

Course Name: Language Arts Grade 6
Course#: M1622

Course Description: Aligned to the Common Core Standards, the sixth grade language arts course is designed to develop critical readers and writers through reinforcing and refining essential literacy skills in reading, writing, speaking, listening, and language. Students are exposed to a variety of genres: drama, poetry, and contemporary and traditional texts in fiction and nonfiction. Classroom instruction emphasizes literature discussion, meaningful written response to literature, vocabulary development, and application of reading strategies. As part of this course, students also participate in independent reading in order to foster a love of reading and encourage life-long learning.

Course Proficiencies: The following is a list of proficiencies that describe what students are expected to know and be able to do as a result of successfully completing this course. The proficiencies are the basis of the assessment of student achievement. The learner will demonstrate the ability to:

- Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. (NJSLs.RL.6.1, RI.6.1)
- 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 (NJSLs.RL.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. (NJSLs.RI.6.2)
- 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. (NJSLs.RL.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). (NJSLs.RI.6.3)
- 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. (NJSLs.RL.6.4)
- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (NJSLs.RI.6.4)
- 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. (NJSLs.RL.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. (NJSLs.RI.6.5)
- Explain how an author develops the point of view of the narrator or speaker in a text. (NJSLs.RL.6.6)

- Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text. (NJSLS.RI.6.6)
- 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 reading the text to what they perceive when they listen or watch. (NJSLS.RL.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. (NJSLS.RI.6.7)
- 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. (NJSLS.RI.6.8)
- Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) 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. (NJSLS.RL.6.9)
- Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). (NJSLS.RI.6.9)
- By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed. (NJSLS.RL.6.10)
- Write arguments to support claims with clear reasons and relevant evidence. (NJSLS.W.6.1)
- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (NJSLS.W.6.2)
- 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. (NJSLS.SL.6.1)
- 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. (NJSLS.SL.6.2)
- Deconstruct a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. (NJSLS.SL.6.3)
- Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation). (NJSLS.SL.6.4)
- Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. (NJSLS.SL.6.5)
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (NJSLS.SL.6.6)
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (NJSLS.L.6.1)

- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (NJSLS.L.6.2)
- Use knowledge of language and its conventions when writing, speaking, reading, or listening. (NJSLS.L.6.3)
- 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. (NJSLS.L.6.4)
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (NJSLS.L.6.5)
- 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. (NJSLS.L.6.6)
- Use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. (NJSLS.T.8.1)
- Develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment. (NJSLS.T.8.2)
- Evaluate communication, collaboration, and leadership skills that can be developed through school, h activities for use in a career. (NJSLS. 9.2.8.B.3)
- Evaluate the impact of online activities and social media on employer decisions (NJSLS. 9.2.8.B.7)

Assessment:

1. Tests/ quizzes
2. Open-ended responses and essays
3. Individual and group projects and presentations
4. Multimedia presentations
5. Classroom discussion
6. Portfolios

Board Adopted Materials:

Title: **Write Source 2000**
 Author: Sebranek, P., Meyer, V., Kemper, D.
 Publisher: Great Source Education Group (Houghton Mifflin Company)
 Copyright: 1996

Title: **Vocabulary Workshop (Level A)**
 Author: Shostak, Jerome
 Publisher: Sadlier-Oxford

Copyright: 1996