



Totowa Public Schools

Writing

Grade 6

Aligned to NJSL Standards

BOE Adopted: 08/31/2022

Revised 12/14/2022

Units of Study & Pacing Guide

<u>Unit of Study</u>	<u>Timeline</u>	<u>Notes</u>
Narrative Writing (Sequential)	8 Weeks	
Text-based Informative and Explanatory Writing	8 Weeks	
Research-based Argument Writing (Interdisciplinary)	6 Weeks	Lessons satisfy DEI Mandate
Narrative Writing	6 Weeks	
Narrative and Research-based Argument Writing	8 Weeks	
		Curricular Mandate List

Title	Writing Narratives
Unit Duration	8 Weeks
Unit Summary & Rationale	Students will be able to respond to text-based and non-text based narrative writing prompts; establish a real/imagined context and introduce a narrator/characters ; organize event sequences using chronological, spatial, logical and topical order; use narrative techniques, such as dialogue, figurative language, and description to develop experiences and ideas; use transition words/phrases to shift from one time frame to another; use precise words/phrases, sensory language, and descriptive details to relate experiences/events; provide a conclusion/resolution that follows the order/events of the narrative; demonstrate command of grade-appropriate standard English conventions.
Unit Goals	
Essential Questions	<ul style="list-style-type: none"> • How do writers formulate and brainstorm ideas/thesis statements? • How do writers organize and sequence main ideas/thesis statements? • How do topic and supporting sentences explain the main idea/thesis? • How does a writer successfully employ the writing process to create a compelling text-based and non-text-based narrative? • How do the conventions of Standard English contribute to effective writing?
Enduring Understandings	<ul style="list-style-type: none"> • Writing as a process is derived from real-life and text-based narrative experiences. • A writer uses language conventions such as punctuation, tense and subject consistency, narrative point of view, spelling, and figurative language to compose a writing sample.
Learning Outcomes	<ul style="list-style-type: none"> • Compose narrative essays that include effective introductory elements (thesis, setting, characters), narrative techniques (event sequencing, dialogue, sensory details), transition words/phrases, and concluding thoughts/statements • Compose clear and coherent writing illustrating organization, development, and style addressing purpose and audience

- Compare/contrast similarly themed texts
- Participate in collaborative peer revision and editing
- Express their interpretations/opinions through collaborative group discussions
- Participate in think/pair/share sessions designed to encourage collaboration and critical thinking
- Utilize language conventions such as punctuation, consistency (tense and agreement), spelling, and figurative language to improve their writing skills

Assessment Evidence	
Formative	Class Discussions, Journal Writing, Graphic Organizers, Notebook Checks, Participation and Observation, Quizzes/Tests, Timed Writing, Vocabulary Practice, Short and Long Constructed Writing Assignments, Periodic Progress Reports, Peer Editing/Revising
Summative	Tests, Quizzes, Journal Writing, Brainstorming/prewriting, Graphic organizers, Rough drafting, Revising/editing, Proofreading, Final drafting, Peer assessment, Collaborative group discussions/assignments, Grammar/Vocabulary/Spelling practice, Writing Assignments, Projects
Alternative and Benchmark	<p>Alternative - Read to the student and chart oral responses. Sentence frames, oral responses, graphic organizers, observations, portfolios of student work, orally administered assessments, and anecdotal notes.</p> <p>Benchmark – LinkIt Benchmark Assessment, Reading Levels, TPA</p> <p>Formative, Summative, Alternative and Benchmark Assessments</p>
Resources to Promote Learning	
Resources & Equipment Needed	<p>Abra Vocabra Publisher: Cottonwood Press, Inc., Common Core Coach– English Language Arts Grade 6, Common Core ELA: Short Reads for Finding Text Evidence, Common Core Writing to Texts, Higher Scores on Language Arts Standardized Tests, Publisher: Steck-Vaughn, 2012, Measuring Up to the Common Core PARCC Edition, Publisher: People’s Education, Inc., 2014, NJ Performance Coach ELA-6, Ready PARCC Edition: 6, Spectrum Word Study and Phonics, Publisher: McGraw-Hill Children’s Publishing, The 100+ Series Grammar Grades 5-6, Publisher: Carson-Dellosa, 2015,</p>

Using the Standards: Building Grammar and Writing Skills, Publisher: Frank Shaffer Publications, 2012, Vocabulary Explorations, Publisher: AMSCO School Publications, Writing: Common Core, www.commonlitt.com, www.readwritethink.org
[Approved Class Resource List](#)

Content & Interdisciplinary Standards

NJ 2016 SLS: English/Language Arts

NJSLSA.R1 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.

RL.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.

NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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.

NJSLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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.

Craft and Structure

NJSLSA.R4 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.

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.

NJSLSA.W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.6.1. Write arguments to support claims with clear reasons and relevant evidence.

W.6.1a. Introduce claim(s) and organize the reasons and evidence clearly.

W.6.1b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

W.6.1c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

W.6.1d. Establish and maintain a formal/academic style, approach, and form.

W.6.1e. Provide a concluding statement or section that follows from the argument presented.

NJSLSA.W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

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.6.2a. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.

W.6.2b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

W.6.2c. Use appropriate transitions to clarify the relationships among ideas and concepts.

W.6.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.6.2e. Establish and maintain a formal/academic style, approach, and form.

W.6.2f. Provide a concluding statement or section that follows from the information or explanation presented.

NJSLSA.W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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.6.3a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

W.6.3b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

W.6.3c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

W.6.3d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

W.6.3e. Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing

NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.6.4. 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.)

NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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.

NJSLSA.W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

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.

Research to Build and Present Knowledge

NJSLSA.W7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

NJSLSA.W8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

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.

NJSLSA.W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.6.9a. 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”).

W.6.9b. 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”).

Range of Writing

NJSLSA.W10 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.

W.6.10. 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.

Comprehension and Collaboration

NJSLSA.SL1 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.

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.6.1a. 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.

SL.6.1b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

SL.6.1c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

SL.6.1d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

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.

NJSLSA.L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

L.6.1a. Ensure that pronouns are in the proper case (subjective, objective, possessive).

L.6.1b. Use intensive pronouns (e.g., myself, ourselves).

L.6.1c. Recognize and correct inappropriate shifts in pronoun number and person.*

L.6.1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*

L.6.1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*

NJSLSA.L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.6.2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*

L.6.2b. Spell correctly.

Knowledge of Language

NJSLSA.L3 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.

L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.6.3a. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.

L.6.3b. Maintain consistency in style and tone.*

Vocabulary Acquisition and Use

NJSLSA.L4 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.

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.6.4a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

L.6.4b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).

L.6.4c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

L.6.4d. 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).

NJSLSA.L5 Demonstrate understanding of word relationships and nuances in word meanings.

L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.6.5a. Interpret figures of speech (e.g., personification) in context.

L.6.5b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.

L.6.5c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).

NJSLSA.L6 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 considering a word or phrase important to comprehension or expression.

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.

2020 SLS: Computer Science & Design Thinking

NJSLS Performance Expectations (By the end of 8th Grade)

8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.

8.2.8.EC.2: Examine the effects of ethical and unethical practices in product design and development.

2020 SLS: Career Readiness, Life Literacies, and Key Skills

NJSLS Performance Expectations (By the end of 8th Grade)

9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.
 9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.
 9.4.8.IML.3: Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping (e.g., 6.SP.B.4, 7.SP.B.8b).
 9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations.

Interdisciplinary/21st Century Connections

21st Century Connections	<ul style="list-style-type: none"> • Critical thinking • Collaboration and Teamwork • Problem Solving • Creativity and Innovation

Title	Writing Informative/Explanatory
Unit Duration	8 Weeks
Unit Summary & Rationale	Students will be able to respond to informative/explanatory writing prompts based on assigned informative/explanatory text; organize informative ideas and concepts using definition, classification, process, cause and effect, and/or comparison and contrast; plan and pre-write using a graphic organizer; use relevant facts, definitions, and details from the text to develop main ideas; use transition words/phrases to shift from main/minor idea to another; present a concluding idea/statement summarizing the focus of the informative piece; demonstrate command of grade-appropriate standard English conventions.
Unit Goals	
Essential Questions	<ul style="list-style-type: none"> • How do writers formulate and brainstorm their own ideas/thesis statements from informative texts? • How do writers organize and sequence main ideas statements? • What is the best way to organize information, facts, and details so the reader can understand it? • How does a writer evaluate credible, reliable Internet resources?

	<ul style="list-style-type: none"> • How do the conventions of Standard English contribute to effective writing?
Enduring Understandings	<ul style="list-style-type: none"> • Effective explanatory writing must follow a logical sequence. • The Internet is a reliable research tool whose resources must be carefully evaluated and validated. • Researched material must be cited and referenced correctly. • A writer uses language conventions such as punctuation, tense and pronoun agreement, spelling, and mechanics to compose a writing sample.
Learning Outcomes	<ul style="list-style-type: none"> • Compose a variety of written responses/essays to informational texts: (“Seikan Tunnel”, “Why Exercise is Cool”, “The Kraken Sea Monster”, “The Case for UFOs”, “The Ruins of Tikal”, “The Buried City of Pompeii”) • Use graphic organizers to plan and organize written responses • Use context clues to determine interdisciplinary terminology and references • Interpret visuals/illustrations (charts, pictures, tables, graphs, etc.) as supplemental references to text • Compare and contrast similarly themed texts • Compose clear and coherent writing, illustrating organization, development, and style which address purpose and audience • Compose informative/explanatory essays which examine a topic/convey and idea, include relevant research/text-based content, and exemplify topic development, appropriate grade-level language/vocabulary, effective transitions, and conclusion • Use technology for research (Internet) • Determine valid/invalid web-based resources • Carefully cite resources to avoid plagiarism • Participate in collaborative peer revision and editing • Express their interpretations/opinions through collaborative group discussions • Participate in think/pair/share sessions designed to encourage collaboration and critical thinking • Interpret information presented in a variety of media formats and explain its relevance • Practice keyboarding skills to format and compose essays • Utilize language conventions such as punctuation, consistency (tense and agreement), spelling, and figurative language to improve their writing skills

Assessment Evidence	
Formative	Class Discussions, Journal Writing, Graphic Organizers, Notebook Checks, Participation and Observation, Quizzes/Tests, Timed Writing, Vocabulary Practice, Short and Long Constructed Writing Assignments, Periodic Progress Reports, Peer Editing/Revising
Summative	Tests, Quizzes, Journal Writing, Brainstorming/prewriting, Graphic organizers, Rough drafting, Revising/editing, Proofreading, Final drafting, Peer assessment, Collaborative group discussions/assignments, Grammar/Vocabulary/Spelling practice, Writing Assignments, Projects
Alternative and Benchmark	<p>Alternative - Read to the student and chart oral responses. Sentence frames, oral responses, graphic organizers, observations, portfolios of student work, orally administered assessments, and anecdotal notes.</p> <p>Benchmark – LinkIt Benchmark Assessment, Reading Levels, TPA</p> <p>Formative, Summative, Alternative and Benchmark Assessments</p>
Resources to Promote Learning	
Resources & Equipment Needed	<p>Abra Vocabra Publisher: Cottonwood Press, Inc., Common Core Coach– English Language Arts Grade 6, Common Core ELA: Short Reads for Finding Text Evidence, Common Core Writing to Texts, Higher Scores on Language Arts Standardized Tests, Publisher: Steck-Vaughn, 2012, Measuring Up to the Common Core PARCC Edition, Publisher: People’s Education, Inc., 2014, NJ Performance Coach ELA-6, Ready PARCC Edition: 6, Spectrum Word Study and Phonics, Publisher: McGraw-Hill Children’s Publishing, The 100+ Series Grammar Grades 5-6, Publisher: Carson-Dellosa, 2015, Using the Standards: Building Grammar and Writing Skills, Publisher: Frank Shaffer Publications, 2012, Vocabulary Explorations, Publisher: AMSCO School Publications, Writing: Common Core, www.commonlitt.com, www.readwritethink.org</p> <p>Approved Class Resource List</p>
Content & Interdisciplinary Standards	
NJ 2016 SLS: English/Language Arts	

NJSLSA.R1 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.

RL.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.

NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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.

NJSLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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.

Craft and Structure

NJSLSA.R4 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.

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.

NJSLSA.W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.6.1. Write arguments to support claims with clear reasons and relevant evidence.

W.6.1a. Introduce claim(s) and organize the reasons and evidence clearly.

W.6.1b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

W.6.1c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

W.6.1d. Establish and maintain a formal/academic style, approach, and form.

W.6.1e. Provide a concluding statement or section that follows from the argument presented.

NJSLSA.W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

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.6.2a. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.

W.6.2b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

W.6.2c. Use appropriate transitions to clarify the relationships among ideas and concepts.

W.6.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.6.2e. Establish and maintain a formal/academic style, approach, and form.

W.6.2f. Provide a concluding statement or section that follows from the information or explanation presented.

NJSLSA.W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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.6.3a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

W.6.3b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

W.6.3c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

W.6.3d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

W.6.3e. Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing

NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.6.4. 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.)

NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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.

NJSLSA.W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

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.

Research to Build and Present Knowledge

NJSLSA.W7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

NJSLSA.W8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

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.

NJSLSA.W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.6.9a. 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”).

W.6.9b. 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”).

Range of Writing

NJSLSA.W10 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.

W.6.10. 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.

Comprehension and Collaboration

NJSLSA.SL1 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.

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.6.1a. 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.

SL.6.1b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

SL.6.1c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

SL.6.1d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

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.

NJSLSA.L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

L.6.1a. Ensure that pronouns are in the proper case (subjective, objective, possessive).

L.6.1b. Use intensive pronouns (e.g., myself, ourselves).

L.6.1c. Recognize and correct inappropriate shifts in pronoun number and person. *

L.6.1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). *

L.6.1e. Recognize variations from standard English in their own and others' writing and speaking and identify and use strategies to improve expression in conventional language. *

NJSLSA.L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.6.2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. *

L.6.2b. Spell correctly.

Knowledge of Language

NJSLSA.L3 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.

L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.6.3a. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.

L.6.3b. Maintain consistency in style and tone. *

Vocabulary Acquisition and Use

NJSLSA.L4 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.

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.6.4a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

L.6.4b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).

L.6.4c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

L.6.4d. 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).

NJSLSA.L5 Demonstrate understanding of word relationships and nuances in word meanings.

L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.6.5a. Interpret figures of speech (e.g., personification) in context.

L.6.5b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.

L.6.5c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).

NJSLSA.L6 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 considering a word or phrase important to comprehension or expression.

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.

2020 SLS: Computer Science & Design Thinking

NJSLS Performance Expectations (By the end of 8th Grade)

8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.

8.2.8.EC.2: Examine the effects of ethical and unethical practices in product design and development.

2020 SLS: Career Readiness, Life Literacies, and Key Skills

NJSLS Performance Expectations (By the end of 8th Grade)

9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.

9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.

9.4.8.IML.3: Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping (e.g., 6.SP.B.4, 7.SP.B.8b).

9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations.

Interdisciplinary/21st Century Connections

21st Century Connections

- Critical thinking
- Collaboration and Teamwork
- Problem Solving
- Creativity and Innovation

Title	Writing Argument
Unit Duration	8 Weeks
Unit Summary & Rationale	Students will be able to respond to text-based and non-text based argument writing prompts by stating a strong claim(s), supporting such claim(s) with credible sources/text references thus demonstrating a clear understanding of the topic or text; use words/phrases to illustrate the connection between claims, reasons, and supporting evidence; formulate conclusions which support the writer's position; demonstrate command of grade-appropriate standard English conventions while maintaining formal writing style.
Unit Goals	
Essential Questions	<ul style="list-style-type: none">• How do writers formulate and brainstorm ideas/thesis statements?• How do writers determine another writer's stance?• How do writers organize and sequence their reasons/arguments logically or in order of importance?• How are claims supported with reasons and relevant evidence?• What constitutes valid evidence?• What constitutes plagiarism?• How can various interpretations through various mediums affect opinion?• How do writers make logical and faulty appeals?

	<ul style="list-style-type: none"> • How does a writer successfully employ the writing process to create a compelling text-based and non-text-based argumentative piece? • How do the conventions of Standard English contribute to effective writing?
Enduring Understandings	<ul style="list-style-type: none"> • Interpretation depends on the manner and medium by which the context is delivered/presented. • Arguments/reasons are supported with valid evidence and creditable citations. • A writer uses writing conventions such as punctuation, tense and subject agreement, spelling, word choice and figurative language to compose a writing sample.
Learning Outcomes	<ul style="list-style-type: none"> • Determine a writer’s point of view or stance on a given topic presented in a variety of media formats • Compare and contrast similar or opposing viewpoints on the same topic • Formulate claims and findings based on credible and valid evidence/reasons • Compose clear and coherent writing illustrating organization, development, and style addressing purpose and audience • Demonstrate research skills and assess valid and invalid sources • Use correct citation to avoid plagiarism • Provide bibliography/webliography to avoid plagiarism • Demonstrate keyboarding skills by using technology to produce and publish coherent, purposeful writing • Participate in collaborative peer revision and editing • Express their interpretations/opinions through collaborative group discussions • Participate in think/pair/share sessions designed to encourage collaboration and critical thinking • Utilize language conventions such as punctuation, consistency (tense and agreement), spelling, and figurative language to improve their writing skills
Assessment Evidence	
Formative	Class Discussions, Journal Writing, Graphic Organizers, Notebook Checks, Participation and Observation, Quizzes/Tests, Timed Writing, Vocabulary Practice, Short and Long Constructed Writing Assignments, Periodic Progress Reports, Peer Editing/Revising

Summative	Tests, Quizzes, Journal Writing, Brainstorming/prewriting, Graphic organizers, Rough drafting, Revising/editing, Proofreading, Final drafting, Peer assessment, Collaborative group discussions/assignments, Grammar/Vocabulary/Spelling practice, Writing Assignments, Projects
Alternative and Benchmark	<p>Alternative - Read to the student and chart oral responses. Sentence frames, oral responses, graphic organizers, observations, portfolios of student work, orally administered assessments, and anecdotal notes.</p> <p>Benchmark – LinkIt Benchmark Assessment, Reading Levels, TPA</p> <p>Formative, Summative, Alternative and Benchmark Assessments</p>
Resources to Promote Learning	
Resources & Equipment Needed	<p>Abra Vocabra Publisher: Cottonwood Press, Inc., Common Core Coach– English Language Arts Grade 6, Common Core ELA: Short Reads for Finding Text Evidence, Common Core Writing to Texts, Higher Scores on Language Arts Standardized Tests, Publisher: Steck-Vaughn, 2012, Measuring Up to the Common Core PARCC Edition, Publisher: People’s Education, Inc., 2014, NJ Performance Coach ELA-6, Ready PARCC Edition: 6, Spectrum Word Study and Phonics, Publisher: McGraw-Hill Children’s Publishing, The 100+ Series Grammar Grades 5-6, Publisher: Carson-Dellosa, 2015, Using the Standards: Building Grammar and Writing Skills, Publisher: Frank Shaffer Publications, 2012, Vocabulary Explorations, Publisher: AMSCO School Publications, Writing: Common Core, www.commonlitt.com, www.readwritethink.org</p> <p>Approved Class Resource List</p>
Content & Interdisciplinary Standards	
NJ 2016 SLS: English/Language Arts	
<p>NJSLSA.R1 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.</p> <p>RL.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.</p>	

NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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.

NJSLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RL.6.3. Describe how a particular stories 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.

Craft and Structure

NJSLSA.R4 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.

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.

NJSLSA.W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.6.1. Write arguments to support claims with clear reasons and relevant evidence.

W.6.1a. Introduce claim(s) and organize the reasons and evidence clearly.

W.6.1b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

W.6.1c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

W.6.1d. Establish and maintain a formal/academic style, approach, and form.

W.6.1e. Provide a concluding statement or section that follows from the argument presented.

NJSLSA.W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

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.6.2a. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.

W.6.2b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

W.6.2c. Use appropriate transitions to clarify the relationships among ideas and concepts.

W.6.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.6.2e. Establish and maintain a formal/academic style, approach, and form.

W.6.2f. Provide a concluding statement or section that follows from the information or explanation presented.

NJSLSA.W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.6.3. Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.

W.6.3a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

W.6.3b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

W.6.3c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

W.6.3d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

W.6.3e. Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing

NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.6.4. 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.)

NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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.

NJSLSA.W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

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.

Research to Build and Present Knowledge

NJSLSA.W7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

NJSLSA.W8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

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.

NJSLSA.W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.6.9a. 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”).

W.6.9b. 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”).

Range of Writing

NJSLSA.W10 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.

W.6.10. 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.

Comprehension and Collaboration

NJSLSA.SL1 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.

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.6.1a. 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.

SL.6.1b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

SL.6.1c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

SL.6.1d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

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.

NJSLSA.L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

L.6.1a. Ensure that pronouns are in the proper case (subjective, objective, possessive).

L.6.1b. Use intensive pronouns (e.g., myself, ourselves).

L.6.1c. Recognize and correct inappropriate shifts in pronoun number and person. *

L.6.1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). *

L.6.1e. Recognize variations from standard English in their own and others' writing and speaking and identify and use strategies to improve expression in conventional language. *

NJSLSA.L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.6.2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. *

L.6.2b. Spell correctly.

Knowledge of Language

NJSLSA.L3 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.

L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.6.3a. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.

L.6.3b. Maintain consistency in style and tone. *

Vocabulary Acquisition and Use

NJSLSA.L4 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.

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.6.4a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

L.6.4b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).

L.6.4c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

L.6.4d. 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).

NJSLSA.L5 Demonstrate understanding of word relationships and nuances in word meanings.

L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.6.5a. Interpret figures of speech (e.g., personification) in context.

L.6.5b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.

L.6.5c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).

NJSLSA.L6 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 considering a word or phrase important to comprehension or expression.

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.

2020 SLS: Computer Science & Design Thinking

NJSLS Performance Expectations (By the end of 8th Grade)

8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.

8.2.8.EC.2: Examine the effects of ethical and unethical practices in product design and development.

2020 SLS: Career Readiness, Life Literacies, and Key Skills

NJSLS Performance Expectations (By the end of 8th Grade)

9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.

9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.

9.4.8.IML.3: Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping (e.g., 6.SP.B.4, 7.SP.B.8b).

9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations.

Interdisciplinary/21st Century Connections

21st Century Connections

- Critical thinking

	<ul style="list-style-type: none"> • Collaboration and Teamwork • Problem Solving • Creativity and Innovation
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Title	Writing Narrative
Unit Duration	8 Weeks
Unit Summary & Rationale	Students will be able to respond to text-based and non-text based narrative writing prompts; establish a real/imagined context and introduce a narrator/characters ; use narrative techniques, such as dialogue, figurative language, and description to develop experiences and ideas; use transition words/phrases to shift from one time frame to another; use precise words/phrases, sensory language, and descriptive details to relate experiences/events; provide a conclusion/resolution that follows the order/events of the narrative; be able to analyze and compare/contrast different approaches to similar themes using different text formats; demonstrate command of grade-appropriate standard English conventions in written and oral form; distinguish between connotative and denotative meanings of words and use them effectively; be able to recognize and understand figures of speech , such as personification, hyperbole, simile/metaphor; understand and demonstrate the use of word relationships, such as analogies; present ideas/claims logically in the form of a speech, using appropriate non-verbal signals, as well as audio-visual aids as enhancements.
Unit Goals	
Essential Questions	<ul style="list-style-type: none"> • How do writers formulate and brainstorm ideas/thesis statements? • How do writers organize and sequence main ideas/thesis statements? • How do topic and supporting sentences explain the main idea/thesis? • How can a writer successfully employ the writing process to create a compelling text-based and non-text-based narrative? • Can the same text be effectively delivered through a variety of mediums? • How does figurative language enhance writing and speaking? • How do connotative and denotative meanings affect interpretation? • How can ideas/opinions be orally presented using audio-visual aids?

	<ul style="list-style-type: none"> • How do the conventions of Standard English contribute to effective writing?
Enduring Understandings	<ul style="list-style-type: none"> • Writing as a process is derived from real-life and text-based narrative experiences. • A writer uses language conventions such as punctuation, tense and subject consistency, narrative point of view, spelling, and figurative language to compose a writing sample and to communicate orally.
Learning Outcomes	<ul style="list-style-type: none"> • Compare/contrast similarly themed texts. • Compose clear and coherent writing illustrating organization, development, and style addressing purpose and audience. • Participate in collaborative peer revision and editing. • Express interpretations/opinions through collaborative group discussions. • Participate in think/pair/share sessions designed to encourage collaboration and critical thinking. • Utilize language conventions such as punctuation, consistency (tense and agreement), spelling, and figurative language to improve writing and speaking skills. • Adapt speech to different contexts and tasks • Present ideas/claims orally using effective communication skills and audio-visual enhancements.

Assessment Evidence	
Formative	Class Discussions, Journal Writing, Graphic Organizers, Notebook Checks, Participation and Observation, Quizzes/Tests, Timed Writing, Vocabulary Practice, Short and Long Constructed Writing Assignments, Periodic Progress Reports, Peer Editing/Revising
Summative	Tests, Quizzes, Journal Writing, Brainstorming/prewriting, Graphic organizers, Rough drafting, Revising/editing, Proofreading, Final drafting, Peer assessment, Collaborative group discussions/assignments, Grammar/Vocabulary/Spelling practice, Writing Assignments, Projects
Alternative and Benchmark	Alternative - Read to the student and chart oral responses. Sentence frames, oral responses, graphic organizers, observations, portfolios of student work, orally administered assessments, and anecdotal notes.

	<p>Benchmark – LinkIt Benchmark Assessment, Reading Levels, TPA</p> <p>Formative, Summative, Alternative and Benchmark Assessments</p>
<p>Resources to Promote Learning</p>	
<p>Resources & Equipment Needed</p>	<p>Abra Vocabra Publisher: Cottonwood Press, Inc., Common Core Coach– English Language Arts Grade 6, Common Core ELA: Short Reads for Finding Text Evidence, Common Core Writing to Texts, Higher Scores on Language Arts Standardized Tests, Publisher: Steck-Vaughn, 2012, Measuring Up to the Common Core PARCC Edition, Publisher: People’s Education, Inc., 2014, NJ Performance Coach ELA-6, Ready PARCC Edition: 6, Spectrum Word Study and Phonics, Publisher: McGraw-Hill Children’s Publishing, The 100+ Series Grammar Grades 5-6, Publisher: Carson-Dellosa, 2015, Using the Standards: Building Grammar and Writing Skills, Publisher: Frank Shaffer Publications, 2012, Vocabulary Explorations, Publisher: AMSCO School Publications, Writing: Common Core, www.commonlitt.com, www.readwritethink.org</p> <p>Approved Class Resource List</p>
<p>Content & Interdisciplinary Standards</p>	
<p>NJ 2016 SLS: English/Language Arts</p>	
<p>NJSLSA.R1 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.</p> <p>RL.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.</p> <p>NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>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.</p> <p>NJSLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>	

RL.6.3. Describe how a particular story 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.

Craft and Structure

NJSLSA.R4 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.

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.

NJSLSA.W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.6.1. Write arguments to support claims with clear reasons and relevant evidence.

W.6.1a. Introduce claim(s) and organize the reasons and evidence clearly.

W.6.1b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

W.6.1c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

W.6.1d. Establish and maintain a formal/academic style, approach, and form.

W.6.1e. Provide a concluding statement or section that follows from the argument presented.

NJSLSA.W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

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.6.2a. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.

W.6.2b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

W.6.2c. Use appropriate transitions to clarify the relationships among ideas and concepts.

W.6.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.6.2e. Establish and maintain a formal/academic style, approach, and form.

W.6.2f. Provide a concluding statement or section that follows from the information or explanation presented.

NJSLSA.W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.6.3. Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.

W.6.3a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

W.6.3b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

W.6.3c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

W.6.3d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

W.6.3e. Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing

NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.6.4. 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.)

NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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.

NJSLSA.W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

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.

Research to Build and Present Knowledge

NJSLSA.W7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

NJSLSA.W8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

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.

NJSLSA.W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.6.9a. 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”).

W.6.9b. 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”).

Range of Writing

NJSLSA.W10 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.

W.6.10. 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.

Comprehension and Collaboration

NJSLSA.SL1 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.

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.6.1a. 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.

SL.6.1b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

SL.6.1c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

SL.6.1d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

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.

NJSLSA.L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

L.6.1a. Ensure that pronouns are in the proper case (subjective, objective, possessive).

L.6.1b. Use intensive pronouns (e.g., myself, ourselves).

L.6.1c. Recognize and correct inappropriate shifts in pronoun number and person. *

L.6.1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). *

L.6.1e. Recognize variations from standard English in their own and others' writing and speaking and identify and use strategies to improve expression in conventional language. *

NJSLSA.L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.6.2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. *

L.6.2b. Spell correctly.

Knowledge of Language

NJSLSA.L3 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.

L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.6.3a. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.

L.6.3b. Maintain consistency in style and tone. *

Vocabulary Acquisition and Use

NJSLSA.L4 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.

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.6.4a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

L.6.4b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).

L.6.4c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

L.6.4d. 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).

NJSLSA.L5 Demonstrate understanding of word relationships and nuances in word meanings.

L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.6.5a. Interpret figures of speech (e.g., personification) in context.

L.6.5b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.

L.6.5c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).

NJSLSA.L6 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 considering a word or phrase important to comprehension or expression.

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.

2020 SLS: Computer Science & Design Thinking

NJSLS Performance Expectations (By the end of 8th Grade)

8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.

8.2.8.EC.2: Examine the effects of ethical and unethical practices in product design and development.

2020 SLS: Career Readiness, Life Literacies, and Key Skills

NJSLS Performance Expectations (By the end of 8th Grade)

9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.

9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.

9.4.8.IML.3: Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping (e.g., 6.SP.B.4, 7.SP.B.8b).

9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations.

Interdisciplinary/21st Century Connections

21st Century Connections

- Critical thinking
- Collaboration and Teamwork
- Problem Solving
- Creativity and Innovation

Title	Writing Narrative and Argument
Unit Duration	8 Weeks

Unit Summary & Rationale	Students will be able to respond to text-based and non-text based narrative writing prompts; establish a real/imagined context and introduce a narrator/characters ; organize event sequences using chronological, spatial, logical and topical order; use narrative techniques, such as dialogue, figurative language, and description to develop experiences and ideas; use transition words/phrases to shift from one time frame to another; use precise words/phrases, sensory language, and descriptive details to relate experiences/events; provide a conclusion/resolution that follows the order/events of the narrative; be able to respond to text-based and non-text based argument writing prompts by stating a strong claim(s), supporting such claim(s) with credible sources/text references thus demonstrating a clear understanding of the topic or text; use words/phrases to illustrate the connection between claims, reasons, and supporting evidence; formulate conclusions which support the writer’s position; compose an interdisciplinary research-based writing project incorporating technology and multimedia resources; to demonstrate command of grade-appropriate standard English conventions.
Unit Goals	
Essential Questions	<ul style="list-style-type: none"> • Why do writers need to explain? • How do writers organize and sequence main ideas/thesis statements? • How do topic and supporting sentences explain the main idea/thesis? • How does a writer successfully employ the writing process to create a compelling text-based and non-text-based narrative? • How do research and citation strengthen a writer's opinion/claim • How can different forms of text address the same topic similarly or differently? • How do the conventions of Standard English contribute to effective writing?
Enduring Understandings	<ul style="list-style-type: none"> • Writing as a process is derived from real-life and text-based narrative experiences. • Analyzing text to write about requires critical reading and thinking skills. • A writer can express his ideas/claims/opinions in both written and verbal communication methods. • A writer uses language conventions such as punctuation, tense and subject consistency, narrative point of view, spelling, and figurative language to compose a writing sample.
Learning Outcomes	<ul style="list-style-type: none"> • Compare and contrast similarly themed texts

- Cite evidence from text to support interpretation of the text
- Compose clear and coherent writing illustrating organization, development, and style addressing purpose and audience
- Demonstrate research skills to support claims/opinions
- Use correct citation to avoid plagiarism
- Participate in collaborative peer revision and editing
- Express their interpretations/opinions through collaborative group discussions
- Participate in think/pair/share sessions designed to encourage collaboration and critical thinking
- In addition to written text, use multimedia resources in presentation/discussion of writing.
- Utilize language conventions such as punctuation, consistency (tense and agreement), spelling, and figurative language to improve their writing skills

Assessment Evidence	
Formative	Class Discussions, Journal Writing, Graphic Organizers, Notebook Checks, Participation and Observation, Quizzes/Tests, Timed Writing, Vocabulary Practice, Short and Long Constructed Writing Assignments, Periodic Progress Reports, Peer Editing/Revising
Summative	Tests, Quizzes, Journal Writing, Brainstorming/prewriting, Graphic organizers, Rough drafting, Revising/editing, Proofreading, Final drafting, Peer assessment, Collaborative group discussions/assignments, Grammar/Vocabulary/Spelling practice, Writing Assignments, Projects
Alternative and Benchmark	<p>Alternative - Read to the student and chart oral responses. Sentence frames, oral responses, graphic organizers, observations, portfolios of student work, orally administered assessments, and anecdotal notes.</p> <p>Benchmark – LinkIt Benchmark Assessment, Reading Levels, TPA</p> <p>Formative, Summative, Alternative and Benchmark Assessments</p>
Resources to Promote Learning	

Resources & Equipment Needed	<p>Abra Vocabra Publisher: Cottonwood Press, Inc., Common Core Coach– English Language Arts Grade 6, Common Core ELA: Short Reads for Finding Text Evidence, Common Core Writing to Texts, Higher Scores on Language Arts Standardized Tests, Publisher: Steck-Vaughn, 2012, Measuring Up to the Common Core PARCC Edition, Publisher: People’s Education, Inc., 2014, NJ Performance Coach ELA-6, Ready PARCC Edition: 6, Spectrum Word Study and Phonics, Publisher: McGraw-Hill Children’s Publishing, The 100+ Series Grammar Grades 5-6, Publisher: Carson-Dellosa, 2015, Using the Standards: Building Grammar and Writing Skills, Publisher: Frank Shaffer Publications, 2012, Vocabulary Explorations, Publisher: AMSCO School Publications, Writing: Common Core, www.commonlitt.com, www.readwritethink.org</p> <p>Approved Class Resource List</p>
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Content & Interdisciplinary Standards

NJ 2016 SLS: English/Language Arts

NJSLSA.R1 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.

RL.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.

NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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.

NJSLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RL.6.3. Describe how a particular story 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.

Craft and Structure

NJSLSA.R4 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.

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.

NJSLSA.W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.6.1. Write arguments to support claims with clear reasons and relevant evidence.

W.6.1a. Introduce claim(s) and organize the reasons and evidence clearly.

W.6.1b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

W.6.1c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

W.6.1d. Establish and maintain a formal/academic style, approach, and form.

W.6.1e. Provide a concluding statement or section that follows from the argument presented.

NJSLSA.W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

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.6.2a. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.

W.6.2b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

W.6.2c. Use appropriate transitions to clarify the relationships among ideas and concepts.

W.6.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.6.2e. Establish and maintain a formal/academic style, approach, and form.

W.6.2f. Provide a concluding statement or section that follows from the information or explanation presented.

NJSLSA.W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.6.3. Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.

W.6.3a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

W.6.3b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

W.6.3c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

W.6.3d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

W.6.3e. Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing

NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.6.4. 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.)

NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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.

NJSLSA.W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

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.

Research to Build and Present Knowledge

NJSLSA.W7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

NJSLSA.W8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

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.

NJSLSA.W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.6.9a. 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”).

W.6.9b. 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”).

Range of Writing

NJSLSA.W10 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.

W.6.10. 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.

Comprehension and Collaboration

NJSLSA.SL1 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.

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.6.1a. 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.

SL.6.1b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

SL.6.1c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

SL.6.1d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

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.

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Knowledge of Language

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Vocabulary Acquisition and Use

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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.6.4a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

L.6.4b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).

L.6.4c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

L.6.4d. 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).

NJSLSA.L5 Demonstrate understanding of word relationships and nuances in word meanings.

L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.6.5a. Interpret figures of speech (e.g., personification) in context.

L.6.5b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.

L.6.5c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).

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2020 SLS: Computer Science & Design Thinking

NJSLS Performance Expectations (By the end of 8th Grade)

8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.

8.2.8.EC.2: Examine the effects of ethical and unethical practices in product design and development.

2020 SLS: Career Readiness, Life Literacies, and Key Skills

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9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.

9.4.8.IML.3: Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping (e.g., 6.SP.B.4, 7.SP.B.8b).

9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations.

Interdisciplinary/21st Century Connections

21st Century Connections

- Critical thinking
- Collaboration and Teamwork
- Problem Solving
- Creativity and Innovation

Accommodations & Modifications

Special Education Students, 504 students, English Language Learners, Students at-Risk Based on Students' Individual Needs

<p style="text-align: center;">Time/General</p> <ul style="list-style-type: none"> • Allow extra time • Repeat and clarify directions • Provide breaks in between tasks • Have student verbalize directions • Provide timelines/due dates for reports and projects 	<p style="text-align: center;">Processing</p> <ul style="list-style-type: none"> • Provide extra response time • Have student verbalize steps • Repeat directions • Provide small group instruction • Include partner work 	<p style="text-align: center;">Comprehension</p> <ul style="list-style-type: none"> • Provide reading material on student's level • Have student underline important points • Assist student on how to use context clues to identify words/phrases • Ensure short manageable tasks
<p style="text-align: center;">Tests/Quizzes/Grading</p> <ul style="list-style-type: none"> • Provide extended time • Provide study guides • Limit number of responses 	<p style="text-align: center;">Behavior/Attention</p> <ul style="list-style-type: none"> • Establish classroom rules • Write a contract with the student specifying expected behaviors • Provide preferential seating • Re-focus student as needed • Reinforce student for staying on task 	<p style="text-align: center;">Organization</p> <ul style="list-style-type: none"> • Monitor the student and provide reinforcement of directions • Verify the accurateness of homework assignments • Display a written agenda

ELL, Enrichment, Gifted & Talented Strategies

Accommodations Based on Students' Individual Needs

ELL Strategies

- Provide explicit, systematic instruction in vocabulary.
- Ensure that ELLs have ample opportunities to talk with both adults and peers and provide ongoing feedback and encouragement.
- Expose ELLs to rich language input.
- Scaffolding for ELLs language learning.

- Encourage continued L1 language development.
- Alphabet knowledge
- Phonological awareness
- Print awareness
- Design instruction that focuses on all of the foundational literacy skills.
- Recognize that many literacy skills can transfer across languages.
- English literacy development by helping ELLs make the connection between what they know in their first language and what they need to know in English.
- Graphic organizers
- Modified texts
- Modified assessments
- Written/audio instruction
- Shorter paragraph/essay length
- Homogeneously grouped by level

Accommodations Based on Students' Individual Needs:

Enrichment Strategies

- Evaluate vocabulary
- Elevate Text Complexity
- Incorporate inquiry-based assignments and projects
- Extend curriculum
- Balance individual, small group and whole group instruction
- Provide tiered/multi-level activities
- Include purposeful learning centers
- Provide open-ended activities and projects
- Offer opportunities for heterogeneous groupings to work with age and social peers as well as homogeneous grouping to provide time to work with individual peers
- Provide pupils with experiences outside the 'regular' curriculum

- Alter the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level
- Require a higher quality of work than the norm for the given age group
- Promote higher level of thinking and making connections.
- Focus on process learning skills such as brainstorming, decision making and social skills
- Use supplementary materials in addition to the normal range of resources.
- Encourage peer to peer mentoring
- Integrate cross-curricular lessons
- Incorporate real-world problem-solving activities
- Facilitate student-led questioning and discussions

Gifted & Talented Strategies

- More elaborate, complex, and in-depth study of major ideas, problems, and themes that integrate knowledge within and across systems of thought.
- Development and application of productive thinking skills to enable students to reconceptualize existing knowledge and/or generate new knowledge.
- Explore constantly changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.
- Encourage exposure to, selection, and use of appropriate and specialized resources.
- Promote self-initiated and self-directed learning and growth.
- Provide for the development of self-understanding and the understanding of one's relationship to persons, societal institutions, nature, and culture.
- Flexible pacing
- Use of more advanced or complex concepts, abstractions, and materials
- Encourage students to move through content areas at their own pace. If they master a particular unit, they need to be provided with more advanced learning activities, not more of the same activity.
- Questions that require a higher level of response and/or open-ended questions that stimulate inquiry, active exploration, and discovery.
- Encourage students to think about subjects in more abstract and complex ways

- Activity selection based on student interests, that encourage self-directed learning
- Group interaction and simulations
- Guided self-management
- Encourage students to demonstrate what they have learned in a wide variety of forms that reflect both knowledge and the ability to manipulate ideas.
- Engage students in active problem-finding and problem-solving activities and research.
- Provide students opportunities for making connections within and across systems of knowledge by focusing on issues, themes, and ideas.