

Grade: 6	Unit: Literature	Pacing: 10 days		
Key Ideas and Details				
Critical Skills (Anchor Standards)	NJ Learning Standards (Progress Indicators):	Samples / Exemplars	Resources:	Assessments / Rubrics
<p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>	<p>RL.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>Unit 1 Model Curriculum</p> <p>Unit One Answer Key</p> <p>Unit 4 Model Curriculum * review as this will apply to other RL/W standards</p> <p>Unit 4 answer key</p> <p>Unit 5 Model Curriculum * review as this will apply to other RL/W standards</p> <p>Unit 5 answer key *review as this will apply to other RL/W standards</p>	<p>Text (Units / Pages)</p> <p>Technology / Open Resources Note: Below resources may apply to multiple standards:</p> <p>Close Reading</p> <p>Close Reading Video</p> <p>Teacher Channel Thinking</p> <p>Common Core Video - Informational Text</p> <p>Summary Writing</p> <p>Summary writing nonfiction</p> <p>Reading Lessons</p> <p>Close Reading 2</p> <p>How To Teach A Novel</p>	<p>Unit 1 Model Curriculum</p> <p>Unit 2 model curriculum</p> <p>Unit 3 Model Curriculum</p> <p>Unit 4 Model Curriculum</p> <p>Unit 5 Model Curriculum</p>

			Close Reading 3 Historical Fiction Unit Holocaust Unit Literary Analysis Unit Narrative Unit Research Paper	
NJLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments	Unit 1 Model Curriculum Unit One Answer Key		
NJLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	RL.6.3. Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	Unit 1 Model Curriculum Unit One Answer Key		

Grade: 6	Unit: Literature	Pacing: 10 days		
Craft and Structure				
Critical Skills (Anchor Standards)	NJ Learning Standards (Progress Indicators):	Samples / Exemplars	Resources:	Assessments / Rubrics
<p>NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>	<p>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.</p>	<p>Unit 1 Model Curriculum</p> <p>Unit 1 Answer Key</p>	<p>Read Works</p> <p>Newsela</p>	
<p>NJSLSA.R5. 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.</p>	<p>RL.6.5. 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.</p>	<p>Unit One Model Curriculum</p> <p>Unit One Answer Key</p>		
<p>NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.</p>	<p>RL.6.6. Explain how an author develops the point of view of</p>	<p>Unit 1 Model Curriculum</p> <p>Unit One Answer Key</p>	<p>TM</p>	

	the narrator or speaker in a text.			
--	------------------------------------	--	--	--

Grade: 6	Unit: Literature Text	Pacing: 15 days
----------	-----------------------	-----------------

Integration of Knowledge and Ideas

Critical Skills (Anchor Standards)	NJ Learning Standards (Progress Indicators):	Samples / Exemplars	Resources:	Assessments / Rubrics
NJSLSA.R7. 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 reading the text to what they perceive when they listen or watch.		Read Works Newsela	
NJSLSA.R8. 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.	RL.6.8. (Not applicable to literature)			
NJSLSA.R9. Analyze and reflect on 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, 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.			
--	--	--	--	--

Grade: 6	Unit: Literature	Pacing: 10 days
----------	------------------	-----------------

Range of Reading and Level of Text Complexity

Critical Skills (Anchor Standards)	NJ Learning Standards (Progress Indicators):	Samples / Exemplars	Resources:	Assessments / Rubrics
NJLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.	RL.6.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.		Close Reading Close Reading Video Teacher Channel Thinking Common Core Video - Informational Text Summary Writing Summary writing nonfiction Reading Lessons Close Reading 2 How To Teach A Novel	

Grade: 6	Unit: Informational Text	Pacing: 10 days		
Key Ideas and Details				
Critical Skills (Anchor Standards)	NJ Learning Standards (Progress Indicators):	Samples / Exemplars	Resources:	Assessments / Rubrics
NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.	Unit 2 model curriculum Unit 2 Assessment Unit 3 Model Curriculum Unit 3 Answer Key	Close Reading Close Reading Video Teacher Channel Thinking Common Core Video - Informational Text Summary Writing Summary writing nonfiction Reading Lessons Close Reading 2 How To Teach A Novel	
NJSLSA.R2. 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.	Unit 2 Model Curriculum Unit 2 Assessment		
NJSLSA.R3. Analyze how and why individuals, events, and ideas	RI.6.3. Analyze in detail how a key individual, event, or	Unit 3 Model Curriculum		

develop and interact over the course of a text.	idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	Unit 3 Answer Key		
---	--	-----------------------------------	--	--

Grade: 6	Unit: Informational Text	Pacing: 15 days
----------	--------------------------	-----------------

Craft and Structure

Critical Skills (Anchor Standards)	NJ Learning Standards (Progress Indicators):	Samples / Exemplars	Resources:	Assessments / Rubrics
NJLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	Unit 2 Model Curriculum Unit 2 Assessment Unit 3 Model Curriculum Unit 3 Answer Key	Read Works Newsela	
NJLSA.R5. 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.	Unit 2 Model Curriculum Unit 2 Assessment Unit 3 Model Curriculum Unit 3 Answer Key		

NJSLSA.R6. 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.	Unit 3 Model Curriculum Unit 3 Answer Key		
--	--	--	--	--

Grade: 6	Unit: Informational Text	Pacing: 10 days
----------	--------------------------	-----------------

Integration of Knowledge and Ideas

Critical Skills (Anchor Standards)	NJ Learning Standards (Progress Indicators):	Samples / Exemplars	Resources:	Assessments / Rubrics
NJSLSA.R7. Integrate and evaluate content presented in diverse media and 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.		Read Works Newsela	
NJSLSA.R8. 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.			
NJSLSA.R9. Analyze and reflect on 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, 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).			
--	---	--	--	--

Grade: 6	Unit: Informational Text	Pacing: 10 days
----------	--------------------------	-----------------

Range of Reading and Level of Text Complexity

Critical Skills (Anchor Standards)	NJ Learning Standards (Progress Indicators):	Samples / Exemplars	Resources:	Assessments / Rubrics
NJLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.	RI.6.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.			

Grade: 6	Unit: Writing	Pacing: 15 days
----------	---------------	-----------------

Text Types and Purposes

Critical Skills (Anchor Standards)	NJ Learning Standards (Progress Indicators):	Samples / Exemplars	Resources:	Assessments / Rubrics
NJLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	W.6.1. Write arguments to support claims with clear reasons and relevant evidence.		Technology / Open Resources <i>These resources will cover several Writing standards.</i>	Unit 1 Model Curriculum Unit 2 model curriculum Unit 3 Model Curriculum

			<p>Evident Based Opinion Writing</p> <p>Learnzillion Writing</p> <p>Argumentative Writing</p> <p>Argumentative/Opinion Writing Examples</p> <p>Narrative Writing</p> <p>PARRC Student Samples</p> <p>Thesis Writing</p> <p>Purdue Online Writing Lab</p>	<p>Unit 4 Model Curriculum</p> <p>Unit 5 Model Curriculum</p>
	<p>A. Introduce claim(s) and organize the reasons and evidence clearly.</p>			
	<p>B. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p>		<p>TM</p>	

	<p>C. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p>	<p>Unit 3 Model Curriculum Unit 3 Answer Key</p>		
	<p>D. Establish and maintain a formal/academic style, approach, and form.</p>	<p>Unit 3 Model Curriculum Unit 3 Answer Key</p>		
	<p>E. Provide a concluding statement or section that follows from the argument presented.</p>			
<p>NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>			
	<p>A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast,</p>	<p>Unit 2 Model Curriculum Unit 2 Assessment</p>	<p>TM</p>	

	<p>cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.</p> <p>B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p>			
	<p>C. Use appropriate transitions to clarify the relationships among ideas and concepts.</p>	<p>Unit 2 model curriculum</p> <p>Unit 2 Assessment</p>		
	<p>D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<p>Unit 2 Model Curriculum</p> <p>Unit 2 Assessment</p>		
	<p>E. Establish and maintain a formal/academic style, approach, and form.</p>	<p>Unit 2 Model Curriculum</p> <p>Unit 2 Assessment</p>		
	<p>F. Provide a concluding statement or section that follows from the information or explanation presented.</p>	<p>Unit 2 Model Curriculum</p> <p>Unit 2 Assessment</p>		
<p>NJSLSA.W3. Write narratives to develop real or imagined experiences or events using</p>	<p>W.6.3. Write narratives to develop real or imagined experiences or events using</p>		TM	

<p>effective technique, well-chosen details, and well-structured event sequences.</p>	<p>effective technique, relevant descriptive details, and well-structured event sequences.</p>			
	<p>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.</p>			
	<p>B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p>			
	<p>C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p>			
	<p>D. Use precise words and phrases, relevant descriptive details, and sensory language</p>			

	to convey experiences and events			
	E. Provide a conclusion that follows from the narrated experiences or events.			

Grade: 6	Unit: Writing	Pacing: 10 days		
-----------------	----------------------	-----------------	--	--

Production and Distribution of Writing

Critical Skills (Anchor Standards)	NJ Learning Standards (Progress Indicators):	Samples / Exemplars	Resources:	Assessments / Rubrics
NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	W.6.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	Unit 2 Model Curriculum Unit 2 Assessment Unit 3 model curriculum Unit 3 Answer Key	Read Works Newsela	
NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.			
NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and			

	collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.			
--	---	--	--	--

Grade: 6	Unit: Writing	Time: Pacing: 10 days
----------	---------------	-----------------------

Research to Build and Present Knowledge

Critical Skills (Anchor Standards)	NJ Learning Standards (Progress Indicators):	Samples / Exemplars	Resources:	Assessments / Rubrics
NJLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, 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.			
NJLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	W.6.8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.			
NJLSA.W9. Draw evidence from literary or informational texts to	W.6.9. Draw evidence from literary or informational texts			

<p>support analysis, reflection, and research.</p>	<p>to support analysis, reflection, and research.</p>			
	<p>A. Apply <i>grade 6 Reading standards</i> 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”).</p>			
	<p>B. Apply <i>grade 6 Reading standards</i> 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”).</p>	<p>Unit 3 Model Curriculum Unit 3 Answer Key</p>		
	<p>W.6.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>		<p>TM</p>	

Grade: 6		Unit: Writing		Time: Pacing: 10 days	
Range of Writing					
Critical Skills (Anchor Standards)	NJ Learning Standards (Progress Indicators):	Samples / Exemplars	Resources:	Assessments / Rubrics	
NJLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	W.6.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.				

Grade: 6		Unit: Speaking and Listening		Time: Pacing: 15 days	
Comprehension and Collaboration					
Critical Skills (Anchor Standards)	NJ Learning Standards (Progress Indicators):	Samples / Exemplars	Resources:	Assessments / Rubrics	
NJLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.		Technology / Open Resources Inquiry Based Learning DePaul U. Various Resources Student Centered Discussions Socratic Discussions Fishbowl		

			Accountable Talk	
	<p>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.</p>			
	<p>B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p>			
	<p>C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p>			
	<p>D. Review the key ideas expressed and demonstrate</p>			

	<p>understanding of multiple perspectives through reflection and paraphrasing.</p>			
<p>NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>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.</p>			
<p>NJSLSA.SL3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.</p>	<p>SL.6.3. Deconstruct a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>			

TM

Grade: 6	Unit: Speaking and Listening	Time: Pacing: 10 days		
Presentation of Knowledge and Ideas				
Critical Skills (Anchor Standards)	NJ Learning Standards (Progress Indicators):	Samples / Exemplars	Resources:	Assessments / Rubrics
NJSLSA.SL4. 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 speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).			
NJSLSA.SL5. 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.			
NJSLSA.SL6. 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.			

Grade 6	Skill: Language	Time: Pacing: 10 days

Conventions of Standard English				
Critical Skills (Anchor Standards)	NJ Learning Standards (Progress Indicators):	Samples / Exemplars	Resources:	Assessments / Rubrics
NJLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		Technology / Open Resources Middle School High Five	
	A. Ensure that pronouns are in the proper case (subjective, objective, possessive).			
	B. Use intensive pronouns (e.g., <i>myself</i> , <i>ourselves</i>).			
	D. Recognize and correct inappropriate shifts in pronoun number and person.			
	E. Recognize and correct vague pronouns (i.e., ones with unclear or			

	ambiguous antecedents).			
	F. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.			
NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			
	A. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.			
	B. Spell correctly.			

Grade: 6	Unit: Language	Pacing: 10 days
----------	----------------	-----------------

Knowledge of Language				
Critical Skills (Anchor Standards)	NJ Learning Standards (Progress Indicators):	Samples / Exemplars	Resources:	Assessments / Rubrics
NJLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.			
	A. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.			
	B. Maintain consistency in style and tone.			

Grade: 6	Unit: Language	Pacing: 15 days
----------	----------------	-----------------

Vocabulary Acquisition and Use				
Critical Skills (Anchor Standards)	NJ Learning Standards (Progress Indicators):	Samples / Exemplars	Resources:	Assessments / Rubrics
NJLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized	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.			

<p>reference materials, as appropriate.</p>				
	<p>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.</p>			
	<p>B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>).</p>			
	<p>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.</p>			
	<p>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).</p>			

<p>NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.</p>	<p>L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>			
	<p>A. Interpret figures of speech (e.g., personification) in context.</p>			
	<p>B. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p>			
	<p>C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i>, <i>scrimping</i>, <i>economical</i>, <i>unwasteful</i>, <i>thrifty</i>).</p>			
<p>NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate</p>	<p>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</p>			

independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	to comprehension or expression.			
--	---------------------------------	--	--	--

Assessments	Formative, summative, alternative assessments, performance assessments, project assessments, performance tasks, exit tickets, observations, MAP, benchmarks, Study Island
21st Century Skills and Career Integration	Informational sources, text features
Technology Integration	Digital tools; online series, Study Island, Reading A-Z, Newsela, Read Works
Interdisciplinary Connections	Social Studies and Science- Informational Text
Core Instructional and Supplemental Materials	Core Instruction: Project Read, Orton Gilligham, Select Novels, Vocabulary Book Supplemental: picture books, fictional and non-fictional books, videos
Modifications/Accommodations	ELL: leveled readers; ELL series workbook; dictionary; small group instruction Special Education: leveled readers; small group instruction G&T: leveled readers; enrichment activities; small group instruction

TM