

# Washington Township Middle Schools

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## ELA Grade 6 Demonstrable Proficiencies

- I. Attitude and Behavior – The following will be demonstrated: effort, cooperation, following directions, perseverance, self-control, respect for others, self-growth, responsibility, paying attention, effective use of time, and self-direction.
- II. Course Objectives/Overview - This course is designed for the sixth grade middle school student. It offers an integrated and active approach to reading, writing, speaking, listening, vocabulary, and grammar. Students will learn 21st Century skills essential for success in college, career, and life. These include critical and creative thinking, clear reasoning, research skills, collaboration, communication, and information, media, and technology literacy. This course offers a range of fiction and nonfiction texts that differ in complexity perfect for the advancement of all learners. Activities include connecting reading, writing, speaking, and listening in order to produce successful learning of skills and content.

### Unit 1

In this introductory unit of study, students will further develop and elaborate upon their understanding of both fiction and non-fiction narrative texts presented in multiple genres. Text emphasis will be placed on examining unique personal characteristics that pertain to the identification of heroic qualities, positive traits and/or unique tendencies, which ultimately work to answer the essential questions of "What Makes Us Who We Are?" and "What Makes a Hero?"

Throughout this unit learners cite textual evidence and employ standards-based reading and writing strategies. Learners will also employ active reading strategies to determine the meaning of unknown words through the practiced use of context clues, structural analysis, and root word knowledge. Throughout their exploration of the narrative mentor/anchor texts, students will collect ideas for their own narrative writing piece(s) and will be actively engaged in all steps of the writing process, which includes pre-writing, drafting, revising, and editing/proofreading, and publishing. The culmination of this unit will result in students utilizing their series of examined mentor/anchor texts, in combination with their learned narrative techniques, to create a finalized narrative piece(s) in reference to real or imagined circumstances.

### Unit 2

In this unit of study, students will analyze and compare and contrast a variety of literary and informational texts. By carefully analyzing paired texts in a variety of genres, students will develop an understanding of related themes and text structures to answer unit questions (e.g. "Why Read?" or "What Brings Out the Best in You?"). Students will also pay careful attention to the decisions and literary techniques used by authors so as to develop a deeper understanding of these texts and their overall purpose(s).

### Unit 3

In this third unit of study, students will gain exposure to a wide range of complex, non-fiction/narrative non-fiction texts, visuals, infographics, and multimedia sources while pondering the essential questions of "What's Fair" and "What is Not Fair?" Students will carefully analyze sample argument texts that explore current, high-interest topics in an on-going effort to establish and differentiate between effective and ineffective argument essays. Additionally, students will develop a deep understanding of the essential elements included in a strong argument (i.e. claim creation, the use of supportive evidence, reasoning techniques, and counterclaim establishment). After developing a strong foundation in the characteristics of argument writing, students will construct a finalized argument essay and/or culminating presentation to support claims with clear reasoning and relevant evidence from multiple, credible sources.

## Unit 4

In this final unit of study, students will explore and further their understanding of a variety of teacher and student selected genres including, but not limited to: novels, short fiction, drama, informational writing, and/or poetry. Throughout this unit, students will continue to utilize and put into practice the literary skills and strategies introduced and reinforced in the previous units. As learners explore the specified genre(s), they will deepen their understanding of the ways in authors generate ideas, construct cohesive works, and creatively express thoughts. Furthermore, learners will identify the purpose behind authors' intentional break from punctuation rules and employment of figurative language.

In this unit of study, learners will also review the writing they have completed throughout the year and reflect upon their growth as writers and members of the classroom community. The culmination of this unit will result in students utilizing their series of examined mentor/anchor texts, in combination with their learned and genre specific techniques, to generate ideas for a student-centered topic and create finalized writing piece(s).

### III. New Jersey Common Standards for English Language Arts - Grade 6

<b>CCS Standards: Reading - Literature</b>
RL.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RL.6.3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
RL.6.5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.
RL.6.7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.
RL.6.9. 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.
RL.6.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<b>CCS Standards: Reading – Informational Text</b>
RI.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
RI.6.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
RI.6.6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
RI.6.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
RI.6.9. Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
RI.6.10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<b>Standards: Writing</b>
W.6.1. Write arguments to support claims with clear reasons and relevant evidence.

W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
W.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
W.6.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
W.6.8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.6.10. 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 discipline-specific tasks, purposes, and audiences.
<b>CCS Standards: Speaking &amp; Listening</b>
SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
SL.6.3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
SL.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
<b>CCS Standards: Language</b>
L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

#### IV. Grading Categories and Percentages

Category	Weight
Homework (Independent reading, vocabulary activities, etc.)	15%
Minor Assessments/Activities (Quizzes, classwork, journals/notebooks, short writing responses, etc.)	30%
Major Assessments/Activities (Tests, benchmark assessments, published writing, projects, etc.)	35%
Collaboration/Participation (Debates, oral presentations, Socratic seminar, cooperative activities, literature circles, etc.)	20%