Hillsborough Township Public Schools
Sixth Grade

LAL Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21st Century Connections
Unit I: Surviving Conflict (Narrative) 6 weeks **6 weeks**							
What do good readers do? Can I comprehend what I'm reading? Do I use active reading strategies to measure my understanding?	Effective readers use a variety of strategies to make sense of key ideas and details presented in text.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from text.	RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Define textual evidence using "word for word" support. Use textual evidence to draw logical conclusions, but I can also find answers explicitly within the text.	Formative - OEQ based on a shared reading experience in which the student focuses on using evidence from the text Summative- OEQ in response to a short narrative that is read independently. Focus on citing evidence from the text .Score using NJ Holistic Scoring Rubric.	61.8.A.3.c Determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.	9.1.8. A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills. 9.1.8. B.1 Use multiple points of view to create alternative solutions. 9.1.8. D.2 Demonstrate the ability to understand inferences.
What do good readers do? Can I	Effective readers use a variety of strategies to make sense of key ideas	Determine central ideas or themes of a text and analyze their development; summarize the key	RL.6.2 Determine a theme or central idea of a text and how it is conveyed	Define theme (a central idea or lesson about life the author is revealing).	Formative- Write a summary of a shared narrative reading		9.1.8. A.1 Develop strategies to reinforce positive attitudes and productive behaviors that

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comprehend what I'm reading? Do I use active reading strategies to measure my understanding?	and details presented in text.	supporting details and ideas.	through particular details; provide a summary of the text distinct from personal opinions or judgments.	Analyze plot (the events that happen) to determine a theme (author's overall message). Define summary. Compose a summary stating the key points of the text without adding my opinions or feelings.	experience. Participation in literature circles. Summative-Write a summary of a narrative story the student has read including central ideas or lessons learned. Participation in literature circles		impact critical thinking and problem-solving skills. (i.e. rubric individual student conferences) 9.1.8. F.1 Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom. 9.1.8. B.1 Use multiple points of view to create alternative solutions. 9.1.8. D.2 Demonstrate the ability to understand inferences. 9.1.8.F.1 Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom
What do good readers do? Can I comprehend what I'm reading? Do I use active	Effective readers use a variety of strategies to make sense of key ideas and details presented in text.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	R.L. 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	Define and identify the elements of plot structure. Explain how plot is developed by key events and episodes experienced by the characters.	Formative-Complete a graphic organizer to identify plot elements of a shared narrative story. Summative-		9.1.8. A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills. 9.1.8. B.1 Use multiple

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reading strategies to measure my understanding?			resolution.		Complete a graphic organizer to identify plot elements of an independently read narrative story.		points of view to create alternative solutions. 9.1.8. D.2 Demonstrate the ability to understand inferences. 9.1.8.F.1 Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom
What do good readers do? Can I comprehend what I'm reading? Do I use active reading strategies to measure my understanding?	Students are college and career ready and interpret a variety of complex texts with confidence and independence.	Read and comprehend complex literary and informational texts independently and proficiently.	RL.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Read complex grade level texts. Reread a text to find more information or clarify ideas. Use active reading strategies (ask questions, make connections, etc.) to help me understand difficult, complex text.	Reading log		
What do good writers do? What's my purpose and how do I develop it?	Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the	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	Define narrative and describe the basic parts of plot. Engage the reader by introducing the narrator, characters, setting, and the inciting incident.	Diagnostic Assessment -On demand write in response to a narrative prompt. (administer the first Tuesday in Sept.).		

Reading lit-red; Reading information-purple; Writing- green; S&L-orange; Language- blue   Page **3** of **74**

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	reader.		sequences. a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative dialogue, pacing, and description, to techniques, such as develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. e. Provide a conclusion that	Use narrative techniques to develop a story line where one event logically leads to another. Use descriptive words and phrases that appeal to the senses and help my reader understand the experiences and events (visualize). Signal in time and place by using transitions words, phrases, and clauses. Write a conclusion that provides a sense of closure.	Formative- 2-3 Quick writes in response to mini lessons targeting narrative writing techniques (e.g., organization, voice, word choice,) Summative/Process Piece – Write a narrative about a personal experience using effective technique, well-chosen details, and well-structured event sequences.		

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			follows from the narrated experiences or events.				
What makes writing "clear"? What does it take to create a great "final" product?	Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology.	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.	Use prewriting strategies to formulate ideas. Recognize that a well-developed piece of writing requires more than one draft. Apply revision strategies with the help of others. Edit writing. Prepare multiple drafts using revisions and edits to develop and strengthen my writing.	Brainstorming, pre-writing think aloud process, and rough drafts.		
Why write? What do good writers do?	Effective writers use a variety of formats to communicate ideas appropriate for the audience, task, and time frame.	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, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Recognize that different writing tasks required varied time frames to complete. Determine a writing format/style to fit my task, purpose, and/or audience. Write for a variety of reasons (e.g., to inform, persuade, describe, entertain/convey an experience, etc.).	Writer's notebooks, quick writes and process pieces.		
What makes collaboration meaningful?	Comprehension is enhanced through a collaborative	Prepare for and participate effectively in a range of conversations and	SL.6.1-Engage effectively in a range of collaborative	Review the required material to be discussed and determine key points	Participation in literature circles.	Science-5.1.8.B.3: Use qualitative and	9.1.8. A.1 Develop strategies to reinforce positive attitudes and

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What will help me make meaning from a variety of sources?	process of sharing and evaluating ideas.	collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments	and/or central ideas. Create questions and locate key textual evidence to contribute to a discussion on the given topic, text, or issue. Define the rules and roles necessary for collaborative discussion. Come prepared with key points and textual evidence to contribute to a discussion. Participate in a discussion by posing questions, responding to questions, and elaborating on my own key ideas and/or the ideas of others. Review the key ideas presented in a discussion and paraphrase others' ideas to show my understanding of multiple perspectives.		quantitative evidence to develop Evidence-based arguments. 5.1.8.D.1: Engage in multiple forms of discussion in order to process, make sense of, and learn from others' ideas, observations, and experiences	productive behaviors that impact critical thinking and problem-solving skills. 9.1.8. B.1 Use multiple points of view to create alternative solutions. 9.1.8. C.1 Determine an individual's responsibility for personal actions and contributions to group activities. 9.1.8. C.2 Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects. 9.1.8.F.1 Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom 9.1.8.D.1 Employ appropriate conflict

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			that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.				resolution strategies 9.1.8. D.3 Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures. 9.1.8. F.1 Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom.
Why do the rules of language matter? What does it take to truly communicate clearly?	Effective communication of ideas when speaking or writing relies on the appropriate use of the conventions of language.	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. a. Ensure that pronouns are in the proper case subjective, objective, and possessive). b. Use intensive pronouns (e.g., myself, ourselves). c. Recognize and correct inappropriate	Define pronoun (a word that takes the place of one of more nouns). Identify the antecedent of a pronoun (the word or group of words a pronoun replaces). Identify intensive pronouns (a pronoun that ends in –self or –selves that emphasizes its antecedent) and use them correctly in my writing and speaking.	Formative/ Summative Assess student writing for use of standard conventions		9.1.8. D.3 Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures. 9.1.8.F.1 Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom

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			shifts in pronoun number and person.* d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).* e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*	Determine when a pronoun and its antecedent do not match (the pronoun must match the word it replaces in number and person). Identify and correct a vague antecedent. Identify and correct misuses of pronouns in my own and other's work.			
Why do the rules of language matter? What does it take to truly communicate clearly?	Effective communication of ideas when speaking or writing relies on the appropriate use of the conventions of language.	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. a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.* b. Spell correctly.	Determine when to capitalize words. Define nonrestrictive elements vs. restrictive elements. Define parenthetical elements Enclose nonrestrictive and parenthetical elements with commas to separate these elements from the rest of the sentence.	Formative/ Summative - Assess student writing for use of standard conventions for capitalization, punctuation and spelling		9.1.8.F.1 Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom

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				Recognize that nonrestrictive elements and parenthetical elements can also be set apart from the sentence using parentheses (reduce the importance) and dashes (increase the importance).			
How does situation affect meaning?

How does an author's choice impact on audience? | Effective readers, writers, and listeners use knowledge of language to make appropriate choices when presenting information and to clarify meaning when reading or listening. | 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.
a. Vary sentence patterns for meaning, reader/listener interest, and style.*
b. Maintain consistency in style and tone.* | Identify simple, compound, complex sentence structures.

Determine an author's purpose for using varied sentence structures to create an individual style and specific tone.

Create a written or spoken piece that mimics the style of a specific author/speaker.

Vary sentence patterns in my own writing and speaking to create an individual style and specific tone that maintains consistency. | Formative / summative Evaluate student understanding of language in various forms of writing such as journaling, OEQs, and quick writes. | | 9.1.8. D.3 Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.
9.1.8.F.1 Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom |

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When a word doesn't make sense, what can I do to figure it out? How do I use what I know to figure out what I don't?	Effective readers and writers use knowledge of the structure and context of language to acquire, clarify, and appropriately use vocabulary.	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. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine	Infer the meaning of unknown words using context clues. Recognize and define common Greek and Latin affixes and roots. Break down unknown words into units of meaning to infer the definition of the unknown word. Verify my inferred meaning of an unknown word by consulting reference materials.	Word study: prefixes and suffixes		

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			or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).				

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Unit II: Influential Individuals 6 weeks Biographical Essay							
What do good readers do?

Can I comprehend what I'm reading?

Do I use active reading strategies to measure my understanding? | Effective readers use a variety of strategies to make sense of key ideas and details presented in text. | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. | RI. 6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. | Define central idea (main point in a piece of writing). Analyze a text and determine how an author's use of details conveys the central idea. Write an objective summary that includes the key points of the text, not my opinions or feelings. | Formative- Write a summary of a shared biography including the key supporting details and ideas.

Summative- Write a summary of a common biography read independently. Include the key supporting details and ideas as well as the theme. | | 9.1.8. A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.

9.1.8. B.1 Use multiple points of view to create alternative solutions.

9.1.8. C.1 Determine an individual's responsibility for personal actions and contributions to group activities.

9.1.8. C.2 Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects. |

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							9.1.8. D.2 Demonstrate the ability to understand inferences. 9.1.8.F.1 Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom
What do good readers do? Can I comprehend what I'm reading? Do I use active reading strategies to measure my understanding?	Effective readers use a variety of strategies to make sense of key ideas and details presented in text.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	RI 6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	Distinguish which individual(s), event(s), and/or idea(s) are integral for the text to be valid.	Multi-media presentation on an influential individual.		9.1.8. B.1 Use multiple points of view to create alternative solutions. 9.1.8.D.1 Employ appropriate conflict resolution strategies 9.1.8. D.2 Demonstrate the ability to understand inferences. 9.1.8.F.1 Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom
What makes a good story a "great" story? How does an author's	Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and	Assess how point of view or purpose shapes the content and style of a text.	RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	Define point of view as how the author feels about the situation/topic of a text. Determine an author's point of view (What do I know about	Formative- Identify the point of view in an informational text and text structure using a graphic	Unit 5 - 6.1.8.D.5.a Prioritize the causes and events that led to the Civil	

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purpose for writing, viewpoint, chosen text structure, and other literary choices (word choice, i.e.) make the difference between a good and great story?	strengthen understanding.			the author's opinions, values, and/or beliefs?) and explain his/her purpose for writing the text. Analyze how an author develops the point of view by revealing thoughts, feelings, actions, and/or spoken words.	organizer. Summative- Analyze the text features and structure and how they contribute to the author's point of view.	War from different perspectives. Unit 6 - 6.1.8.D.5.a Prioritize the causes and events that led to the Civil War from different perspectives. Unit 6 -	
In what ways does creative choice impact an audience? Whose story is it, and why does it matter?	To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats.	Integrate information presented in different media or formats, including visually and quantitatively, as well as in words.	RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	Recognize that authors use various formats when presenting information on a topic/issue. Identify visual displays of information (e.g., graphs, pictures, diagrams, charts, media clips) in a text. Integrate all informational formats presented by an author to develop a deeper understanding of the topic/issue.	Formative – Create a timeline to convey information about an influential individual person integrating information obtained visually, quantitatively, and in words as part of a multi-media presentation.	Science- 5.1.8.A.1: Demonstrate understanding and use interrelationships among central scientific concepts to revise explanations and to consider alternative	9.1.8. A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills. 9.1.8. C.1 Determine an individual's responsibility for personal actions and contributions to group activities. 9.1.8. C.2 Demonstrate the use of compromise, consensus, and community building strategies for carrying

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						Explanations. 5.1.8.B.3: Use qualitative and quantitative evidence to develop Evidence-based arguments	out different tasks, assignments, and projects. 9.1.8.F.1 Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom
What do good readers do? Can I comprehend what I'm reading? Do I use active reading strategies to measure my understanding?	Students are college and career ready and interpret a variety of complex texts with confidence and independence.	Read and comprehend complex literary and informational texts independently and proficiently.	RI.6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Read complex grade level texts. Reread a text to find more information or clarify ideas. Use active reading strategies (ask questions, make connections, etc.) to help me understand difficult, complex text.	Reading logs		
What do good writers do? What's my purpose and	Writing should be purposely focused, detailed, organized, and sequenced in a	Writing informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the	W.6.2-Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information	Select a topic and identify and gather relevant information (e.g., facts, definitions, details, quotations, examples) to share with my audience.	Write a biographical essay about an influential individual as part of a multi-media	Science- 5.1.8.A.1: Demonstrate understanding and use	9.1.8. B.1 Use multiple points of view to create alternative solutions. 9.1.8.D.1 Employ appropriate conflict

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how do I develop it?	way that clearly communicates the ideas to the reader.	effective selection, organization, and analysis of content.	through the selection, organization, and analysis of relevant content. a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain-	Define common organizational/formatting structures and determine the structure(s) that will allow me to organize my information best. Analyze the information, identify vocabulary specific to my topic, and organize information gathered using my chosen structure(s). Present my information in a formal style that includes an introduction, supporting details, transitions (to clarify when I move from one idea to another), and provide a concluding statement/section that supports the information presented.	presentation. Additional minor/quick writes to further reinforce a particular skill/concept.	interrelationships among central scientific concepts to revise explanations and to consider alternative Explanations.	resolution strategies 9.1.8.F.1 Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom

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			specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the information or explanation presented.				
What makes writing "clear"? What does it take to create a great "final" product?	Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology.	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.	Use prewriting strategies to formulate ideas. Recognize that a well-developed piece of writing requires more than one draft. Apply revision strategies with the help of others. Edit writing. Prepare multiple drafts using revisions and edits to develop and strengthen my writing.	Conferences and student checklists.		
What does a good researcher do? Why can't good researchers simply cut and	Effective research presents an answer to a question, demonstrates understanding of the inquiry, and properly cites	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.	Define research and distinguish how research differs from other types of writing. Focus my research around a central question that is provided or determine a research worthy question.	Formative – Review research notes and reference list in preparation for essay/multimedia presentation.	Science- 5.1.8.B.3: Use qualitative and quantitative evidence to develop	9.1.8. B.1 Use multiple points of view to create alternative solutions. 9.1.8.D.1 Employ appropriate conflict resolution strategies 9.1.8.F.1 Demonstrate

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paste information?	information from multiple sources.			Choose several sources. Analyze the information found in my sources to determine if it provides enough support to answer my question. Refocus my research when needed and adjust my question when necessary.	Summative – Use rubric to assess biographical essay with focus on use of multiple sources.	Evidence-based arguments.

5.1.8.D.1: Engage in multiple forms of discussion in order to process, make sense of, and learn from others' ideas, observations, and experiences. | how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom |
| What does a good researcher do?

Why can't good researchers simply cut and paste information? | Effective research presents an answer to a question, demonstrates understanding of the inquiry, and properly cites information from multiple sources. | 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 | Determine the credibility of a source by reviewing who wrote it, when it was written, and why it was written. Gather information needed to support my research. Define plagiarism. Determine when my research data or facts must be quoted in my | Formative – Use an exit slip to define plagiarism and paraphrasing.

Summative – Completed bibliography for biographical essay | Science-5.1.8.B.3: Use qualitative and quantitative evidence to develop evidence-based arguments. | 9.1.8.F.1 Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom |

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			and providing basic bibliographic information for sources.	writing vs. paraphrased. Avoid plagiarism by paraphrasing. Provide bibliographic information for sources that I paraphrased or quoted in my writing.		5.1.8.D.1: Engage in multiple forms of discussion in order to process, make sense of, and learn from others' ideas, observations, and experiences.	
Why write? What do good writers do?	Effective writers use a variety of formats to communicate ideas appropriate for the audience, task, and time frame.	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, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Recognize that different writing tasks required varied time frames to complete. Determine a writing format/style to fit my task, purpose, and/or audience. Write for a variety of reasons (e.g., to inform, persuade, describe, entertain/convey an experience, etc.).	Writer's notebooks, quick writes, and process pieces.		
What makes a	Presentation of	Make strategic use of digital	SL.6.5-Include	Identify parts of my	Multi-media	Science-	9.1.8. D.3 Use effective

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presentation "great"? Does "what I say" versus "how I say it" matter?	knowledge and ideas is enhanced through appropriate organization and style for an audience via the use of visual displays, technology, and appropriate use of language.	media and visual displays of data to express information and enhance understanding of presentations.	multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	presentation that could use clarification. Determine an appropriate media component or visual display to clarify my information.	presentation based on the life of an influential individual.	5.1.8.B.3: Use qualitative and quantitative evidence to develop evidence-based arguments. 5.1.8.D.1: Engage in multiple forms of discussion in order to process, make sense of, and learn from others' ideas, observations, and experiences. -	communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures. 9.1.8. E.3 Differentiate between explicit and implicit digital media messages, and discuss the impact on individuals, groups, and society as a whole. 9.1.8. E.4 Determine the undesired consequences of unethical uses of media. 9.1.8.F.1 Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom
Why do the rules of language matter? What does it take to truly	Effective communication of ideas when speaking or writing relies on the appropriate use of the	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.	Define pronoun (a word that takes the place of one of more nouns). I can identify the antecedent of a pronoun (the word or group of words a pronoun replaces).	Formative - Provide students with a biographical reading where conventions of standard English		9.1.8. D.3 Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21st Century Connections
communicate clearly?	conventions of language.		a. Ensure that pronouns are in the proper case subjective, objective, and possessive). b. Use intensive pronouns (e.g., myself, ourselves). c. Recognize and correct inappropriate shifts in pronoun number and person.* d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).* e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*	Identify intensive pronouns (a pronoun that ends in –self or –selves that emphasizes its antecedent) and use them correctly in my writing and speaking. Determine when a pronoun and its antecedent do not match (the pronoun must match the word it replaces in number and person). I can identify and correct a vague antecedent. Identify and correct misuses of pronouns in my own and other's work.	have been used incorrectly. Identify errors and correct. Summative - Analyze student writing for use of standard English conventions in their various forms.		9.1.8.F.1 Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom
Why do the rules of language matter?	Effective communication of ideas when speaking or writing relies on	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,	Determine when to capitalize words. Define nonrestrictive elements vs. restrictive elements. Define parenthetical	Assess student understanding of standard English conventions through written		9.1.8.F.1 Demonstrate how productivity and accountability contribute to realizing individual or group work goals within

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21st Century Connections
What does it take to truly communicate clearly?	the appropriate use of the conventions of language.		punctuation, and spelling when writing. a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.* b. Spell correctly.	elements. Enclose nonrestrictive and parenthetical elements with commas to separate these elements from the rest of the sentence. Recognize that nonrestrictive elements and parenthetical elements can also be set apart from the sentence using parentheses (reduce the importance) and dashes (increase the importance).	assignments.		or outside the classroom
When a word doesn't make sense, what can I do to figure it out? How do I use what I know to figure out what I don't?	Effective readers and writers use knowledge of the structure and context of language to acquire, clarify, and appropriately use vocabulary.	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. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common,	Infer the meaning of unknown words using context clues. Recognize and define common Greek and Latin affixes and roots. Break down unknown words into units of meaning to infer the definition of the unknown word. Verify my inferred meaning of an unknown word by consulting reference materials.	Word study prefixes and suffixes.		

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21st Century Connections
			grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).				
When a word doesn't make sense, what can I do to figure it out? How do I use	Effective readers and writers use knowledge of the structure and context of language to acquire, clarify,	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. a. Interpret figures of	Define and identify various forms of figurative language. Distinguish between literal and figurative language.	Formative – Through peer and teacher conferencing identify the use of figurative language as well		9.1.8. F.1 Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom. 9.1.8. F.1 Demonstrate

LAL Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21st Century Connections
what I know to figure out what I don't?	and appropriately use vocabulary.		speech (e.g., personification) in context. b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, wasteful, thrifty).	Recognize word relationships and use them to further understand multiple words. Recognize the difference between denotative and connotative meanings. Analyze how certain words and phrases that have similar denotations can have very different connotations.	as connotative and denotative meanings. Summative – Use rubric to assess the use of figurative language, connotative and denotative meanings in the biographical essay.		how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom. 9.1.8.C.2 Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21st Century Connections
Unit III: Pioneers Persuasive 6 weeks							
What makes a good story a "great" story?\n\nHow does an author's purpose for writing, viewpoint, chosen text structure, and other literary choices (word choice, i.e.) make the difference between a good and great story?	Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.	RL.6.4- 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.	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.	I can define and identify, in the text, various forms of figurative language (simile, metaphor, hyperbole, personification, alliteration, onomatopoeia, etc.).	Formative – Identify figurative language used in a shared text (historical fiction) using a graphic organizer.\n\nSummative – Identify figurative language used in an historical fiction book being read independently using a graphic organizer.	6.1.8. C.4.c Analyze how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted.\n6.1.8.B.4.a Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.\n6.1.8.D.4.a Analyze the push-pull factors that led to increases in	9.1.8. D.2 Demonstrate the ability to understand inferences.\n\n9.1.8.F.1 Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom\n\n9.1.8. F.1 Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom.

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21st Century Connections
						immigration, and explain why ethnic and cultural conflicts resulted.	
What makes a good story a "great" story? How does an author's purpose for writing, viewpoint, chosen text structure, and other literary choices (word choice, i.e.) make the difference between a good and great story?	Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.	RL.6.6-Assess how point of view or purpose shapes the content and style of a text.	Explain how an author develops the point of view of the narrator or speaker in a text.	Classify the various points of view (first-person, second person, third person, third person limited, and third person omniscient) and can analyze how an author develops the narrator's point of view by revealing thoughts, feelings, actions, and spoken words.	Formative: Students will practice identifying point of view from a source of written text through whole group discussion.

Summative: Students will demonstrate their knowledge and understanding or identifying point of view through whole group discussion and/or journal entry. | | 9.1.8. F.1 Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom. |
| In what ways does creative choice impact an audience? | To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate | Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. | RL.6.9 Compare and contrast texts in different forms of genres (e.g., stories and poems; historical novels and fantasy stories) in terms of | Identify and explain the differences between different genres of text. Compare and contrast how two forms or genres of texts can communicate the same theme or topic. | Formative- Use a Venn diagram to compare and contrast two forms of historical text. | | |

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21st Century Connections
	content, reasoning, and claims in diverse formats.		their approaches to similar themes and topics.		Summative- Using a Venn diagram the students will draw conclusions based on the similarities and differences of the two texts.		

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21st Century Connections
What do good readers do? Can I comprehend what I'm reading? Do I use active reading strategies to measure my understanding?	Students are college and career ready and interpret a variety of complex texts with confidence and independence.	Read and comprehend complex literary and informational texts independently and proficiently.	RI.6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Read complex grade level texts. Reread a text to find more information or clarify ideas. Use active reading strategies (ask questions, make connections, etc.) to help me understand difficult, complex text.	Reading log		

LAL Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21st Century Connections
What makes a good story a "great" story? How does an author's purpose for writing, viewpoint, chosen text structure, and other literary choices (word choice, i.e.) make the difference between a good and great story?	Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	Locate textual evidence that supports the central idea of a text. Analyze text to determine the author's purpose for choosing a particular sentence, chapter, or section. Recognize how a particular sentence, paragraph, chapter, or section contributes to the overall text and its meaning.	Formative- Provide students with multiple passages from informational text and determine the text structure (ex. Cause/effect, compare/contrast, problem/solution, descriptive/definition, and sequence). Summative- Identify the text structure of an informational book that students are reading independently and give evidence from the text.		9.1.8. D.2 Demonstrate the ability to understand inferences. 9.1.8.F.1 Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom
							9.1.8. B.1 Use multiple points of view to create alternative solutions. 9.1.8. C.1 Determine an individual's responsibility for personal actions and contributions to group activities.

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21st Century Connections
							9.1.8. C.2 Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects. 9.1.8.E.3 Differentiate between explicit and implicit digital media messages, and discuss the impact on individuals, groups, and society as a whole. 9.1.8. E.4 Determine the undesired consequences of unethical uses of media. 9.1.8.F.1 Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21st Century Connections
What do good writers do? What's my purpose and how do I develop it?	Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.	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. a. Introduce claims and organize reasons/evidence clearly. b. Support claims with clear reasons and relevant evidence, using credible sources. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from the argument presented.	Identify a topic that causes or has caused a debate in society. Choose a side of the argument and identify reasons that support my choice. Determine the credibility of a source. I can support my argument with textual evidence found in credible sources. Present my argument in a formal style that includes an introduction, supporting details with transitions, and provide a concluding statement/section that supports my argument.	Diagnostic Writing Assessment - On demand write in response to persuasive writing prompt (administer in January). **Persuasive poster encouraging westward expansion.** **Persuasive letter encouraging or discouraging moving west.**	Science- 5.1.8.B.3: Use qualitative and quantitative evidence to develop evidence-based arguments. 6.1.8. C.4.b Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation. 5.1.8.D.1: Engage in multiple forms of discussion in order to process, make sense of, and learn from others' ideas,	9.1.8. B.1 Use multiple points of view to create alternative solutions. 9.1.8.F.1 Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21st Century Connections
						observations, and experiences	
What makes writing "clear"? What does it take to create a great "final" product?	Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology.	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.	Use prewriting strategies to formulate ideas. Recognize that a well-developed piece of writing requires more than one draft. Apply revision strategies with the help of others. Edit writing. Prepare multiple drafts using revisions and edits to develop and strengthen my writing.	Conferencing and student checklists.		
What does a good researcher do? Why can't good researchers simply cut and paste information?	Effective research presents an answer to a question, demonstrates understanding of the inquiry, and properly cites information from multiple sources.	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. a. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in	Define textual evidence. Determine textual evidence that supports my analysis, reflection, and/or research. Compose written responses and include textual evidence to strengthen my analysis, reflection, and/or research.	Formative-Quick writes to assess student understanding of subject matter and ability to write persuasively.		

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21st Century Connections
			terms of their approaches to similar themes and topics"). b. Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").				
Why write? What do good writers do?	Effective writers use a variety of formats to communicate ideas appropriate for the audience, task, and time frame.	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, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Recognize that different writing tasks required varied time frames to complete. Determine a writing format/style to fit my task, purpose, and/or audience. Write for a variety of reasons (e.g., to inform, persuade, describe, entertain/convey an experience, etc.).	Formative- Writer's notebook		9.1.8. B.1 Use multiple points of view to create alternative solutions. 9.1.8.F.1 Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21st Century Connections
What makes collaboration meaningful?

What will help me make meaning from a variety of sources? | Comprehension is enhanced through a collaborative process of sharing and evaluating ideas. | 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.
a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
c. Pose and respond to specific questions with elaboration and detail by making comments | I can review the required material to be discussed and determine key points and/or central ideas. I can create questions and locate key textual evidence to contribute to a discussion on the given topic, text, or issue. I can define the rules and roles necessary for collaborative discussion. I can come prepared with key points and textual evidence to contribute to a discussion. I can participate in a discussion by posing questions, responding to questions, and elaborating on my own key ideas and/or the ideas of others. I can review the key ideas presented in a discussion and paraphrase others' ideas to show my understanding of multiple perspectives. | Participation in literature circles.

Small group and whole class discussions. | | 9.1.8. B.1 Use multiple points of view to create alternative solutions.

9.1.8.D.1 Employ appropriate conflict resolution strategies

9.1.8. D.3 Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.

9.1.8.F.1   Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom

9.1.8. F.1 Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom. |

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21st Century Connections
			that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.				
What makes a presentation "great"? Does "what I say" versus "how I say it" matter?	Presentation of knowledge and ideas is enhanced through appropriate organization and style for an audience via the use of visual displays, technology, and appropriate use of language.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	SL.6.4-Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	Determine a logical sequence for presenting my claims and/or findings. Support my claims and/or findings with pertinent descriptions, facts, and details that support the main idea or theme. Present my information using appropriate eye contact, adequate volume, and clear pronunciation.		Science-5.1.8.B.3: Use qualitative and quantitative evidence to develop evidence-based arguments. 5.1.8. D.1: Engage in multiple forms of discussion in order to process, make sense of, and learn from others' ideas, observations, and	9.1.8. B.1 Use multiple points of view to create alternative s 9.1.8. C.1 Determine an individual's responsibility for personal actions and contributions to group activities. 9.1.8. C.2 Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects, solutions. 9.1.8. D.3 Use effective communication skills in

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21st Century Connections
						experiences.	face-to-face and online interactions with peers and adults from home and from diverse cultures.

9.1.8.E.3 Differentiate between explicit and implicit digital media messages, and discuss the impact on individuals, groups, and society as a whole.

9.1.8. E.4 Determine the undesired consequences of unethical uses of media.

9.1.8.F.1 Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom. |

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21st Century Connections
What makes a presentation "great"? Does "what I say" versus "how I say it" matter?	Presentation of knowledge and ideas is enhanced through appropriate organization and style for an audience via the use of visual displays, technology, and appropriate use of language.	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	SL.6.5-Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	Identify parts of my presentation that could use clarification. Determine an appropriate media component or visual display to clarify my information.	Rubric to assess persuasive poster.		
When a word doesn't make sense, what can I do to figure it out? How do I use what I know to figure out what I don't?	Effective readers and writers use knowledge of the structure and context of language to acquire, clarify, and appropriately use vocabulary.	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. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common,	Infer the meaning of unknown words using context clues. Recognize and define common Greek and Latin affixes and roots. Break down unknown words into units of meaning to infer the definition of the unknown word. Verify my inferred meaning of an unknown word by consulting reference materials.	Word study: prefixes and suffixes		9.1.8.F.1 Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21st Century Connections
			grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).				

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21st Century Connections
When a word doesn't make sense, what can I do to figure it out? How do I use what I know to figure out what I don't?	Effective readers and writers use knowledge of the structure and context of language to acquire, clarify, and appropriately use vocabulary.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	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.	Recognize the difference between general academic words and phrases (Tier 2 words are subtle or precise ways to say relatively simple things, e.g., saunter instead of walk.) and domain-specific words and phrases (Tier 3 words are specific to content knowledge, e.g., lava legislature, carburetor). Acquire and use grade-appropriate academic and domain-specific words/phrases to increase comprehension and expression.	Vocabulary mapping Word Study		9.1.8. D.3 Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures. 9.1.8.F.1 Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21st Century Connections
Unit IV: Mysteries of Science 6 weeks							
What makes a good story a "great" story?

How does an author's purpose for writing, viewpoint, chosen text structure, and other literary choices (word choice, i.e.) make the difference between a good and great story? | Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding. | 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. | RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, technical meanings. | Define and identify, in the text, various forms of figurative language (simile, metaphor, hyperbole, personification, alliteration, onomatopoeia, etc.). Distinguish between literal and figurative language and denotative and connotative meanings. Recognize content-specific vocabulary and understand their purpose in a specific text (e.g., "stem" as in flower and "stem" in an article about cell research). | Students will create their own glossary of terms and phrases. | | |

Reading lit-red; Reading information-purple; Writing- green; S&L-orange; Language- blue   Page **40** of **74**

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21st Century Connections
What do good readers do? Can I comprehend what I'm reading? Do I use active reading strategies to measure my understanding?	Effective readers use a variety of strategies to make sense of key ideas and details presented in text.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RI. 6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	Define central idea (main point in a piece of writing). Analyze a text and determine how an author's use of details conveys the central idea. Write an objective summary that includes the key points of the text, not my opinions or feelings.	Formative- Summarize the informational text and use the think-pair-share to strategy to convey understanding of the central idea. Summative: Gist summary: Identify 20 key words that summarize the central idea of a presented text.	Human body unit in science	9.1.8. B.1 Use multiple points of view to create alternative solutions. 9.1.8.D.1 Employ appropriate conflict resolution strategies 9.1.8. D.2 Demonstrate the ability to understand inferences. 9.1.8.F.1 Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom
In what ways does creative choice impact an audience? Whose story is it, and why does it matter?	To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	RI.6.9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	Recognize how authors can present information differently based on their point of view. Explain the characteristics of different forms of text (e.g., memoirs, biographies, articles). Compare and contrast how two forms of texts can communicate the same topics/events.	Formative-Create a Venn Diagram comparing/contrasting two texts that address the same topic. Summative-OEQ response comparing and contrasting two		9.1.8. B.1 Use multiple points of view to create alternative solutions. 9.1.8. C.1 Determine an individual's responsibility for personal actions and contributions to group activities. 9.1.8. C.2 Demonstrate

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21st Century Connections
					given texts on the same topic.		the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects. 9.1.8. D.2 Demonstrate the ability to understand inferences. 9.1.8.F.1 Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom
What do good readers do? Can I comprehend what I'm reading? Do I use active reading strategies to measure my understanding?	Students are college and career ready and interpret a variety of complex texts with confidence and independence.	Read and comprehend complex literary and informational texts independently and proficiently.	RI.6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Read complex grade level texts. Reread a text to find more information or clarify ideas. Use active reading strategies (ask questions, make connections, etc.) to help me understand difficult, complex text.	Reading log		9.1.8. B.1 Use multiple points of view to create alternative solutions. 9.1.8.F.1 Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom
What do good writers do? What's my	Writing should be purposely focused, detailed, organized, and	Writing informative/explanatory texts to examine and convey complex ideas and	W.6.2-Write informative/explanatory texts to examine a topic and convey	Select a topic and identify and gather relevant information (e.g., facts, definitions, details,	Diagnostic Writing Assessment -On demand write		9.1.8. B.1 Use multiple points of view to create alternative solutions.

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21st Century Connections
purpose and how do I develop it?	sequenced in a way that clearly communicates the ideas to the reader.	information clearly and accurately through the effective selection, organization, and analysis of content.	ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts.	quotations, examples) to share with my audience. Define common organizational/formatting structures and determine the structure(s) that will allow me to organize my information best. Analyze the information, identify vocabulary specific to my topic, and organize information gathered using my chosen structure(s). Present my information in a formal style that includes an introduction, supporting details, transitions (to clarify when I move from one idea to another), and provide a concluding statement/section that supports the information presented.	(administer in March) Formative- Complete a graphic organizer using the 5Ws (who, what, when, where, why, and how). Summative - Expository writing: Write a news article about a mystery of science. Additional minor/quick writes to further reinforce a particular skill/concept.		9.1.8.F.1 Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21st Century Connections
			d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the information or explanation presented.				
What does a good researcher do? Why can't good researchers simply cut and paste information?	Effective research presents an answer to a question, demonstrates understanding of the inquiry, and properly cites information from multiple sources.	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.	Define research and distinguish how research differs from other types of writing. Focus my research around a central question that is provided or determine a research worthy question. Choose several sources. Analyze the information found in my sources to determine if it provides enough support to answer my question. Refocus my research when needed and adjust my question when necessary.	Formative – Write a central question for research on a mystery of science. Brainstorm ideas for possible sources. Summative – Write an exit slip with the answer(s) to the central question researched. Include some of the sources used to find the		9.1.8. B.1 Use multiple points of view to create alternative solutions. 9.1.8.D.1 Employ appropriate conflict resolution strategies 9.1.8.F.1 Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21st Century Connections
					information.		
What does a good researcher do? Why can't good researchers simply cut and paste information?	Effective research presents an answer to a question, demonstrates understanding of the inquiry, and properly cites information from multiple sources.	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.	Determine the credibility of a source by reviewing who wrote it, when it was written, and why it was written. Gather information needed to support my research. Define plagiarism. Determine when my research data or facts must be quoted in my writing vs. paraphrased. Avoid plagiarism by paraphrasing. Provide bibliographic information for sources that I paraphrased or quoted in my writing.	Use a note taking strategy to record information.		9.1.8. B.1 Use multiple points of view to create alternative solutions. 9.1.8. E.3 Differentiate between explicit and implicit digital media messages, and discuss the impact on individuals, groups, and society as a whole. 9.1.8. E.4 Determine the undesired consequences of unethical uses of media.
What makes writing "clear"? What does it take to create a great "final" product?	Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology.	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	Identify appropriate technology that will help me compose, edit, and publish my writing.	Formative – Discuss plan of action for final multimedia presentation, submit a written plan. Summative – Assess written plan of action and multimedia presentation.		9.1.8. A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills. 9.1.8. B.1 Use multiple points of view to create alternative solutions.

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21st Century Connections
							9.1.8. C.1 Determine an individual's responsibility for personal actions and contributions to group activities. 9.1.8. C.2 Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects. 9.1.8. D.3 Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures. 9.1.8.E.3 Differentiate between explicit and implicit digital media messages, and discuss the impact on individuals, groups, and society as a whole. 9.1.8. E.4 Determine the

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21st Century Connections
							undesired consequences of unethical uses of media. 9.1.8.F.1 Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom
What makes collaboration meaningful? What will help me make meaning from a variety of sources?	Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.	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.	Identify key ideas presented in a variety of media and formats (e.g., charts, graphs, tables, websites, and speeches). Explain how media and formats add meaning to a topic, text, or issue.	Summary of informational texts using think-pair-share strategy.		
What makes a presentation "great"? Does "what I say" versus "how I say it" matter?	Presentation of knowledge and ideas is enhanced through appropriate organization and style for an audience via the use of visual displays, technology, and	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	SL.6.5-Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	Identify parts of my presentation that could use clarification. Determine an appropriate media component or visual display to clarify my information.	Formative – Use a graphic organizer to outline the parts of a presentation. Summative – Use a rubric to assess final presentation.		9.1.8. D.3 Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures. 9.1.8. E.3 Differentiate between explicit and implicit digital media

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21st Century Connections
	appropriate use of language.						messages, and discuss the impact on individuals, groups, and society as a whole. 9.1.8. E.4 Determine the undesired consequences of unethical uses of media. 9.1.8.F.1 Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom
Why do the rules of language matter? What does it take to truly communicate clearly?	Effective communication of ideas when speaking or writing relies on the appropriate use of the conventions of language.	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. a. Ensure that pronouns are in the proper case subjective, objective, and possessive). b. Use intensive pronouns (e.g., myself, ourselves). c. Recognize and correct inappropriate	Define pronoun (a word that takes the place of one of more nouns). I can identify the antecedent of a pronoun (the word or group of words a pronoun replaces). Identify intensive pronouns (a pronoun that ends in –self or –selves that emphasizes its antecedent) and use them correctly in my writing and speaking. Determine when a	Presentation of informational texts using think-pair-share strategy.		9.1.8. D.3 Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures. 9.1.8.F.1 Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21st Century Connections
			shifts in pronoun number and person.* d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).* e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*	pronoun and its antecedent do not match (the pronoun must match the word it replaces in number and person). I can identify and correct a vague antecedent. Identify and correct misuses of pronouns in my own and other's work.			
When a word doesn't make sense, what can I do to figure it out? How do I use what I know to figure out what I don't?	Effective readers and writers use knowledge of the structure and context of language to acquire, clarify, and appropriately use vocabulary.	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. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to	Infer the meaning of unknown words using context clues. Recognize and define common Greek and Latin affixes and roots. Break down unknown words into units of meaning to infer the definition of the unknown word. Verify my inferred meaning of an unknown word by consulting reference materials.	Word study: prefixes, suffixes and root words.		9.1.8.F.1 Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21st Century Connections
			the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).				
When a word doesn't make sense, what can I do to figure it out?	Effective readers and writers use knowledge of the structure and context of	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking,	L.6.6-Acquire and use accurately grade-appropriate general academic and domain-specific words	Recognize the difference between general academic words and phrases (Tier 2 words are subtle or precise ways to say	Formative – Create a list of subject specific vocabulary words for the research		9.1.8.F.1 Demonstrate how productivity and accountability contribute to realizing individual or group work goals within

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21st Century Connections
How do I use what I know to figure out what I don't?	language to acquire, clarify, and appropriately use vocabulary.	and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	relatively simple things, e.g., saunter instead of walk.) and domain-specific words and phrases (Tier 3 words are specific to content knowledge, e.g., lava legislature, carburetor). Acquire and use grade-appropriate academic and domain-specific words/phrases to increase comprehension and expression.	topic. Write definitions for these important words. Summative – Create a quiz and answer key of important terms/words specific to topic or final presentation.		or outside the classroom
Unit V: A Changing Nation Persuasive 6 weeks							

Reading lit-red; Reading information-purple; Writing- green; S&L-orange; Language- blue   Page **51** of **74**

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21st Century Connections
What do good readers do? Can I comprehend what I'm reading? Do I use active reading strategies to measure my understanding?	Effective readers use a variety of strategies to make sense of key ideas and details presented in text.	Read closely to determine what the text says explicitly and to make logical inferences from it; Cite specific textual evidence when writing or speaking to support conclusions drawn from text.	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Define textual evidence using "word for word" support. Use textual evidence to draw logical conclusions, and find answers explicitly within the text.	Formative: Reader's response log entries Summative: Open ended question (OEQ)	Civil War	
What do good readers do? Can I comprehend what I'm reading? Do I use active reading strategies to measure my understanding?	Effective readers use a variety of strategies to make sense of key ideas and details presented in text.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	RI 6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	Distinguish which individual(s), event(s), and/or idea(s) are integral for the text to be valid.	Participation in literature circles and other group discussions. OEQ	Civil War	9.1.8. C.1 Determine an individual's responsibility for personal actions and contributions to group activities. 9.1.8. C.2 Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects. 9.1.8.D.3 Use effective communication skills in face-to-face and online

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21st Century Connections
							interactions with peers and adults from home and from diverse cultures
What makes a good story a "great" story? How does an author's purpose for writing, viewpoint, chosen text structure, and other literary choices (word choice, i.e.) make the difference between a good and great story?	Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.	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.	RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, technical meanings.	Define and identify, in the text, various forms of figurative language (simile, metaphor, hyperbole, personification, alliteration, onomatopoeia, etc.). Distinguish between literal and figurative language and denotative and connotative meanings. Recognize content-specific vocabulary and understand their purpose in a specific text (e.g., "stem" as in flower and "stem" in an article about cell research).	Graphic organizers

Vocabulary charting | | |
| What makes a good story a "great" story? How does an author's purpose for writing, viewpoint, chosen text | Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding. | Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. | RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. | Locate textual evidence that supports the central idea of a text. Analyze text to determine the author's purpose for choosing a particular sentence, chapter, or section. Recognize how a particular sentence, | Reader's response notebook

OEQ | | |

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21st Century Connections
structure, and other literary choices (word choice, i.e.) make the difference between a good and great story?				paragraph, chapter, or section contributes to the overall text and its meaning.			
In what ways does creative choice impact an audience?	To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats.	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	Identify the side of an argument an author presents in a text.

Determine the credibility of the author and his/her purpose (who wrote it, when was it written, and why was it written). Identify claims that are supported by fact(s) and those that are opinion(s).

Evaluate an argument using evidence an author provides. | Reader's response notebook

Participation in literature circles.

OEQ | Civil War | 9.1.8. C.1 Determine an individual's responsibility for personal actions and contributions to group activities.

9.1.8. C.2 Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects. |
| What do good readers do? Can I comprehend what I'm reading? Do I use active reading | Students are college and career ready and interpret a variety of complex texts with confidence and independence. | Read and comprehend complex literary and informational texts independently and proficiently. | RI.6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed | Read complex grade level texts. Reread a text to find more information or clarify ideas. Use active reading strategies (ask questions, make connections, etc.) to | Reading Log

Reading conferences | Civil War | |

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21st Century Connections
strategies to measure my understanding?			at the high end of the range.	help me understand difficult, complex text.			
What do good writers do?

What's my purpose and how do I develop it? | Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader. | 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.
a. Introduce claims and organize reasons/evidence clearly.
b. Support claims with clear reasons and relevant evidence, using credible sources.
c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
d. Establish and maintain a formal style.
e. Provide a concluding statement or section that follows from the argument presented. | Identify a topic that causes or has caused a debate in society.

Choose a side of the argument and identify reasons that support my choice.

Determine the credibility of a source. I can support my argument with textual evidence found in credible sources.

Present my argument in a formal style that includes an introduction, supporting details with transitions, and provide a concluding statement/section that supports my argument. | Formative:
Sample piece in which students develop an argument
2-3 Quick writes completed following of mini-lessons targeting strategies for developing an argument.

Summative:
Process Piece:
Students will research information about the Civil War and use research to form an opinion about an issue relating to the Civil War. Write a persuasive essay supporting their opinion. | Civil War | |
| What makes writing "clear"? What | Producing clear ideas as a writer involves selecting | Produce clear and coherent writing in which the development, organization, | W.6.4-Produce clear and coherent writing in which the | Identify the writing style (argument, informative/explanatory, | Quick writes

Process Piece: | | |

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21st Century Connections
does it take to create a great "final" product?	appropriate style and structure for an audience and is strengthened through revision and technology.	and style are appropriate to task, purpose, and audience.	development, organization, and style are appropriate to task, purpose, and audience.	or narrative) that best fits my task, purpose, and audience. Use organizational/ formatting structures to develop my writing ideas. Compose a clear and logical piece of writing that demonstrates my understanding of a specific writing style.	Students will research information about the Civil War and use research to form an opinion about an issue relating to the Civil War. Write a persuasive essay supporting their opinion.		
What makes writing "clear"? What does it take to create a great "final" product?	Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology.	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.	Use prewriting strategies to formulate ideas. Recognize that a well-developed piece of writing requires more than one draft. Apply revision strategies with the help of others. Edit writing. Prepare multiple drafts using revisions and edits to develop and strengthen my writing.	Editing checklists Writing conferences Completed process piece		9.1.8.D.3 Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures
What makes writing "clear"? What does it take to create a great "final" product?	Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision	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	Identify appropriate technology that will help me compose, edit, and publish my writing.	Quick writes completed in Google doc. Published process piece		

Reading lit-red; Reading information-purple; Writing- green; S&L-orange; Language- blue   Page **56** of **74**

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21st Century Connections
	and technology.		sufficient command of keyboarding skills				
What does a good researcher do? Why can't good researchers simply cut and paste information?	Effective research presents an answer to a question, demonstrates understanding of the inquiry, and properly cites information from multiple sources.	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.	Define research and distinguish how research differs from other types of writing. Focus my research around a central question that is provided or determine a research worthy question. Choose several sources. Analyze the information found in my sources to determine if it provides enough support to answer my question. Refocus my research when needed and adjust my question when necessary.	Process piece Structure provided by teacher for researching facts needed about the Civil War	Civil War	
What does a good researcher do? Why can't good researchers simply cut and paste information?	Effective research presents an answer to a question, demonstrates understanding of the inquiry, and properly cites information from multiple sources.	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	Determine the credibility of a source by reviewing who wrote it, when it was written, and why it was written. Gather information needed to support my research. Define plagiarism. Determine when my research data or facts must be quoted in my	Group discussions Process piece: Persuasive essay will include evidence of research from Civil War texts		9.1.8. C.1 Determine an individual's responsibility for personal actions and contributions to group activities. 9.1.8. C.2 Demonstrate the use of compromise, consensus, and community building strategies for carrying

LAL Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21st Century Connections
			and providing basic bibliographic information for sources.	writing vs. paraphrased. Avoid plagiarism by paraphrasing. Provide bibliographic information for sources that I paraphrased or quoted in my writing.			out different tasks, assignments, and projects.
What does a good researcher do? Why can't good researchers simply cut and paste information?	Effective research presents an answer to a question, demonstrates understanding of the inquiry, and properly cites information from multiple sources.	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. a. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics"). b. Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are	Define textual evidence. Determine textual evidence that supports my analysis, reflection, and/or research. Compose written responses and include textual evidence to strengthen my analysis, reflection, and/or research.	Reader's response notebook Process piece: Persuasive essay will include evidence of research from Civil War texts		

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21st Century Connections
			supported by reasons and evidence from claims that are not").				
Why write? What do good writers do?	Effective writers use a variety of formats to communicate ideas appropriate for the audience, task, and time frame.	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, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Recognize that different writing tasks required varied time frames to complete. Determine a writing format/style to fit my task, purpose, and/or audience. Write for a variety of reasons (e.g., to inform, persuade, describe, entertain/convey an experience, etc.).	Writing portfolio		
What makes collaboration meaningful? What will help me make meaning from a variety of sources?	Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.	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. a. Come to discussions prepared, having read or studied required material; explicitly	I can review the required material to be discussed and determine key points and/or central ideas. I can create questions and locate key textual evidence to contribute to a discussion on the given topic, text, or issue. I can define the rules and roles necessary for collaborative discussion. I can come prepared with key points and textual evidence to contribute to a discussion. I can	Participation in literature circles. Small group and whole class discussions.		9.1.8. C.1 Determine an individual's responsibility for personal actions and contributions to group activities. 9.1.8. C.2 Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.

Reading lit-red; Reading information-purple; Writing- green; S&L-orange; Language- blue

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21st Century Connections
			draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	participate in a discussion by posing questions, responding to questions, and elaborating on my own key ideas and/or the ideas of others. I can review the key ideas presented in a discussion and paraphrase others' ideas to show my understanding of multiple perspectives.			
What makes collaboration meaningful? What will help me make meaning from	Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	SL.6.3- Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence	Identify the side of an argument a speaker presents. Determine the credibility of a speaker and his or her purpose. Identify claims	Student response sheet to presentations of persuasive writing based on the Civil War	Civil War	

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21st Century Connections
a variety of sources?			from claims that are not.	that are supported by fact and those that are opinions. Evaluate a speaker's argument using evidence he/she provides to support his/her claims.			
What makes a presentation "great"? Does "what I say" versus "how I say it" matter?	Presentation of knowledge and ideas is enhanced through appropriate organization and style for an audience via the use of visual displays, technology, and appropriate use of language.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	SL. 6.6- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	Identify various reasons for speaking (e.g., informational, descriptive, formal, informal). Determine speaking tasks that will require a formal structure. Compose a formal speech that demonstrates a command of grade 6 Language standards.	Presentation of Civil War process piece. Small group discussions/lit circle participation		9.1.8. C.1 Determine an individual's responsibility for personal actions and contributions to group activities. 9.1.8. C.2 Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects. 9.1.8.D.3 Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures
Why do the rules of language	Effective communication of ideas when	Demonstrate command of the conventions of standard English capitalization,	L.6.2-Demonstrate command of the conventions of	Determine when to capitalize words. Define nonrestrictive elements	Editing checklist Process piece		

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21st Century Connections
matter? What does it take to truly communicate clearly?	speaking or writing relies on the appropriate use of the conventions of language.	punctuation, and spelling when writing.	standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.* b. Spell correctly.	vs. restrictive elements. Define parenthetical elements. Enclose nonrestrictive and parenthetical elements with commas to separate these elements from the rest of the sentence. Recognize that nonrestrictive elements and parenthetical elements can also be set apart from the sentence using parentheses (reduce the importance) and dashes (increase the importance).	Teacher created materials		
When a word doesn't make sense, what can I do to figure it out? How do I use what I know to figure out what I don't?	Effective readers and writers use knowledge of the structure and context of language to acquire, clarify, and appropriately use vocabulary.	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. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word	Infer the meaning of unknown words using context clues. Recognize and define common Greek and Latin affixes and roots. Break down unknown words into units of meaning to infer the definition of the unknown word. Verify my inferred meaning of an unknown word by consulting reference materials.	Vocabulary charting\n\nWord Study: Greek and Latin Roots\n\nAcademic vocabulary		

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21st Century Connections
			or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).				
When a word doesn't make sense, what can I do to figure it out? How do I use	Effective readers and writers use knowledge of the structure and context of language to	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	L.6.6-Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather	Recognize the difference between general academic words and phrases (Tier 2 words are subtle or precise ways to say relatively simple things,	Vocabulary Charting/webbing Word Study	Civil War	

LAL Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21st Century Connections
what I know to figure out what I don't?	acquire, clarify, and appropriately use vocabulary.	and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	vocabulary knowledge when considering a word or phrase important to comprehension or expression.	e.g., saunter instead of walk.) and domain-specific words and phrases (Tier 3 words are specific to content knowledge, e.g., lava legislature, carburetor). Acquire and use grade-appropriate academic and domain-specific words/phrases to increase comprehension and expression.			

Reading lit-red; Reading information-purple; Writing- green; S&L-orange; Language- blue   Page **64** of **74**

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21st Century Connections
Unit VI: Flights of Fantasy -Reading and Writing Fantasy Fiction 6 weeks							
What do good readers do? Can I comprehend what I'm reading? Do I use active reading strategies to measure my understanding?	Effective readers use a variety of strategies to make sense of key ideas and details presented in text.	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.	Define and identify elements of plot structure and explain how plot is developed by key events and episodes experienced by the characters. Distinguish between types of characters (static, dynamic, etc.) and explain how dynamic characters change as the plot moves toward a resolution.	Formative entry in reader's response book about how the plot would change without a certain scene or chapter

Small groups create a visual of how key events move plot to a resolution (e.g., plot mountain, multimedia poster, timeline, etc.) | | |
| What makes a good story a "great" story? How does an author's purpose for writing, viewpoint, chosen text structure, and other literary choices (word choice, i.e.) | Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding. | 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. | I can define and identify, in the text, various forms of figurative language (simile, metaphor, hyperbole, personification, alliteration, onomatopoeia, etc.). | Graphic organizer charting samples of figurative language.

Use technology to create a collection of figurative language used in text or a figurative/literal comparison | | |

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21st Century Connections
make the difference between a good and great story?					Teacher created quizzes		
What makes a good story a "great" story? How does an author's purpose for writing, viewpoint, chosen text structure, and other literary choices (word choice, i.e.) make the difference between a good and great story?	Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of text and contributes to the development of the theme, setting, or plot.	Locate textual evidence that supports the theme, setting, or plot development. Analyze text to determine the author's purpose for including a particular sentence, chapter, scene, or stanza and recognize how those choices contribute to the overall text and its meaning.	Presentation of plot visualization described above analyzing why author included the key events.		
In what ways does creative choice impact an audience? Whose story is it, and why does it matter?	To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words	RL.6.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when	Visualize while reading (what I see or hear). I can compare the mental images created while reading and those presented in a media version of the same text.	Reader's response notebook entry completed after reading and viewing a dramatic presentation of the same text

Group discussion | | |

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21st Century Connections
	formats.		reading the text to what they perceive when they listen or watch.				
What do good readers do? Can I comprehend what I'm reading? Do I use active reading strategies to measure my understanding?	Students are college and career ready and interpret a variety of complex texts with confidence and independence.	Read and comprehend complex literary and informational texts independently and proficiently.	RL.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Read complex grade level texts. Reread a text to find more information or clarify ideas. Use active reading strategies (ask questions, make connections, etc.) to help me understand difficult, complex text.	Reading log Reading conferences		
What do good writers do? What's my purpose and how do I develop it?	Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.	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. a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	Define narrative and describe the basic parts of plot. Engage the reader by introducing the narrator, characters, setting, and the inciting incident. Use narrative techniques to develop a story line where one event logically leads to another. Use descriptive words and phrases that appeal to the senses and help my reader understand the	1-2 quick writes focusing on a specific element of fantasy Summative Process Piece: Students will write a fantasy using their reading as mentor text. Scored using NJ Holistic rubric		

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21st Century Connections
			b. Use narrative dialogue, pacing, and description, to techniques, such as develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. e. Provide a conclusion that follows from the narrated experiences or events.	experiences and events (visualize). Signal changes in time and place by using transitions words, phrases, and clauses. Write a conclusion that provides a sense of closure.			
What makes writing "clear"? What does it take to create a great "final" product?	Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision	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, and style are appropriate to task, purpose, and audience.	Identify the writing style (argument, informative/explanatory, or narrative) that best fits my task, purpose, and audience. Use organizational/	Process Piece: Fantasy		

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21st Century Connections
	and technology.			formatting structures to develop my writing ideas. Compose a clear and logical piece of writing that demonstrates my understanding of a specific writing style.			
What makes writing "clear"? What does it take to create a great "final" product?	Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology.	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.	Use prewriting strategies to formulate ideas. Recognize that a well-developed piece of writing requires more than one draft. Apply revision strategies with the help of others. Edit writing. Prepare multiple drafts using revisions and edits to develop and strengthen my writing.	Revising and editing checklists

Writer's conference | | |
| Why write? What do good writers do? | Effective writers use a variety of formats to communicate ideas appropriate for the audience, task, and time frame. | 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, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and | Recognize that different writing tasks required varied time frames to complete. Determine a writing format/style to fit my task, purpose, and/or audience. Write for a variety of reasons (e.g., to inform, persuade, describe, entertain/convey an experience, etc.). | Writing portfolio | | |

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21st Century Connections
			audiences.				
What makes collaboration meaningful? What will help me make meaning from a variety of sources?	Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.	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.	Identify key ideas presented in a variety of media and formats (e.g., charts, graphs, tables, websites, and speeches). Explain how media and formats add meaning to a topic, text, or issue.	Group discussion		9.1.8. F.1 Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom.
What makes a presentation "great"? Does "what I say" versus "how I say it" matter?	Presentation of knowledge and ideas is enhanced through appropriate organization and style for an audience via the use of visual displays, technology, and appropriate use of language.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	SL.6.4-Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	Determine a logical sequence for presenting my claims and/or findings. Support my claims and/or findings with pertinent descriptions, facts, and details that support the main idea or theme. Present my information using appropriate eye contact, adequate volume, and clear pronunciation.	Group presentation of plot		
What makes a presentation "great"? Does "what I say" versus "how I say it" matter?	Presentation of knowledge and ideas is enhanced through appropriate organization and style for an audience via the use of visual	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	SL.6.5-Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	Identify parts of my presentation that could use clarification. Determine an appropriate media component or visual display to clarify my information.	Group presentation of plot		

Reading lit-red; Reading information-purple; Writing- green; S&L-orange; Language- blue   Page **70** of **74**

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21st Century Connections
	displays, technology, and appropriate use of language.						
Why do the rules of language matter? What does it take to truly communicate clearly?	Effective communication of ideas when speaking or writing relies on the appropriate use of the conventions of language.	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. a. Ensure that pronouns are in the proper case subjective, objective, and possessive). b. Use intensive pronouns (e.g., myself, ourselves). c. Recognize and correct inappropriate shifts in pronoun number and person.* d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).* e. Recognize variations from standard English in their own and others'	Define pronoun (a word that takes the place of one of more nouns). I can identify the antecedent of a pronoun (the word or group of words a pronoun replaces). Identify intensive pronouns (a pronoun that ends in –self or –selves that emphasizes its antecedent) and use them correctly in my writing and speaking. Determine when a pronoun and its antecedent do not match (the pronoun must match the word it replaces in number and person). I can identify and correct a vague antecedent. Identify and correct misuses of pronouns in my own and other's work.	Formative/Summative: Teacher created materials Checklist of pronoun use within students' writing		

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21st Century Connections
			writing and speaking, and identify and use strategies to improve expression in conventional language.*				
How does situation affect meaning? How does an author's choice impact on audience?	Effective readers, writers, and listeners use knowledge of language to make appropriate choices when presenting information and to clarify meaning when reading or listening.	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. a. Vary sentence patterns for meaning, reader/listener interest, and style.* b. Maintain consistency in style and tone.*	Identify simple, compound, complex sentence structures. Determine an author's purpose for using varied sentence structures to create an individual style and specific tone. Create a written or spoken piece that mimics the style of a specific author/speaker. Vary sentence patterns in my own writing and speaking to create an individual style and specific tone that maintains consistency.	Reader's notebook entry in which students analyze the author's use of language within a fantasy. Quick write in which students use language in a similar way to the author.		
When a word doesn't make sense, what can I do to figure it out? How do I use what I know to figure out what I don't?	Effective readers and writers use knowledge of the structure and context of language to acquire, clarify, and appropriately use vocabulary.	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.	Infer the meaning of unknown words using context clues. Recognize and define common Greek and Latin affixes and roots. Break down unknown words into units of meaning to infer the	Vocabulary charting Word Study		

Reading lit-red; Reading information-purple; Writing- green; S&L-orange; Language- blue   Page **72** of **74**

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21st Century Connections
			a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or	definition of the unknown word. Verify my inferred meaning of an unknown word by consulting reference materials.			

LAL Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21st Century Connections
			in a dictionary).				
When a word doesn't make sense, what can I do to figure it out? How do I use what I know to figure out what I don't?	Effective readers and writers use knowledge of the structure and context of language to acquire, clarify, and appropriately use vocabulary.	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. a. Interpret figures of speech (e.g., personification) in context. b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, thrifty).	Define and identify various forms of figurative language. Distinguish between literal and figurative language. Recognize word relationships and use them to further understand multiple words. Recognize the difference between denotative and connotative meanings. Analyze how certain words and phrases that have similar denotations can have very different connotations.	Graphic organizer charting figurative language used in text.		

Reading lit-red; Reading information-purple; Writing- green; S&L-orange; Language- blue