

RL.6 Reading Literature Text	
<ul style="list-style-type: none"> <input type="checkbox"/> Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. (RL.6.1.) <input type="checkbox"/> 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. (RL.6.2.) <input type="checkbox"/> 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. (RL.6.3.) <input type="checkbox"/> 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. (RL.6.4.) <input type="checkbox"/> 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. (RL.6.5.) <input type="checkbox"/> Explain how an author develops the point of view of the narrator or speaker in a text. (RL.6.6.) <input type="checkbox"/> 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. (RL.6.7.) <input type="checkbox"/> Compare, contrast and reflect on texts in different forms or genres in terms of their approaches to similar themes and topics. (RL.6.9.) <input type="checkbox"/> By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above. (RL.6.10.) 	
<p><u>Essential Questions</u></p> <p>How does understanding a text’s structure better help me understand its meaning?</p>	<p><u>Enduring Understandings</u></p> <p>The understanding of a text’s features, structures, and characteristics facilitates the reader’s ability to make meaning of the text.</p>
<p><u>Suggested Activities and Resources</u> (in addition to guided reading and leveled materials)</p> <p>Model with teacher think-alouds; Use nonfiction trade books, especially in big book format, to chart features used.</p>	<p><u>Suggested Assessments</u></p> <p>Create an informational teaching page that incorporates specific features; Meet with pairs or small groups to discuss their findings during the reading of expository text.</p>

RI.6 Reading Informational Text	
<ul style="list-style-type: none"> <input type="checkbox"/> Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI.6.1.) <input type="checkbox"/> 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. (RI.6.2.) <input type="checkbox"/> Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text. (RI.6.3.) <input type="checkbox"/> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (RI.6.4.) <input type="checkbox"/> 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. (RI.6.5) <input type="checkbox"/> Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. (RI.6.6.) <input type="checkbox"/> Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue. (RI.6.7.) <input type="checkbox"/> 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. (RI.6.8.) <input type="checkbox"/> Compare, contrast and reflect on one author's presentation of events with that of another. (RI.6.9.) <input type="checkbox"/> By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above. (RI.6.10.) 	
<p><u>Essential Questions</u></p> <p>How does fluency affect comprehension? What do readers do when they do not understand everything in text? How do readers construct meaning from text?</p>	<p><u>Enduring Understandings</u></p> <p>Fluent readers group words quickly to help them gain meaning from text; Good readers use strategies to help them understand text and monitor comprehension; Strategic readers connect, infer, question, visualize, determine importance, and synthesize.</p>
<p><u>Suggested Activities and Resources</u> (in addition to guided reading and leveled materials)</p> <p>Conduct repeated readings, Reader's Theater, and paired readings for fluency practice; Use timed repeated readings and have students set personal goals; Create bookmarks/organizers for each strategy/concept that require students to make notes about the text and explain their reasoning; Use literature circles when students are ready to apply strategies independently; Select quality picture books that best illustrate specific strategies/ concepts and read aloud/discuss; Use a think aloud if it is a new concept; Use a familiar, simple narrative (fairy tale) to explicitly teach the difference between plot and theme. Read a variety of quality picture books and chart themes, eliciting discussion.</p>	<p><u>Suggested Assessments</u></p> <p>Assess fluency with timed passages, scoring accuracy, rate, and prosody; Chart responses and conversations in group discussions; Confer individually with students, keeping anecdotal records; Evaluate written responses/reflections; Use a project-based task, such as making a character quilt or designing a board game, that allows for the assessment of comprehension skills and literary analysis.</p>

Anchor Standards for Reading

KEY IDEAS AND DETAILS	
NJSLSA.R1	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 the text.
NJSLSA.R2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
NJSLSA.R3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CRAFT AND STRUCTURE	
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.
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.
NJSLSA.R6	Assess how point of view or purpose shapes the content and style of a text.
INTEGRATION OF KNOWLEDGE AND IDEAS	
NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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.
NJSLSA.R9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
NJSLSA.R10	Read and comprehend complex literary and informational texts independently and proficiently.

W.6 Writing	
<ul style="list-style-type: none"> <input type="checkbox"/> Write arguments to support claims with clear reasons and relevant evidence. (W.6.1.) <input type="checkbox"/> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (W.6.2.) <input type="checkbox"/> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (W.6.3.) <input type="checkbox"/> Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (W.6.4.) <input type="checkbox"/> 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. (W.6.5.) <input type="checkbox"/> 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. (W.6.6.) <input type="checkbox"/> Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. (W.6.7.) <input type="checkbox"/> 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. (W.6.8.) <input type="checkbox"/> Draw evidence from literary or informational texts to support analysis, reflection, and research. (W.6.9.) <input type="checkbox"/> Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences. (W.6.10.) 	
<p><u>Essential Questions</u> How do good writers express themselves? How do writers develop a well-written product? Why does a writer choose a particular form of writing?</p>	<p><u>Enduring Understandings</u> Good writers develop and refine their ideas for the purpose of thinking, learning, communicating, and expressing themselves aesthetically; Good writers develop a variety of strategies and select a form that enables them to write for different purposes, audiences, and contexts.</p>
<p><u>Suggested Activities and Resources</u> (in addition to guided reading and leveled materials) Introduce the concept of an open writing workshop and put procedures into place the first week of school; Use quality picture books that trigger ideas, model possibilities, and illustrate the focus of each mini-lesson; Incorporate short conferences into the workshop routine; insert details or description into their writing using any white space available to “drop” the added details into their piece; Use word walls that include frequently and effectively used transitions, specific/descriptive vocabulary, and interesting words.</p>	<p><u>Suggested Assessments</u> Design a simple system for collecting information throughout each term, such as a clipboard checklist or flip chart; Record what happens in individual conferences and upon reviewing writing folders/portfolios; Use the information on the chart to help you select the next read aloud or plan a mini-lesson; Use a self-assessment tool so students can be involved in the process; Assess open-ended responses and essays on science/social studies tests; Use a rubric that evaluates writing traits and use results to provide feedback to students; self-select best piece (over a period of time) to develop, publish, and submit for assessment.</p>

Anchor Standards for Writing

TEXT TYPES AND PURPOSES	
NJSLSA.W1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence
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.
NJSLSA.W3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
PRODUCTION AND DISTRIBUTION OF WRITING	
NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
NJSLSA.W5	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.
RESEARCH TO BUILD AND PRESENT KNOWLEDGE	
NJSLSA.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.
NJSLSA.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.
NJSLSA.W9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
RANGE OF WRITING	
NJSLSA.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.

SL.6 Speaking & Listening	
<ul style="list-style-type: none"> ❑ Engage effectively in a range of collaborative discussions with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. (SL.6.1.) ❑ Interpret information presented in diverse media and formats and explain how it contributes to a topic, text, or issue under study. (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. (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. (SL.6.4.) ❑ Include multimedia components and visual displays in presentations to clarify information. (SL.6.5.) ❑ Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (SL.6.6.) 	
<p><u>Essential Questions</u> How can discussion increase our knowledge and understanding? How do speakers express their thoughts and feelings? How does a speaker communicate so others will listen and understand the message? How does a listener understand a message?</p>	<p><u>Enduring Understandings</u> Discussion builds connections to others and creates learning opportunities; Questioning and contributing help speakers explore issues and clarify thinking; A speaker uses the right elements and format to fit the audience and the purpose; Listeners receive, construct meaning from, and respond to spoken and nonverbal messages.</p>
<p><u>Suggested Activities and Resources</u> (in addition to guided reading and leveled materials) Use literature circles to encourage small-group discussion, explicitly teaching roles; Use Reader's Theater to practice oral fluency; Provide opportunities for speaking: panels, debates, mock trials, role-playing, storytelling. Listen to recordings of quality literature; Respond using bookmarks designed for specific purposes; Use graphic organizers so students can take notes and develop questions as they listen to a presentation; Plan activities whereby students must follow oral directions to create a craft, recipe, etc...</p>	<p><u>Suggested Assessments</u> Use an oral presentation rubric and conference with students individually; Videotape a presentation for assessment and feedback purposes; Use a checklist while observing a literature circle being conducted. Read aloud a short story and elicit a retelling/summary, using a rubric to assess accuracy of details and correct sequencing of the retelling or summary; Evaluate bookmarks and graphic organizers from listening activities.</p>

Anchor Standards for Speaking and Listening

COMPREHENSION AND COLLABORATION	
NJSLSA.W1	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.
NJSLSA.W2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
NJSLSA.W3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
PRESENTATION OF KNOWLEDGE AND IDEAS	
NJSLSA.W4	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.
NJSLSA.W5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
NJSLSA.W6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

L.6 Language	
<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.6.1.) <input type="checkbox"/> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L.6.2.) <input type="checkbox"/> Use knowledge of language and its conventions when writing, speaking, reading, or listening. (L.6.3.) <input type="checkbox"/> 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. (L.6.4.) <input type="checkbox"/> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (L.6.5.) <input type="checkbox"/> 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. (L.6.6.) 	
<p><u>Essential Questions</u> How do rules of language affect communication?</p>	<p><u>Enduring Understandings</u> Rules, or conventions of language, help readers understand what the author is communicating.</p>
<p><u>Suggested Activities and Resources</u> (in addition to guided reading and leveled materials) Create a simple checklist that students will use to edit their work (four or five appropriate skills). Keep checklists and reference tools in a writing center; Students edit sample essays and stories. Work in groups or pairs at first. Use interactive mini lessons to directly instruct students about standard English conventions; Use daily focused editing practice as a warm-up activity.</p>	<p><u>Suggested Assessments</u> Include “Use of Conventions” as an element of every scoring rubric; Keep track of which students have mastered certain skills on the clipboard/chart kept for writing workshop; Assess daily warm-ups.</p>

Anchor Standards for Language

CONVENTIONS OF STANDARD ENGLISH	
NJSLSA.W1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
NJSLSA.W2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
KNOWLEDGE OF LANGUAGE	
NJSLSA.W3	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.
VOCABULARY ACQUISITION AND USE	
NJSLSA.W4	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.
NJSLSA.W5	Demonstrate understanding of word relationships and nuances in word meanings.
NJSLSA.W6	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.

History, Social Studies, Science, and Technical Subjects (Grades 6-8)**Anchor Standards for Reading**

KEY IDEAS AND DETAILS	
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.
NJSLSA.R2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
NJSLSA.R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CRAFT AND STRUCTURE	
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.
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.
NJSLSA.R6.	Assess how point of view or purpose shapes the content and style of a text.
INTEGRATION OF KNOWLEDGE AND IDEAS	
NJSLSA.R7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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.
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.
NJSLSA.R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Reading, History and Social Studies Progress Indicators

KEY IDEAS AND DETAILS	
RH.6-8.1.	Cite specific textual evidence to support analysis of primary and secondary sources.
RH.6-8.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
RH.6-8.3.	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
CRAFT AND STRUCTURE	
RH.6-8.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
RH.6-8.5.	Describe how a text presents information (e.g., sequentially, comparatively, causally).
RH.6-8.6.	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
INTEGRATION OF KNOWLEDGE AND IDEAS	
RH.6-8.7.	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
RH.6-8.8.	Distinguish among fact, opinion, and reasoned judgment in a text.
RH.6-8.9.	Analyze the relationship between a primary and secondary source on the same topic.
RANGE OF READING AND LEVEL OF TEXT COMPLEXITY	
RH.6-8.10.	By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

Reading, Science and Technical Subjects Progress Indicators

KEY IDEAS AND DETAILS	
RST.6-8.1.	Cite specific textual evidence to support analysis of science and technical texts.
RST.6-8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
RST.6-8.3.	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
CRAFT AND STRUCTURE	
RST.6-8.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 6-8 texts and topics</i> .
RST.6-8.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
RST.6-8.6.	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.
INTEGRATION OF KNOWLEDGE AND IDEAS	
RST.6-8.7.	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
RST.6-8.8.	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
RST.6-8.9.	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
RANGE OF READING AND LEVEL OF TEXT COMPLEXITY	
RST.6-8.10.	By the end of grade 8, read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently.

Anchor Standards for Writing

TEXT TYPES AND PURPOSES	
NJSLSA.W1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
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.
NJSLSA.W3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
PRODUCTION AND DISTRIBUTION OF WRITING	
NJSLSA.W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
NJSLSA.W5.	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.
RESEARCH TO BUILD AND PRESENT KNOWLEDGE	
NJSLSA.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.
NJSLSA.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.
NJSLSA.W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
RANGE OF WRITING	
NJSLSA.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.

Writing History, Science and Technical Subjects Progress Indicators

TEXT TYPES AND PURPOSES	
WHST.6-8.1.	Write arguments focused on <i>discipline-specific content</i> .
WHST.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
PRODUCTION AND DISTRIBUTION OF WRITING	
WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.
WHST.6-8.5.	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, focusing on how well purpose and audience have been addressed.
WHST.6-8.6.	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
RESEARCH TO BUILD AND PRESENT KNOWLEDGE	
WHST.6-8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
WHST.6-8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
RANGE OF WRITING	
WHST.6-8.10.	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.