



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.



0

Washington Township School District

Course Title:		English Language Arts			
Grade Level(s):		6			
Duration:	<i>Full Year:</i>	X	<i>Semester:</i>		<i>Marking Period:</i>
Course Description:	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.				
Grading Procedures:	<ul style="list-style-type: none"> ➤ <i>Major</i> – 50% (Summative Assessment of Power Standards, Writing Workshop, Independent/Collaborative Learning Projects) ➤ <i>Minor</i> – 35% (Formative Assessments, Classwork, Reading/Writing Journals, Independent Reading, Writing in Response to Reading) ➤ <i>Supportive</i> -- 15% (Self-Reflection Activities, Station Learning Activities, Collaborative Conferencing, Vocabulary Activities, Debates/Socratic Seminar) 				
Primary Resources:	New Jersey Student Learning Standards NewsELA McGraw Hill StudySync Vocabulary.com Secondary ELA Grammar Guide Smiley Face Trick Guide				

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 21st century skills for College and Career Readiness in a global society

Designed by:	Christina Iavarone, Madeline LaVoe, Geralee Wood, Ed.D., Heather Finn, & Shereen Ducasse
Revised by:	Colleen Burdasz, Shereen Ducasse, Heather Finn, Katelyn Haughey, Madeline Kubik, and Doretta Martelli (Summer 2017, 2019); Shereen Ducasse and Madeline Kubik (Summer 2020) Madeline Kubik (Summer 2021)
Under the Direction of:	Melissa Barnett, Department Supervisor

Written: Summer 2016

Revised: Summer 2017, Summer 2019, Summer 2020, and Summer 2021

BOE Approved: August 2016

Grade 6 ELA - Launch Unit

Unit Focus: Setting the ELA Stage

Essential Question:

How do we create a collaborative, supportive learning community in the ELA classroom?

Unit Description:

In this introductory unit of study, students will establish ELA routines and expectations for success. This includes setting the foundation for Reading and Writing Workshop, modeling expectations for collaborating and conferencing, and cultivating a classroom community for 21st century learning. Students will become familiar with various digital platforms, learn how to effectively utilize feedback and act as responsible, digital citizens. Students will participate in a “Grammar Boot Camp” to ensure preparedness for grade-level, standards-based grammar instruction and sentence diagramming. Pre-assessments will also take place during this launch unit.

Unit Duration: September (2-3 weeks)

Primary Resources

Schoology

Pre-Assessment Tools (NewsELA, Study Sync, STAR, **IXL**)

Summer Reading Assignment Conference

Reading/ Writing Interest Inventory

Quick Write Prompts

Vocabulary.com

[Toolbox for Semester 1](#) (**Great resources to hit the Power standards**)

Supplemental Resources

[NearPod](#) for flipped learning and technology-infused instruction

[Kahoot](#), [Blooket](#), [Quizziz](#), [Gimkit](#) for a variety of ELA skills enforcement

[Quill](#) for interactive grammar and writing activities

Padlet, FlipGrid, and Microsoft Forms for reflection and formative assessment

Standard(s): This ELA curriculum follows the current [New Jersey Learning Standards for English Language Arts \(NJSLSA\)](#).

Note to teachers: The most essential standards that provide the biggest leverage for student learning have been hand selected. These are referred to as “Power Standards” and should serve as your primary focus for crafting lessons, learning activities, and summative assessments.

Power Standards

W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

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.

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.

Desired Results

Indicators:

- **Students will** establish routines for success in the ELA classroom.
- **Students will** engage in learning activities that promote social and emotional learning and build a classroom community.
- **Students will** become familiar with a variety of digital learning platforms and their role in the ELA classroom including, but not limited to Schoology, Study Sync, NewsELA, Vocabulary.com, and IXL.
- **Students will** complete interest surveys to personalize reading and writing.
- **Students will** use both teacher and peer feedback to promote reflection of work.
- **Students will** complete pre-assessments to set a baseline for learning.
- **Students will** complete *Grammar Boot Camp* to prepare for grammar instruction.
- **Students will** learn how to get library cards to access e-books and audiobooks.

Assessment Evidence

Performance Tasks:

- *Students will demonstrate ability to properly write and format an e-mail that is grammatically correct.*
- *Students will be able to navigate various digital platforms by completing assigned tasks.*

Other Evidence:

- **Informal Checks/ for Understanding:** *Accuracy and thoroughness of student notes and graphic organizers will demonstrate informal evidence of concept(s) processing.*
- **Formative Assessment:** *On-going formative assessment to monitor levels of understanding via student-teacher conferences, completion of Microsoft Forms, and/or other tools.*
- **Teacher Observation/ Student Discussion:** *Informal evidence of concept processing and skill development will be made through teacher observation of the frequency and sophistication of students' contributions to critical questioning.*
- **Writing Prompts:** *Quick writes and journal entries to cultivate a student-centered learning community.*
- **Classwork**

Pre-assessment Tools:

STAR Reading and Newsela (in addition to other assessment tools) will be administered to set a baseline for learning.

Learning Plan

- Class Overview
- Conference and discuss summer reading assignment
- Create opportunities for students to build a classroom culture
- Administer pre-assessments
- Administer reading/writing interest survey
- Select independent reading books
- Review daily reading and writing expectations
- Set up Writer's Notebooks
- Conduct mini lessons on e-mail etiquette and *Grammar Boot Camp*
 - Skills covered in *Grammar Book Camp* should include **parts of speech, capitalization, punctuation identification, and subject/predicate**
- Demonstrate procedure for getting a library card, accessing e-books, and audiobooks

- Provide direct instruction for receiving and utilizing feedback
- Model strategies for executive functioning and independent learning
- Demonstrate the use of various technology platforms such as Schoology and their role in the ELA classroom

Suggested Activities/Lesson Ideas

- [6-Word Memoir](#)
- [FlipGrid BookTalks](#)
- [Shelfies](#)
- [E-mail Etiquette](#)
- [Email Etiquette Nearpod](#)
- [Dear Mrs./Mr.](#)
- [Reading Interest Survey](#) Source: Pernille Ripp

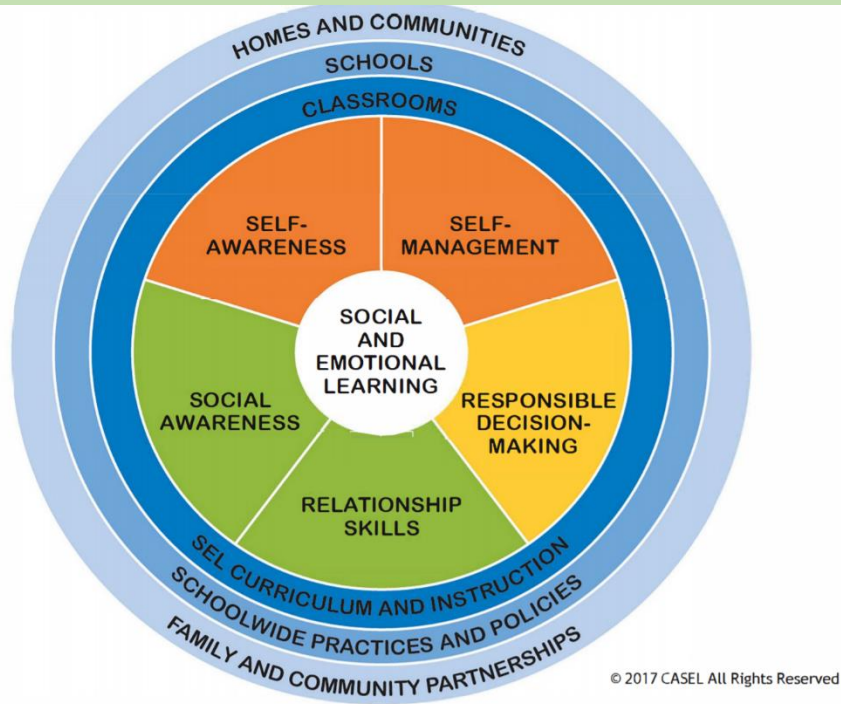
Grammar Boot Camp Resources

- [Parts of Speech Flocabulary](#)
- [All About Me pawprint](#)
- [Subject/Predicate Flocabulary](#)
- [Capitalization BrainPop](#)
- [Punctuation BrainPop](#)
- [Diagramming Sentences BrainPop](#)
- [Commonly confused words](#)

Integration of SEL Competencies

CASEL's Framework:

<https://casel.org/what-is-sel/>



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

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

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

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

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



Integration of 21st Century Skills

Indicators:

Framework for 21st Century Learning

http://www.p21.org/storage/documents/docs/P21_framework_0116.pdf

P21 Framework Definitions

http://www.p21.org/storage/documents/docs/P21_Framework_Definitions_New_Logo_2015.pdf

CREATIVITY AND INNOVATION

Use a wide range of idea creation techniques such as brainstorming.

Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work.

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.

PRODUCT (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.

Grade 6 ELA - UNIT 1

Unit Focus: Core Text Study and Analysis

Mode of Writing: Narrative and/or Literary Analysis

Essential Questions:

How do skillful readers and writers use characterization, setting, plot, conflict, theme, and point of view to support comprehension and writing craft?

How do skillful readers and writers utilize their knowledge of text genres and text structures to enhance their analysis of main ideas and themes?

Unit Description:

Through the exploration of a core text, mentor texts, and 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. Students will select a variety of independent reading books throughout the school year. These books will allow students to 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 should 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.

Unit Duration: September through January (Semester 1)

Core Text Options:

Core Texts by School	
<i>A Long Walk to Water</i> by Linda Sue Clark	OV
<i>Fever 1793</i> by Laurie Halse Anderson	CR
<i>Freedom Walkers</i> by Russell Freedman	BH
Core Texts Options for All Schools	
<i>Flipped</i> by Wendelin Van Draanen	
<i>Wonder</i> by R.J. Palacio	

Supplemental Resources:

McGraw-Hill StudySync

Scholastic Scope magazine (print and digital)

[Vocabulary.com](https://www.vocabulary.com)

[Unit 1 Toolbox](#)

Study Sync Suggested Texts

The Circuit: Stories from a Migrant Child

Hatchet excerpt

An American Plague

Roll of Thunder Hear My Cry

Digital Resources:

[Quizlet](#) and [Cram](#) for vocabulary reinforcement

[Kahoot!](#) for a variety of ELA skills reinforcement

[Readwritethink.org](https://www.readwritethink.org) for grammar skills reinforcement

[activelylearn.com](https://www.activelylearn.com) for formative assessment

[Newsela.com](https://www.newsela.com) for various activities

[Quill](#) for grammar practice

Standard(s): This ELA curriculum follows the current New Jersey Learning Standards for English Language Arts (NJSLA).

Note to teachers: The most essential standards that provide the biggest leverage for student learning have been hand selected. These are referred to as “Power Standards” and should serve as your primary focus for crafting lessons, learning activities, and summative assessments.

Power Standards

[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.

[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

Supporting Standards

[RI 6.1](#) Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

[W 6.4](#) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

[W 6.10](#) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames

[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.

[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.

Sample Clarity Statements for Power Standards (What? Why How?)

Desired Results

Indicators:

- **Students will** read core literary and informational texts closely for the dual purposes of comprehension and text analysis.
- **Students will** identify, define and classify unique character traits and motivation in a narrative text.
- **Students will** demonstrate an understanding of plot structure: exposition, rising action, climax, falling action, and resolution.
- **Students will** cite textual evidence to support an analysis of what the text says explicitly as well as inferences drawn from the text.
- **Students will** analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the theme, setting, or plot.
- **Students will** use narrative techniques, such as pacing, description, and plot establishment to develop experiences, events, and characters.
- **Students will** provide a narrative extension that follows from the narrated experiences or events.
- **Students will** incorporate a variety of narrative and literary analysis techniques in many modes using precise words and phrases, descriptive details, and sensory language, to convey vivid pictures and representations of experiences, events, settings, and characters.
- **Students will** revise narrative writing pieces and utilize feedback to enhance the effect on the reader and clarify the presentation of implicit or explicit themes.
- **Students will** gather and cite textual evidence from literary and informational text(s) to support their understanding(s) of explicit and implicit text meanings.
- **Students will**, where appropriate, provide and/or locate a statement of theme(s) and/or central idea(s) to enhance their understanding of text(s) and author's purpose(s).

- **Students will** utilize critical literary and informational text details (i.e. text structure, headings, sub-headings, etc.) as evidence in support of their analyses.
- **Students will** write on a specified or choice topic by clearly restating the prompt and creating a relevant thesis statement.
- **Students will** support a claim by supplying critical supporting details and/or facts through both indirect and direct citation of text evidence.
- **Students will** clearly articulate and connect evidence to claims within their own writing.
- **Students will** skillfully transition between thoughts and ideas through the use of appropriate transition words and phrases.
- **Students will** select precise language and domain-specific vocabulary to elaborate upon and demonstrate their understanding of the topic(s) they are exploring.
- **Students will** utilize their understanding and command of grammar and language conventions when writing or speaking.

Assessment Evidence

Performance Tasks:

- Students will demonstrate comprehension of both mentor and core texts via teacher created summative and formative assessments (**Summative for all Power Standards**).
- Students will read independent reading books assessed through student conferencing, book club participation, or student projects.
- Students will produce a variety of short literary and narrative writing samples in multiple modes using [district narrative rubric](#) and [district informative explanatory rubric](#)
- Students will be assessed on an on-going basis through short, summative assessments to measure the mastery of Unit 1 Power Standards.

Other Evidence:

- **Informal Checks/ for Understanding:** Accuracy and thoroughness of student notes, study guides, and graphic organizers will demonstrate informal evidence of concept(s) processing.
- **Formative Assessment:** Lesson closure monitoring levels of understanding via on-going student-teacher conferences and student interactive rubrics.
- **Teacher Observation/ Student Discussion:** Informal evidence of concept processing and skill development will be made through teacher observation of the frequency and sophistication of students' contributions to critical questioning.
- **Teacher Created Quiz/Test:** Formally measured evidence of outcomes and overall progress towards the New Jersey Student Learning Standards will be established via teacher-created quizzes and unit assessments.
- **Writing Prompts:** Students' writing samples and associated rubrics will be maintained in a digital or traditional notebook.
- **Teacher Created Project:** Culminating project.
- **Classwork**

Benchmarks:

STAR Reading will be used to benchmark student progress and current levels of mastery with literacy skills as identified in Grade 6 NJSLA for ELA.

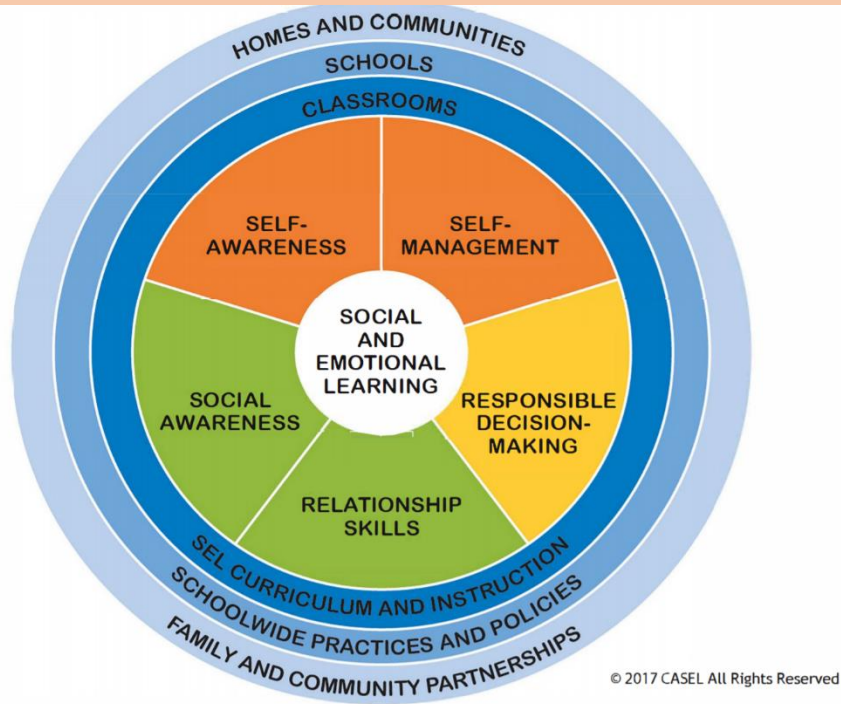
Learning Plan

Reading Workshop	Writing Workshop
<ul style="list-style-type: none"> • Introduce plot structure, story elements, and point of view, theme, and characterization through the reading of core/mentor texts • Model close reading strategies/analyze narrative text • Conduct reading conferences/book talks to discuss student understanding and application of strategies and independent reading novels • Review literary elements found in narrative writing • Model the use of close reading strategies for analyzing literature (identifying mood, tone, setting, POV, figurative language, etc.) • Read paired texts • 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. • Participate in student and teacher led discussions to deepen understanding of literary texts • Conduct mini lessons to review reading skills • Model selection of meaningful/relevant evidence • Practice citing evidence to support analysis • Assess independent reading novel (project, book report, conference, end of book reflection activity, etc.) • Please note: Assessment of Unit 1 Power Standards should take place throughout the course of the unit through short, chunked summative assessments <p>Essential Power Standards Mini Lessons</p> <p>Resources provided in Unit 1 Tool Box</p> <ul style="list-style-type: none"> • Methods of Elaboration • Smiley Face Tricks • Summarization • Inference • Characterization • Text Evidence • Narrative writing components • Literary Analysis writing components • Citations • Transitions • Vocabulary in Context • Grammar, Usage, Mechanics 	<ul style="list-style-type: none"> • Launch Components of Exemplary Writing (structure, methods of elaboration and smiley-face tricks) • Reinforce daily writing procedure • Analyze and review narrative and literary analysis writing techniques through examination of mentor/core texts and modeling (imagery/sensory details, dialogue, figurative language) • Analyze and review narrative pieces focusing on author's POV, tone, mood, etc. • Compare and contrast authors' use of literary techniques in multiple texts • Introduce components of literary analysis, (compare/contrast, and writing a thesis statement/claim, citing textual evidence, utilizing transition words, etc.) • Draft various modes of writing that reflect narrative and literary analysis techniques • Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. • Model revision and editing strategies • Formative Assessment in stages/Student share sessions to provide feedback • Conduct consistent, intentional writing conferences to provide feedback and monitor growth of essential writing skills • Participate in writing celebration • Please note: Assessment of Unit 1 Power Standards should take place throughout the course of the unit through short, chunked summative assessments

Integration of SEL Competencies

CASEL's Framework:

<https://casel.org/what-is-sel/>



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

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

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

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

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



Integration of 21st Century Skills

Indicators:

Framework for 21st Century Learning

http://www.p21.org/storage/documents/docs/P21_framework_0116.pdf

P21 Framework Definitions

http://www.p21.org/storage/documents/docs/P21_Framework_Definitions_New_Logo_2015.pdf

CREATIVITY AND INNOVATION

Use a wide range of idea creation techniques such as brainstorming.

Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work.

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.

Grade 6 ELA - UNIT 2

Unit Focus: Argumentative and Multi-Genre Choice

Mode of Writing: Argumentative

Essential Questions:

How do skillful writers compose arguments that support claims with clear reasons and relevant evidence?

How do skillful writers express their knowledge and critical thinking about texts with others?

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 the Power standards by producing a short, argument writing piece. Students will have options for demonstrating their learning and mastery of all Power Standards.

At the end of the year, teachers will have the flexibility to select from a variety of optional learning activities to support student demonstrate mastery of grade-level power standards.

A key component of this unit is student voice and choice. The demonstration of mastery of Power Standards can take on many forms, including but not limited to multi-media presentations, essays, pamphlets, artistic representations, games, or other authentic products.

Unit Duration: February through June

Supplemental Resources:

[Newsela.com](https://www.newsela.com) for various activities

McGraw-Hill StudySync

Scholastic Scope magazine (print and digital)

[Vocabulary.com](https://www.vocabulary.com)

Teacher Choice Board

Digital Resources:

[Quizlet](https://www.quizlet.com) and [Cram](https://www.cram.com) for vocabulary reinforcement

[Kahoot!](https://www.kahoot.com) for a variety of ELA skills reinforcement

[Readwritethink.org](https://www.readwritethink.org) for grammar skills reinforcement

[activelylearn.com](https://www.activelylearn.com) for formative assessment

[Quill](https://www.quill.org) for grammar practice

[CommonLit](https://www.commonlit.org)

Standard(s): This ELA curriculum follows the current New Jersey Learning Standards for English Language Arts (NJSLA).

Note to teachers: The most essential standards that provide the biggest leverage for student learning have been hand selected for the 2020-21 hybrid learning school year. These are referred to as “Power Standards” and should serve as your primary focus for crafting lessons, learning activities, and summative assessments.

As we transition into Unit 2, please ensure that students have had the opportunity to certify their learning of all Unit 1 Power Standards (RL 6.2 and W 6.2)

Power Standards

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.

RI 6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI 6.8 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.

W 6.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient 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 6.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism

L 6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Supporting Standards (At teacher discretion, please select the most appropriate standards as they relate to your post argumentative lessons and activities.)

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 6.9 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).

RL 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.

W 6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W 6.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames

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.

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.

Sample Clarity Statements for Power Standards (What? Why How?)

Assessment Evidence

Performance Tasks:

- Students will produce a short, argument writing piece which will be assessed with district rubric.
- Students will demonstrate their mastery of Power Standards through teacher created assessments and/or projects.

Other Evidence:

- **Other Evidence:** · Informal Checks/ for Understanding: Accuracy and thoroughness of student notes, study guides, and graphic organizers will demonstrate informal evidence of concept processing.
- **Formative Assessment:** Lesson closure will be used to monitor levels of understanding. Student reading and writing conferences and student interactive rubrics will serve as formative assessments.

<ul style="list-style-type: none"> Students will participate in collaborative conversations. 	<ul style="list-style-type: none"> Teacher Observation/ Student Discussion: Teacher observation of class discussions will serve as informal evidence of concept processing and the sophistication of skill development. Teacher Created Quiz/Test: Formally measured evidence of outcomes and overall progress towards the New Jersey Student Learning Standards will be established via teacher-created assessments. Teacher Created Project: Culminating project.
---	---

Benchmarks:

STAR Reading will be used to benchmark student progress and mastery of Grade 6 NJSLA for ELA.

Learning Plan

Indicators:

- Students will read closely to determine what the text says explicitly in addition to making logical inferences.
- Students will cite specific textual evidence when writing and/or speaking to support conclusions drawn from the text.
- Students will trace and evaluate the argument and specific claims within text(s) and distinguish claims that are supported by reasons and evidence from claims that are not.
- Students will determine the meaning of previously unknown or multiple meaning words and/or phrases as they are used in a text.
- Students will analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text.
- Students will integrate information presented within different media, formats and/or sources to develop and further facilitate a coherent understanding of a topic and/or issue.
- Students will write arguments in support of claims with clear reasoning and relevant evidence.
- Students will use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- Students will gather relevant information from multiple print and digital sources, assess the credibility of each source, and effectively integrate source information into their own writing, while avoiding plagiarism.
- Students will 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.
- Students will make use of digital media and visual displays of data to further showcase and express information intended to enhance presentations and overall topic understanding(s).
- Students will demonstrate command of the conventions of standard English writing mechanics such as capitalization, punctuation, and spelling.
- Students will provide clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Students will write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Reading Workshop	Writing Workshop
<ul style="list-style-type: none"> Select Independent Reading novels Introduce argument writing through close reading of mentor texts Conduct mini-lessons related to argument genre Conduct research to gather evidence in support of a claim Read and analyze exemplar argument texts to reflect on the authors' use of strategies and techniques 	<ul style="list-style-type: none"> Brainstorm/collect ideas for an argument writing Review research skills Formulate a claim with supporting evidence and reasons Draft argument writing pieces Conference with students Formative assessment in stages/student share sessions Utilize feedback/interactive rubrics Publish argument piece

- Model, read, and analyze argument texts focusing on strategies and techniques used by authors
- Conduct reading conferences to discuss independent reading novels and monitor use of skills and strategies
- Introduce choice unit
- Select choice project
- Set goals and expectations for learning Conference with students (individual and/or small groups)
- Conduct research if applicable to project

Essential Power Standards Mini Lessons:

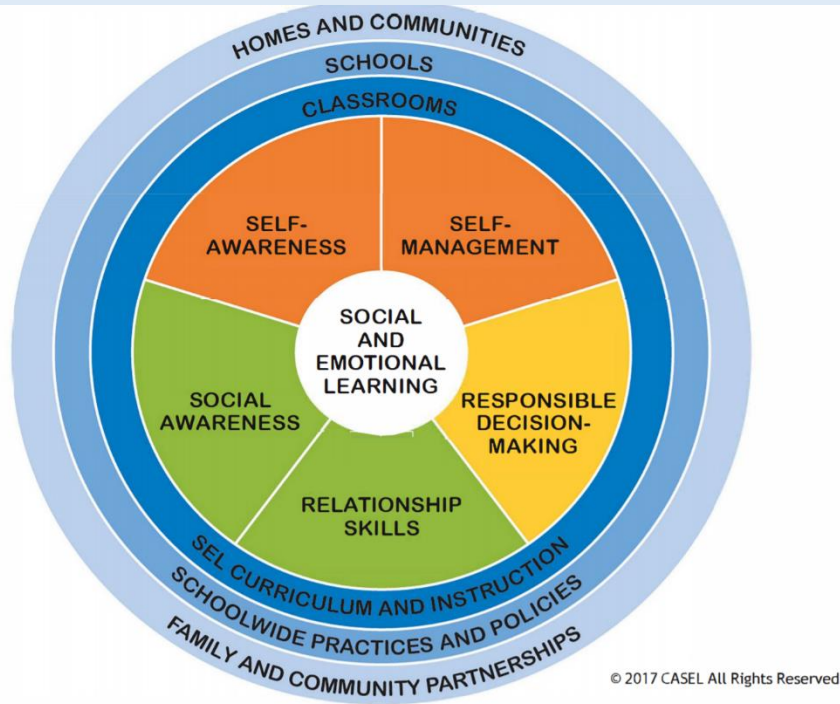
- Introducing claims
- Organizing reasons and evidence
- Text feature and text structures
- Effective hooks and endings
- Author's purpose
- In-text citations
- Grammar, Usage, Mechanics
- Goal Setting
- How to conduct collaborative conversations
- Multi-genre project options

- Conduct mini-lessons that address specific areas of need related to projects
- Work on projects independently and/or in small groups

Integration of SEL Competencies

CASEL's Framework:

<https://casel.org/what-is-sel/>



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

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

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

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

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



Integration of 21st Century Skills

Indicators:

Framework for 21st Century Learning

http://www.p21.org/storage/documents/docs/P21_framework_0116.pdf

P21 Framework Definitions

http://www.p21.org/storage/documents/docs/P21_Framework_Definitions_New_Logo_2015.pdf

CREATIVITY AND INNOVATION

Use a wide range of idea creation techniques such as brainstorming.

Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work.

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.