Apply digital tools to collect, organize, and analyze data that support a scientific finding. | |
| What makes collaboration meaningful?<br><br>What will help me make meaning from a variety of sources? | Comprehension is enhanced through a collaborative process of sharing and evaluating ideas. | NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally | 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. | Identify key ideas presented in a variety of media and formats (e.g., charts, graphs, tables, websites, speeches). Explain how media and formats add meaning to a topic, text, or issue. | Summary of informational texts.<br><br>Oral debate<br><br>Interactive Read Aloud | 8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.<br><br>8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).<br><br>8.1.8.A.2 Create a document (e.g. newsletter, | 9.3.12.ED.1 Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.<br><br>9.3.12.ED.3 Use critical thinking to process educational communications, perspectives, policies and/or procedures. |

| | | | | | | reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability. 8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem. 8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision. | 9.3.12.ED‑ADM.2 Identify behaviors necessary for developing and sustaining a positive learning culture. |
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Hillsborough Township Public Schools Sixth Grade
LAL Curriculum Map

| What makes a presentation "great"? Does "what I say" versus "how I say it" matter? | Presentation of knowledge and ideas is enhanced through appropriate organization and style for an audience via the use of visual displays, technology, and appropriate use of language. | NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. | SL.6.5-Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. | Identify parts of my presentation that could use clarification. Determine an appropriate media component or visual display to clarify my information. | Argumentative Essay

Interactive Read Aloud | | 9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.

9.3.12.ED-TT.5 Establish a positive climate to promote learning |
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# Hillsborough Township Public Schools Sixth Grade
## LAL Curriculum Map

| Why do the rules of language matter? What does it take to truly communicate clearly? | Effective communication of ideas when speaking or writing relies on the appropriate use of the conventions of language. | NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | L.6.1-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br>a. Ensure that pronouns are in the proper case subjective, objective, possessive).<br>b. Use intensive pronouns (e.g., myself, ourselves).<br>c. Recognize and correct inappropriate shifts in pronoun number and person.*<br>d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*<br>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.* | Format titles correctly when citing sources<br><br>Identify intensive pronouns (a pronoun that ends in –self or –selves that emphasizes its antecedent) and use them correctly in my writing and speaking.<br><br>Determine when a pronoun and its antecedent do not match (the pronoun must match the word it replaces in number and person). I can identify and correct a vague antecedent.<br><br>Identify and correct misuses of pronouns in my own and other's work. | Writing rubric<br><br>Teacher selected practice | | 9.3.12.ED-TT.5 Establish a positive climate to promote learning<br><br>9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts. |

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| When a word doesn't make sense, what can I do to figure it out?<br><br>How do I use what I know to figure out what I don't? | Effective readers and writers use knowledge of the structure and context of language to acquire, clarify, and appropriately use vocabulary. | NJSLSA.L4. 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. | L.6.4-Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.<br>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.<br>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).<br>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.<br>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). | Infer the meaning of unknown words using context clues. Recognize and define common Greek and Latin affixes and roots.<br>Break down unknown words into units of meaning to infer the definition of the unknown word.<br>Verify my inferred meaning of an unknown word by consulting reference materials. | Word study: prefixes, suffixes and root words.<br><br>Personal word wall<br><br>Work with content specific words | | 9.3.12.ED‑ADM.2 Identify behaviors necessary for developing and sustaining a positive learning culture. |

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| When a word doesn't make sense, what can I do to figure it out?<br>How do I use what I know to figure out what I don't? | Effective readers and writers use knowledge of the structure and context of language to acquire, clarify, and appropriately use vocabulary. | NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. | 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. | Recognize the difference between general academic words and phrases (Tier 2 words are subtle or precise ways to say relatively simple things, e.g., saunter instead of walk.) and domain-specific words and phrases (Tier 3 words are specific to content knowledge, e.g., lava legislature, carburetor).<br>Acquire and use grade-appropriate academic and domain-specific words/phrases to increase comprehension and expression. | Personal word wall<br><br>Writing rubric/checklist | | 9.3.12.ED‑TT.5 Establish a positive climate to promote learning |
| **Unit 5**<br>**Fantasy/Legends**<br>**10 weeks (including NJ state testing)** | | | | | | | |
| What do good readers do?  Can I comprehend what I'm reading?<br>Do I use active reading strategies to measure my understanding? | Effective readers use a variety of strategies to make sense of key ideas and details presented in text. | NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. | 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. | Define textual evidence using "word for word" support.<br><br>Use textual evidence to draw logical conclusions, but I can also find answers explicitly within the text. | Thought Jots/Readers' Notebook Entry<br><br>Literary analysis | | 9.3.12.ED.1 Apply communication skills with students, parents and other groups to enhance learning and a |

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| | | | | | | | commitment to learning.<br><br>9.3.12.ED‑ADM.2 Identify behaviors necessary for developing and sustaining a positive learning culture. |
| What do good readers do?  Can I comprehend what I'm reading?<br>Do I use active reading strategies to measure my understanding? | Effective readers use a variety of strategies to make sense of key ideas and details presented in text. | NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. | 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. | Define theme (a central idea or lesson about life the author is revealing-*Honesty is the best policy*)<br><br>Compose a summary stating the key points of the text without adding my own opinions or feelings. | Thought Jots/Readers' Notebook Entry<br><br>Literary analysis | | 9.3.12.ED.1 Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.<br><br><br>9.3.12.ED‑ADM.2 Identify behaviors necessary for developing and sustaining a positive learning culture. |

| What do good readers do? Can I comprehend what I'm reading? Do I use active reading strategies to measure my understanding? | Effective readers use a variety of strategies to make sense of key ideas and details presented in text. | NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. | 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. | Define and identify elements of plot structure and explain how plot is developed by key events and episodes experienced by the characters. Distinguish between types of characters (static, dynamic, etc.) and explain how dynamic characters change as the plot moves toward a resolution. | Formative entry in reader's response book about how the plot would change without a certain scene or chapter<br><br>Small groups create a visual of how key events move plot to a resolution (e.g., plot mountain, multimedia poster, timeline, etc.) | | 9.3.12.ED.1 Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.<br><br>9.3.12.ED‑ADM.2 Identify behaviors necessary for developing and sustaining a positive learning culture. |

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| What makes a good story a "great" story? How does an author's purpose for writing, viewpoint, chosen text structure, and other literary choices (word choice, i.e.) make the difference between a good and great story? | Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding. | NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. | 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. | I can define and identify, in the text, various forms of figurative language (simile, metaphor, hyperbole, personification, alliteration, onomatopoeia, etc.). | Graphic organizer charting samples of figurative language. Use technology to create a collection of figurative language used in text or a figurative/literal comparison<br><br>Teacher created quizzes | | 9.3.12.ED‑ADM.2 Identify behaviors necessary for developing and sustaining a positive learning culture. |
| What makes a good story a "great" story? How does an author's purpose for writing, viewpoint, chosen text structure, and other literary choices (word choice, i.e.) make the difference between a good and great story? | Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding. | NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. | 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. | Locate textual evidence that supports the theme, setting, or plot development. Analyze text to determine the author's purpose for including a particular sentence, chapter, scene, or stanza and recognize how those choices contribute to the overall text and its meaning. | Reader's Notebook response: archetypal plot structures | | 9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts. |

| Author's choice: Why does it matter? What makes a great story | Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding. | NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text. | RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text. | Classify point of view as: -First person(narrator tells about her/himself:"I") -Second person (narrator speaks directly to the reader: "you") -Third person (narrator tells about others:"he/she/it") -Third person limited ( narrator tells about others but knows the thoughts of one character), or -third person omniscient(narrator tells the story about others and knows the thoughts of all characters). <br><br> Analyze how an author develops the narrator's point of view by revealing thoughts, feelings,actions, and spoken words. | Reader's notebook entry <br><br> Entrance/Exit Ticket | | 9.3.12.ED-ADM.2 Identify behaviors necessary for developing and sustaining a positive learning culture. |
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| In what ways does creative choice impact an audience? Whose story is it, and why does it matter? | To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats. | NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words | 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. | Visualize while reading (what I see or hear). I can compare the mental images created while reading and those presented in a media version of the same text. | Reader's response notebook entry completed after reading and viewing a dramatic presentation of the same text <br><br> Group discussion | 8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools. <br><br> 8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web). | 9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts. <br><br> 9.3.12.ED-ADM.2 Identify behaviors necessary for developing and sustaining a positive learning culture. |

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| What do good readers do?  Can I comprehend what I'm reading? Do I use active reading strategies to measure my understanding? | Students are college and career ready and interpret a variety of complex texts with confidence and independence. | <span style="color:red">Read and comprehend complex literary and informational texts independently and proficiently.</span> | RL.6.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed. | <span style="color:red">Read complex grade level texts. Reread a text to find more information or clarify ideas. Use active reading strategies (ask questions, make connections, etc.) to help me understand difficult, complex text.</span> | Reading log<br><br>Reading conferences | | 9.3.12.ED-TT. 5 Establish a positive climate to promote learning<br><br>. |

| What do good readers do? Can I comprehend what I'm reading? Do I use active reading strategies to measure my understanding? | Students are college and career ready and interpret a variety of complex texts with confidence and independence. | NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. | 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. | Define inference and explain how a reader uses textual evidence to reach a logical conclusion ("based on what I've read,it's most likely true that…")<br><br>Analyze an author's words and determine textual evidence needed to support both explicit and inferential questions. | Reader's notebooks | | 9.3.12.ED-ADM.2 Identify behaviors necessary for developing and sustaining a positive learning culture. |
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| What do good readers do?  Can I comprehend what I'm reading? Do I use active reading strategies to measure my understanding? | Students are college and career ready and interpret a variety of complex texts with confidence and independence. | NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed. | RI.6.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed. | Reread a text to find more information or clarify ideas<br><br>Use reading strategies (e.g. ask questions, make connections, take notes, make inferences, visualize, re-read) to help me understand difficult text. | Stop-n-jot in reader's notebooks. | | |

| What do good writers do? What's my purpose and how do I develop it? | Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader. | NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. | W.6.3-Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.<br>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.<br>b. Use narrative dialogue, pacing, and description, to techniques, such as develop experiences, events, and/or characters.<br>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.<br>d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.<br>e. Provide a conclusion that follows from the narrated experiences or | Define narrative and describe the basic parts of plot.<br><br>Engage the reader by introducing the narrator, characters, setting, and the inciting incident.<br><br>Use narrative techniques to develop a storyline where one event logically leads to another.<br><br>Use descriptive words and phrases that appeal to the senses and help my reader understand the experiences and events (visualize).<br><br>Signal changes in time and place by using transitions words, phrases, and clauses.<br><br>Write a conclusion that provides a sense of closure. | 1-2 quick writes focusing on a specific element of fantasy<br><br>Summative Process Piece: Students will write a fantasy using their reading as mentor text. Scored using NJ Holistic rubric | | 9.3.12.ED.1 Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.<br><br>9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts. |

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| What makes writing "clear"? What does it take to create a great "final" product? | Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology. | NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | 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.) | Identify the writing style (argument, informative/explanatory, or narrative) that best fits my task, purpose, and audience.<br><br>Use organizational/ formatting structures to develop my writing ideas. Compose a clear and logical piece of writing that demonstrates my understanding of a specific writing style. | Process Piece: Fantasy | | |

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| What makes writing "clear"? What does it take to create a great "final" product? | Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology. | NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. | 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. | Use prewriting strategies to formulate ideas. Recognize that a well-developed piece of writing requires more than one draft. Apply revision strategies with the help of others. Edit writing. Prepare multiple drafts using revisions and edits to develop and strengthen my writing. | Revising and editing checklists<br><br>Writer's conference | | 9.3.12.ED.1 Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.<br><br>9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts. |

| Why write? What do good writers do? | Effective writers use a variety of formats to communicate ideas appropriate for the audience, task, and time frame. | NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. | 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. | Recognize that different writing tasks require varied time frames to complete. Determine a writing format/style to fit my task, purpose, and/or audience. Write for a variety of reasons (e.g., to inform, persuade, describe, entertain/convey an experience, etc.). | Writing portfolio | 8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools. 8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web). | 9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts. 9.3.12.ED-TT. 5 Establish a positive climate to promote learning |
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| What makes collaboration meaningful? What will help me make meaning from a variety of sources? | Comprehension is enhanced through a collaborative process of sharing and evaluating ideas. | NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally | 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. | Identify key ideas presented in a variety of media and formats (e.g., charts, graphs, tables, websites, speeches). Explain how media and formats add meaning to a topic, text, or issue. | Group discussion | 8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.

8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).

8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
8.1.8.E.1 Effectively use a variety of search | 9.3.12.ED.1 Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.

9.3.12.ED.3 Use critical thinking to process educational communications, perspectives, policies and/or procedures.

9.3.12.ED‑ADM.2 Identify behaviors necessary for developing and sustaining a positive learning culture. |
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| | | | | | | tools and filters in professional public databases to find information to solve a real world problem. 8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision. | |
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| What makes a presentation "great"? Does "what I say" versus "how I say it" matter? | Presentation of knowledge and ideas is enhanced through appropriate organization and style for an audience via the use of visual displays, technology, and appropriate use of language. | NJSLSA.SL4. 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. | 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 eye contact, adequate volume, and clear pronunciation. | Determine a logical sequence for presenting my claims and/or findings. Support my claims and/or findings with pertinent descriptions, facts, and details that support the main idea or theme. Present my information using appropriate eye contact, adequate volume, and clear pronunciation. | Group presentation of plot | 9.3.12.ED-ADM.2 Identify behaviors necessary for developing and sustaining a positive learning culture. |

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| What makes a presentation "great"? Does "what I say" versus "how I say it" matter? | Presentation of knowledge and ideas is enhanced through appropriate organization and style for an audience via the use of visual displays, technology, and appropriate use of language. | NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. | SL.6.5-Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. | Identify parts of my presentation that could use clarification. Determine an appropriate media component or visual display to clarify my information. | Group presentation of plot | | 9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts. 9.3.12.ED-TT. 5 Establish a positive climate to promote learning |

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| Why do the rules of language matter?  What does it take to truly communicate clearly? | Effective communication of ideas when speaking or writing relies on the appropriate use of the conventions of language. | NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | L.6.1-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Ensure that pronouns are in the proper case subjective, objective, possessive). b. Use intensive pronouns (e.g., myself, ourselves). c. Recognize and correct inappropriate shifts in pronoun number and person.* d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).* e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.* | Define pronoun (a word that takes the place of one or more nouns).  I can identify the antecedent of a pronoun (the word or group of words a pronoun replaces). Identify intensive pronouns (a pronoun that ends in –self or –selves that emphasizes its antecedent) and use them correctly in my writing and speaking. Determine when a pronoun and its antecedent do not match (the pronoun must match the word it replaces in number and person).  I can identify and correct a vague antecedent. Identify and correct misuses of pronouns in my own and other's work. | Formative/Summative: Teacher created materials Checklist of pronoun use within students' writing | | 9.3.12.ED‑TT.5 Establish a positive climate to promote learning 9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts. |

| How does situation affect meaning? How does an author's choice impact on audience? | Effective readers, writers, and listeners use knowledge of language to make appropriate choices when presenting information and to clarify meaning when reading or listening. | NJSLSA.L3. 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. | L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice. B. Maintain consistency in style and tone. | Identify simple, compound, complex sentence structures. Determine an author's purpose for using varied sentence structures to create an individual style and specific tone. Create a written or spoken piece that mimics the style of a specific author/speaker. Vary sentence patterns in my own writing and speaking to create an individual style and specific tone that maintains consistency. | Reader's notebook entry in which students analyze the author's use of language within a fantasy.

Quick write in which students use language in a similar way to the author. | | |
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| When a word doesn't make sense, what can I do to figure it out? How do I use what I know to figure out what I don't? | Effective readers and writers use knowledge of the structure and context of language to acquire, clarify, and appropriately use vocabulary. | NJSLSA.L4. 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. | L.6.4-Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). 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. 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). | Infer the meaning of unknown words using context clues. Recognize and define common Greek and Latin affixes and roots. Break down unknown words into units of meaning to infer the definition of the unknown word. Verify my inferred meaning of an unknown word by consulting reference materials. | Vocabulary charting  Word Study | | 9.3.12.ED-ADM.2 Identify behaviors necessary for developing and sustaining a positive learning culture. |

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| When a word doesn't make sense, what can I do to figure it out?  How do I use what I know to figure out what I don't? | Effective readers and writers use knowledge of the structure and context of language to acquire, clarify, and appropriately use vocabulary. | NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings. | **L.6.5**-Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <br> a. Interpret figures of speech (e.g., personification) in context. <br> b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. <br> c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, thrifty). | Define and identify various forms of figurative language. Distinguish between literal and figurative language. <br><br> Recognize word relationships and use them to further understand multiple words. <br><br> Recognize the difference between denotative and connotative meanings. <br><br> Analyze how certain words and phrases that have similar denotations can have very different connotations. | Graphic organizer charting figurative language used in text. | | |