

# **Moonachie School District English Language Arts Curriculum: Grade 6**

*New Jersey Student Learning Standards for English Language Arts*

**Born On: July 25, 2017  
Re-Adopted: January 2, 2019**

The following maps outline the New Jersey Student Learning Standards for grade 6 English Language Arts determined. Below is a list of assessment tools that are recommended for tracking student progress in these areas. In addition, resources that can be used in conjunction with instruction of these standards are provided but not limited to the list below.

The following maps outline the Common Core Standards for grade three English Language Arts determined by the State Standards Initiative. Below is a list of assessment tools that are recommended for tracking student progress in these areas. In addition, resources that can be used in conjunction with instruction of these standards are provided but not limited to the list below.

**Reading Literature and Informational Text**

End of story tests (multiple choice, open ended)  
 End of Unit/Theme Assessments  
 Model Curriculum Assessments  
 Standards Solution Lessons/Assessments  
 Running Records/DRA  
 STAR Assessments  
 Sequencing activities  
 Leveled Libraries  
 End of Book Activities  
 Entrance/Exit slips  
 Blogs/Journal entries  
 Literary Analysis Tasks  
 Research Simulated Tasks  
 Narrative Task

**Writing and Language**

Journal Entries  
 Writing Process Pieces  
 Friendly Letter  
 Persuasive  
 Narrative  
 Expository  
 Newspaper Article  
 Written activities i.e. graphic organizers  
 Technology Based Presentations  
 End of Book Activities/Pamphlets  
 Standards Solution Writing Prompts  
 Literary Analysis Tasks  
 Research Simulated Tasks

**Resources:**

Graphic Organizers	Sequencing cards	Writers checklist
SMART Board	Leveled libraries	NJDOE Model Curriculum
Student Journals	Sentence strips	Audio books
Center Activities	Word rings	PARCC Information
Proofreading chart	Retelling props	Readers Theater
Orton	Standards Solution	
	Rubrics	

**References:** <http://www.state.nj.us/education/cccs/2016/ela/>  
 NJ Technology Standards: <http://www.state.nj.us/education/cccs/2014/tech/8.pdf>

NJ Career Ready Practices: <http://www.state.nj.us/education/cccs/2014/career/9pdf>  
ELL Scaffolds: <http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf>  
Common Core Exemplars: *Tuck Everlasting* by Natalie Babbitt, “Eleven” by Sandra Cisneros

**Websites:**

<a href="http://www.brainpop.com">www.brainpop.com</a>	<a href="http://www.spellingcity.com">www.spellingcity.com</a>
<a href="http://www.standardsolutions.com">www.standardsolutions.com</a>	<a href="http://www.parcc.pearson.com">www.parcc.pearson.com</a>
<a href="http://www.starfall.com">www.starfall.com</a>	<a href="http://www.storylineonline.net">http://www.storylineonline.net</a>
<a href="http://www.scholastic.com">www.scholastic.com</a>	<a href="http://www.pbs.org">http://www.pbs.org</a>
<a href="http://www.readwritethink.org">www.readwritethink.org</a>	<a href="http://www.puzzlemaker.com">www.puzzlemaker.com</a>
<a href="http://www.flocabulary.com">www.flocabulary.com</a>	<a href="http://www.YouTube.com">http://www.YouTube.com</a>
<a href="http://www.edmodo.com">www.edmodo.com</a>	<a href="http://www.nytimes.com">www.nytimes.com</a>

**Language Arts Curriculum: Grade 6**

**Curriculum Details  
English Language Arts Grade 6**

<b>Core Materials</b>	Reading Street, Leveled Literacy Intervention
<b>Interdisciplinary Connections</b>	<p><b>Science:</b> MS-ESS3-2 Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects</p> <p><b>Social Studies:</b> 6.2.8.C.3.b Explain how classical civilizations used technology and innovation to enhance agricultural/manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor</p> <p><b>Comprehensive Health and Physical Education</b> 2.4.6.A.1 Compare and contrast how families may change over time 2.4.8.B.5 Discuss topics regarding gender identity, sexual orientation, and cultural stereotyping. 2.2.8.C.3 Hypothesize reasons for personal and group adherence, or lack of adherence, to codes of conduct at home, locally, and in the worldwide community</p>
<b>Career Ready Practices</b>	<p>CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP12. Work productively in teams while using cultural global competence.</p>
<b>21st Century Life and Career</b> (by the end of 8th grade)	9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
<b>Technology Standards</b>	<p>8.1.8.A.1 Demonstrate knowledge of a real-world problem using digital tools. 8.1.8.D.5 Understand appropriate uses for social media and the negative consequences of misuse</p>

**Reading Standards for Literature**  
**Reading Standard: RL 6.1**

<b>Essential Question(s):</b> How do readers use the text to support an interpretation? Why is textual evidence essential to a reader’s understanding?			
<b>Enduring Understanding:</b> Critical analysis of literature supports the acquisition of knowledge and the development of inferential thinking			
<b>Vocabulary:</b> cite, explicit, inference, textual evidence, logic, analysis,			
<b>Reading Literature</b>			
<b>NJSLS Anchor Standard: Key Ideas and Details</b>			
<b>Anchor Standard 1:</b> 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.			
<b>Standard: RL6.1</b>			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	<b>Common Core Exemplar</b>
1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.	<ul style="list-style-type: none"> <li>● Distinguish between what is explicit and what is inferred</li> <li>● Cite textual evidence to support analysis of what the text says explicitly</li> <li>● When provided with an inference, find an accurate quote within the text to support the inference</li> <li>● After making an inference, find an accurate quote within the text to support the inference</li> <li>● Use logic to make connections within the text and between the text and outside world.</li> </ul>	<ul style="list-style-type: none"> <li>● Questioning during and after reading</li> <li>● “How do you know? Prove it using a quote from text</li> <li>● Highlight, underline, etc.</li> <li>● Work in groups to develop and defend ideas</li> <li>● Model examples using textual references (overhead)</li> <li>● Use graphic organizers</li> <li>● Review the upper levels of Bloom’s Taxonomy</li> <li>● Question/Answer Relationships</li> <li>● Think/Pair/Share</li> </ul>	<ul style="list-style-type: none"> <li>● Students will read closely and identify details that require an inference. Students will analyze an author’s words to make inferences and determine how inferences impact the text [RL.6.1]</li> <li>● Students will make a characterization chart based on what the text explicitly states about a character</li> </ul>

			and what they can infer about that character (RL 6.1)
			<ul style="list-style-type: none"> <li>Standards Solution</li> </ul>
<b>Differentiation/Accommodations/Modifications</b>			
<b>Gifted and Talented</b>	<b>English Language Learners</b>	<b>Students with Disabilities</b>	<b>Students at Risk of School Failure</b>
<ul style="list-style-type: none"> <li>Cite several pieces of evidence to support a claim</li> <li>Ask for additional inferences about character and what the author wants the reader to infer</li> <li>Answer higher-order thinking questions about a text</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Graphic Organizers</li> <li>Read Aloud with discussion about text meaning</li> <li>Teacher Modeling</li> <li>Set purpose for reading</li> <li>Text Referencing Strategy</li> <li>Text Chunking Strategy</li> <li>Pre-teach vocabulary and provide additional vocabulary for reading selections</li> <li>Vary instructional groupings</li> <li>For more, see <a href="http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf">http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf</a></li> </ul>	<ul style="list-style-type: none"> <li>Review specific character traits and discuss to ensure correct understanding</li> <li>Ask for specific examples of character traits</li> <li>Making connections: text-to-self, text-to-text, text-to-world</li> <li>Text chunking strategies</li> <li>Create word wall of character traits</li> <li>Extended time</li> <li>Modified assignments</li> <li>Small group, alternate location</li> <li>Modeling</li> <li>Read aloud</li> <li>Frequent Comprehension checks</li> <li>Audiobooks</li> <li>Cause/effect correlations</li> <li>Refer to each student's IEP for more specific modifications</li> </ul>	<ul style="list-style-type: none"> <li>Text referencing strategy</li> <li></li> <li>More frequent STAR assessments</li> <li>Morning tutoring</li> <li>After school program</li> <li>Parental contact</li> </ul>

**Language Arts Curriculum: Grade 6**  
**Reading Standards for Literature**  
**Reading Standard: RL 6.2**

<b>Essential Question(s):</b> How do readers determine the message the author is trying to convey?			
<b>Enduring Understanding:</b> Combined literary elements convey a universal message. Summarizing is a skill necessary for profound literary understanding.			
<b>Vocabulary:</b> central idea, theme, summary, bias, unbiased, infer			
<b>Reading Literature</b>			
<b>NJSLS Anchor Standard: Key Ideas and Details</b>			
<b>Anchor Standard 2:</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.			
<b>Standard: RL6.2</b>			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	<b>Common Core Exemplar</b>
2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	<ul style="list-style-type: none"> <li>• Determine central message or theme</li> <li>• Support central message or theme with details from text</li> <li>• Create a summary without bias</li> </ul>	<ul style="list-style-type: none"> <li>• Review how to identify central idea through the evidence utilizing graphic organizer to identify the responses of characters, sequence of events, etc.</li> <li>• Provide examples of biased and unbiased summaries (ex. Newspapers, magazine articles, book reviews)</li> <li>• Provide opportunities for students to summarize</li> <li>• Think/Pair/Share</li> <li>• Discussion Strategy</li> </ul>	<ul style="list-style-type: none"> <li>• Students will identify the theme and examine how the author introduces and develops the theme</li> <li>• Students will identify details and facts that a summary should include</li> <li>• Standards Solution</li> <li>• <i>Performance Coach</i></li> <li>• <i>Tuck Everlasting</i></li> <li>• <i>The Witch of Blackbird Pond</i></li> </ul>

**Differentiation/Accommodations/Modifications**

<b>Gifted and Talented</b>	<b>English Language Learners</b>	<b>Students with Disabilities</b>	<b>Students at Risk of School Failure</b>
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<ul style="list-style-type: none"> <li>• Create video clip, comic strip, or timeline to represent alternate version</li> </ul>	<ul style="list-style-type: none"> <li>• Audio books</li> <li>• Graphic Organizers</li> <li>• Read Aloud</li> <li>• Explicit vocabulary instruction</li> <li>• For more, see <a href="http://www.state.nj.us/education/mod-elcurriculum/ela/ellscaffolding/3u1.pdf">http://www.state.nj.us/education/mod-elcurriculum/ela/ellscaffolding/3u1.pdf</a></li> </ul>	<ul style="list-style-type: none"> <li>• Audio books</li> <li>• Extended time</li> <li>• Modified assignments</li> <li>• Small group, alternate location</li> <li>• Modeling</li> <li>• Read aloud</li> <li>• Word Wall</li> <li>• Refer to each student's IEP for more specific modifications</li> </ul>	<ul style="list-style-type: none"> <li>• Utilize RTI strategies including reciprocal teaching and modeling</li> <li>• Tier II and Tier III intervention</li> <li>• More frequent STAR assessments</li> <li>• Morning tutoring</li> <li>• After school program</li> <li>• Parental contact</li> </ul>
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**Language Arts Curriculum: Grade 6**  
**Reading Standards for Literature**  
**Reading Standard: RL 6.3**

<b>Essential Question(s):</b> How do readers determine how characters, events, and ideas develop and interact?			
<b>Enduring Understanding:</b> Dialogue provides insight to the progression of a story. Dialogue provides insight into characters' motives and actions.			
<b>Vocabulary:</b> plot, rising action, climax, falling action, resolution, initiating conflict, protagonist, antagonist, episodes, tragedy, comedy, dialogue			
<b>Reading Literature</b>			
<b>NJSLS Anchor Standard: Key Ideas and Details</b>			
<b>Anchor Standard 3:</b> Analyze how and why individuals, events, and ideas develop and interact over the course of a text.			
<b>NJSLS Standard:</b> RL6.3			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	<b>Common Core Exemplar</b>
3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	<ul style="list-style-type: none"> <li>Define and identify the different parts of plot</li> <li>Define terms, tragedy and comedy</li> <li>Reflect on how the characters' responses and/or actions advance the plot</li> </ul>	<ul style="list-style-type: none"> <li>Use the plot diagram to illustrate the different plot elements</li> <li>Provide examples of tragedy and comedy</li> <li>Find examples of protagonist and antagonist in a variety of text. (ex. Greek mythology)</li> </ul>	<ul style="list-style-type: none"> <li>Students will determine key moments in a story</li> <li>Students will identify how characters change</li> <li>Students will be able to determine the plot structure to a story</li> <li>"Eleven" by Sandra Cisneros, "To Build a Fire" by Jack London and "The Tell-Tale Heart" by Edgar Allen Poe</li> </ul>

<b>Differentiation/Accommodations/Modifications</b>			
<b>Gifted and Talented</b>	<b>English Language Learners</b>	<b>Students with Disabilities</b>	<b>Students at Risk of School Failure</b>
<ul style="list-style-type: none"> <li>Create video clip, comic strip, or timeline to represent alternate version</li> </ul>	<ul style="list-style-type: none"> <li>Graphic Organizers</li> <li>Read Aloud</li> <li>Pre-teach vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Extended time</li> <li>Modified assignments</li> <li>Small group, alternate location</li> </ul>	<ul style="list-style-type: none"> <li>Tier II and Tier III intervention</li> </ul>

	<ul style="list-style-type: none"> <li>• For more, see <a href="http://www.state.nj.us/education/mod-elcurriculum/ela/ellscaffolding/3u1.pdf">http://www.state.nj.us/education/mod-elcurriculum/ela/ellscaffolding/3u1.pdf</a></li> </ul>	<ul style="list-style-type: none"> <li>• Read Aloud</li> <li>• Refer to each student's IEP for more specific modifications</li> </ul>	<ul style="list-style-type: none"> <li>• More frequent STAR assessments</li> <li>• Morning tutoring</li> <li>• After school program</li> <li>• Parental contact</li> </ul>
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**Language Arts Curriculum: Grade 6**  
**Reading Standards for Literature**  
**Reading Standard: RL 6.4**

<b>Essential Question(s):</b> How do readers interpret the author's use of language?			
<b>Enduring Understanding:</b> Word choices impacts reader understanding and author's purpose			
<b>Vocabulary:</b> hyperbole, onomatopoeia, alliteration, figurative language, metaphor, simile, connotative meaning, irony, symbolism, idiom, personification, imagery, mood, tone			
<b>Reading Literature</b>			
<b>NJSLS Anchor Standard: Craft and Structure</b>			
<b>Anchor Standard 4:</b> 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.			
<b>NJSLS Standard: RL6.4</b>			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	<b>Common Core Exemplar</b>
4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	<ul style="list-style-type: none"> <li>Define types of figurative language and identify in text</li> <li>Use context clues to determine meaning</li> <li>Distinguish between mood and tone</li> <li>Examine the author's word choice as an indicator of tone.</li> </ul>	<ul style="list-style-type: none"> <li>Review, simile, metaphor, onomatopoeia, alliteration</li> <li>Introduce idiom, hyperbole, symbolism, irony</li> <li>Provide examples of figurative language</li> <li>Review Personification</li> <li>Model finding figurative language in text</li> <li>Illustrate figurative language</li> <li>Introduce, model, and provide examples of distinguishing between mood and tone</li> </ul>	<ul style="list-style-type: none"> <li>Students will determine which words or phrases contribute the most meaning or tone to a text</li> </ul> <p>Students will identify words that have different figurative connotative meanings</p>

<b>Differentiation/Accommodations/Modifications</b>			
<b>Gifted and Talented</b>	<b>English Language Learners</b>	<b>Students with Disabilities</b>	<b>Students at Risk of School Failure</b>
<ul style="list-style-type: none"> <li>In a journal response entry, students will record five important words or phrases from text and describe the context in which each</li> </ul>	<ul style="list-style-type: none"> <li>Graphic Organizers</li> <li>Read Aloud</li> <li>Explicit vocabulary instruction</li> <li>For more, see <a href="http://www.state.nj.us/education/mod-elcurriculum/ela/ellscaffolding/3u1.pdf">http://www.state.nj.us/education/mod-elcurriculum/ela/ellscaffolding/3u1.pdf</a></li> </ul>	<ul style="list-style-type: none"> <li>Extended time</li> <li>Modified assignments</li> <li>Small group, alternate location</li> <li>Modeling</li> <li>Read aloud</li> <li>Word Wall</li> </ul>	<ul style="list-style-type: none"> <li>Tier II and Tier III intervention</li> <li>More frequent STAR assessments</li> <li>Morning tutoring</li> <li>After school program</li> </ul>

<p>was used and explain how it impacts the meaning.</p> <ul style="list-style-type: none"> <li>● Analyze figurative language in a song and compare it to figurative language in a text read in class.</li> <li>● Write a short story using verbal irony (sarcasm</li> <li>● /overstatement)</li> </ul>		<ul style="list-style-type: none"> <li>● Refer to each student's IEP for more specific modifications</li> </ul>	<ul style="list-style-type: none"> <li>● Parental contact</li> </ul>
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**Reading Standards for Literature**  
**Reading Standard: RL 6.5**

<b>Essential Question(s):</b> How do readers use text structure to understand meaning?			
<b>Enduring Understanding:</b> Text structure affects meaning and style			
<b>Vocabulary:</b> structure, meaning, style			
<b>Reading Literature</b>			
<b>NJSLS Anchor Standard: Craft and Structure</b>			
<b>Anchor Standard 5:</b> 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.			
<b>Standard: RL6.5</b>			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	<b>Common Core Exemplar</b>
5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	<ul style="list-style-type: none"> <li>● Demonstrate an understanding of the structure of novels, dramas, and poetry.</li> <li>● Determine how the particular parts of a novel, drama, or poem relate to each other to form a complete structure.</li> </ul>	<ul style="list-style-type: none"> <li>● Review setting, theme, and plot</li> <li>● Review scene</li> <li>● Review stanza</li> <li>● Use appropriate graphic organizer to map out the structure of novels, dramas or poetry</li> <li>● “How does this chapter/scene/stanza build on the previous one?”</li> <li>● “How would the story, drama, or poem change if this chapter/scene/stanza were missing?”</li> </ul>	Students will determine which sentence or chapter contributes most to the development of the theme, setting or plot
<b>Differentiation/Accommodations/Modifications</b>			
<b>Gifted and Talented</b>	<b>English Language Learners</b>	<b>Students with Disabilities</b>	<b>Students at Risk of School Failure</b>
<ul style="list-style-type: none"> <li>● Create video clip, comic strip, or timeline to represent alternate version</li> <li>● Have students re-write a passage or text in a different genre (for example if it is a sonnet, have them re-write in a paragraph form, if it is a soliloquy, have them re-write in third-person narrative.</li> </ul>	<ul style="list-style-type: none"> <li>● Graphic Organizers</li> <li>● Read Aloud</li> <li>● Explicit vocabulary instruction</li> <li>● Build background</li> <li>● For more, see <a href="http://www.state.nj.us/education/mod-elcurriculum/ela/ellscaffolding/3u1.pdf">http://www.state.nj.us/education/mod-elcurriculum/ela/ellscaffolding/3u1.pdf</a></li> </ul>	<ul style="list-style-type: none"> <li>● Extended time</li> <li>● Modified assignments</li> <li>● Small group, alternate location</li> <li>● Modeling</li> <li>● Read aloud</li> <li>● Word Wall</li> <li>● Refer to each student’s IEP for more specific modifications</li> </ul>	<ul style="list-style-type: none"> <li>● Utilize RTI strategies including modeling and reciprocal teaching</li> <li>● Tier II and Tier III intervention</li> <li>● More frequent STAR assessments</li> <li>● Morning tutoring</li> <li>● After school program</li> <li>● Parental contact</li> </ul>

**Language Arts Curriculum: Grade 6**

**Reading Standards for Literature**  
**Reading Standard: RL 6.6**

<b>Essential Question(s):</b> How do readers analyze point of view and/or purpose?			
<b>Enduring Understanding:</b> Point of view and the story's meaning can be influenced by era, historical events, and other aspects of time and place.			
<b>Vocabulary:</b> point of view, first person point of view, second person point of view, third person point of view, omniscient			
<b>Reading Literature</b>			
<b>NJSLS Anchor Standard: Craft and Structure</b>			
<b>Anchor Standard 6:</b> Assess how point of view or purpose shapes the content and style of a text			
<b>Standard:</b> RL6.6			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	<b>Common Core Exemplar</b>
6. Explain how an author develops the point of view of the narrator or speaker in a text.	<ul style="list-style-type: none"> <li>Identify the point of view of narrator or speaker using evidence from the text</li> <li>Analyze how the author uses details, dialogue, setting, plot, and character traits to develop the point of view of the narrator/speaker</li> </ul>	<ul style="list-style-type: none"> <li>Provide examples of each type of POV</li> <li>Identify and discuss how details, dialogue, setting, plot, and character traits develop the point of view of the narrator/speaker</li> </ul>	Students explain how Sandra Cisneros's choice of words develops the point of view of the young speaker in her story "Eleven."
<b>Differentiation/Accommodations/Modifications</b>			
<b>Gifted and Talented</b>	<b>English Language Learners</b>	<b>Students with Disabilities</b>	<b>Students at Risk of School Failure</b>
<ul style="list-style-type: none"> <li>Evaluate author's point of view. In a journal response answer, "Why do you think the author chose the narrator to tell the story?"</li> </ul>	<ul style="list-style-type: none"> <li>Graphic Organizers</li> <li>Read Aloud</li> <li>Pre-teach vocabulary</li> <li>For more, see <a href="http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf">http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf</a></li> </ul>	<ul style="list-style-type: none"> <li>Extended time</li> <li>Modified assignments</li> <li>Small group, alternate location</li> <li>Modeling</li> <li>Read aloud</li> <li>Refer to each student's IEP for more specific modifications</li> </ul>	<ul style="list-style-type: none"> <li>Utilize RTI strategies including reciprocal teaching and modeling</li> <li>Tier II and Tier III intervention</li> <li>More frequent STAR assessments</li> <li>Morning tutoring</li> <li>After school program</li> <li>Parental contact</li> </ul>

**Language Arts Curriculum: Grade 6**  
**Reading Standards for Literature**  
**Reading Standard: RL 6.7**

<b>Essential Question(s):</b> How do readers use illustrations to understand the text? How does the evaluation of acting and directorial choices influence filmed or live story production?			
<b>Enduring Understanding:</b> The choices made by the directors influence the audience’s interpretation of a work			
<b>Vocabulary:</b> compare/contrast, Venn diagram, prose, media, diverse formats, digital text			
<b>Reading Literature</b>			
<b>NJSLS Anchor Standard: Integration of Knowledge and Ideas</b>			
<b>Anchor Standard 7:</b> Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.			
<b>NJSLS Standard: RL6.7</b>			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	<b>Common Core Exemplar</b>
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.	<ul style="list-style-type: none"> <li>● Demonstrate the behaviors of a strategic reader, viewer, or listener to a given literary text.</li> <li>● Demonstrate knowledge of various media capabilities when listening to or viewing a dramatization of a literary text.</li> <li>● Compare the reading a literary text versus listening to or viewing a dramatization of a literary text.</li> <li>● Compare the differences between what the reader imagines visually and aurally when reading a literary text to the dramatization of those sights and sounds from a literary text.</li> <li>● Use appropriate language</li> </ul>	<ul style="list-style-type: none"> <li>● As a class, read a text and watch/listen to the corresponding movies- “To Build a Fire”</li> <li>● Use Venn diagram to compare and contrast text from media.</li> <li>● Do dramatic reading of prose or poetry for contrast with text</li> </ul>	Students will identify the similarities and differences between reading a story and watching the filmed version of it.

<b>Differentiation/Accommodations/Modifications</b>			
<b>Gifted and Talented</b>	<b>English Language Learners</b>	<b>Students with Disabilities</b>	<b>Students at Risk of School Failure</b>
<ul style="list-style-type: none"> <li>• Create video clip, comic strip, or timeline to represent alternate version</li> <li>• Write a movie review about comparing and contrasting a film and book read independently</li> </ul>	<ul style="list-style-type: none"> <li>• Graphic Organizers</li> <li>• Show numerous examples</li> <li>• Read Aloud/Audio books</li> <li>• Pre-teach vocabulary</li> <li>• For more, see <a href="http://www.state.nj.us/education/mod/elcurriculum/ela/ellscaffolding/3u1.pdf">http://www.state.nj.us/education/mod/elcurriculum/ela/ellscaffolding/3u1.pdf</a></li> </ul>	<ul style="list-style-type: none"> <li>• Extended time</li> <li>• Show numerous examples</li> <li>• Modified assignments</li> <li>• Small group, alternate location</li> <li>• Video clips</li> <li>• Refer to each student's IEP for more specific modifications</li> </ul>	<ul style="list-style-type: none"> <li>• Utilize RTI strategies including modeling and reciprocal teaching</li> <li>• Tier II and Tier III intervention</li> <li>• More frequent STAR assessments</li> <li>• Morning tutoring</li> <li>• After school program</li> <li>• Parental contact</li> </ul>

**Language Arts Curriculum: Grade 6**  
**Reading Standards for Literature**  
**Reading Standard: RL 6.8**

<b>Essential Question(s):</b> How do readers determine and make meaning of the arguments/claims presented in a text?
<b>Vocabulary:</b> N/A to Literature
<b>Reading Literature</b>
<b>NJSLS Anchor Standard: Integration of Knowledge and Ideas</b>
<b>Anchor Standard 8:</b> 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.
<b>NJSLS Standard: RL6.8</b>

Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
8. (Not applicable to literature)		N/A to literature	N/A to literature

Differentiation/Accommodations/Modifications			
Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
•	• N/A to literature	•	•

**Language Arts Curriculum: Grade 6**  
**Reading Standards for Literature**  
**Reading Standard: RL 6.9**

<b>Essential Question(s):</b> How do readers make connections between texts?			
<b>Enduring Understanding:</b> Relevant background knowledge creates profound understanding of literature. A relationship exists between themes of literary works from both past and present.			
<b>Vocabulary:</b> genre, compare/contrast, theme, text, historical, fantasy, modern text, traditional text, fictional portrayal of time, place or character			
<b>Reading Literature</b>			
<b>NJSLS Anchor Standard: Integration of Knowledge and Ideas</b>			
<b>Anchor Standard 9:</b> 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.			
<b>NJSLS Standard: RL6.9</b>			
Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
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	<ul style="list-style-type: none"> <li>• After reading text in the different genres, compare and contrast the treatment of similar themes and topics</li> </ul>	<ul style="list-style-type: none"> <li>• Model how to make connections between modern and traditional texts</li> <li>• Provide a variety of texts in the different genres for comparison, in terms of themes and topics, including historical novels, fantasy stories, and poems</li> <li>• Demonstrate understanding of genre by creating a writing product in that genre</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be able to identify the various genres of texts</li> <li>• Students will be able to compare and contrast the themes of two different texts</li> </ul>

fantasy stories) in terms of their approaches to similar themes and topics		<ul style="list-style-type: none"> <li>• Graphic organizers: T-charts, Venn-diagrams</li> </ul>	
<b>Differentiation/Accommodations/Modifications</b>			
<b>Gifted and Talented</b>	<b>English Language Learners</b>	<b>Students with Disabilities</b>	<b>Students at Risk of School Failure</b>
<ul style="list-style-type: none"> <li>• Create modern re-telling of a fairy-tale, myth or legend</li> <li>• compare/contrast two independent texts with similar topics/themes</li> </ul>	<ul style="list-style-type: none"> <li>• Graphic Organizers</li> <li>• Read Aloud</li> <li>• Explicit vocabulary instruction with additional vocabulary</li> <li>• For more, see <a href="http://www.state.nj.us/education/mod-elcurriculum/ela/ellscaffolding/3u1.pdf">http://www.state.nj.us/education/mod-elcurriculum/ela/ellscaffolding/3u1.pdf</a></li> </ul>	<ul style="list-style-type: none"> <li>• Extended time</li> <li>• Modified assignments</li> <li>• Small group, alternate location</li> <li>• Word Wall</li> <li>• Refer to each student's IEP for more specific modifications</li> </ul>	<ul style="list-style-type: none"> <li>• Tier II and Tier III intervention</li> <li>• Morning tutoring</li> <li>• After school program</li> <li>• Parental contact</li> </ul>

**Language Arts Curriculum: Grade 6**  
**Reading Standards for Literature**  
**Reading Standard: RL 6.10**

<b>Essential Question:</b> How do readers use comprehension strategies to improve understanding of text? How does careful and attentive reading of both assigned and independent text choices assist with developing a life-long critical reader?			
<b>Enduring Understanding:</b> Critically reading and understanding a variety of literary genres promotes language arts literacy.			
<b>Vocabulary:</b>			
<b>NJSLS Anchor Standard: Range of Reading and Level of Text Complexity</b>			
<b>Anchor Standard 10:</b> Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.			
<b>NJSLS Standard: RL 6.10</b>			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	<b>Common Core Exemplar</b>
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.	<ul style="list-style-type: none"> <li>Students read a variety of genres</li> <li>Students read literature varying in complexity</li> </ul>	<ul style="list-style-type: none"> <li>Before Reading: prediction making, preview text</li> <li>During Reading: questioning, highlighting, charting</li> <li>After Reading: journals, illustrations, sequencing, dramatization, graphic organizers</li> <li>Scaffold reading and comprehension as needed</li> </ul>	<ul style="list-style-type: none"> <li>Grade appropriate text (fiction, poetry)</li> <li>Teacher recommendations about text related to the topic</li> <li>Common Core Performance Coach</li> <li>Standards Solution</li> </ul>
<b>Differentiation/Accommodations/Modifications</b>			
<b>Gifted and Talented</b>	<b>English Language Learners</b>	<b>Students with Disabilities</b>	<b>Students at Risk of School Failure</b>
<ul style="list-style-type: none"> <li>Participate in book clubs with rigorous text</li> </ul>	<ul style="list-style-type: none"> <li>Graphic Organizers</li> <li>Read Aloud</li> <li>Pre-teach vocabulary</li> <li>For more, see <a href="http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf">http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf</a></li> </ul>	<ul style="list-style-type: none"> <li>Extended time</li> <li>Modified assignments</li> <li>Small group, alternate location</li> <li>Modeling</li> <li>Cause/effect correlations</li> <li>Refer to each student's IEP for more specific modifications</li> </ul>	<ul style="list-style-type: none"> <li>Tier II and Tier III intervention</li> <li>More frequent STAR assessments</li> <li>Morning tutoring</li> <li>After school program</li> <li>Parental contact</li> </ul>



**Language Arts Curriculum: Grade 6**  
**Reading Standards for Informational Text**  
**Standard RI 6.1**

<b>Essential Question(s):</b> How do readers use text to support answers to questions?			
<b>Enduring Understanding:</b> Inferences must be rooted in the text and must provide a conceptual foundation for understanding. Citing evidence is vital to strong textual analysis.			
<b>Vocabulary:</b> annotate, inference, analyze, textual evidence			
<b>Reading Informational Text</b>			
<b>NJSLS Anchor Standard: Key Ideas and Details</b>			
<b>Anchor Standard 1:</b> 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.			
<b>NJSLS Standard: RI6.1</b>			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	<b>Common Core Exemplar</b>
1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.	<ul style="list-style-type: none"> <li>Identify key information from the text</li> <li>Develop and support inferences with information from the text</li> <li>Use evidence from text to support analysis of text</li> </ul>	<ul style="list-style-type: none"> <li>Review with students how to identify key information (annotate text)</li> <li>Model how to make inferences and support inferences with text</li> <li>Use classroom discussion to identify evidence and support analysis</li> </ul>	<ul style="list-style-type: none"> <li>Students will identify the piece of evidence that supports their inference as to the explicit meaning of the text.</li> <li>Students will identify the big idea of the text and will cite evidence to support their answer</li> </ul>
<b>Differentiation/Accommodations/Modifications</b>			
<b>Gifted and Talented</b>	<b>English Language Learners</b>	<b>Students with Disabilities</b>	<b>Students at Risk of School Failure</b>
<ul style="list-style-type: none"> <li>Students will do additional research on their own to add to their claims</li> </ul>	<ul style="list-style-type: none"> <li>Graphic Organizers</li> <li>Read Aloud</li> <li>For more, see <a href="http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf">http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf</a></li> </ul>	<ul style="list-style-type: none"> <li>Extended time</li> <li>Modified assignments</li> <li>Small group, alternate location</li> <li>Modeling</li> <li>Refer to each student's IEP for more specific modifications</li> </ul>	<ul style="list-style-type: none"> <li>Tier II and Tier III intervention</li> <li>More frequent STAR assessments</li> <li>Morning tutoring</li> <li>After school program</li> <li>Parental contact</li> </ul>



**Language Arts Curriculum: Grade 6**  
**Reading Standards for Informational Text**  
**Standard RI 6.2**

<b>Essential Question(s):</b> How do readers use key details from the text to support the main idea?			
<b>Enduring Understanding:</b> Determining the central idea can help us to make vital and informative connections to our learning. Supporting ideas can help us derive the main idea. Central ideas may develop further over the course of the text. Objective summaries help us to understand the central idea.			
<b>Vocabulary:</b> central idea, objective summary			
<b>Reading Informational Text</b>			
<b>NJSLS Anchor Standard: Key Ideas and Details</b>			
<b>Anchor Standard 2:</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.			
<b>NJSLS Standard: RI6.2</b>			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	<b>Common Core Exemplar</b>
2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	<ul style="list-style-type: none"> <li>Identify central idea of a text and how it is conveyed through details.</li> <li>Provide an objective summary of the text</li> </ul>	<ul style="list-style-type: none"> <li>Teach and model how to identify central ideas</li> <li>Use graphic organizers (i.e. web)</li> <li>Provide opportunities for students to identify personal opinion, judgments or objective summaries</li> </ul>	<ul style="list-style-type: none"> <li>Students will identify the key idea introduced by the author and the specific details used to convey the key idea</li> <li>Students will summarize texts using important details and facts</li> <li>Students will write objective summaries.</li> </ul>
<b>Differentiation/Accommodations/Modifications</b>			
<b>Gifted and Talented</b>	<b>English Language Learners</b>	<b>Students with Disabilities</b>	<b>Students at Risk of School Failure</b>
<ul style="list-style-type: none"> <li>Create video clip, comic</li> </ul>	<ul style="list-style-type: none"> <li>Graphic Organizers</li> <li>Read Aloud</li> </ul>	<ul style="list-style-type: none"> <li>Extended time</li> <li>Modified assignments</li> </ul>	<ul style="list-style-type: none"> <li>Tier II and Tier III intervention</li> </ul>

strip, or timeline to represent alternate version	<ul style="list-style-type: none"> <li>• Provide sentence frames</li> <li>• Confirm that students know the key concepts-analyze, summarize, main idea and supporting details</li> <li>• Pre-teach vocabulary</li> <li>• For more, see <a href="http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf">http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf</a></li> </ul>	<ul style="list-style-type: none"> <li>• Provide sentence frames</li> <li>• Small group, alternate location</li> <li>• Modeling</li> <li>• Confirm that students know the key concepts-analyze, summarize, main idea and supporting details</li> <li>• Refer to each student's IEP for more specific modifications</li> </ul>	<ul style="list-style-type: none"> <li>• More frequent STAR assessments</li> <li>• Morning tutoring</li> <li>• After school program</li> <li>• Parental contact</li> </ul>
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**Language Arts Curriculum: Grade 6**  
**Reading Standards for Informational Text**  
**Standard RI 6.3**

<b>Essential Question(s):</b> How do readers make connections between concepts in a text?			
<b>Enduring Understanding:</b> Readers are influenced and make meaning by analyzing the interactions between ideas, people, and events. Readers analyze how a text makes distinct connections: text-to-text, text-to-self, text-to-world.			
<b>Vocabulary:</b> chronological, differentiate			
<b>Reading Informational Text</b>			
<b>NJSLS Anchor Standard: Key Ideas and Details</b>			
<b>Anchor Standard 3:</b> Analyze how and why individuals, events, and ideas develop and interact over the course of a text.			
<b>NJSLS Standard: RI6.3</b>			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	<b>Common Core Exemplar</b>

<p>3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p>	<ul style="list-style-type: none"> <li>● Arrange details chronologically</li> <li>● Differentiate between organization of ideas in text</li> </ul>	<ul style="list-style-type: none"> <li>● Model use of graphic organizer.(ie timeline, outline, etc.)</li> <li>● Model how to highlight features that help to introduce, illustrate or elaborate a point.</li> </ul>	<ul style="list-style-type: none"> <li>● Students will explain in detail what are the key moments or ideas in a informational text.</li> <li>● Students will explain how an idea or person evolves over the course of the text</li> </ul>
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**Differentiation/Accommodations/Modifications**

<b>Gifted and Talented</b>	<b>English Language Learners</b>	<b>Students with Disabilities</b>	<b>Students at Risk of School Failure</b>
<ul style="list-style-type: none"> <li>● Create interactive timeline on the computer</li> <li>● After sorting scrambled steps in a procedure, have students write a paragraph with appropriate transitions for each step</li> </ul>	<ul style="list-style-type: none"> <li>● Graphic Organizers</li> <li>● Read Aloud/Audio Books</li> <li>● Pre-teach vocabulary</li> <li>● Evaluate language used in texts for potential difficulties</li> <li>● Utilize concept webs</li> <li>● For more, see <a href="http://www.state.nj.us/education/mod/curriculum/ela/ellscaffolding/3u1.pdf">http://www.state.nj.us/education/mod/curriculum/ela/ellscaffolding/3u1.pdf</a></li> </ul>	<ul style="list-style-type: none"> <li>● Extended time</li> <li>● Modified assignments</li> <li>● Small group, alternate location</li> <li>● Modeling</li> <li>● Oral/Visual Prompts</li> <li>● Refer to each student's IEP for more specific modifications</li> </ul>	<ul style="list-style-type: none"> <li>● Tier II and Tier III intervention</li> <li>● Think/Pair/Share</li> <li>● Oral/Visual prompts</li> <li>● More frequent STAR assessments</li> <li>● Morning tutoring</li> <li>● After school program</li> <li>● Parental contact</li> </ul>



**Language Arts Curriculum: Grade 6**  
**Reading Standards for Informational Text**  
**Standard RI 6.4**

<b>Essential Question(s):</b> How do readers determine the meaning and use of content specific vocabulary?			
<b>Enduring Understandings:</b> Proficient readers use words, their variations and context to create meaning. Words contain connotative and denotative meaning. Comprehension of text is essential in order to interpret and evaluate. Author’s tone helps the reader identify point of view.			
<b>Vocabulary:</b> context clues, tone, figurative language, connotative and technical meanings, impact of specific word choice on meaning and tone, key terms, domain-specific words and phrases, interpret			
<b>Reading Informational Text</b>			
<b>NJSLS Anchor Standard: Craft and Structure</b>			
<b>Anchor Standard 4:</b> 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.			
<b>NJSLS Standard: RI6.4</b>			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	<b>Common Core Exemplar</b>
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	<ul style="list-style-type: none"> <li>Use context clues to determine meaning of words and phrases</li> <li>Explain/define meaning of words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>Provide examples of using context clues to make determinations</li> </ul>	<ul style="list-style-type: none"> <li>Students will determine which words or phrases contribute the most to the meaning or tone of a text.</li> <li>Standards Solution</li> <li>Grammar for Writing</li> <li>Performance Coach</li> </ul>
<b>Differentiation/Accommodations/Modifications</b>			
<b>Gifted and Talented</b>	<b>English Language Learners</b>	<b>Students with Disabilities</b>	<b>Students at Risk of School Failure</b>
<ul style="list-style-type: none"> <li>Students can re-write part of an editorial to alter point of view and tone.</li> </ul>	<ul style="list-style-type: none"> <li>Graphic Organizers</li> <li>Read Aloud</li> <li>Pre-teach vocabulary</li> <li>For more, see <a href="http://www.state.nj.us/education/mod-elcurriculum/ela/ellscaffolding/3u1.pdf">http://www.state.nj.us/education/mod-elcurriculum/ela/ellscaffolding/3u1.pdf</a></li> </ul>	<ul style="list-style-type: none"> <li>Extended time</li> <li>Modified assignments</li> <li>Small group, alternate location</li> <li>Modeling</li> <li>Read aloud</li> <li>Word Wall</li> <li>Refer to each student’s IEP for more specific modifications</li> </ul>	<ul style="list-style-type: none"> <li>Tier II and Tier III intervention</li> <li>More frequent STAR assessments</li> <li>Morning tutoring</li> <li>After school program</li> <li>Parental contact</li> </ul>



**Language Arts Curriculum: Grade 6**  
**Reading Standards for Informational Text**  
**Standard RI 6.5**

<b>Essential Question(s):</b> How do readers use text features to locate information?			
<b>Vocabulary:</b> structure, purpose, chronological, compare/contrast, cause/effect, problem/solution, key word, hyperlink, text features, index, heading, subheading, sidebars, caption			
<b>Reading Informational Text</b>			
<b>NJSLS Anchor Standard: Craft and Structure</b>			
<b>Anchor Standard 5:</b> 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.			
<b>NJSLS Standard: RI6.5</b>			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	<b>Common Core Exemplar</b>
5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	<ul style="list-style-type: none"> <li>Recognize the overall structure of text</li> <li>Identify author's purpose</li> </ul>	<ul style="list-style-type: none"> <li>Lead a class discussion of text structure and its purpose</li> <li>Use guiding questions</li> </ul>	<ul style="list-style-type: none"> <li>Students will first determine the author's purpose, audience, and occasion for a text and next will identify how these factors influence the choices the author made about the text's structure.</li> </ul>
<b>Differentiation/Accommodations/Modifications</b>			
<b>Gifted and Talented</b>	<b>English Language Learners</b>	<b>Students with Disabilities</b>	<b>Students at Risk of School Failure</b>
<ul style="list-style-type: none"> <li>Students will create a Jeopardy game focusing on text structures.</li> </ul>	<ul style="list-style-type: none"> <li>Graphic Organizers</li> <li>Provide numerous examples</li> <li>Read Aloud</li> <li>Pre-teach vocabulary</li> <li>For more, see <a href="http://www.state.nj.us/education/mod-elcurriculum/ela/ellscaffolding/3u1.pdf">http://www.state.nj.us/education/mod-elcurriculum/ela/ellscaffolding/3u1.pdf</a></li> </ul>	<ul style="list-style-type: none"> <li>Extended time</li> <li>Modified assignments</li> <li>Small group, alternate location</li> <li>Modeling</li> <li>Read aloud</li> <li>Word Wall</li> <li>Refer to each student's IEP for more specific modifications</li> </ul>	<ul style="list-style-type: none"> <li>Tier II and Tier III intervention</li> <li>Provide numerous examples</li> <li>More frequent STAR assessments</li> <li>Morning tutoring</li> <li>After school program</li> <li>Parental contact</li> </ul>



**Language Arts Curriculum: Grade 6**  
**Reading Standards for Informational Text**  
**Standard RI 6.6**

<b>Essential Question(s):</b> How do readers analyze point of view and/or purpose?			
<b>Enduring Understanding:</b> The author has one central thesis that focuses the entire essay It is important to understand conflicting viewpoints.			
<b>Vocabulary:</b> purpose, point of view, bias, assess, evidence, conflicting evidence, loaded language, acknowledge and respond			
<b>Reading Informational Text</b>			
<b>NJSLS Anchor Standard: Craft and Structure</b>			
<b>Anchor Standard 6:</b> Assess how point of view or purpose shapes the content and style of a text.			
<b>Standard: RI6.6</b>			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	<b>Common Core Exemplar</b>
6. Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.	<ul style="list-style-type: none"> <li>Students will recognize the author’s point of view or purpose in texts</li> <li>Students will identify language in the text that conveys point of view/author purpose</li> </ul>	<ul style="list-style-type: none"> <li>Lead a class discussion of point of view/purpose</li> <li>Ask class “What was the author’s purpose/point of view?”</li> </ul>	<ul style="list-style-type: none"> <li>Performance Coach</li> <li>Standards Solution</li> <li></li> </ul>
<b>Differentiation/Accommodations/Modifications</b>			
<b>Gifted and Talented</b>	<b>English Language Learners</b>	<b>Students with Disabilities</b>	<b>Students at Risk of School Failure</b>
<ul style="list-style-type: none"> <li>Students will write a passage from another character’s point of view and switch the purpose of the text.</li> </ul>	<ul style="list-style-type: none"> <li>Graphic Organizers</li> <li>Read Aloud</li> <li>Make connections to students’ cultures or experiences to help explain their different point of view on various subjects</li> <li>Pre-teach vocabulary</li> <li>knowledge of character traits</li> <li>For more, see <a href="http://www.state.nj.us/education/mod-elcurriculum/ela/ellscaffolding/3u1.pdf">http://www.state.nj.us/education/mod-elcurriculum/ela/ellscaffolding/3u1.pdf</a></li> </ul>	<ul style="list-style-type: none"> <li>Extended time</li> <li>Modified assignments</li> <li>Small group, alternate location</li> <li>Modeling</li> <li>Read aloud</li> <li>Word Wall</li> <li>Refer to each student’s IEP for more specific modifications</li> </ul>	<ul style="list-style-type: none"> <li>Tier II and Tier III intervention</li> <li>More frequent STAR assessments</li> <li>Morning tutoring</li> <li>After school program</li> <li>Parental contact</li> </ul>



**Language Arts Curriculum: Grade 6**  
**Reading Standards for Informational Text**  
**Standard RI 6.7**

<b>Essential Question(s):</b> How do readers use information from illustrations and text to demonstrate understanding?			
<b>Enduring Understanding:</b> Various forms of media can be used to accommodate a myriad of learning styles. Differentiated instruction can affect the interpretation of information.			
<b>Vocabulary:</b> multi-media			
<b>Reading Informational Text</b>			
<b>NJSLS Anchor Standard: Integration of Knowledge and Ideas</b>			
Anchor Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.			
<b>NJSLS Standard: RI6.7</b>			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	<b>Common Core Exemplar</b>
7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	<ul style="list-style-type: none"> <li>Develop an understanding of a topic or issue based on more than one format</li> </ul>	<ul style="list-style-type: none"> <li>Present various forms of information on an issue or a topic</li> <li>Assess student understanding (ex. Essay, role play, oral presentation, etc.)</li> </ul>	Students will identify key information they can draw from the media, quantitative, or visual formats used to convey other aspects of this subject or issue.
<b>Differentiation/Accommodations/Modifications</b>			
<b>Gifted and Talented</b>	<b>English Language Learners</b>	<b>Students with Disabilities</b>	<b>Students at Risk of School Failure</b>
<ul style="list-style-type: none"> <li>Create video clip, comic strip, or timeline to represent alternate version</li> </ul>	<ul style="list-style-type: none"> <li>Graphic Organizers</li> <li>Read Aloud</li> <li>Prepare students with information about each format (charts, graphs) or types of media needed to understand what they hear, see, or read in case they are new forms or concepts to some.</li> <li>Pre-teach vocabulary</li> <li>For more, see <a href="http://www.state.nj.us/education/mod-elcurriculum/ela/ellscaffolding/3u1.pdf">http://www.state.nj.us/education/mod-elcurriculum/ela/ellscaffolding/3u1.pdf</a></li> </ul>	<ul style="list-style-type: none"> <li>Extended time</li> <li>Modified assignments</li> <li>Small group, alternate location</li> <li>Modeling</li> <li>Video clips, photographs, and paintings</li> <li>Read aloud</li> <li>Word Wall</li> <li>Cause/effect correlations</li> <li>Refer to each student's IEP for more specific modifications</li> </ul>	<ul style="list-style-type: none"> <li>Tier II and Tier III intervention</li> <li>More frequent STAR assessments</li> <li>Morning tutoring</li> <li>After school program</li> <li>Parental contact</li> </ul>

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**Language Arts Curriculum: Grade 6**  
**Reading Standards for Informational Text**  
**Standard RI 6.8**

<b>Essential Question(s):</b> How do readers determine and make meaning of the arguments/claims presented in a text?			
<b>Vocabulary:</b> credibility, delineate, assess, claims, validity of reasoning			
<b>Reading Informational Text</b>			
<b>NJSLS Anchor Standard: Integration of Knowledge and Ideas</b>			
<b>Anchor Standard 8:</b> 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.			
<b>NJSLS Standard: RI6.8</b>			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	<b>Common Core Exemplar</b>
8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	<ul style="list-style-type: none"> <li>● Cite items to support an author's claim</li> <li>● Assess the strength of author's claims</li> </ul>	<ul style="list-style-type: none"> <li>● Present mini-lesson of fact and opinion               <ul style="list-style-type: none"> <li>- Include examples</li> <li>- Provide credible and non-credible examples</li> </ul> </li> <li>● Guide students in charting of facts and opinions from texts</li> </ul>	<p>Students will identify the argument and claims that a text makes and trace them from the beginning of the text to the end of the text.</p> <p>Students will be able to identify claims that are supported by reason and evidence</p>
<b>Differentiation/Accommodations/Modifications</b>			
<b>Gifted and Talented</b>	<b>English Language Learners</b>	<b>Students with Disabilities</b>	<b>Students at Risk of School Failure</b>
<ul style="list-style-type: none"> <li>● students will identify multiple pieces of evidence to support a claim and reasons.</li> </ul>	<ul style="list-style-type: none"> <li>● Graphic Organizers</li> <li>● Read Aloud</li> <li>● Pre-teach vocabulary</li> <li>● Real-life connections</li> <li>● For more, see <a href="http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf">http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf</a></li> </ul>	<ul style="list-style-type: none"> <li>● Extended time</li> <li>● Modified assignments</li> <li>● Small group, alternate location</li> <li>● Modeling</li> <li>● Read aloud</li> <li>● Word Wall</li> <li>● Refer to each student's IEP for more specific modifications</li> </ul>	<ul style="list-style-type: none"> <li>● Tier II and Tier III intervention</li> <li>● More frequent STAR assessments</li> <li>● Morning tutoring</li> <li>● After school program</li> <li>● Parental contact</li> </ul>



**Language Arts Curriculum: Grade 6**  
**Reading Standards for Informational Text**  
**Standard RI 6.9**

<b>Essential Question(s):</b> How do readers make connections or determine differences and/or similarities among texts of the same topic?			
<b>Vocabulary:</b> compare, contrast, key detail, outline			
<b>Reading Informational Text</b>			
<b>NJSLS Anchor Standard: Integration of Knowledge and Ideas</b>			
<b>Anchor Standard 9:</b> 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.			
<b>NJSLS Standard: RI6.9</b>			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	<b>Common Core Exemplar</b>
9. Compare, contrast, and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	<ul style="list-style-type: none"> <li>Compare and contrast two different works with similar theme or topic</li> </ul>	<ul style="list-style-type: none"> <li>Model skill using graphic organizer (ie: Venn Diagram)</li> </ul>	Students will identify the subject that two different texts explore and then compare and contrast the same subject in the different texts
<b>Differentiation/Accommodations/Modifications</b>			
<b>Gifted and Talented</b>	<b>English Language Learners</b>	<b>Students with Disabilities</b>	<b>Students at Risk of School Failure</b>
<ul style="list-style-type: none"> <li>Students will create a video explaining the difference between primary and secondary sources.</li> </ul>	<ul style="list-style-type: none"> <li>Graphic Organizers</li> <li>Read Aloud</li> <li>Pre-teach vocabulary</li> <li>For more, see <a href="http://www.state.nj.us/education/mod-elcurriculum/ela/ellscaffolding/3u1.pdf">http://www.state.nj.us/education/mod-elcurriculum/ela/ellscaffolding/3u1.pdf</a></li> </ul>	<ul style="list-style-type: none"> <li>Extended time</li> <li>Modified assignments</li> <li>Small group, alternate location</li> <li>Modeling</li> <li>Read aloud</li> <li>Word Wall</li> <li>Refer to each student's IEP for more specific modifications</li> </ul>	<ul style="list-style-type: none"> <li>Tier II and Tier III intervention</li> <li>More frequent STAR assessments</li> <li>Morning tutoring</li> <li>After school program</li> <li>Parental contact</li> </ul>

**Language Arts Curriculum: Grade 6**  
**Reading Standards for Informational Text**  
**Standard RI 6.10**

<b>Essential Question(s):</b> How do readers understand information texts in all subject areas?			
<b>Vocabulary:</b> complex informational texts, high end of range, informational, scaffolding, text complexity band			
<b>Reading Informational Text</b>			
<b>NJSLS Anchor Standard: Range of Reading and Level of Text Complexity</b>			
<b>Anchor Standard 10:</b> Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.			
<b>NJSLS Standard: RI6.10</b>			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	<b>Common Core Exemplar</b>
10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.	<ul style="list-style-type: none"> <li>Read and understand text on the sixth grade level</li> </ul>	<ul style="list-style-type: none"> <li>Present material to students and assess understanding.</li> <li>Expose students to a variety of grade level informational text including literary nonfiction, essays, biographies, and historical accounts</li> <li>Have students participate in full-class close reading and modeling what close reading looks like and explaining the strategy.</li> </ul>	<ul style="list-style-type: none"> <li>Standards Solutions</li> <li>Performance Coach</li> </ul>
<b>Differentiation/Accommodations/Modifications</b>			
<b>Gifted and Talented</b>	<b>English Language Learners</b>	<b>Students with Disabilities</b>	<b>Students at Risk of School Failure</b>
<ul style="list-style-type: none"> <li>Students will read both novel and paired articles.</li> </ul>	<ul style="list-style-type: none"> <li>Graphic Organizers</li> <li>Help them choose books and texts appropriate to their current reading level but challenge them with new ideas, language, and other elements that are new or more complex than previous texts they have read.</li> <li>Read Aloud</li> <li>Pre-teach vocabulary</li> <li>For more, see <a href="http://www.state.nj.us/education/mod-elcurriculum/ela/ellscaffolding/3u1.pdf">http://www.state.nj.us/education/mod-elcurriculum/ela/ellscaffolding/3u1.pdf</a></li> </ul>	<ul style="list-style-type: none"> <li>Extended time</li> <li>Help them choose books and texts appropriate to their current reading level but challenge them with new ideas, language, and other elements that are new or more complex than previous texts they have read</li> <li>Modified assignments</li> <li>Small group, alternate location</li> <li>Modeling</li> <li>Read aloud</li> <li>Word Wall</li> <li>Refer to each student's IEP for more specific modifications</li> </ul>	<ul style="list-style-type: none"> <li>Help them choose books and texts appropriate to their current reading level but challenge them with new ideas, language, and other elements that are new or more complex than previous texts they have read</li> <li>Tier II and Tier III intervention</li> <li>More frequent STAR assessments</li> <li>Morning tutoring</li> <li>After school program</li> <li>Parental contact</li> </ul>

## Language Arts Curriculum: Grade 6

### Writing Standard W 6.1

<b>Essential Question(s):</b> How do writers use valid evidence to support claims?			
<b>Vocabulary:</b> claim (n.), thesis, slang, formal language, credible source			
<b>Writing</b>			
<b>NJSLS Anchor Standard:</b> Text Types and Purpose			
<b>Anchor Standard 1:</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.			
<b>NJSLS Standard:</b> W6.1			
Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
1. Write arguments to support claims with clear reasons and relevant evidence.			
a. Introduce claim(s) and organize the reasons and evidence clearly.	<ul style="list-style-type: none"> <li>● Pre-write pros and cons</li> <li>● Select strongest side</li> <li>● Identify three reasons</li> <li>● Write thesis statement</li> <li>● Compose a draft of the introduction paragraph</li> </ul>	<ul style="list-style-type: none"> <li>● Model prewriting using a T-Chart of pros and cons</li> <li>● Demonstrate the sentence structure of a thesis</li> <li>● Model an introduction paragraph</li> </ul>	Performance Coach
b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	<ul style="list-style-type: none"> <li>● Display knowledge of topic by selecting appropriate evidence</li> <li>● Evaluate evidence using credible sources</li> <li>● Compose a draft of body paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>● Provide examples of reliable and appropriate evidence that support the thesis</li> <li>● Identify and model research techniques to locate credible sources</li> </ul>	
c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	<ul style="list-style-type: none"> <li>● Collaborate to create a word wall</li> <li>● Interpret key words in claim to support reasons</li> <li>● Identify key words in reasons to defend claim</li> <li>● Apply academic vocabulary to draft</li> </ul>	<ul style="list-style-type: none"> <li>● Design word wall</li> <li>● Demonstrate selection of key words that explain connections while infusing academic vocabulary</li> </ul>	
d. Establish and maintain a formal style/academic style, approach	<ul style="list-style-type: none"> <li>● Identify elements that distinguish formal and informal style</li> <li>● Edit drafts to maintain formal style</li> </ul>	<ul style="list-style-type: none"> <li>● Provide examples of formal and informal texts</li> <li>● Complete activities differentiating slang versus formal language</li> </ul>	Grammar for Writing
e. Provide a concluding statement or section that	<ul style="list-style-type: none"> <li>● Draft a conclusion to support thesis</li> </ul>	<ul style="list-style-type: none"> <li>● Compile examples of effective conclusion paragraphs</li> </ul>	

follows from the argument presented.			
<b>Differentiation/Accommodations/Modifications</b>			
<b>Gifted and Talented</b>	<b>English Language Learners</b>	<b>Students with Disabilities</b>	<b>Students at Risk of School Failure</b>
<ul style="list-style-type: none"> <li>Students will write a second argument essay from the opposite perspective.</li> </ul>	<ul style="list-style-type: none"> <li>Graphic Organizers</li> <li>Read Aloud</li> <li>Build background knowledge of the idea of argument</li> <li>Pre-teach vocabulary</li> <li>For more, see <a href="http://www.state.nj.us/education/mod-elcurriculum/ela/ellscaffolding/3u1.pdf">http://www.state.nj.us/education/mod-elcurriculum/ela/ellscaffolding/3u1.pdf</a></li> </ul>	<ul style="list-style-type: none"> <li>Extended time</li> <li>Modified assignments</li> <li>Small group, alternate location</li> <li>Modeling</li> <li>Read aloud</li> <li>Word Wall</li> <li>Refer to each student's IEP for more specific modifications</li> </ul>	<ul style="list-style-type: none"> <li>Tier II and Tier III intervention</li> <li>More frequent STAR assessments</li> <li>Morning tutoring</li> <li>After school program</li> <li>Parental contact</li> </ul>

**Language Arts Curriculum: Grade 6**

**Writing  
Standard W 6.2**

<b>Essential Question(s):</b> How do writers explore topics and convey ideas?			
<b>Vocabulary:</b> relevant, credible, precise, domain-specific language			
<b>Writing</b>			
<b>NJSLS Anchor Standard:</b> Text Types and Purpose			
<b>Anchor Standard 2:</b> Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.			
<b>NJSLS Standard:</b> W6.2			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	<b>Common Core Exemplar</b>
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; 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.	<ul style="list-style-type: none"> <li>Pre-write to address the demands of informative text including the following:               <ul style="list-style-type: none"> <li>- Identify topic</li> <li>- Gather information</li> <li>- Evaluate information</li> <li>- Organize information</li> <li>- Include appropriate text features</li> </ul> </li> <li>Compose draft of an introduction paragraph with thesis statement</li> </ul>	<ul style="list-style-type: none"> <li>Provide graphic organizers to organize the various demands of informational text</li> <li>Extrapolate information from graphic organizer to formulate structure of informative essay</li> </ul>	Students will complete graphic organizers to help organize their data and ideas prior to writing a rough draft of their argument essay
b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	<ul style="list-style-type: none"> <li>Demonstrate knowledge of topic by selecting relevant evidence including facts, details, quotations, and other supportive information</li> <li>Produce writing that demonstrates the correct usage of punctuation, focusing on quotations</li> <li>Compose a draft of body paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>Provide examples of reliable and appropriate facts, details, quotations and other supportive information</li> <li>Review the proper use of punctuation focusing on quotations</li> <li>Prepare proof reading activities</li> <li>Identify and model research techniques to locate relevant and informative sources</li> </ul>	

c. Use appropriate transitions to clarify the relationships among ideas and concepts.	<ul style="list-style-type: none"> <li>Collaborate to create a word wall</li> <li>Interpret key words in claim to support reasons.</li> <li>Identify key words in reasons to defend claim</li> <li>Apply academic vocabulary to draft</li> </ul>	<ul style="list-style-type: none"> <li>Design word wall</li> <li>Demonstrate selection of key words that explain connections while infusing academic vocabulary.</li> </ul>	Students will receive a list of transitions to refer to and use in their writing
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	<ul style="list-style-type: none"> <li>Use precise language and domain specific vocabulary to enhance the topic</li> </ul>	<ul style="list-style-type: none"> <li>Generate activities to enhance language and vocabulary</li> </ul>	
e. Establish and maintain a formal/academic style, approach, and form.	<ul style="list-style-type: none"> <li>Identify elements that distinguish formal and informal style.</li> <li>Edit drafts to maintain formal style.</li> </ul>	<ul style="list-style-type: none"> <li>Provide examples of formal and informal texts</li> <li>Complete activities differentiating slang versus formal language</li> </ul>	
f. Provide a concluding statement or section that follows from the information or explanation presented.	<ul style="list-style-type: none"> <li>Draft a conclusion to support informative text</li> </ul>	<ul style="list-style-type: none"> <li>Compile examples of effective conclusion paragraphs</li> </ul>	

**Differentiation/Accommodations/Modifications**

<b>Gifted and Talented</b>	<b>English Language Learners</b>	<b>Students with Disabilities</b>	<b>Students at Risk of School Failure</b>
<ul style="list-style-type: none"> <li>Students will not use graphic organizers. They will highlight evidence and begin writing.</li> </ul>	<ul style="list-style-type: none"> <li>Graphic Organizers</li> <li>Real-life connections</li> <li>For more, see <a href="http://www.state.nj.us/education/mod-elcurriculum/ela/ellscaffolding/3u1.pdf">http://www.state.nj.us/education/mod-elcurriculum/ela/ellscaffolding/3u1.pdf</a></li> </ul>	<ul style="list-style-type: none"> <li>Extended time</li> <li>Modified assignments</li> <li>Small group, alternate location</li> <li>Modeling</li> <li>Refer to each student's IEP for more specific modifications</li> </ul>	<ul style="list-style-type: none"> <li>Morning tutoring</li> <li>After school program</li> <li>Parental contact</li> </ul>

**Language Arts Curriculum: Grade 6**

**Writing  
Standard W 6.3**

<b>Essential Question(s):</b> How do writers develop effective narratives?			
<b>Essential Understanding:</b> Writers deliberately choose text structures to craft their personal narrative. Writers use a variety of strategies to elaborate and enhance their work.			
<b>Vocabulary:</b> narrative, descriptive detail, climax, simile, metaphor, idiom, personification, oxymoron, hyperbole, onomatopoeias			
<b>Writing</b>			
<b>NJSLS Anchor Standard:</b> Text Types and Purpose			
<b>Anchor Standard 3:</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.			
<b>NJSLS Standard:</b> W6.3			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	<b>Common Core Exemplar</b>
3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.			
a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	<ul style="list-style-type: none"> <li>Brainstorm ideas or key story elements</li> <li>Create sensory details to match story events</li> </ul>	<ul style="list-style-type: none"> <li>Provide graphic organizers for narratives including characters, settings, conflicts, resolutions, and themes</li> </ul>	
b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	<ul style="list-style-type: none"> <li>Compose effective dialogue</li> <li>Organize an equal distribution of details that develop experiences, events and/or characters</li> </ul>	<ul style="list-style-type: none"> <li>Review the composition of dialogue</li> <li>Review plot pacing while focusing on the events and characters surrounding the climax</li> </ul>	
c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	<ul style="list-style-type: none"> <li>Draft narrative using strong transitions, phrases, and clauses while highlighting plot and setting</li> </ul>	<ul style="list-style-type: none"> <li>Model effective use of transitions, phrases and clauses</li> <li>Model the drafting process of writing a narrative</li> </ul>	

d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events	<ul style="list-style-type: none"> <li>Enhance narrative by implementing figurative language to improve writing</li> </ul>	<ul style="list-style-type: none"> <li>Compose examples of similes, metaphors, idioms, personifications, oxymoron, onomatopoeias, and hyperboles</li> </ul>	
e. Provide a conclusion that follows from the narrated experiences or events.	<ul style="list-style-type: none"> <li>Draft a resolution that fits the narrative form</li> </ul>	<ul style="list-style-type: none"> <li>Model using mentor text</li> </ul>	

**Differentiation/Accommodations/Modifications**

<b>Gifted and Talented</b>	<b>English Language Learners</b>	<b>Students with Disabilities</b>	<b>Students at Risk of School Failure</b>
<ul style="list-style-type: none"> <li>Students will write their own narratives, focusing on figurative language</li> </ul>	<ul style="list-style-type: none"> <li>Graphic Organizers</li> <li>Read Aloud</li> <li>Pre-teach vocabulary</li> <li>For more, see <a href="http://www.state.nj.us/education/mod-elcurriculum/ela/ellscaffolding/3u1.pdf">http://www.state.nj.us/education/mod-elcurriculum/ela/ellscaffolding/3u1.pdf</a></li> </ul>	<ul style="list-style-type: none"> <li>Extended time</li> <li>Modified assignments</li> <li>Small group, alternate location</li> <li>Modeling</li> <li>Refer to each student's IEP for more specific modifications</li> </ul>	<ul style="list-style-type: none"> <li>Parental contact</li> </ul>

**Language Arts Curriculum: Grade 6**

**Writing  
Standard W 6.4**

<b>Essential Question(s):</b> How do writers create effective pieces of writing?			
<b>Enduring Understanding:</b> Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression. Effective writers understand that style, language, and point of view change based upon the genre of writing.			
<b>Vocabulary:</b> purpose, audience, prompt			
<b>Writing</b>			
<b>NJSLS Anchor Standard:</b> Production and Distribution of Text			
<b>Anchor Standard 4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.			
<b>NJSLS Standard:</b> W6.4			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	<b>Common Core Exemplar</b>
4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	<ul style="list-style-type: none"> <li>Understand prompt, purpose, and intended audience</li> <li>Distinguish between the different types of writing</li> <li>Create text that addresses prompt, purpose, and intended audience</li> <li>Comprehend NJDOE Registered Holistic Scoring Rubric</li> </ul>	<ul style="list-style-type: none"> <li>Annotated prompt (highlight &amp; underline)</li> <li>Discuss interpretations of prompt</li> <li>Discuss purpose and individual audience</li> <li>Brainstorm and organize through graphic organizers</li> <li>Introduce and assist in the written revision of NJDOE Registered Holistic Scoring Rubric</li> </ul>	<p>Students will identify literary techniques</p> <p>Students will utilize reading response strategies</p>
<b>Differentiation/Accommodations/Modifications</b>			
<b>Gifted and Talented</b>	<b>English Language Learners</b>	<b>Students with Disabilities</b>	<b>Students at Risk of School Failure</b>
<ul style="list-style-type: none"> <li>Students will write an outline for a Socratic Seminar.</li> </ul>	<ul style="list-style-type: none"> <li>Graphic Organizers</li> <li>Read Aloud</li> <li>Pre-teach vocabulary</li> <li>For more, see <a href="http://www.state.nj.us/education/mod/curriculum/ela/ellscaffolding/3u1.pdf">http://www.state.nj.us/education/mod/curriculum/ela/ellscaffolding/3u1.pdf</a></li> </ul>	<ul style="list-style-type: none"> <li>Extended time</li> <li>Modified assignments</li> <li>Small group, alternate location</li> <li>Modeling</li> <li>Refer to each student’s IEP for more specific modifications</li> </ul>	<ul style="list-style-type: none"> <li>Morning tutoring</li> <li>After school program</li> <li>Parental contact</li> </ul>

## Language Arts Curriculum: Grade 6

### Writing Standard W 6.5

<b>Essential Question(s):</b> How do writers use the writing process to improve text?			
<b>Vocabulary:</b> writing process, revise, edit, draft, proofreading			
<b>Writing</b>			
<b>NJSLS Anchor Standard:</b> Production and Distribution of Text			
<b>Anchor Standard 5:</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.			
<b>NJSLS Standard:</b> W6.5			
Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	<ul style="list-style-type: none"> <li>● Review writing process</li> <li>● Pre-write</li> <li>● Drafting</li> <li>● Revise / Edit</li> </ul>	<ul style="list-style-type: none"> <li>● List of steps of the writing process</li> <li>● Graphic organizing</li> <li>● Create text</li> <li>● Use of NJDOE Registered Holistic Scoring Rubric</li> </ul>	<i>Grammar for Writing</i>
Differentiation/Accommodations/Modifications			
Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<ul style="list-style-type: none"> <li>● Students will peer edit and proofread own work. Students will add vocabulary words.</li> </ul>	<ul style="list-style-type: none"> <li>● Graphic Organizers</li> <li>● Read Aloud</li> <li>● Pre-teach vocabulary</li> <li>● For more, see <a href="http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf">http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf</a></li> </ul>	<ul style="list-style-type: none"> <li>● Extended time</li> <li>● Modified assignments</li> <li>● Small group, alternate location</li> <li>● Modeling</li> <li>● Refer to each student's IEP for more specific modifications</li> </ul>	<ul style="list-style-type: none"> <li>● Tier II and Tier III intervention</li> <li>● More frequent STAR assessments</li> <li>● Morning tutoring</li> <li>● After school program</li> <li>● Parental contact</li> </ul>

**Language Arts Curriculum: Grade 6**  
**Writing**  
**Standard W 6.6**

<b>Essential Question(s):</b> How do writers use technology to facilitate writing and collaboration?			
<b>Vocabulary:</b> word processing, publish			
<b>Writing</b>			
<b>NJSLS Anchor Standard:</b> Production and Distribution of Text			
<b>Anchor Standard 6:</b> Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.			
<b>NJSLS Standard:</b> W6.6			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	<b>Common Core Exemplar</b>
6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	<ul style="list-style-type: none"> <li>● Demonstrate effective keyboarding skills</li> <li>● Create text using word processing program</li> <li>● Compose three page written piece in a single sitting</li> <li>● Publish writing</li> </ul>	<ul style="list-style-type: none"> <li>● Use computer</li> <li>● Reinforce proper keyboarding skills</li> <li>● Demonstrate the sharing of text through technology</li> </ul>	
<b>Differentiation/Accommodations/Modifications</b>			
<b>Gifted and Talented</b>	<b>English Language Learners</b>	<b>Students with Disabilities</b>	<b>Students at Risk of School Failure</b>
<ul style="list-style-type: none"> <li>● Students will use google docs to collaborate on a second essay together.</li> </ul>	<ul style="list-style-type: none"> <li>● Graphic Organizers</li> <li>● Ensure students know how to use the application, software, laptop, or tablet</li> <li>● For more, see <a href="http://www.state.nj.us/education/mod/curriculum/ela/ellscaffolding/3u1.pdf">http://www.state.nj.us/education/mod/curriculum/ela/ellscaffolding/3u1.pdf</a></li> </ul>	<ul style="list-style-type: none"> <li>● Extended time</li> <li>● Modified assignments</li> <li>● Small group, alternate location</li> <li>● Modeling</li> <li>● Refer to each student's IEP for more specific modifications</li> </ul>	<ul style="list-style-type: none"> <li>● Tier II and Tier III intervention</li> <li>● Morning tutoring</li> <li>● After school program</li> <li>● Parental contact</li> </ul>

**Language Arts Curriculum: Grade 6**

**Writing  
Standard W 6.7**

<b>Essential Question(s):</b> How do writers conduct research to demonstrate understanding of a subject?			
<b>Vocabulary:</b> credible source, research questions, purpose, intended audience			
<b>Writing</b>			
<b>NJSLS Anchor Standard:</b> Research and Build Present Knowledge			
<b>Anchor Standard 7:</b> Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.			
<b>NJSLS Standard:</b> W6.7			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	<b>Common Core Exemplar</b>
7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	<ul style="list-style-type: none"> <li>• Research the question, purpose, and intended audience</li> <li>• Research multiple types of credible sources</li> <li>• Compose draft which fully answers research questions</li> </ul>	<ul style="list-style-type: none"> <li>• Provide research questions</li> <li>• Differentiate between credible and non-credible sources</li> <li>• Utilize teacher generated graphic organizer</li> </ul>	
<b>Differentiation/Accommodations/Modifications</b>			
<b>Gifted and Talented</b>	<b>English Language Learners</b>	<b>Students with Disabilities</b>	<b>Students at Risk of School Failure</b>
<ul style="list-style-type: none"> <li>• Students will have a Socratic Seminar using questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Graphic Organizers</li> <li>• Read Aloud</li> <li>• For more, see <a href="http://www.state.nj.us/education/mod/curriculum/ela/ellscaffolding/3u1.pdf">http://www.state.nj.us/education/mod/curriculum/ela/ellscaffolding/3u1.pdf</a></li> </ul>	<ul style="list-style-type: none"> <li>• Extended time</li> <li>• Modified assignments</li> <li>• Small group, alternate location</li> <li>• Modeling</li> <li>• Refer to each student's IEP for more specific modifications</li> </ul>	<ul style="list-style-type: none"> <li>• Tier II and Tier III intervention</li> <li>• Morning tutoring</li> <li>• After school program</li> <li>• Parental contact</li> </ul>

**Language Arts Curriculum: Grade 6**

**Writing  
Standard W 6.8**

<b>Essential Question(s):</b> How do writers evaluate and use sources?			
<b>Vocabulary:</b> works cited, bibliographic, plagiarism, credible, annotate			
<b>Writing</b>			
<b>NJSLS Anchor Standard:</b> Research and Build Present Knowledge			
<b>Anchor Standard 8:</b> Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.			
<b>NJSLS Standard:</b> W 6.8			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	<b>Common Core Exemplar</b>
8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	<ul style="list-style-type: none"> <li>Evaluate sources</li> <li>Incorporate various types of note-taking strategies</li> <li>Identify the credibility of sources</li> <li>Understand plagiarism</li> <li>Sort information</li> <li>Utilize search terms effectively</li> <li>Compile bibliographic information from sources</li> </ul>	<ul style="list-style-type: none"> <li>Determine if a source is appropriate and accurate in relation to the topic</li> <li>Explain and provide sample of plagiarism vs. proper citation</li> <li>Instruct various types of note-taking strategies</li> <li>Identify elements of a bibliographic entry</li> <li>Informative sorting activities</li> </ul>	Students will complete a structured check-list to determine the credibility of their sources
<b>Differentiation/Accommodations/Modifications</b>			
<b>Gifted and Talented</b>	<b>English Language Learners</b>	<b>Students with Disabilities</b>	<b>Students at Risk of School Failure</b>
<ul style="list-style-type: none"> <li>Students will identify bias within sources</li> </ul>	<ul style="list-style-type: none"> <li>Graphic Organizers</li> <li>Ensure students understand the concept of plagiarism</li> <li>For more, see <a href="http://www.state.nj.us/education/mod/elcurriculum/ela/ellscaffolding/3u1.pdf">http://www.state.nj.us/education/mod/elcurriculum/ela/ellscaffolding/3u1.pdf</a></li> </ul>	<ul style="list-style-type: none"> <li>Extended time</li> <li>Modified assignments</li> <li>Small group, alternate location</li> <li>Refer to each student's IEP for more specific modifications</li> </ul>	<ul style="list-style-type: none"> <li>Tier II and Tier III intervention</li> <li>Morning tutoring</li> <li>After school program</li> <li>Parental contact</li> </ul>

**Language Arts Curriculum: Grade 6**

**Writing  
Standard W 6.9**

<b>Essential Question(s):</b> How do writers apply evidence from text to support conclusions?			
<b>Vocabulary:</b> genre, theme, topic, claim			
<b>Writing</b>			
<b>NJSLS Anchor Standard:</b> Research and Build Present Knowledge			
<b>Anchor Standard 9:</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.			
<b>NJSLS Standard:</b> W.6.9			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	<b>Common Core Exemplar</b>
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”).	<ul style="list-style-type: none"> <li>• After reading text in the different genres, compare and contrast the treatment of similar themes and topics</li> <li>• Complete a compare and contrast assignment, analyzing the treatment of similar themes and topics of text from different genres</li> </ul>	<ul style="list-style-type: none"> <li>• Provide a variety of texts in the different genres for comparison, in terms of themes and topics, including historical novels, fantasy stories, and poems</li> <li>• Have students demonstrate understanding of genre by creating a writing product</li> <li>• Provide graphic organizers: T-charts, Venn-diagrams</li> <li>• Review how to complete a compare and contrast assignment, focusing specifically on how similar themes/topics are portrayed in texts of different genres</li> </ul>	
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”).	<ul style="list-style-type: none"> <li>• Cite items to support an author’s claim</li> <li>• Assess the strength of author’s claims</li> <li>• Write a critique that evaluates the argument and claims made in a text, noting the reasons and evidence used to support the claims</li> </ul>	<ul style="list-style-type: none"> <li>• Present mini-lesson of fact and opinion                             <ul style="list-style-type: none"> <li>- Include examples</li> <li>- Provide credible and non-credible examples</li> </ul> </li> <li>• Guide students in charting of facts and opinions from texts</li> <li>• Teach and model how to critique the claims made in a text in writing</li> </ul>	
<b>Differentiation/Accommodations/Modifications</b>			

<b>Gifted and Talented</b>	<b>English Language Learners</b>	<b>Students with Disabilities</b>	<b>Students at Risk of School Failure</b>
<ul style="list-style-type: none"> <li>Examine a current issue in the news and create two editorial cartoons, each presenting a different viewpoint on the issue.</li> </ul>	<ul style="list-style-type: none"> <li>Graphic Organizers</li> <li>For more, see <a href="http://www.state.nj.us/education/mod-elcurriculum/ela/ellscaffolding/3u1.pdf">http://www.state.nj.us/education/mod-elcurriculum/ela/ellscaffolding/3u1.pdf</a></li> </ul>	<ul style="list-style-type: none"> <li>Extended time</li> <li>Modified assignments</li> <li>Small group, alternate location</li> <li>Refer to each student's IEP for more specific modifications</li> </ul>	<ul style="list-style-type: none"> <li>Tier II and Tier III intervention</li> <li>Morning tutoring</li> <li>After school program</li> <li>Parental contact</li> </ul>

**Language Arts Curriculum: Grade 6**

**Writing  
Standard W 6.10**

<b>Essential Question(s):</b> How do writers successfully create text based upon the established time frame, task, purpose and audience?			
<b>Vocabulary:</b> time frame			
<b>Writing</b>			
<b>NJSLS Anchor Standard:</b> Research and Build Present Knowledge			
<b>Anchor Standard 10:</b> 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.			
<b>Standard:</b> W 6.10			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	<b>Common Core Exemplar</b>
10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	<ul style="list-style-type: none"> <li>Write using different time frames</li> <li>Write various genres</li> <li>Use various writing strategies for different time frames</li> </ul>	<ul style="list-style-type: none"> <li>Teach how writing varies according to determined time frame, task, purpose, and audience</li> <li>Demonstrate the use of various graphic organizers for different time pieces</li> </ul>	<p>Students will respond to journal prompts</p> <p>Students will research various career choices</p>
<b>Differentiation/Accommodations/Modifications</b>			
<b>Gifted and Talented</b>	<b>English Language Learners</b>	<b>Students with Disabilities</b>	<b>Students at Risk of School Failure</b>
<ul style="list-style-type: none"> <li>Students will create visual representations as well as written responses.</li> </ul>	<ul style="list-style-type: none"> <li>Graphic Organizers</li> <li>Read Aloud</li> <li>For more, see <a href="http://www.state.nj.us/education/mod-elcurriculum/ela/ellscaffolding/3u1.pdf">http://www.state.nj.us/education/mod-elcurriculum/ela/ellscaffolding/3u1.pdf</a></li> </ul>	<ul style="list-style-type: none"> <li>Extended time</li> <li>Modified assignments</li> <li>Small group, alternate location</li> <li>Refer to each student's IEP for more specific modifications</li> </ul>	<ul style="list-style-type: none"> <li>Tier II and Tier III intervention</li> <li>Morning tutoring</li> <li>After school program</li> <li>Parental contact</li> </ul>

**Language Arts Curriculum: Grade 6**  
**Speaking and Listening**  
**Standard SL 6.1**

<b>Essential Question(s):</b> How do students express thoughts and ideas in an effective manner?			
<b>Enduring Understanding:</b> Language is a powerful tool that can stir emotions and spark people to act. Effective discussion can build consensus and function as a catalyst for change.			
<b>Vocabulary:</b> details, evidence, opinion, prediction, outcome, reflection paraphrase			
<b>Speaking and Listening</b>			
<b>NJSLS Anchor Standard: Research and Build Present Knowledge</b>			
<b>Anchor Standard 1:</b> 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.			
<b>Standard: SL 6.1</b>			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	
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.	<ul style="list-style-type: none"> <li>● Prepare notes, questions, and/or discussion topics</li> <li>● Generate discussion points</li> <li>● Cite evidence from text</li> </ul>	<ul style="list-style-type: none"> <li>● Provide opportunities for group discussions</li> <li>● Teach note taking</li> <li>● Teach how to use text to support ideas/positions</li> <li>● Model how to contribute to class discussions - Questions/responses</li> <li>● Use graphic organizer to organize ideas</li> </ul>	
b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	<ul style="list-style-type: none"> <li>● Follow rules for discussion</li> <li>● Assume a variety of discussion roles</li> <li>● Listen attentively to participants</li> </ul>	<ul style="list-style-type: none"> <li>● Establish rules for discussion and group work that encourage cooperative work</li> <li>● Teach roles that one can take in a discussion</li> <li>● Establish procedures for tracking goals</li> </ul>	
c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	<ul style="list-style-type: none"> <li>● Ask and respond to discussion questions</li> <li>● Use details when stating ideas/opinion</li> </ul>	<ul style="list-style-type: none"> <li>● Model questioning techniques</li> <li>● Provide a list of sample open-ended questions</li> <li>● Teach how to ask and respond to higher order questions</li> </ul>	
d. Review the key ideas expressed and demonstrate understanding of multiple	<ul style="list-style-type: none"> <li>● Restate key ideas from discussion</li> <li>● Evaluate perspectives stated during the discussion</li> </ul>	<ul style="list-style-type: none"> <li>● Have students summarize discussion points</li> <li>● Have students reflect on original ideas vs. ideas after the discussion</li> </ul>	

perspectives through reflection and paraphrasing.			
<b>Differentiation/Accommodations/Modifications</b>			
<b>Gifted and Talented</b>	<b>English Language Learners</b>	<b>Students with Disabilities</b>	<b>Students at Risk of School Failure</b>
<ul style="list-style-type: none"> <li>Students will conduct research to facilitate a socratic seminar on a topic of choice</li> </ul>	<ul style="list-style-type: none"> <li>Graphic Organizers</li> <li>If students are reticent about speaking in front of the class, have students share a written response.</li> <li>For more, see <a href="http://www.state.nj.us/education/mod-elcurriculum/ela/ellscaffolding/3u1.pdf">http://www.state.nj.us/education/mod-elcurriculum/ela/ellscaffolding/3u1.pdf</a></li> </ul>	<ul style="list-style-type: none"> <li>Extended time</li> <li>Provide students with sentence starters</li> <li>Modified assignments</li> <li>Small group, alternate location</li> <li>Modeling</li> <li>Refer to each student's IEP for more specific modifications</li> </ul>	<ul style="list-style-type: none"> <li>Provide students with sentence starters</li> <li>Morning tutoring</li> <li>After school program</li> <li>Parental contact</li> </ul>

**Language Arts Curriculum: Grade 6**  
**Speaking and Listening**  
**Standard SL 6.2**

<b>Essential Question(s):</b> How do readers use information presented in diverse formats to determine main ideas and supporting details?			
<b>Vocabulary:</b> media, purpose, tone, motives, format			
<b>Speaking and Listening</b>			
<b>NJSLS Anchor Standard: Research and Build Present Knowledge</b>			
<b>Anchor Standard 2:</b> Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.			
<b>NJSLS Standard: SL 6.2</b>			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	<b>Common Core Exemplar</b>
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	<ul style="list-style-type: none"> <li>Evaluate the information provided by various forms of media</li> <li>Make connections between different forms of media on the same topic</li> </ul>	<ul style="list-style-type: none"> <li>Expose students to various forms of media (i.e. internet, video, audio, print)</li> <li>Discuss how the information contributes to a topic, text, or issue under study</li> </ul>	
<b>Differentiation/Accommodations/Modifications</b>			
<b>Gifted and Talented</b>	<b>English Language Learners</b>	<b>Students with Disabilities</b>	<b>Students at Risk of School Failure</b>
<ul style="list-style-type: none"> <li>Students will present information in video format</li> </ul>	<ul style="list-style-type: none"> <li>Graphic Organizers</li> <li>Offer online links to audio and videos</li> <li>Real-life connections</li> <li>For more, see <a href="http://www.state.nj.us/education/mod-elcurriculum/ela/ellscaffolding/3u1.pdf">http://www.state.nj.us/education/mod-elcurriculum/ela/ellscaffolding/3u1.pdf</a></li> </ul>	<ul style="list-style-type: none"> <li>Modified assignments</li> <li>Small group, alternate location</li> <li>Modeling</li> <li>Refer to each student's IEP for more specific modifications</li> </ul>	<ul style="list-style-type: none"> <li>Morning tutoring</li> <li>After school program</li> <li>Parental contact</li> <li>Offer online links to audio and videos</li> </ul>

**Language Arts Curriculum: Grade 6**  
**Speaking and Listening**  
**Standard SL 6.3**

<b>Essential Question(s):</b> How do listeners evaluate speakers?
<b>Enduring Understanding:</b> Students will understand that presenting facts clearly and accurately will provide relevant support for an argument. Evaluating evidence is important in the decision making process.
<b>Vocabulary:</b> claim, purpose, valid vs. faulty, argument, opinion, evidence
<b>Speaking and Listening</b>

<b>NJSLS Anchor Standard: Research and Build Present Knowledge</b>			
<b>Anchor Standard 3:</b> Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.			
<b>NJSLS Standard: SL 6.3</b>			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	<b>Common Core Exemplar</b>
3. Deconstruct a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	<ul style="list-style-type: none"> <li>Determine speaker’s purpose</li> <li>Evaluate and distinguish between claims made by a speaker (valid vs. faulty and fact vs. opinion)</li> </ul>	<ul style="list-style-type: none"> <li>Provide examples of strong and weak arguments</li> <li>Teach and model how to evaluate a speaker’s argument</li> <li>Encourage students to support opinion of argument with reasons</li> </ul>	
<b>Differentiation/Accommodations/Modifications</b>			
<b>Gifted and Talented</b>	<b>English Language Learners</b>	<b>Students with Disabilities</b>	<b>Students at Risk of School Failure</b>
<ul style="list-style-type: none"> <li>strip, or timeline to represent alternate version</li> </ul>	<ul style="list-style-type: none"> <li>Graphic Organizers</li> <li>For more, see <a href="http://www.state.nj.us/education/mod-elcurriculum/ela/ellscaffolding/3u1.pdf">http://www.state.nj.us/education/mod-elcurriculum/ela/ellscaffolding/3u1.pdf</a></li> </ul>	<ul style="list-style-type: none"> <li>Modified assignments</li> <li>Small group, alternate location</li> <li>Modeling</li> <li>Refer to each student’s IEP for more specific modifications</li> </ul>	<ul style="list-style-type: none"> <li>Morning tutoring</li> <li>After school program</li> <li>Parental contact</li> </ul>

**Language Arts Curriculum: Grade 6**  
**Speaking and Listening**  
**Standard SL 6.4**

<b>Essential Question(s):</b> How do speakers vary their presentation of information dependent upon the established task, purpose and audience?			
<b>Vocabulary:</b> rubric, public speaking			
<b>Speaking and Listening</b>			
<b>NJSLS Anchor Standard: Presentation of Knowledge and Ideas</b>			
<b>Anchor Standard 4:</b> 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.			
<b>NJSLS Standard: SL 6.4</b>			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	<b>Common Core Exemplar</b>
4. Present claims and findings, sequencing ideas logically and using pertinent	<ul style="list-style-type: none"> <li>Develop a comprehensive presentation including - purpose, organization,</li> </ul>	<ul style="list-style-type: none"> <li>Model and provide examples effective public speaking skills</li> <li>Provide examples of an effective presentation</li> </ul>	

descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).	<ul style="list-style-type: none"> <li>and accurate facts/details</li> <li>Demonstrate effective public speaking skills</li> </ul>	<ul style="list-style-type: none"> <li>Provide presentation rubric</li> </ul>	
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<b>Differentiation/Accommodations/Modifications</b>			
<b>Gifted and Talented</b>	<b>English Language Learners</b>	<b>Students with Disabilities</b>	<b>Students at Risk of School Failure</b>
<ul style="list-style-type: none"> <li>Work with struggling students to practice their public speaking skills and offer constructive criticism</li> </ul>	<ul style="list-style-type: none"> <li>Graphic Organizers</li> <li>For more, see <a href="http://www.state.nj.us/education/mod/elcurriculum/ela/ellscaffolding/3u1.pdf">http://www.state.nj.us/education/mod/elcurriculum/ela/ellscaffolding/3u1.pdf</a></li> </ul>	<ul style="list-style-type: none"> <li>Modified assignments</li> <li>Small group, alternate location</li> <li>Modeling</li> <li>Refer to each student's IEP for more specific modifications</li> </ul>	<ul style="list-style-type: none"> <li>Morning tutoring</li> <li>After school program</li> <li>Parental contact</li> </ul>

**Language Arts Curriculum: Grade 6**  
**Speaking and Listening**  
**Standard SL 6.5**

<b>Essential Question(s):</b> How do students enhance a presentation?			
<b>Vocabulary:</b> multimedia, visual aids			
<b>Speaking and Listening</b>			
<b>NJSLS Anchor Standard: Presentation of Knowledge and Ideas</b>			
<b>Anchor Standard 5:</b> Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.			
<b>NJSLS Standard: SL.6.5</b>			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	<b>Common Core Exemplar</b>
5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	<ul style="list-style-type: none"> <li>Locate relevant multimedia and visual components to enhance presentation</li> <li>Effectively use multimedia and visuals to support presentation</li> </ul>	<ul style="list-style-type: none"> <li>Provide list of possible multimedia components</li> <li>Show examples of visual aids</li> <li>Provide exemplary samples of presentations</li> </ul>	

<b>Differentiation/Accommodations/Modifications</b>			
<b>Gifted and Talented</b>	<b>English Language Learners</b>	<b>Students with Disabilities</b>	<b>Students at Risk of School Failure</b>
<ul style="list-style-type: none"> <li>Complete a presentation in iMovie or google slides</li> </ul>	<ul style="list-style-type: none"> <li>Graphic Organizers</li> <li>Read Aloud</li> <li>For more, see <a href="http://www.state.nj.us/education/mod-elcurriculum/ela/ellscaffolding/3u1.pdf">http://www.state.nj.us/education/mod-elcurriculum/ela/ellscaffolding/3u1.pdf</a></li> </ul>	<ul style="list-style-type: none"> <li>Extended time</li> <li>Modified assignments</li> <li>Small group, alternate location</li> <li>Modeling</li> <li>Refer to each student's IEP for more specific modifications</li> </ul>	<ul style="list-style-type: none"> <li>Morning tutoring</li> <li>After school program</li> <li>Parental contact</li> </ul>

**Language Arts Curriculum: Grade 6**  
**Speaking and Listening**  
**Standard SL 6.6**

<b>Essential Question(s):</b> How do students demonstrate command of formal English?			
<b>Vocabulary:</b> formal English, slang			
<b>Speaking and Listening</b>			
<b>NJSLS Anchor Standard: Presentation of Knowledge and Ideas</b>			
<b>Anchor Standard 6:</b> Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.			
<b>NJSLS Standard: SL 6.6</b>			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	<b>Common Core Exemplar</b>
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	<ul style="list-style-type: none"> <li>Identify audience and purpose for presentation</li> <li>Use language appropriate to situation</li> </ul>	<ul style="list-style-type: none"> <li>Teach characteristics of formal and informal English language (transitions, slang, pronunciation etc)</li> <li>Provide opportunities for use of formal and informal English</li> </ul>	Students will watch an video on formal and informal writing emphasizing what is not appropriate for essays

<b>Differentiation/Accommodations/Modifications</b>			
<b>Gifted and Talented</b>	<b>English Language Learners</b>	<b>Students with Disabilities</b>	<b>Students at Risk of School Failure</b>
<ul style="list-style-type: none"> <li>Write speeches from different points of views.</li> </ul>	<ul style="list-style-type: none"> <li>Graphic Organizers</li> <li>For more, see <a href="http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf">http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf</a></li> </ul>	<ul style="list-style-type: none"> <li>Modified assignments</li> <li>Small group, alternate location</li> <li>Refer to each student's IEP for more specific modifications</li> </ul>	<ul style="list-style-type: none"> <li>Morning tutoring</li> <li>After school program</li> <li>Parental contact</li> </ul>

**Language Arts Curriculum: Grade 6**  
**Language**  
**Standard L 6.1**

<b>Essential Question(s):</b> How do students effectively use the convections of standard English to convey a message?
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<b>Vocabulary:</b> pronouns, subjective, objective, possessive, intensive, reflexive, antecedent , number, person			
<b>Language</b>			
<b>NJSLS Anchor Standard: Conventions of Standard English</b>			
<b>Anchor Standard 1:</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			
<b>NJSLS Standard: L 6.1</b>			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	<b>Common Core Exemplar</b>
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).	<ul style="list-style-type: none"> <li>Use personal pronouns in the proper case when speaking and writing</li> <li>Edit writing for the correct use of pronouns in the proper case</li> </ul>	<ul style="list-style-type: none"> <li>Review the rules of pronoun usage.</li> <li>Provide handouts and guided notes</li> <li>Provide usage and editing practice</li> </ul>	Grammar for Writing
b. Use intensive pronouns (e.g., <i>myself, ourselves</i> ).	<ul style="list-style-type: none"> <li>Use intensive pronouns when speaking and writing</li> <li>Edit writing for the correct use of intensive pronouns</li> </ul>	<ul style="list-style-type: none"> <li>Teach the rules of intensive pronoun usage.</li> <li>Provide handouts and guided notes</li> <li>Provide usage and editing practice</li> </ul>	Grammar for Writing
c. Recognize and correct inappropriate shifts in pronoun number and person.*	<ul style="list-style-type: none"> <li>Avoid the use of shifts in pronouns</li> <li>Edit writing to correct shifts of pronouns</li> </ul>	<ul style="list-style-type: none"> <li>Bring attention to the shift in pronouns.</li> <li>Provide handouts and guided notes</li> <li>Provide usage and editing practice</li> </ul>	Grammar for Writing
d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*	<ul style="list-style-type: none"> <li>Avoid the use of vague pronouns</li> <li>Edit writing to replace vague pronouns</li> </ul>	<ul style="list-style-type: none"> <li>Review the rules of pronoun usage.</li> <li>Provide handouts and guided notes</li> <li>Provide usage and editing practice</li> </ul>	Grammar for Writing
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.	<ul style="list-style-type: none"> <li>Recognize variations from Standard English in speaking and writing.</li> <li>Change variations into Standard English to improve expression</li> </ul>	<ul style="list-style-type: none"> <li>Provide examples of Standard English and variations</li> <li>Provide opportunities for students to change speaking and writing samples to Standard English</li> </ul>	
<b>Differentiation/Accommodations/Modifications</b>			
<b>Gifted and Talented</b>	<b>English Language Learners</b>	<b>Students with Disabilities</b>	<b>Students at Risk of School Failure</b>
<ul style="list-style-type: none"> <li>Create a how-to video</li> </ul>	<ul style="list-style-type: none"> <li>Graphic Organizers</li> </ul>	<ul style="list-style-type: none"> <li>Modified assignments</li> </ul>	<ul style="list-style-type: none"> <li>Morning tutoring</li> </ul>

	<ul style="list-style-type: none"><li>• For more, see <a href="http://www.state.nj.us/education/mod-elcurriculum/ela/ellscaffolding/3u1.pdf">http://www.state.nj.us/education/mod-elcurriculum/ela/ellscaffolding/3u1.pdf</a></li></ul>	<ul style="list-style-type: none"><li>• Small group, alternate location</li><li>• Modeling</li><li>• Refer to each student's IEP for more specific modifications</li></ul>	<ul style="list-style-type: none"><li>• After school program</li><li>• Parental contact</li></ul>
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**Language Arts Curriculum: Grade 6**

**Language  
Standard L 6.2**

<b>Essential Question(s):</b> How do students effectively use the conventions of standard English mechanics to convey a message?			
<b>Enduring Understanding:</b> Application of proper mechanics in writing promotes effective written communication			
<b>Vocabulary:</b> dash, parentheses, nonrestrictive/parenthetical elements			
<b>Language</b>			
<b>NJSLS Anchor Standard: Conventions of Standard English</b>			
<b>Anchor Standard 2:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			
<b>NJSLS Standard: L 6.2</b>			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	<b>Common Core Exemplar</b>
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.*	<ul style="list-style-type: none"> <li>Analyze professional, peer, and their own writing to determine the effect of punctuation upon meaning</li> <li>Apply an understanding of the choices and functions among punctuation to set off nonrestrictive elements</li> </ul>	<ul style="list-style-type: none"> <li>Review the use of parenthetical punctuation.</li> <li>Provide handouts and guided notes</li> <li>Provide editing practice</li> </ul>	Grammar for Writing
b. Spell correctly.	<ul style="list-style-type: none"> <li>Use reference materials: dictionary, spell check, spelling rules</li> </ul>	<ul style="list-style-type: none"> <li>Use grade-appropriate non-familiar words to create a spelling list</li> <li>Review and reinforce use of reference materials</li> <li>Review spelling rules when needed</li> </ul>	Grammar for Writing
<b>Differentiation/Accommodations/Modifications</b>			
<b>Gifted and Talented</b>	<b>English Language Learners</b>	<b>Students with Disabilities</b>	<b>Students at Risk of School Failure</b>
<ul style="list-style-type: none"> <li>Demonstrate what they learned in an actual piece of writing</li> </ul>	<ul style="list-style-type: none"> <li>Graphic Organizers</li> <li>For more, see <a href="http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf">http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf</a></li> </ul>	<ul style="list-style-type: none"> <li>Extended time</li> <li>Modified assignments</li> <li>Small group, alternate location</li> <li>Modeling</li> <li>Refer to each student's IEP for more specific modifications</li> </ul>	<ul style="list-style-type: none"> <li>Morning tutoring</li> <li>After school program</li> <li>Parental contact</li> </ul>



**Language Arts Curriculum: Grade 6**

**Language  
Standard L 6.3**

<b>Essential Question(s):</b> How do students use their knowledge of language to communicate effectively and increase understanding?			
<b>Enduring Understanding:</b> Effectively use the conventions of standard English when writing, speaking, reading or listening			
<b>Vocabulary:</b> tone, style, consistency, sentence patterns, clauses, phrases			
<b>Language</b>			
<b>NJSLS Anchor Standard: Knowledge of Language</b>			
<b>Anchor Standard 3:</b> 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.			
<b>NJSLS Standard: L 6.3</b>			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	<b>Common Core Exemplar</b>
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.			
a. Vary sentence patterns for meaning, reader/listener interest, and style/voice.	<ul style="list-style-type: none"> <li>Analyze professional, peer, and their own writing or speech to determine the effect various sentence patterns have upon meaning, interest, and style.</li> <li>Vary sentences according to audience and purpose</li> </ul>	<ul style="list-style-type: none"> <li>Provide examples of writing or speech and discuss the effect of using varied sentence patterns.</li> <li>Provide practice on varying sentences by:                             <ul style="list-style-type: none"> <li>- reordering words</li> <li>- adjusting length of sentences</li> <li>- adding words, phrases, or clauses</li> </ul> </li> </ul>	Grammar for Writing
b. Maintain consistency in style and tone.	<ul style="list-style-type: none"> <li>Apply an understanding of audience, purpose, and format to determine style and tone</li> <li>Use precise word choice to establish and maintain tone.</li> <li>Strengthen writing by revising sentences for style and tone</li> </ul>	<ul style="list-style-type: none"> <li>Read exemplar text, model/ identify appropriate style and tone shifts</li> <li>Listen to audio form of text for model of tone</li> </ul>	Grammar for Writing

**Differentiation/Accommodations/Modifications**

<b>Gifted and Talented</b>	<b>English Language Learners</b>	<b>Students with Disabilities</b>	<b>Students at Risk of School Failure</b>
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<ul style="list-style-type: none"> <li>• Create a storyboard with varying sentence patterns</li> </ul>	<ul style="list-style-type: none"> <li>• Graphic Organizers</li> <li>• Pre-teach vocabulary</li> <li>• For more, see <a href="http://www.state.nj.us/education/mod-elcurriculum/ela/ellscaffolding/3u1.pdf">http://www.state.nj.us/education/mod-elcurriculum/ela/ellscaffolding/3u1.pdf</a></li> </ul>	<ul style="list-style-type: none"> <li>• Modified assignments</li> <li>• Small group, alternate location</li> <li>• Modeling</li> <li>• Refer to each student's IEP for more specific modifications</li> </ul>	<ul style="list-style-type: none"> <li>• Morning tutoring</li> <li>• After school program</li> <li>• Parental contact</li> </ul>
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**Language Arts Curriculum: Grade 6**  
**Language**  
**Standard L 6.4**

<b>Essential Question(s):</b> How do students use context clues and word parts to clarify the meaning of unknown words?
<b>Enduring Understanding:</b> Words powerfully affect meaning. Knowledge of language assists in learning new words and their multiple meanings through the use of context, patterns of word changes, and resources
<b>Vocabulary:</b> context clues, Greek and Latin roots/affixes, reference materials
<b>Language</b>
<b>NJSLS Anchor Standard: Vocabulary Acquisition and Use</b>

**Anchor Standard 4:** 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.

**NJSLS Standard: L 6.4**

Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
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.	<ul style="list-style-type: none"> <li>Apply an understanding of the various types of context clues to determine word or phrase meaning</li> <li>Apply an understanding of inference and drawing conclusions to determine word or phrase meaning</li> </ul>	<ul style="list-style-type: none"> <li>Review use of context clues to determine meaning</li> <li>Model how to use context of text to determine meaning</li> </ul>	Grammar for Writing
b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience</i> , <i>auditory</i> , <i>audible</i> ).	<ul style="list-style-type: none"> <li>Apply an understanding of basic word parts as clues to word meaning.</li> <li>Apply an understanding of root word families to determine the meaning of a word</li> </ul>	<ul style="list-style-type: none"> <li>Provide word list based on Greek or Latin affixes and roots</li> <li>Create word wall, class dictionary, word of the day</li> </ul>	Grammar for Writing
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.	<ul style="list-style-type: none"> <li>Use reference materials, both print and digital, to refine word choices</li> </ul>	<ul style="list-style-type: none"> <li>Review how to use and locate appropriate reference materials</li> <li>Review how to use a pronunciation key in a dictionary</li> </ul>	
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).	<ul style="list-style-type: none"> <li>Apply an understanding of the skills in L.4 a-c to verify word meaning</li> </ul>	<ul style="list-style-type: none"> <li>Consult appropriate reference materials</li> </ul>	

**Differentiation/Accommodations/Modifications**

Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<ul style="list-style-type: none"> <li>Create comic strip for meanings of words.</li> </ul>	<ul style="list-style-type: none"> <li>Graphic Organizers</li> <li>For more, see <a href="http://www.state.nj.us/education/mod/elcurriculum/ela/ellscaffolding/3u1.pdf">http://www.state.nj.us/education/mod/elcurriculum/ela/ellscaffolding/3u1.pdf</a></li> </ul>	<ul style="list-style-type: none"> <li>Extended time</li> <li>Modified assignments</li> <li>Small group, alternate location</li> <li>Modeling</li> </ul>	<ul style="list-style-type: none"> <li>Morning tutoring</li> <li>After school program</li> <li>Parental contact</li> </ul>

		<ul style="list-style-type: none"><li>• Refer to each student's IEP for more specific modifications</li></ul>	
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**Language Arts Curriculum: Grade 6**

**Language  
Standard L 6.5**

<b>Essential Question(s):</b> How do students demonstrate their understanding of word meaning when making connections between related words?			
<b>Enduring Understanding:</b> Knowledge of figurative language, word relationships, and nuances in word meanings aide in communication and analysis skills.			
<b>Vocabulary:</b> figures of speech: figurative language, cause/effect, personification, critical reading, denotation, connotation, analyze			
<b>Language</b>			
<b>NJSLS Anchor Standard: Vocabulary Acquisition and Use</b>			
<b>Anchor Standard 5:</b> Demonstrate understanding of word relationships and nuances in word meanings.			
<b>NJSLS Standard: L 6.5</b>			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	<b>Common Core Exemplar</b>
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.			
a. Interpret figures of speech (e.g., personification) in context	<ul style="list-style-type: none"> <li>Determine the meaning of figurative language in context</li> <li>Apply knowledge of figurative language to a critical reading of a text.</li> <li>Interpret how figurative language conveys experiences and events</li> <li>Analyze professional, peer, and their own writing to determine how figurative language contributes to meaning</li> </ul>	<ul style="list-style-type: none"> <li>Define and provide examples of a variety of a figurative language.</li> <li>Ask students- " Why do authors use different types of figurative language?" "How does its use impact the text?"</li> <li>Guide students to identify and interpret the use of figurative language in context</li> </ul>	
b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	<ul style="list-style-type: none"> <li>Apply an understanding of connections between words according to their relationship</li> </ul>	<ul style="list-style-type: none"> <li>Provide practice for students to determine the connections that exist between words.</li> </ul>	

<p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i>, <i>scrimping</i>, <i>economical</i>, <i>unwasteful</i>, <i>thrifty</i>).</p>	<ul style="list-style-type: none"> <li>• Apply an understanding of connotation to judge word choice</li> <li>• Discuss how precise words convey experiences and events</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the difference between connotation and denotation</li> <li>• Provide and encourage students to use reference materials</li> <li>• Create a word wall, class dictionary, Word of the Day, synonym web</li> </ul>	
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**Differentiation/Accommodations/Modifications**

<b>Gifted and Talented</b>	<b>English Language Learners</b>	<b>Students with Disabilities</b>	<b>Students at Risk of School Failure</b>
<ul style="list-style-type: none"> <li>• After reading a short text, have students illustrate examples of figurative language</li> </ul>	<ul style="list-style-type: none"> <li>• Graphic Organizers</li> <li>• For more, see <a href="http://www.state.nj.us/education/mod/elcurriculum/ela/ellscaffolding/3u1.pdf">http://www.state.nj.us/education/mod/elcurriculum/ela/ellscaffolding/3u1.pdf</a></li> </ul>	<ul style="list-style-type: none"> <li>• Extended time</li> <li>• Modified assignments</li> <li>• Small group, alternate location</li> <li>• Refer to each student's IEP for more specific modifications</li> </ul>	<ul style="list-style-type: none"> <li>• Morning tutoring</li> <li>• After school program</li> <li>• Parental contact</li> </ul>

**Language Arts Curriculum: Grade 6**

**Language  
Standard L 6.6**

<b>Essential Question(s):</b> How do student apply their knowledge of the English language to communicate most effectively?			
<b>Enduring Understanding:</b> Academic and domain specific words enable individuals to effectively expand their communication and comprehension.			
<b>Vocabulary:</b> N/A			
<b>Language</b>			
<b>NJSLS Anchor Standard: Vocabulary Acquisition and Use</b>			
<b>Anchor Standard 6:</b> 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			
<b>NJSLS Standard: L 6.6</b>			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	<b>Common Core Exemplar</b>
6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	<ul style="list-style-type: none"> <li>Use grade appropriate language and vocabulary at a level of proficiency</li> <li>Independently use standard English to communicate effectively</li> </ul>	<ul style="list-style-type: none"> <li>Model appropriate standard English</li> <li>Provide speaking and writing opportunities during which students can strength command of standard English</li> </ul>	
<b>Differentiation/Accommodations/Modifications</b>			
<b>Gifted and Talented</b>	<b>English Language Learners</b>	<b>Students with Disabilities</b>	<b>Students at Risk of School Failure</b>
<ul style="list-style-type: none"> <li>Create a speech appropriately applying domain specific vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Graphic Organizers</li> <li>Ensure that students' know the essential academic terms needed for that night's homework</li> <li>Pre-teach vocabulary</li> <li>For more, see <a href="http://www.state.nj.us/education/mod/elcurriculum/ela/ellscaffolding/3u1.pdf">http://www.state.nj.us/education/mod/elcurriculum/ela/ellscaffolding/3u1.pdf</a></li> </ul>	<ul style="list-style-type: none"> <li>Extended time</li> <li>Modified assignments</li> <li>Small group, alternate location</li> <li>Modeling</li> <li>Refer to each student's IEP for more specific modifications</li> </ul>	<ul style="list-style-type: none"> <li>Morning tutoring</li> <li>After school program</li> <li>Parental contact</li> </ul>

