

## NJDOE MODEL CURRICULUM

CONTENT AREA: ELA	GRADE: 6	UNIT #: 1	UNIT NAME: Reading Literature/Writing Narratives
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#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS
1.	Cite textual evidence to support analysis of what the text says explicitly in grade 6 text(s).	RL.6.1
2.	Cite textual evidence to support analysis of inferences drawn from grade 6 text(s).	RL.6.1
3.	Determine the central idea of a text and explain how it is conveyed through details to provide a summary of a text distinct from personal opinions or judgements.	RL.6.2
4.	Describe how a particular story's plot unfolds in a series of episodes in 6 <sup>th</sup> grade text(s).	RL.6.3
5.	Describe how characters respond or change as the plot moves toward a resolution in 6 <sup>th</sup> grade text(s).	RL.6.3
6.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings (e.g., "organization" connotes a sense of neatness).	RL.6.4
7.	Determine the meaning of words and phrases as they are used in a text, including analyzing the impact of a specific word choice on tone.	RL.6.4
8.	Analyze how a particular sentence fits into a text's structure and contributes to theme development.	RL.6.5
9.	Analyze how a particular chapter fits into a text's structure and contributes to theme development.	RL.6.5
10.	Analyze how a particular sentence fits into a text's structure and contributes to setting development.	RL.6.5
11.	Analyze how a particular chapter fits into a text's structure and contributes to setting	RL.6.5

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	<b>development.</b>	
<b>12.</b>	<b>Analyze how a particular sentence fits into a text’s structure and contributes to plot development.</b>	RL.6.5
<b>13.</b>	<b>Analyze how a particular chapter fits into a text’s structure and contributes to plot development.</b>	RL.6.5
<b>14.</b>	<b>Explain how an author develops the point of view of the narrator or speaker in a text.</b>	RL.6.6
<b>15.</b>	<b>Compare and contrast the experience of reading a story to listening to or viewing an audio, video, or live version of the text including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.</b>	RL.6.7
<b>16.</b>	Write narratives to develop real or imagined experiences or events using effective technique such as dialogue, pacing, and description to develop <b>experiences, events, and/or characters.</b>	W.6.3b.
<b>17.</b>	Write narratives to develop real or imagined experiences or events using <b>relevant</b> descriptive details; use precise words and phrases, and sensory language to convey experiences and events.	W.6.3d.
<b>18.</b>	Write narratives to develop real or imagined experiences or events using <b>well-structured</b> event sequences.	W.6.3a.
<b>19.</b>	Write narratives to develop real or imagined experiences or events by organizing an event sequence that unfolds naturally <b>and logically.</b>	W.6.3a.
<b>20.</b>	Write narratives to develop real or imagined experiences or events to <b>engage and</b> orient the reader by establishing <b>a context.</b>	W.6.3a.
<b>21.</b>	Write narratives to develop real or imagined experiences or events by introducing a	W.6.3a.

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	narrator and/or characters.	
<b>22.</b>	Use a variety of transition words, phrases, and clauses <b>to convey sequence and signal shifts from one time frame or setting to another</b> when writing narratives.	<b>W.6.3c</b>
<b>23.</b>	When writing narratives, provide a conclusion that follows from the narrated experiences or events.	<b>W.6.3e.</b>
<b>24.</b>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	<b>W.6.4</b>
<b>25.</b>	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.	<b>W.6.5</b>
<b>26.</b>	Use technology, including the Internet, to produce and publish narrative writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	<b>W.6.6</b>
<b>27.</b>	Draw evidence from <b>6<sup>th</sup> grade</b> literary texts to support analysis and reflection; apply grade 6 Reading standards to literature ( <b>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> ).	<b>W.6.9a</b>
<b>28.</b>	Write narratives routinely over extended time frames (time for reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	<b>W.6.10</b>
<b>29.</b>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <b>grade 6</b> topics, texts, and issues, building on others’ ideas and expressing their own clearly.	<b>SL.6.1</b>

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<b>30.</b>	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by <b>referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</b>	SL.6.1a.
<b>31.</b>	When taking part in collaborative discussions, follow <b>rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</b>	SL.6.1b.
<b>32.</b>	Pose and respond to specific questions <b>with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</b>	SL.6.1c.
<b>33.</b>	When participating in collaborative discussions, review the key ideas expressed <b>and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</b>	SL.6.1d.
<b>34.</b>	<b>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.</b>	SL.6.2
<b>35.</b>	<b>Demonstrate</b> a command of formal English and its conventions when writing, speaking, reading, or listening; <b>vary sentence patterns for meaning.</b>	SL.6.6; L.6.3a.
<b>36.</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; <b>ensure that pronouns are in the proper case (subjective, objective, possessive).</b>	L.6.1a.
<b>37.</b>	<b>Use intensive pronouns (e.g., myself, ourselves)</b> to demonstrate command of the conventions of standard English grammar and usage when writing or speaking	L.6.1b.
<b>38.</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, when writing; <b>use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</b>	L.6.2a.

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<b>39.</b>	Demonstrate command of the conventions of standard English to spell correctly.	<b>L.6.2b.</b>
<b>40.</b>	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; use context <b>(e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence)</b> as a clue to the meaning of a word or phrase.	<b>L.6.4a.</b>
<b>41.</b>	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; use common grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <b>audience, auditory, audible</b> ).	<b>L.6.4b.</b>
<b>42.</b>	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; Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation <b>of a word or determine or clarify its precise meaning or its part of speech; 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)</b> .	<b>L.6.4c.d.</b>
<b>43.</b>	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; <b>gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b>	<b>L.6.6</b>

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Code #	Common Core State Standards
RL.6.1	<b>Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</b>
RL.6.2	<b>Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</b>
RL.6.3	<b>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.</b>
RL.6.4	<b>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.</b>
RL.6.5	<b>Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</b>
RL.6.6	<b>Explain how an author develops the point of view of the narrator or speaker in a text.</b>
RL.6.7	<b>Compare and contrast the experience of reading a story, drama, or poem to listen to or viewing an audio, video, or live version of the text including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.</b>
W.6.3	<p>Write narratives to develop real or imagined experiences or events using effective technique, <b>relevant</b> descriptive details, and <b>well-structured</b> event sequences.</p> <ol style="list-style-type: none"> <li>a. <b>Engage and</b> orient the reader by establishing a <b>context</b> and introducing a narrator and/or characters; organize an event sequence that unfolds naturally <b>and logically</b>.</li> <li>b. Use narrative techniques, such as dialogue, pacing, and description to develop <b>experiences, events, and/or characters</b>.</li> <li>c. Use a variety of transition words, phrases, and clauses <b>to convey sequence and signal shifts</b></li> </ol>

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	<p><b>from one time frame or setting to another.</b></p> <p>d. Use <b>precise words</b> and phrases, <b>relevant descriptive details</b>, and <b>sensory language to convey experiences and events.</b></p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>
<b>W.6.4</b>	Produce clear and coherent writing in which the development, organization, <b>and style</b> are appropriate to task, purpose, and audience.
<b>W.6.5</b>	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.
<b>W.6.6</b>	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of <b>three pages</b> in a single sitting.
<b>W.6.9a.</b>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <b>grade 6</b> Reading standards to literature (e.g., “<b>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>”).</p>
<b>W.6.10</b>	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>SL.6.1</b>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <b>grade 6</b> topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by <b>referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</b></p>

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	<ul style="list-style-type: none"> <li><b>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</b></li> <li><b>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</b></li> <li><b>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</b></li> </ul>
<b>SL.6.2</b>	<b>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.</b>
<b>SL.6.6</b>	Adapt speech to a variety of contexts and tasks, <b>demonstrating command</b> of formal English when <b>indicated</b> or appropriate.
<b>L.6.1</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> <li><b>a. Ensure that pronouns are in the proper case (subjective, objective, possessive).</b></li> <li><b>b. Use intensive pronouns (e.g., myself, ourselves).</b></li> <li><b>c. Recognize and correct inappropriate shifts in pronoun number and person.</b></li> <li><b>d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</b></li> <li><b>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.</b></li> </ul>
<b>L.6.2</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> <li><b>a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</b></li> <li><b>b. Spell correctly.</b></li> </ul>
<b>L.6.3</b>	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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	<ul style="list-style-type: none"><li>a. Vary sentence patterns for meaning, reader/listener interest, and style.</li><li>b. Maintain consistency in style and tone.</li></ul>
L.6.4	<p>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.</p> <ul style="list-style-type: none"><li>a. Use context (e.g., <b>the overall meaning of a sentence or paragraph; a word's position or function in a sentence</b>) as a clue to the meaning of a word or phrase.</li><li>b. Use common grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <b>audience, auditory, audible</b>).</li><li>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation <b>of a word or determine or clarify its precise meaning or its part of speech</b>.</li><li>d. <b>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).</b></li></ul>
L.6.5	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"><li>a. Interpret <b>figures of speech (e.g., personification) in context</b>.</li><li>b. <b>Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</b></li><li>c. <b>Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy, scrimping, economical, un wasteful, thrifty</i>).</b></li></ul>
L.6.6	<p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; <b>gather vocabulary knowledge when considering a word or phrase important to comprehension or</b></p>

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