Pacing Guide For ELA Curriculum

Grade 6

Topic	Marking Period	Number of Days
Language Domain	Marking period 1-4	16 weeks
Reading Domain	Marking period 1-4	16 weeks
Writing Domain	Marking period 1-4	16 weeks
Speaking and Listening Domain	Marking period 1-4	8 weeks

Alpha Public School
ELA Curriculum Map

Grade: 6th Grade

UNIT: Language Domain

Standard: L.SS.6.1	**Content Topic:** Demonstrate command of the system and structure of the English language when writing or speaking.

Standard	**Disciplinary Core Ideas / Essential Statement / Objective**
L.SS.6.1.A	Ensure that pronouns are in the proper case (subjective, objective, possessive)
L.SS.6.1.B	Use intensive pronouns (e.g., myself, ourselves)
L.SS.6.1.C.	Recognize and correct inappropriate shifts in pronoun number and person
L.SS.6.1.D.	Recognize and correct vague pronouns (i.e., ones with unclear and ambiguous antecedents)
L.SS.6.1.E.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical elements
L.SS.6.1.F.	Recognize spelling conventions

Practices / Skills & Lesson / Learning Activities

- Students will write daily in their journals and readers/ writers notebooks and share with classmates or teacher
- Daily Oral Language Review
- Begin with a brief review of what pronouns are and their function in sentences. Explain the importance of using correct pronoun forms (subjective, objective, possessive) in writing and speaking.
- Provide examples of sentences with pronouns and ask students to identify whether the pronouns are in the correct case (subjective, objective, possessive). Discuss any common mistakes or challenges students face in using pronouns correctly.
- Explain what intensive pronouns are (e.g., myself, ourselves). Give examples and ask students to create sentences using intensive pronouns correctly.
- Present sentences where there is an inappropriate shift in pronoun number or person. Ask students to identify the errors and correct them
- Show sentences with vague pronouns (pronouns with unclear antecedents). Guide students in identifying the vague pronouns and rewriting the sentences to clarify their meaning.
- Explain how commas, parentheses, and dashes are used to set off nonrestrictive and parenthetical elements in sentences. Provide examples and ask students to punctuate sentences correctly using these marks.
- Review common spelling conventions or rules (e.g., i before e except after c, silent e rule). Have students practice spelling words that adhere to these conventions.

Independent Practice

- Distribute worksheets or sentences for students to edit, applying what they have learned about pronouns, punctuation, and spelling conventions. Collect and assess the worksheets using a grading rubric focusing on the specific objectives of the lesson.
- Have students write short paragraphs or stories incorporating the correct use of pronouns, punctuation marks, and adhering to spelling conventions.

Formative, Summative and	**Benchmark Assessments**	**Core Instructional and**

Alternative Assessments		Supplemental Materials (including various texts at each grade level)
Writing checks Small group skill work / observations Anecdotal notes Readers / Writers notebook Reading response assessment Formative: ● Grammar check- dashes and parentheses ● Word of the Week ● Root Trees for Greek & Latin ● IXL modules Summative: ● Writing samples ● Grammar Skills Quiz ● Greek & Latin roots quiz ● IXL quizzes Alternative: ● Poetry portfolio	Beginning- middle- end of year writing samples	● Punctuation takes a Vacation ● Drums, Girls and Dangerous Pies ● Maniac Magee ● Fly Away Home ● Blackout ● Ralph Tells a Story ● The Butter Battle Book ● The Lorax ● Flotsam ● Nothing Ever Happens on 90th Street ● Duck on a Bike ● Piggie Pie ● The True Story of the 3 Little Pigs ● The Wednesday Surprise ● Scholastic Action Magazine ● Vocabulary Book ● Greek & Latin Roots ● Whiteboard and markers ● Worksheets with sentences for editing ● Examples of sentences with errors related to pronoun usage, punctuation, and spelling ● Grading rubric for assessment

Alpha Public School
ELA Curriculum Map

UNIT: Language Domain

Standard: L.KL.6.2	**Content Topic:** Use knowledge of language and its conventions when writing, speaking, reading or listening

Strand	Disciplinary Core Ideas / Essential Statement / Objective
L.KL.6.2.A	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases
L.KL.6.2.B	Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression
L.KL.6.2.C	Vary sentence patterns for meaning (syntax), reader / listener interest, and style / voice
L.KL.6.2.D	Maintain consistency in style and tone

Practices / Skills & Lesson / Learning Activities

- Students will write daily in their journals and readers/ writers notebooks and share with classmates or teacher
- Daily Oral Language Review
- Begin the lesson by discussing the importance of vocabulary in communication and comprehension. Introduce a few grade-appropriate vocabulary words relevant to a specific topic or theme (e.g., environment, technology, history).
- Write the words on the board and ask students to guess their meanings based on context clues or prior knowledge. Discuss the meanings together and clarify any misconceptions.
- Introduce different sentence patterns such as: Simple sentences, Compound sentences, Complex sentences, Compound-complex sentences. Explain how varying sentence structures can change the meaning, emphasis, and style of writing.Provide examples of each sentence pattern and discuss when and how they can be used effectively in writing.

Independent Practice

- Provide students with worksheets containing sentences that include the newly introduced vocabulary words. Ask students to:
  - Use a dictionary or online resources to look up the definitions of each word.
  - Write a synonym and an antonym for each vocabulary word.
  - Create a sentence using each vocabulary word correctly.
- Give students a few sentences and ask them to rewrite each sentence using a different sentence pattern.

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Writing checks Small group skill work / observations Anecdotal notes Readers / Writers notebook Reading response assessment Formative: ● Grammar check ● Word of the Week ● IXL modules	Beginning- middle- end of year writing samples	● Punctuation takes a Vacation ● Drums, Girls and Dangerous Pies ● Maniac Magee ● Fly Away Home ● Blackout ● Ralph Tells a Story ● The Butter Battle Book ● The Lorax ● Flotsam

Summative: ● Writing samples ● Grammar Skills Quiz ● IXL quizzes Alternative: ● Poetry portfolio		● Nothing Ever Happens on 90th Street ● Duck on a Bike ● Piggie Pie ● The True Story of the 3 Little Pigs ● The Wednesday Surprise ● Scholastic Action Magazine ● Vocabulary Book ● Greek & Latin Roots ● Whiteboard and markers ● Printed worksheets with sentences and vocabulary exercises ● List of grade-appropriate vocabulary words (both general academic and domain-specific) ● Access to a dictionary or online resources for vocabulary exploration

UNIT: Language Domain

Standard: L.VL.6.3	**Content Topic:** Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies

Strand	Disciplinary Core Ideas / Essential Statement / Objective
L.VL.6.3.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
L.VL.6.3.B	Determine the meaning of words and phrases as they are used, including figurative, connotative and technical meanings
L.VL.6.3.C	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible)
L.VL.6.3.D	Consult reference materials (e.g, dictionaries, glossaries, thesauruses), both print and digital to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
L.VL.6.3.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)

Practices / Skills & Lesson / Learning Activities
● Students will write daily in their journals and readers/ writers notebooks and share with classmates or teacher

- Daily Oral Language Review
- Introduce different strategies for determining word meanings:
    - **Context Clues:** Discuss how the context of a sentence or paragraph can provide hints about the meaning of a word.
    - **Word Parts:** Explain how prefixes, suffixes, and root words can give clues to the meaning of unfamiliar words (e.g., "audience," "auditory," "audible" from Latin root "audire" meaning "to hear").
    - **Reference Materials:** Talk about using dictionaries, glossaries, and thesauruses (both print and digital) to look up word meanings and clarify understanding.
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Small Groups-

- Provide each group with a short passage from a grade-appropriate text (fiction or non-fiction) that contains several unfamiliar words. Instruct students to:
    - Read the passage together.
    - Identify any unknown words or phrases.
    - Use the discussed strategies (context clues, word parts, reference materials) to determine the meanings of these words.
    - Encourage groups to discuss and write down their findings on the whiteboard or chart paper.
- Have each group share the words they identified and how they determined their meanings. Discuss the effectiveness of different strategies and when each might be most useful (e.g., context clues for everyday reading, reference materials for technical terms)

Formative, Summative and Alternative Assessments	**Benchmark Assessments**	**Core Instructional and Supplemental Materials (including various texts at each grade level)**
Writing checks Small group skill work / observations Anecdotal notes Readers / Writers notebook Reading response assessment Poetry portfolio Formative: ● Grammar check- dashes and parentheses ● IXL modules Summative: ● Writing samples ● Grammar Skills Quiz ● Greek & Latin roots quiz ● IXL quizzes	Beginning- middle- end of year writing samples	● Punctuation takes a Vacation ● Drums, Girls and Dangerous Pies ● Maniac Magee ● Fly Away Home ● Blackout ● Ralph Tells a Story ● The Butter Battle Book ● The Lorax ● Flotsam ● Nothing Ever Happens on 90th Street ● Duck on a Bike ● Piggie Pie ● The True Story of the 3 Little Pigs ● The Wednesday Surprise ● Scholastic Action Magazine ● Vocabulary Book ● Greek & Latin Roots ● Selected texts appropriate for grade 6 reading level (print or digital) ● Whiteboard or chart paper ● Markers ● Computers or tablets with internet access for digital

		dictionaries or reference materials

UNIT: Language Domain

Standard: L.VI.6.4	**Content Topic:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings

Strand	Disciplinary Core Ideas / Essential Statement / Objective
L.VI.6.4.A	Interpret figures of speech (e.g, personification) in context
L.VI.6.4.B	Use the relationship between particular words (e.g., cause / effect, part / whole, item / category) to better understand each of the words
L.VI.6.4.C	Analyze the impact of a specific word choice on meaning and tone
L.VI.6.4.D	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).

Practices / Skills & Lesson / Learning Activities

- Students will write daily in their journals and readers/ writers notebooks and share with classmates or teacher
- Daily Oral Language Review
- Begin by defining figurative language (language that uses words or expressions with a meaning that is different from the literal interpretation). Discuss common types of figurative language such as similes, metaphors, personification, and idioms. Provide examples on the board and ask students to identify which type of figurative language each example represents.
- Distribute printed examples of texts containing various figures of speech. In pairs or small groups, have students read the passages and identify the specific figures of speech used.
- Explain the concept of word relationships (how words are connected in meaning). Provide examples of word pairs or groups that illustrate different relationships (e.g., cause/effect, part/whole, item/category). On the board, create a chart or diagram where students contribute examples and explanations of these relationships.
- Select a short passage or poem with specific word choices that influence meaning and tone. Ask students to identify key words and discuss how each contributes to the overall tone or mood of the passage. Encourage students to consider synonyms and alternatives that could have been used and how they would change the meaning.
- Define connotation (the emotional or cultural association with a word beyond its literal meaning). Provide examples of words with similar denotations but different connotations (e.g., stingy, thrifty, economical). Discuss the subtle differences in meaning and the emotional impact of each word.

Independent practice

- Distribute worksheets or online exercises where students can practice identifying figures of speech, exploring word relationships, analyzing word choices, and distinguishing connotations.

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)

Writing checks Small group skill work / observations Anecdotal notes Readers / Writers notebook Reading response assessment Formative: ● Grammar check- dashes and parentheses ● Word of the Week ● IXL modules Summative: ● Writing samples ● Grammar Skills Quiz ● IXL quizzes Alternative: ● Poetry portfolio	Beginning- middle- end of year writing samples	● Punctuation takes a Vacation ● Drums, Girls and Dangerous Pies ● Maniac Magee ● Fly Away Home ● Blackout ● Ralph Tells a Story ● The Butter Battle Book ● The Lorax ● Flotsam ● Nothing Ever Happens on 90th Street ● Duck on a Bike ● Piggie Pie ● The True Story of the 3 Little Pigs ● The Wednesday Surprise ● Scholastic Action Magazine ● Vocabulary Book ● Greek & Latin Roots ● Whiteboard and markers or chart paper and markers ● Printed examples of texts containing figurative language ● Worksheets with exercises on word relationships and connotations ● Access to a dictionary or online dictionary tool

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)
Google docs, Sheets, and slides ● 8.2.8.ITH.1- Explain how the development and use of technology influences economic, political, social and cultural issues. ● 8.2.8.ITH.5- Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another	Issues that Children Face Throughout the World ● WHST.6.8.2- Write informative / explanatory texts, including the narration of historical events, scientific procedures, experiments or technical processes. ● WHST.6.8.8- Gather relevant information from multiple print and digital sources, using search terms effectively, assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Differentiation (IEPs / 504s)	Differentiation (ELL)	Differentiation (G &T)
● Refer to IEPS for more specific accommodations and modifications for special education students ● Refer to 504 plans for more	● Graphic organizers ● Visual Aids ● Peer help / interactions ● Speaking slowly and	● Text at higher levels ● Student centered projects ● Independent study ● Accelerated curriculum

specific accommodations and modifications ● Preferential Seating ● Reduced number of assignments ● Simplified directions ● tutoring ● Audio version of texts ● Additional Copy of textbook ● Advanced notes ● Extended time ● Workshop Model ● Students read at Independent level ● Conferencing ● Small group instruction	distinctly ● Modified assessments ● Advanced notes ● Extended time ● Additional copy of textbook ● Extended time ● Guided notes	● Extension assignments ● Increased higher order questioning

UNIT: Reading Domain

Standard	Disciplinary Core Ideas / Essential Statement / Objective	Practices / Skills & Lesson
RL.CR.6.1	Cite textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text	Students will read and discuss Drums, Girls, and Dangerous Pie and will track examples of plot development, summarizing, theme, and plot development After daily mini-lessons, students will be working in their class, independent, or book club reading books to continue work on the practiced skills. Teacher may meet with students in small, skill-based, groups and ask questions such as"What surprising decision did your character make? Why did they make the decision? Was the decision a good one and why?". Students will record their work in readers notebooks which will be used during the daily share.
RI.CR.6.1	Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text	● Use a double journal entry to chart details and make inferences. ● Incorporate Accountable Talk to discuss quotes from a text that can be used to cite evidence.

		• Given a paragraph, students will make inferences and support the inferences with an accurate quote from the text. • Locate quotes or details from a given text to accurately support explanation or inferences.
RL.CI.6.2	Determine the theme of a literary text (e.g.,stories, plays or poetry) and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgements	• After listening to a read aloud of a text describe how the speaker in the text reflects upon a topic. • Given a text, read, discuss, and identify the main idea and the key details of the text. • After reading a text, summarize using important key events and details. • Have students identify “significant moments” in the text.
RI.CI.6.2	Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgements.	• Have students identify key points and supporting details in the text. • In pairs, have students chart details to summarize the text. Use the summary to extrapolate the central idea. • Create charts depicting different themes across multiple texts. • After reading a text, complete a graphic organizer identifying the central idea and summarizing the text.
RL.IT.6.3	Describe how a particular text’s structure unfolds in a series of episodes and use textual evidence to describe how the characters respond or change as the plot moves toward a resolution.	• Use a graphic organizer to write about three events from the plot. Describe how a character changed throughout those events. • Write dialogue in speech bubbles to describe the responses of characters to one situation in a given image. • Model how to develop a conclusion for a story that connects to the plot and provides closure.
RI.IT.6.3	Analyze how a particular text’s (e.g., article, brochure, technical manual, procedural text) structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated in a text	• Identify areas in text where the author gives information by: stating, describing/illustrating, quoting, and listing. • Use a three column graphic organizer to identify the individual, event, or idea, how it is introduced, and how it is illustrated or elaborated upon. • Underline details within a text that introduce, illustrate, or elaborate upon an individual, event of idea.
RL.TS.6.4	Analyze how a particular piece (e.g.,sentence, chapter, scene, stanza, or section) fits into the overall structure of a text and contributes to the development of the ideas, theme, setting, or plot	• Given sentences from a chapter, students will analyze the overall structure and development of the plot. • Students can rewrite a chapter or scene within the story and present how it fits into the overall structure of the plot.

RI.TS.6.4	Use text structures (e.g, cause-effect, problem-solution), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information	● Given sentences with content specific words, students will use context clues to determine the meaning of each unknown word and match it to its definition. ● Given short excerpts and multiple choice options, students will determine the best concluding statement. ● Analyze informational texts, utilizing a graphic organizer noting the differences between how informational and narrative texts are structured.
RL.PP.6.5	Determine how an author conveys or develops perspective in a text (through the narrator or speaker when appropriate)	● In a particular chapter, students explain how the author's choice of words develops the point of view of the speaker. ● In a particular chapter, students identify the technique the author uses to develop the point of view of the narrator or speaker.
RI.PP.6.5	Identify author's purpose perspective or potential bias in a text and explain the impact on the reader's interpretation	● Select a passage that is both interesting and can encourage good conversation. Determine the appropriate stopping points in the text—where you think your students need to gain a greater understanding of the material. Utilize the questions below to encourage critical thinking: 1) What is the author trying to say? 2) Why do you think the author used the following phrase? 3) What is the author's purpose in writing this text? ● Using specific language found in the text, students work in pairs to prepare a Venn diagram displaying the different points of view outlined in the text. Teachers listen intently and foster an environment of objective peer to peer feedback sharing in order to keep learning moving forward.
RL.MF.6.6	Compare and contrast information or texts to develop a coherent understanding of a theme, topic, or issue when reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text	● Cover to Cover. Examine the various covers of books and DVDs from recent releases. With a partner or small group, discuss how the DVD cover differs from the book cover. Determine how the DVD cover reveals the ways in which the film differs from the book. ● Thinking Critically About Movie Adaptations. This strategy has students critically analyze movie adaptations of a book. Students will choose elements of the book that were changed, the effects of the change and the reader's preferences.
RI.MF.6.6	Integrate information when presented in different media or formats (e.g.,visually, quantitatively) to develop a coherent understanding of a topic or issue	● THIEVES. THIEVES is an acronym for title, headings, introduction, every first sentence in a paragraph, visuals and vocabulary, end-ofchapter questions, and summary. Students are guided

		through a preview of a nonfiction text. After guided practice, partners work together to use the strategy to preview a chapter from a textbook. Students discuss what information they "stole" from the chapter and discuss how the strategy is useful in better understanding a text by looking at different formats. (text verses graphs/tables/charts) ● Each partnership develops a multimedia presentation that clearly outlines the information from their respective text. Special emphasis is placed on specific language used within the text to outline a topic or explain a concept. Objective feedback is continual in order to keep learning moving forward. Students prepare a visual representation illustrating and citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences that may be drawn.
RI.AA.6.7	Trace the development of and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not	● Fact with Evidence or Not. After reading a selected text, have students create a chart listing claims supported with evidence from the text on one side and claims not supported with evidence from the text on the other side. Use classroom observations to determine mastery. ● After identifying claims supported with evidence from the text, ask students to identify and list the specific text that supports the claims made in the text
RL.CT.6.8	Compare and contrast literary texts in different forms, by different authors, or from different genres (e.g.,stories and poems; historical novels and primary source documents, scientific journals and fantasy stories) in terms of their approaches to similar themes and topics	● Fact with Evidence or Not. After reading a selected text, have students create a chart listing claims supported with evidence from the text on one side and claims not supported with evidence from the text on the other side. Use classroom observations to determine mastery. ● After identifying claims supported with evidence from the text, ask students to identify and list the specific text that supports the claims made in the text
RI.CT.6.8	Compare and contrast informational texts in different forms, by different authors, or from different genres (e.g., a memoir written by and a biography on the same person, historical novels and primary source documents, infographics and scientific journals) in terms of their approaches to similar themes and topics	● Fact with Evidence or Not. After reading a selected text, have students create a chart listing claims supported with evidence from the text on one side and claims not supported with evidence from the text on the other side. Use classroom observations to determine mastery. ● After identifying claims supported with evidence from the text, ask students to identify and list the specific text that supports the claims made in the text

Alpha Public School
ELA Curriculum Map

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
writing checks, small group skillwork/observations, writers/reading notebooks, reading response assessment, teacher created rubrics ● Formative o **Short Stories & Poems:** text based questions with coding, using reading strategies o **Book Club:** Journals, coding using reading strategies o **Literary elements**: symbolism, theme, plot, figurative language o **Grammar Check -** o **Word of the Week -** o **Root Trees** for Greek & Latin roots o IXL modules ● Summative o **Literary Analysis -** o **Research Simulation -** o **Narrative Writing -** o **Persuasive Writing -** o **Grammar Skills Quiz** o **Greek & Latin Roots** o IXL quizzes ● Alternative o Poetry Slam / Portfolio	● **RunningRecords Testing** ● **IXL Diagnostic** - Assessment 4 ● **MyAccess**: Cultural Diversity	● Drums, Girls, and Dangerous Pie ● Maniac Magee, ● The Lemonade War, ● Out of the Dust, ● The Watsons go to Birmingham, ● Number the Stars, ● The Boy in the Striped Pajamas, ● The Egypt Game, ● Freak the Mighty, ● Eleven, Fine?, ● Flotsam, ● Nothing Ever Happens on 90th Street, ● Duck on a Bike, ● Piggie Pie, ● The True Story of the 3 Little Pigs, ● The Wednesday Surprise, Chrysanthemum ● Scholastic Action Magazine ● Internet/Technology ● Reference Material ● Class Novels

Technology (NJSLS standard 8)	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)
Google Docs, Sheets, Slides ● 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues. ● 8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.	**Issues that Children Face Throughout the World** ● WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. ● WHST.6-8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Differentiation (IEPs / 504s)	Differentiation (ELL)	Differentiation (G &T)
● Refer to IEPs for more specific accommodations and modifications for special education students ● Refer to 504 plans for more specific accommodations and modifications ● Independent reading ● Conferencing ● Guided reading groups ● Partner reading ● Modified Assessments/Assignments ● Preferential Seating ● Reduced Number of Assignments ● Simplified Directions ● Tutoring ● Audio version of texts ● Additional Copy of Textbook ● Advanced Notes ● Extended Time ● Preferential Seating ● Compare text to multimedia as it impacts the audience ● Have students analyze other stories with WH questions and engage in an Accountable Talk discussion using pre-taught phrases and simple sentences.	● Graphic organizers ● Visual aids ● Peer help / interactions ● Speaking slowly and distinctly ● Modified Assessments ● Advanced Notes ● Alternate Responses ● Extended Time ● Additional Copy of Textbook ● Extended Time ● Guided Notes ● Compare text to multimedia as it impacts the audience ● Have students analyze other stories with WH questions and engage in an Accountable Talk discussion using pre-taught phrases and simple sentences.	● Texts at higher levels ● Student centered projects ● Independent study ● Accelerated Curriculum ● Extension Assignments ● Increased Higher Order Questioning

UNIT: Writing Domain

Standard: W.AW.6.1	**Content Topic:** Write arguments on discipline-specific content (e.g,. Social studies, science, math, technical subjects, English/ Language Arts) to support claims with clear reasons and relevant evidence

Strand	Disciplinary Core Ideas / Essential Statement / Objective
W.AW.6.1.A	Introduce claim(s) about a topic or issue and organize the reasons and evidence logically
W.AW.6.1.B	Support claim(s) with logical reasoning and relevant, accurate data and evidence, that demonstrate an understanding of the topic or text, using credible sources
W.AW.6.1.C	Use words, phrases, and clauses to link and clarify the relationships among claim(s), reasons and evidence

W.AW.6.1.D	Establish and maintain a formal / academic style, approach, and form
W.AW.6.1.E	Provide a conclusion statement or section that follows from the argument presented.

Practices / Skills & Lesson / Learning Activities
● Create an informative/explanatory writing piece. ● Write informative / explanatory texts to examine and convey complex ideas and information clearly ● Cite textual evidence to support analysis of informational text and inferences ● Determine a central idea or informational text by providing details and summary ● Determine author's point of view or purpose in text using text features (subtitles, captions, graphs) ● Introduce a topic, organize ideas and information for expository writing ● Develop topic with relevant details and facts ● Establish and maintain a formal style

Formative, Summative and Alternative Assessments	**Benchmark Assessments**	**Core Instructional and Supplemental Materials (including various texts at each grade level)**
Writing checks, small group skill work/observation, reading and writing notebooks, reading response assessment, Newsela assessments ● Formative o **Short Stories & Poems:** text based questions with coding, using reading strategies o **Book Club:** Journals, coding using reading strategies o **Literary elements**: symbolism, theme, plot, figurative language o **Grammar Check** Summative o **Literary Analysis -** o **Research Simulation -** o **Narrative Writing -** o **Persuasive Writing -** o **Grammar Skills Quiz** o **Greek & Latin Roots** test ●	beginning-middle-end of year writing samples	Newsela and Readworks Debate articles The First Day of School short story Paul Revere's Ride poem Doomed Flight new article Wild Animals Aren't Pets editorial Let People Own Exotic Animals commentary The Emperor's New Clothes Uniform Style article ● Scholastic Action Magazine ● Internet/Technology ● Reference Material

UNIT: WRITING DOMAIN

Standard: W.IW.6.2	**Content Topic:** Write informative / explanatory texts (including the narration of historical events, scientific procedures /experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content

Strand	Disciplinary Core Ideas / Essential Statement / Objective
W.IW.6.2.A	Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension
W.IW.6.2.B	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples
W.IW.6.2.C	Use appropriate transitions to clarify the relationships among ideas and concepts
W.IW.6.3.D	Use precise language and domain-specific vocabulary to inform about or explain the topic
W.IW.6.3.E	Acknowledge and attempt a formal / academic style, approach, and form
W.IW.6.3.F	Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows from and supports the information or explanation presented

Practices / Skills & Lesson / Learning Activities
● Create an informative/explanatory writing piece. ● Write informative / explanatory texts to examine and convey complex ideas and information clearly ● Cite textual evidence to support analysis of informational text and inferences ● Determine a central idea or informational text by providing details and summary ● Determine author's point of view or purpose in text using text features (subtitles, captions, graphs) ● Introduce a topic, organize ideas and information for expository writing ● Develop topic with relevant details and facts ● Establish and maintain a formal style

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
writing checks, small group skill work/observations, reading/writers notebook, reading response assessment, Newsela Assessments ● Formative o **Short Stories & Poems:** text based	beginning-middle-end of year writing samples	Cloudy with a Chance of Meatballs No, David! ● Scholastic Action Magazine ● Internet/Technology ● Reference Material

questions with coding, using reading strategies o **Book Club:** Journals, coding using reading strategies o **Literary elements**: symbolism, theme, plot, figurative language o **Grammar Check -** o IXL modules ● Summative o **Literary Analysis -** o **Research Simulation -** **Narrative Writing -** **Persuasive Writing -** o **Grammar Skills Quiz** ● Alternative o Poetry Slam / Portfolio		

UNIT: WRITING DOMAIN

Standard: W.NW.6.3	**Content Topic:** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

Strand	Disciplinary Core Ideas / Essential Statement / Objective
W.NW.6.3.A	Engage and orient the reader by establishing a context and introducing a narrator and / or characters; organize an event sequence that unfolds naturally and logically
W.NW.6.3.B.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and / or characters
W.NW.6.3.C	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another
W.NW.6.3.D	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events
W.NW.6.3.E	Provide a conclusion that follows from the narrated experiences or events

Practices / Skills & Lesson / Learning Activities
● Develop and write an organized narrative piece following the steps of the writing process, and including character development, logical plot, conflict, dialogue, and resolution. ● Develop and write an organized narrative piece that includes dialogue and descriptive language to “show” instead of “tell”. ● Develop writing by planning, revising, editing, rewriting

- Write routinely over extended time frames for range of purposes
- Use scoring rubric / checklist as a guide to revising writing
- Receive feedback on writing from peers and provide specific feedback to other students. Revise writing based on peer conferences and teacher feedback
- Write a narrative (myth, legend, tall tale, or pourquoi tale)

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
writing checks, small group skill work/observations, reading/writers notebook, reading response assessment ● Formative o **Short Stories & Poems:** text based questions with coding, using reading strategies o **Book Club:** Journals, coding using reading strategies o **Literary elements**: symbolism, theme, plot, figurative language o **Grammar Check -** ● Summative o **Literary Analysis -** o **Research Simulation - Narrative Writing - Persuasive Writing - Grammar Skills Quiz** ● Alternative o Poetry Slam / Portfolio	beginning-middle-end of year writing samples	Drums, Girls, and Dangerous Pie, Maniac Magee, Fly Away Home Blackout Ralph Tells a Story The Butter Battle Book The Lorax Flotsam, Nothing Ever Happens on 90th Street, Duck on a Bike, Piggie Pie, The True Story of the 3 Little Pigs, The Wednesday Surprise ● Scholastic Action Magazine ● Internet/Technology ● Reference Material

UNIT: WRITING DOMAIN

Standard	Disciplinary Core Ideas / Essential Statement / Objective	Practices / Skills & Lesson
W.WP.6.4	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address	● Given a written piece, engage in peer critique that focuses on how well the purpose and audience has been addressed ● Engage in revising, editing, and rewriting based on feedback from peers and adults.

	purpose and audience	
W.WR.6.5	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate	● Students will create a research project using Google Tools to share information ● Students will gather relevant information using multiple print and digital sources
W.SE.6.6	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources	● Students gather relevant information for a future job using multiple print and digital sources. ● Students gather relevant information to find out the endangered plants and animals in their state using multiple print and digital resources.
W.RW.6.7	Write routinely over extended time frames (time for research, reflection, metacognition/ self-correction, and revision), and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Daily journal writing ● Students produce several pieces of writing to be revised. ● Teacher reads aloud a mentor text. Thereafter, students develop a checklist to help them see what effective writers do to be able to create a well-developed piece of writing. ● Students revise the teacher's work using the checklist. ● Students communicate their ideas for revision of their peers' work through a written conversation so that peers can remember and reflect upon their thoughts.

Formative, Summative and Alternative Assessments	**Benchmark Assessments**	**Core Instructional and Supplemental Materials (including various texts at each grade level)**
Writing checks, small group skill work/observation, reading and writing notebooks, reading response assessment, Newsela assessments ● Formative o **Short Stories & Poems:** text based questions with coding, using reading strategies o **Book Club:** Journals, coding using reading strategies o **Literary elements**: symbolism, theme, plot, figurative language o **Grammar Check** ● Summative o **Literary Analysis -**	beginning-middle-end of year writing samples	Newsela and Readworks Debate articles The First Day of School short story Paul Revere's Ride poem Doomed Flight new article Wild Animals Aren't Pets editorial Let People Own Exotic Animals commentary The Emperor's New Clothes Uniform Style article ● Scholastic Action Magazine ● Internet/Technology ● Reference Material

o **Research Simulation -** o **Narrative Writing -** o **Persuasive Writing -** o **Grammar Skills Quiz**		

Technology (NJSLS standard 8)	**Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)**
Google Docs, Sheets, Slides ● 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues. ● 8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.	**Issues that Children Face Throughout the World** ● WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. ● WHST.6-8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Differentiation (IEPs / 504s)	**Differentiation (ELL)**	**Differentiation (G &T)**
● Refer to IEPs for more specific accommodations and modifications for special education students ● Refer to 504 plans for more specific accommodations and modifications ● Independent reading ● Conferencing ● Guided reading groups ● Partner reading ● Modified Assessments/Assignments ● Preferential Seating ● Reduced Number of Assignments ● Simplified Directions ● Tutoring ● Audio version of texts ● Additional Copy of Textbook ● Advanced Notes ● Extended Time ● Preferential Seating ● Compare text to multimedia as it impacts the audience	● Graphic organizers ● Visual aids ● Peer help / interactions ● Speaking slowly and distinctly ● Modified Assessments ● Advanced Notes ● Alternate Responses ● Extended Time ● Additional Copy of Textbook ● Extended Time ● Guided Notes ● Compare text to multimedia as it impacts the audience ● Have students analyze other stories with WH questions and engage in an Accountable Talk discussion using pre-taught phrases and simple sentences.	● Texts at higher levels ● Student centered projects ● Independent study ● Accelerated Curriculum ● Extension Assignments ● Increased Higher Order Questioning

• Have students analyze other stories with WH questions and engage in an Accountable Talk discussion using pre-taught phrases and simple sentences.		

UNIT: SPEAKING AND LISTENING DOMAIN

Standard	Disciplinary Core Ideas / Essential Statement / Objective	Practices / Skills & Lesson
SL.PE.6.1.A.	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. 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	Students will share daily portions of their reading and/or writing notebooks with peers, groups, and/or teachers. Collaborative group work - reading discussions.
SL.PE.6.1.B	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. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed	Students will share daily portions of their reading and/or writing notebooks with peers, groups, and/or teachers. Collaborative group work - reading discussions.
SL.PE.6.1.C	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. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text or issue under discussion.	Students will share daily portions of their reading and/or writing notebooks with peers, groups, and/or teachers. Collaborative group work - reading discussions.
SL.PE.6.1.D	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse	Students will share daily portions of their reading and/or writing notebooks with peers, groups, and/or teachers.

	partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing	Collaborative group work - reading discussions.
SL.II.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	Students will share daily portions of their reading and/or writing notebooks with peers, groups, and/or teachers. Collaborative group work - reading discussions.
SL.ES.6.3	Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not	Students will share daily portions of their reading and/or writing notebooks with peers, groups, and/or teachers. Collaborative group work - reading discussions.
SL.PI.6.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation)	Students will share daily portions of their reading and/or writing notebooks with peers, groups, and/or teachers. Collaborative group work - reading discussions.
SL.UM.6.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information	Students will share daily portions of their reading and/or writing notebooks with peers, groups, and/or teachers. Collaborative group work - reading discussions.
SL.AS.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate	● Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. ● Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. ● Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Formative, Summative and Alternative Assessments	**Benchmark Assessments**	**Core Instructional and Supplemental Materials (including various texts at each grade level)**
Daily writing checks, small group skill work/observations, reading/writers notebook, reading response assessment ● Formative	IXL Running Records Presentations	Strega Nona That is Not a Good Idea ● Scholastic Action Magazine ● Internet/Technology ● Reference Material

○ **Short Stories & Poems:** text based questions with coding, using reading strategies ○ **Book Club:** Journals, coding using reading strategies ○ **Literary elements**: symbolism, theme, plot, figurative language ○ **Grammar Check -** ● Summative ○ **Literary Analysis -** ○ **Research Simulation -** **Narrative Writing -** **Persuasive Writing -** ○ **Grammar Skills Quiz**		

Technology (NJSLS standard 8)	**Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)**
Google Docs, Sheets, Slides ● 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues. ● 8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.	**Issues that Children Face Throughout the World** ● WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. ● WHST.6-8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Differentiation (IEPs / 504s)	**Differentiation (ELL)**	**Differentiation (G &T)**
● Refer to IEPs for more specific accommodations and modifications for special education students ● Refer to 504 plans for more specific accommodations and modifications ● Independent reading ● Conferencing ● Guided reading groups ● Partner reading ● Modified Assessments/Assignments ● Preferential Seating	● Graphic organizers ● Visual aids ● Peer help / interactions ● Speaking slowly and distinctly ● Modified Assessments ● Advanced Notes ● Alternate Responses ● Extended Time ● Additional Copy of Textbook ● Extended Time	● Texts at higher levels ● Student centered projects ● Independent study ● Accelerated Curriculum ● Extension Assignments ● Increased Higher Order Questioning

• Reduced Number of Assignments • Simplified Directions • Tutoring • Audio version of texts • Additional Copy of Textbook • Advanced Notes • Extended Time • Preferential Seating • Compare text to multimedia as it impacts the audience • Have students analyze other stories with WH questions and engage in an Accountable Talk discussion using pre-taught phrases and simple sentences.	• Guided Notes • Compare text to multimedia as it impacts the audience • Have students analyze other stories with WH questions and engage in an Accountable Talk discussion using pre-taught phrases and simple sentences.	

For all ELA units:

21st Century Education (NJSLS Standard 9)	**Career Education**
<u>THEMES:</u> Global Awareness Civic Literacy Environmental Literacy Communication Collaboration Media Literacy <u>SKILLS:</u> CRP1. Act as a responsible and contributing citizen and employee CRP4. Communicate clearly and effectively with reason CRP6. Demonstrate creativity and innovation CRP7. Employ valid and reliable research strategies CRP11. Use technology to enhance productivity CRP12. Work productively in teams while using cultural global competence	-Arts, A/V Technology & Communication -Government and Public Administration -Education and Training