Course Name: Language Arts Grade 6
Course #: M1622, M1627, M1628, M1629

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:

- Demonstrate command of the system and structure of the English language when writing or speaking. (NJSLS.L.SS.6.1.)
- Use knowledge of language and its conventions when writing, speaking, reading, or listening. (NJSLS.L.KL.6.2.)
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies. (NJSLS.L.VL.6.3.)
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (NJSLS.L.VI.6.4.)
- Cite textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text. (NJSLS.RL.CR.6.1.)
- Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.(NJSLS.RI.CR.6.1.)
- Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments. (NJSLS.RL.CI.6.2.)
- Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments. (NJSLS.RI.CI.6.2.)
- Describe how a particular text's structure unfolds in a series of episodes and use textual evidence to describe how the characters respond or change as the plot moves toward a resolution. (NJSLS.RL.IT.6.3.)
- Analyze how a particular text's (e.g., article, brochure, technical manual, procedural text) structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated in a text. (NJSLS.RI.IT.6.3.)

- Analyze how a particular piece (e.g., sentence, chapter, scene, stanza, or section) fits into the overall structure of a text and contributes to the development of the ideas, theme, setting, or plot. (NJSLS.RL.TS.6.4.)
- Use text structures (e.g., cause-effect, problem-solution), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information. (NJSLS.RI.TS.6.4.)
- Determine how an author conveys or develops perspective in a text (through the narrator or speaker when appropriate). (NJSLS.RL.PP.6.5.)
- Identify author's purpose, perspective or potential bias in a text and explain the impact on the reader's interpretation. (NJSLS.RI.PP.6.5.)
- Compare and contrast information or texts to develop a coherent understanding of a theme, topic, or issue when reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text. (NJSLS.RL.MF.6.6.)
- Integrate information when presented in different media or formats (e.g., visually, quantitatively) to develop a coherent understanding of a topic or issue. (NJSLS.RI.MF.6.6.)
- Trace the development of 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.AA.6.7.)
- Compare and contrast literary texts in different forms, by different authors, or from different genres (e.g., stories and poems; historical novels and primary source documents, scientific journals and fantasy stories) in terms of their approaches to similar themes and topics. (NJSLS.RL.CT.6.8.)
- Compare and contrast informational texts in different forms, by different authors, or from different genres (e.g., a memoir written by and a biography on the same person, historical novels and primary source documents, infographics and scientific journals) in terms of their approaches to similar themes and topics. (NJSLS.RI.CT.6.8.)
- W.AW.6.1. Write arguments on discipline-specific content (e.g., social studies, science, math, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.
- Introduce claim(s) about a topic or issue and organize the reasons and evidence logically.
- Support claim(s) with logical reasoning and relevant, accurate data and evidence, that demonstrate an understanding of the topic or text, using credible sources.
- Use words, phrases, and clauses to link and clarify the relationships among claim(s), reasons and evidence.
- Establish and maintain a formal/academic style, approach, and form.
- Provide a concluding statement or section that follows from the argument presented.
- Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (NJSLS.W.IW.6.2.)

- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (NJSLS.W.NW.6.3.)
- With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience. (NJSLS.W.WP.6.4.)
- Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. (NJSLS.W.WR.6.5.)
- 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. (NJSLS.W.SE.6.6.)
- 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. (NJSLS.W.RW.6.7.)
- 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.PE.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.II.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.ES.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.PI.6.4.)
- Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. (NJSLS.SL.UM.6.5.)
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (NJSLS.SL.AS.6.6.)

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