



# Washington Township School District

<b>Course Title:</b>		<b>English Language Arts</b>			
<b>Grade Level(s):</b>		<b>6</b>			
<b>Duration:</b>	<i>Full Year:</i>	X	<i>Semester:</i>		<i>Marking Period:</i>
<b>Course Description:</b>	This course is designed for the sixth grade middle school student. It offers an integrated and active approach to reading, writing, 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 for the advancement of all learners. Activities include connecting reading, writing, speaking, and listening in order to produce successful learning of skills and content.				
<b>Grading Procedures:</b>	District Grading Guidelines will be utilized.				
<b>Primary Resources:</b>	New Jersey Student Learning Standards for Grades 6 ELA CommonLit 360 <a href="#">Fiction and Non-fiction Core and Book Club Texts</a> Self-selected Independent Reading Material Newsela <a href="#">Curriculum Addendum</a> (Unit Modifications and Interdisciplinary Connections)				

## Washington Township Principles for Effective Teaching and Learning

- Implementing a standards-based curriculum
- Facilitating a learner-centered environment
- Using academic target language and providing comprehensible instruction
- Adapting and using age-appropriate authentic materials
- Providing performance-based assessment experiences
- Infusing 21<sup>st</sup> century skills for College and Career Readiness in a global society

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**Under the Direction of:** Melissa Barnett, Department Supervisor

**Written: Summer 2024**  
**BOE Approved: \_\_\_\_\_**

*The mission of the Washington Township Public Schools is to provide a safe educational environment for all students to attain the skills and knowledge specified in the New Jersey Core Curriculum Content Standards at all grade levels so as to ensure their full participation in our global society as responsible, self-directed, and civic-minded citizens.*



## Grade 6 ELA - Unit 1

### Unit 1

#### Unit Focus-Independent Choice Reading/Short Narrative Writing

**Unit Duration:** Pacing Plan Semester 1 (6 weeks)

**Unit Description:**

Through independent reading, students will be able to determine a theme or central idea of a text, analyze its development over the course of the text, and use text support to evaluate characterization, theme, point of view, and plot development. Students will be able to analyze how specific texts and/or excerpts relate to each other while citing textual evidence that supports the analysis of a text including carefully selected evidence and clear methods of elaboration to support a claim. Through independent reading and conferencing, students will build reading stamina, practice grade level skills and strategies, and develop interest and enthusiasm for reading.

While students will not be expected to produce full published pieces. Students will use these skills to produce short, clear and coherent pieces of writing that demonstrate both narrative and literary analysis techniques. These writing pieces will require students to use effective techniques, relevant descriptive details, and well-structured event sequences. With guidance and feedback from both teachers and peers, students will develop and strengthen writing as needed by planning, revising, editing, re-writing, or trying a new approach.

Vocabulary and grammar activities will be infused to practice and reinforce skills and 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.

**Primary Resources**

Anchor Curriculum Tools

\*Student self-selected text for independent reading

\*CommonLit Unit 1: Characters Who Grow and Change



**Standard(s):** New Jersey Learning Standards for English Language Arts (NJLSA).

**Language Standards**

L.KL.6.2  
L.VL.6.3  
L.VI.6.4

**RL Standards**

RL.CR.6.1  
RL.CI.6.2  
RL.IT.6.3

**RI Standards**

RI.CI.6.2  
RI.IT.6.4

**W Standards**

W.NW.6.3 A-E  
W.WP 6.4  
W.RW.6.7

**S&L Standards**

SP.PE.6.1  
SL.AS.6.6

**Essential Questions**

How are people changed through their relationships and experiences?  
How do readers find books of interest?  
What can the book I'm reading now teach me about writing?  
What process do writers use to generate ideas?  
How do writers choose words and use voice to tell a story?  
How do writers determine needed revisions in their pieces?  
How can skilled writers write routinely over extended time frames?  
How can readers and writers best utilize a conference with the teacher to increase strategies for approaching difficult texts?  
How can readers and writers utilize correct grammar and a wide range of vocabulary to ensure clarity when writing and speaking?

**Assessment Evidence**

**Assessments**

**Must Do:**

- \*iReady Diagnostic Assessment
- \*Culminating Independent Reading Project
- \*Common Lit Unit 1 Skills Assessment: "Things That Could Go Wrong in Idaho"
- \*Narrative Extension Writing Sample

**Should Do:**

- \*Independent Reading Conferences
- \*Notebook Writing Conferences
- \*CommonLit Independent Practice Multiple Choice Questions
- \*CommonLit Independent Practice Writing Prompt
- \*Vocabulary Activities

**Can Do:**

- \*Narrative Extension of CommonLit Text



## Grade 6 ELA - UNIT 2

### Unit Focus: Core Text Study and Analysis

### Mode of Writing: Narrative and Multi-Narrative Writing

**Unit Duration:** Pacing Plan Semester 1 (7 weeks)

#### Unit Description:

In this unit, students will explore "Out of My Mind" by Sharon Draper, a compelling novel that provides a first-person account of an eleven-year-old girl with cerebral palsy. This story offers a powerful exploration of themes such as perseverance, empathy, inclusion, and the challenges faced by individuals with disabilities. The unit will encourage students to reflect on their perceptions of ability and difference, while also developing their analytical and empathetic understanding. Through the exploration of a core text, students will be able to determine a theme or central idea of a text, analyze its development over the course of the text, and use text support to evaluate characterization, theme, point of view, and plot development. Students will be able to analyze how specific texts and/or excerpts relate to each other while citing textual evidence that supports the analysis of a text including carefully selected evidence and clear methods of elaboration to support a claim.

Students will engage in daily writing craft studies and produce a narrative piece that demonstrates both narrative and literary analysis techniques. This will require students to use effective writing moves, relevant descriptive details, and well-structured event sequences. With guidance and feedback from both teachers and peers, students will develop and strengthen writing as needed by planning, revising, editing, re-writing, or trying a new approach.

Vocabulary and grammar activities will occur to practice and reinforce skills and 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.

#### Primary Resources

Anchor Curriculum Tools

*Out of My Mind* by Sharon Draper

\*CommonLit 360

iReady



**Standard(s):** New Jersey Learning Standards for English Language Arts (NJLSEA).

Language Standards

L.SS.6.1 (Subjective and Objective pronouns)

L.KL.6.2

L.VL.6.3

L.VI.6.4

RL Standards

RL.TS.6.4

RL.PP.6.5

RL.CI.6.2

RL.IT.6.3

RI Standards

RI.TS.6.4

RI.PP.6.5

RI.CI.6.2

RI.IT.6.3

W Standards

W.NW.6.3 A-E

W.WP.6.4

W.RW.6.7

\*W.IW.6.2 - Notebook writing

S&L Standards

SL.PE.6.1

SL.II.6.2

### Essential Questions

How do different perspectives of the characters in *Out of My Mind* help us understand the impact that our behavior can have on others?

How are characters shaped by the events which they experience?

How can character dialogue and observations enhance/develop point of view?

What strategies and techniques do authors utilize to develop the setting of a core text? How does this setting impact and affect the characters?

How do authors develop and contrast the points of view of different characters in a core text?

How do skilled readers utilize text evidence to analyze and support the theme of a text?

How do skilled writers utilize text evidence to support their thinking and ideas?

How can skilled writers use effective techniques, relevant descriptive details, and well-structured event sequences to write narratives about real or imagined experiences?

How can we provide a summary of the text that is free from personal opinion and judgements?

How can we write routinely over extended time frames?

How can skilled readers determine and clarify the meaning of unknown words?

How can we ensure that pronouns are used correctly and effectively when speaking and writing?

How can readers and writers utilize correct grammar and a wide range of vocabulary to ensure clarity when writing and speaking?

### Assessment Evidence

#### Must Do:

\*Narrative Extension of *Out of My Mind* (Chapter or end of novel)

\*CommonLit Unit 3 Skills Assessment: "Cerise Sky Memories"

\*iReady Weekly Practice

#### Should Do:

\*Independent Reading Conferences

\*Notebook Writing Conferences

\*Skill-based multiple choice questions using excerpts from *Out of My Mind*

\*Vocabulary and grammar assessment

#### Can Do:

\*Published draft from Writer's Notebook



## Grade 6 ELA - UNIT 3

**Unit Focus: Thematic Book Clubs**  
**Mode of Writing: Literary Analysis**

**Unit Duration:** Pacing Plan Semester 1 (6 weeks)

### **Unit Description:**

Students will engage in thematic book clubs to further develop critical literacy skills. Through independent reading, analysis of text, and collaborative speaking and listening activities, students will expand their understanding of fiction by identifying literary elements, including theme. Students will be expected to maintain reading stamina and prepare for scheduled book club meetings in order to participate in discussion and demonstrate development of reading, writing, speaking, listening, and language skills.

Vocabulary and grammar activities will occur to practice and reinforce skills and 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.

### **Primary Resources**

Anchor Curriculum Tools

Thematic Book Club Texts

\*CommonLit Unit 5: "The Forces That Shape Us"

\*iReady



**Standard(s):** New Jersey Learning Standards for English Language Arts (NJLSA).

**Language Standards**

L.SS.6.1 (Pronoun case in compound subjects and objects)

L.KL.6.2

L.VL.6.3

L.VI.6.4

**RL Standards**

RL.TS.6.4

RL.PP.6.5

RL.CT.6.8

**W Standards**

W.IW. 6.2 A-F

W.WP.6.4

W.RW.6.7

**S&L Standards**

SL.PE.6.1

SL.II.6.2

SL.AS.6.6

**Essential Questions**

How do the experiences of characters in a variety of texts demonstrate the theme of acceptance?

What shapes who we are?

What can the book I'm reading now teach me about writing?

How can thematic book clubs enhance our understanding and enjoyment of a novel?

How can we effectively prepare for and contribute to our book club discussions by bringing in evidence from our reading and research to support our ideas and reflect on the discussion topics?

How can we follow discussion rules, ask thoughtful questions, and respond to others' comments to keep our book club discussions on track and improve our understanding of the book?

How can skilled readers determine how an author develops a central idea?

How can skilled readers analyze how interactions, setting, and point of view develop complex characters?

How can skilled readers assess how figurative language contributes to character development and theme?

How can skilled writers write an effective literary analysis essay that develops a topic using relevant facts, definitions, concrete details, quotations, or other information and examples?

How can skilled writers write a literary analysis that incorporates transitions and sentence variety?

How can we write routinely over extended time frames?

How can skilled readers determine and clarify the meaning of unknown words?

How can we ensure that pronouns are used correctly and effectively when speaking and writing?

How can readers and writers utilize correct grammar and a wide range of vocabulary to ensure clarity when writing and speaking?

**Assessment Evidence**

**Must Do:**

\*CommonLit Literary Analysis task

\*Culminating Book Club Project related to theme

\*CommonLit Unit 5 Skills Assessment 1: "Counting in Swedish" OR "What the Angels Call Me Part 1"

\*iReady Weekly Practice

**Should Do:**

\*Independent Reading Conferences

\*Notebook Writing Conferences

\*CommonLit Independent Practice Multiple Choice Questions

\*Vocabulary and grammar assessment

**Can Do:**

\*Assessment of book club discussion skills

\*Published draft from Writer's Notebook



## Grade 6 ELA - UNIT 4

### Unit Focus: Non-Fiction Core Text Study

### Mode of Writing: Informative/Explanatory Writing

**Unit Duration:** Pacing Plan Semester 1 (5 weeks)

#### Unit Description:

In this unit, students will explore the book "What the World Eats" by Peter Menzel, which provides a fascinating glimpse into the eating habits and cultural diversity of families around the world.. This unit will help students understand the concept of global diversity, the importance of nutrition, and the cultural significance of food. Reading informational text is a critical literacy skill that will be developed throughout the course of this unit. Students will develop knowledge and skills to interact with information in various forms of media while immersing themselves in the lives of children around the globe. Through engaging activities and thoughtful discussions, students will learn how food connects us all.

#### Primary Resources

Anchor Curriculum Tools

\**What the World Eats* by Peter Menzel

\*CommonLit 360

\*iReady





**Standard(s):** New Jersey Learning Standards for English Language Arts (NJLSA).

**Language Standards**

L.SS.6.1 (Using the correct pronoun case/fixing mistakes)

L.KL.6.2

L.VL.6.3

L.VI.6.4

**RI Standards**

RI.CR.6.1

RI.CI.6.2

RI.IT.6.3

RI.TS.6.4

RI.MF.6.6

RI.CT.6.8

**W Standards**

W.IW .6.2A-F

W.WP.6.4

W.RW.6.7

**S&L Standards**

SL.PE.6.1

SL.UM.6.5

SL.AS.6.6

**Essential Questions**

How do the meals enjoyed by the families featured in the book reflect cultural aspects about their lives? How do these aspects compare with what your family eats and/or spends on meals?

How can skilled readers use text structures, search tools, and genre features to locate and integrate information when reading and writing?

How do authors integrate information in different media formats to locate and integrate information?

How can skilled writers explain how supporting details develop a central idea?

How can we present research with clear and relevant reasoning in an effective visual format?

How can we use teacher and peer feedback to develop and strengthen writing?

How can we write routinely over extended time frames?

How can skilled readers determine and clarify the meaning of unknown words?

How can we ensure that pronouns are used correctly and effectively when speaking and writing?

How can readers and writers utilize correct grammar and a wide range of vocabulary to ensure clarity when writing and speaking?

**Assessment Evidence**

**Must Do:**

\*LCA 1

\*Infographic/Multimedia presentation

\*iReady Weekly Practice

**Should Do:**

\*Independent Reading Conferences

\*Notebook Writing Conferences

\*Skill-based multiple choice questions using passages from What the World Eats

\*Vocabulary and grammar assessment

**Can Do:**

\*Independent Reading Project

\*Published draft from Writer's Notebook



## Grade 6 ELA - UNIT 5

**Unit Focus: The Art of Argument**  
**Mode of Writing: Argumentative**

**Unit Duration:** Pacing Plan Semester 2 (7 weeks)

**Unit Description:**

Students will strengthen their ability to analyze non-fiction texts. Students will carefully analyze texts that explore current and high-interest topics. Students while developing a deep understanding of the essential elements included in a strong argument (i.e. claim, the use of supportive evidence, reasoning techniques, and counterclaim establishment). After developing a strong foundation in the characteristics of argumentative writing, students will demonstrate their mastery of standards by producing a short, argument writing piece.

**Primary Resources**

Anchor Curriculum Tools

\*CommonLit Unit 5: “The Power of Play”

\*iReady



## **Standard(s): New Jersey Learning Standards for English Language Arts (NJSLA).**

### **Language Standards**

L.SS.6.1 (Intensive pronouns)  
L.KL.6.2  
L.VL.6.3  
L.VI.6.4

### **RI Standards**

RI.TS.6.4  
RI.PP.6.5  
RI.MG.6.6  
RI.AA.6.7  
RI.CT.6.8

### **W Standards**

W.AW.6.1A-E  
W.WP.6.4  
W.SE.6.6  
W.RW.6.7

### **S&L Standards**

SL.II.6.2  
SL.ES.6.3. D  
SL.PI.6.4.

## **Essential Questions:**

What does the ideal recess look like, and why should students have daily access to recess?  
How can skilled readers independently annotate text to locate and integrate information?  
How can skilled readers identify the author's purpose, perspective, or potential bias in a text and explain that impact?  
How can skilled readers synthesize evidence in order to answer a research question?  
How can skill readers clearly articulate their ideas in peer debate and discussion?  
How can skilled readers cite research and experts within their writing?  
How can skilled readers use digital media and images to persuade others?

How skilled writers produce professional emails while utilizing a formal style and approach?  
How can we use teacher and peer feedback to develop and strengthen writing?  
How can we write routinely over extended time frames?  
How can skilled readers determine and clarify the meaning of unknown words?  
How can we ensure that pronouns are used correctly and effectively when speaking and writing?  
How can readers and writers utilize correct grammar and a wide range of vocabulary to ensure clarity when writing and speaking?

## **Assessment Evidence**

### **Must Do:**

- \*iReady Diagnostic
- \*LCA 2
- \*CommonLit Argumentative letter/e-mail
- \*Pronoun Assessment
- \*iReady Weekly Practice

### **Should Do:**

- \*Independent Reading Conferences
- \*Notebook Writing Conferences
- \*CommonLit Independent Practice Multiple Choice Questions



\*Common Lit: Unit 6 Skills Assessment 1 and/or 2

**Can Do:**

- \*Debate presentations
- \*Independent Reading Project
- \*Published draft from Writer's Notebook

## Grade 6 ELA - UNIT 6

**Unit Focus: Book Clubs/Independent Reading**  
**Mode of Writing: Multi-Genre**

**Unit Duration:** Pacing Plan Semester 1 (4 weeks)

**Unit Description:**

This unit focuses on fostering a love for reading through book clubs and independent reading. Students will engage in collaborative and individual reading experiences, enhancing their comprehension, critical thinking, and discussion skills. By participating in book clubs, students will learn to articulate their thoughts, listen to diverse perspectives, and build a sense of community around reading. Independent reading will allow students to explore their interests and develop a habit of lifelong reading.

The unit will conclude with culminating assessments for students to demonstrate growth and proficiency of literacy skills.

**Primary Resources**

Anchor Curriculum Tools

Book Club Texts

Independent Reading Books

\*iReady

**Standard(s):** New Jersey Learning Standards for English Language Arts (NJSLA).

Language Standards

L.SS.6.1

L.KL.6.2

L.VL.6.3

L.VI.6.4

RL Standards

RL.CR.6.1

RL.CI.6.2

RL.IT.6.3

RL.TS.6.4

RL.PP.6.5

RL.MF.6.6

RL.CT.6.8

RI Standards

RL.CR.6.1

RL.CI.6.2

RL.IT.6.3

RL.TS.6.4

RL.PP.6.5

RL.MF.6.6

RL.CT.6.8

W Standards

W.WR.6.5

W.WP.6.4

W.SE.6.6 \*Multi-Genre Writing/Additional Standards TBD by teacher

S&L Standards

SL.PE.6.1

SL.AS.6.6



### Essential Questions

How can we use the reading, writing, and critical thinking skills we've developed this year to engage in meaningful book club or independent reading experiences?

How can participation in book clubs enhance our enjoyment and understanding of a novel?

How can we apply/spotlight our reading, writing, critical thinking, and speaking & listening skills through the creation of a collaborative, culminating project?

**\*This unit will be teacher choice (open-ended, based on student feedback, teacher noticings/student needs/preferences)**

**\*Note: The unit will conclude with a culminating PBL/Genius Hour/Multi Genre type mode of assessment.**

### Assessment Evidence

#### Must Do:

\*Book Club Discussion/Participation Assessment

\*Culminating project (teacher choice)

\*iReady Weekly Practice

#### Should Do:

\*Book Club/Independent Reading Conferences

\*Notebook Writing Conferences

\*CommonLit Independent Practice Multiple Choice Questions

\*Vocabulary assessments

#### Can Do:

\*Published draft from Writer's Notebook

\*End of Year Reflection

### Integration of 21<sup>st</sup> Century Skills Across All Units of Study

#### **CRITICAL THINKING AND PROBLEM SOLVING**

Analyze and evaluate major alternative points of view.

Reflect critically on learning experiences and processes.

Identify and ask significant questions that clarify various points of view and lead to better solutions.

#### **COMMUNICATION AND COLLABORATION**

Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts.

Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions.

#### **INFORMATION LITERACY**

Use information accurately and creatively for the issue or problem at hand.

#### **MEDIA LITERACY**

Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media.

#### **ICT (Information, Communications and Technology) LITERACY**

Use technology as a tool to research, organize, evaluate and communicate information

#### **FLEXIBILITY AND ADAPTABILITY**

Adapt to varied roles, jobs responsibilities, schedules and contexts.

Work effectively in a climate of ambiguity and changing priorities.

Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments.

#### **INITIATIVE AND SELF-DIRECTION**

Set goals with tangible and intangible success criteria.

Balance tactical (short-term) and strategic (long-term) goals.

Utilize time and manage workload efficiently.

Monitor, define, prioritize, and complete tasks without direct oversight.

Demonstrate commitment to learning as a lifelong process.

Reflect critically on past experiences in order to inform future progress.



### ***SOCIAL AND CROSS-CULTURAL SKILLS***

Know when it is appropriate to listen and when to speak.

Conduct themselves in a respectable, professional manner.

Respect cultural differences and work effectively with people from a range of social and cultural backgrounds.

Respond open-mindedly to different ideas and values.

Leverage social and cultural differences to create new ideas and increase both innovation and quality of work.

### ***PRODUCTIVITY AND ACCOUNTABILITY***

Set and meet goals, even in the face of obstacles and competing pressures.

### ***LEADERSHIP AND RESPONSIBILITY***

Use interpersonal and problem-solving skills to influence and guide others toward a goal.

Inspire others to reach their very best via example and selflessness.

Demonstrate integrity and ethical behavior in using influence and power.

Act responsibly with the interests of the larger community in mind.

## **Integration of SEL Competencies Across All Units of Study**





## SOCIAL AND EMOTIONAL LEARNING (SEL) COMPETENCIES

### SELF-AWARENESS

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

- IDENTIFYING EMOTIONS
- ACCURATE SELF-PERCEPTION
- RECOGNIZING STRENGTHS
- SELF-CONFIDENCE
- SELF-EFFICACY

### SELF-MANAGEMENT

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- IMPULSE CONTROL
- STRESS MANAGEMENT
- SELF-DISCIPLINE
- SELF-MOTIVATION
- GOAL SETTING
- ORGANIZATIONAL SKILLS

### SOCIAL AWARENESS

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- PERSPECTIVE-TAKING
- EMPATHY
- APPRECIATING DIVERSITY
- RESPECT FOR OTHERS

### RELATIONSHIP SKILLS

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- COMMUNICATION
- SOCIAL ENGAGEMENT
- RELATIONSHIP BUILDING
- TEAMWORK

### RESPONSIBLE DECISION-MAKING

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- IDENTIFYING PROBLEMS
- ANALYZING SITUATIONS
- SOLVING PROBLEMS
- EVALUATING
- REFLECTING
- ETHICAL RESPONSIBILITY

