



## Archdiocese of Newark Catholic Schools

### Curriculum Mapping

Curriculum mapping is a process that helps schools and districts/ dioceses determine the “agreed-upon” learning for all students. Curriculum mapping was undertaken in the Archdiocese of Newark in order to ensure that a consistent, clearly articulated curriculum infused with Gospel values is being provided to all students in our schools. The curriculum maps for the Catholic schools of the Archdiocese of Newark identify the content to be taught and skills to be mastered at each grade level.

The expertise and experience of the educators within our schools is the main source for determining the content and skills students will be expected to master. The Archdiocesan curriculum maps are developed through a collaborative process which involves individual teacher contributions, small group sessions and larger group meetings. Relevant educational standards including those proposed by content area experts, the New Jersey Core Curriculum Content Standards, and the Common Core State Standards are used as a resource in the curriculum mapping process. The resulting consensus maps reflect the collective thinking of classroom teachers based on their observation of student learning and their knowledge of educational practice and research. The Archdiocesan curriculum maps include teacher generated ideas for the infusion of Gospel values and faith connection activities.

While the curriculum maps clearly articulate the expected learning for all students, individual teachers have the flexibility to teach the content and skills in their own manner by:

- ◆ utilizing their own particular strengths and teaching style
- ◆ addressing the varying learning needs of their students
- ◆ determining the order in which the content and skills are presented within a marking period
- ◆ including additional content and skills once students have met the learning expectations identified in the curriculum map

Administrators at all levels will maintain the responsibility to ensure that teachers are following the curriculum maps and that appropriate teaching is being conducted. This will be done through a combination of classroom observations, faculty meetings, professional development opportunities and teacher evaluations, as well as by using various measurement tools, including formative and summative assessments. The Archdiocesan curriculum maps will help ensure the academic excellence that is integral to the mission of our Catholic schools and will provide educators and parents with a clear understanding of the learning expectations at each grade level.

#### **English Language Arts**

Each of the curriculum maps for English Language Arts in kindergarten through 8<sup>th</sup> grade is divided into the five strands that compose the English Language Arts curriculum- Reading, Writing, Language, Speaking & Listening, and Handwriting. Although the curriculum maps are arranged by strands for organizational purposes, instruction in English Language Arts utilizes an approach that integrates the various strands. Content is repeated across grade levels, reflecting the spiraling nature of the English Language Arts curriculum. Spiraling allows students to deepen and expand their understanding of key content as required skills become increasingly sophisticated and complex.

*July 2015*



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**READING**

Standards	Content	Skills	Assessment	Gospel Values & Faith Connections
<p><b>RI.6.9</b> Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p> <p><b>RL.6.10</b> Read and comprehend literature, including stories, dramas, and poems.</p> <p><b>RI.6.10</b> Read and comprehend literary nonfiction.</p> <p><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.</p> <p><b>RL.6.6</b> Explain how an author develops the point of view of the narrator or speaker in a text.</p> <p><b>RI.6.2 &amp; RI.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.</p>	<p><b>Elements of Literature</b> RL.6.3, RL.6.6, RL 6.10</p> <p><i>Theme:</i> RL.6.2 &amp; RI.6.2</p> <p><i>Character:</i> RL.6.3</p> <p><i>Plot:</i> RL.6.5</p>	<ul style="list-style-type: none"> <li>• Compare and contrast the approach to similar themes in different genres.</li> </ul> <p><b>Elements of Literature</b></p> <ul style="list-style-type: none"> <li>• Identify the elements of a story.</li> </ul> <p><i>Theme</i></p> <ul style="list-style-type: none"> <li>• Determine the theme of a text.</li> <li>• Explain how the theme is developed throughout the text.</li> </ul> <p><i>Character</i></p> <ul style="list-style-type: none"> <li>• Differentiate between main and supporting characters in a story.</li> <li>• Identify character traits.</li> <li>• Analyze character development.</li> <li>• Cite textual examples of direct and indirect characterization.</li> </ul> <p><i>Plot</i></p> <ul style="list-style-type: none"> <li>• Summarize a story’s plot.</li> </ul>		<p>Highlight Gospel values in discussions of literary text.</p> <p>Discuss a character’s actions and choices in light of Catholic moral values.</p> <p>Apply reading strategies to biblical passages.</p> <p>Make comparisons to stories and figures from the Bible.</p>

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<p><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.</p> <p><b>RL.6.6</b> Explain how an author develops the point of view of the narrator or speaker in a text.</p> <p><b>RI.6.6</b> Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</p>	<p><i>Setting:</i> RL.6.5</p> <p><i>Point of View:</i> RL.6.6, RI.6.6</p>	<ul style="list-style-type: none"> <li>• Identify the elements of plot (exposition, rising action, climax, falling action, resolution).</li> <li>• Analyze plot development in a text.</li> </ul> <p><i>Setting</i></p> <ul style="list-style-type: none"> <li>• Identify elements of setting development.</li> <li>• Cite textual evidence related to setting.</li> <li>• Analyze how setting shapes plot, mood and characters.</li> </ul> <p><i>Point of View</i></p> <ul style="list-style-type: none"> <li>• Identify the various points of view used in writing (i.e., first person, third person, limited, omniscient).</li> <li>• Determine the narrator’s point of view in non-fictional text.</li> </ul>		

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<p><b>RL.6.2 &amp; RI.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.</p> <p><b>RI.6.9</b>            Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p> <p><b>RL.6.9</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.</p> <p><b>RL.6.1 &amp; RI.6.1</b>            Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p><b>Author’s Purpose</b>            RI.6.2, RL.6.9, RI.6.9</p> <p><b>Main Idea &amp; Supporting Details</b>            RL.6.1, RI.6.1, RL.6.2, RI.6.2</p> <p><b>Inference &amp; Prediction</b>            RL.6.1, R.6.1</p>	<p><b>Author’s Purpose</b></p> <ul style="list-style-type: none"> <li>• Distinguish between purposes for writing (to inform, to entertain, to persuade).</li> <li>• Identify the author’s purpose.</li> </ul> <p><b>Main Idea &amp; Supporting Details</b></p> <ul style="list-style-type: none"> <li>• Identify the main idea of the text.</li> <li>• Cite specific details within the text that support the main idea or central theme of the text.</li> </ul> <p><b>Inference &amp; Prediction</b></p> <ul style="list-style-type: none"> <li>• Distinguish between explicit clues and inferences drawn from the text.</li> <li>• Formulate valid inferences and make predictions based on information presented in the text and background knowledge.</li> </ul>		

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<p><b>RL.6.2 &amp; RI.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.</p> <p><b>RI.6.8</b>            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><b>Summarization and Generalization</b>            RL.6.2 &amp; RI.6.2</p> <p><b>Fact and Opinion</b>            RI.6.8</p>	<p><b>Summarization and Generalization</b></p> <ul style="list-style-type: none"> <li>• Distinguish between essential and non-essential information in the text.</li> <li>• Provide a summary of the text.</li> <li>• Identify key ideas and supporting details.</li> <li>• Develop generalizations from details presented in the text.</li> <li>• Recognize words that signal generalizations, such as: <i>all, every, none, and always.</i></li> <li>• Distinguish between valid and faulty generalizations.</li> </ul> <p><b>Fact and Opinion</b></p> <ul style="list-style-type: none"> <li>• Distinguish between facts and opinion.</li> <li>• Find details that support facts and opinions presented in the text.</li> </ul>		

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<p><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.</p> <p><b>RI.6.5</b> 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.</p> <p><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.</p> <p><b>RI.6.3</b> Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p>	<p><b>Text Structure</b> RL.6.5, RI.6.5</p> <p><i>Text Structure: Cause and Effect</i> RL.6.3, RI.6.3, RL.6.5, RI.6.5</p> <p><i>Text Structure: Compare and Contrast</i> RL.6.5, RI.6.5</p>	<ul style="list-style-type: none"> <li>• Detect bias and assumption.</li> </ul> <p><b>Text Structure</b></p> <ul style="list-style-type: none"> <li>• Recognize the various patterns authors use to organize text (i.e., sequence, cause and effect, compare and contrast, problem &amp; solution, description).</li> <li>• Determine the structure of a given text.</li> </ul> <p><i>Cause and Effect</i></p> <ul style="list-style-type: none"> <li>• Locate cause-and-effect relationships within the text.</li> <li>• Identify the reason or reasons the author gives for why something happened (causes) or the effects of something.</li> </ul> <p><i>Compare and Contrast</i></p> <ul style="list-style-type: none"> <li>• Identify the differences and similarities that an</li> </ul>		

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<p><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.</p> <p><b>RI.6.5</b> 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.</p> <p><b>RL.6.1 &amp; RI.6.1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p><i>Text Structure: Sequence</i> RL.6.5, RI.6.5</p> <p><i>Text Structure: Chronological Order</i> RL.6.5, RI.6.5</p> <p><i>Text Structure: Problem and Solution</i> RL.6.5, RI.6.5</p> <p><i>Text Structure: Description/Spatial</i> RL.6.1, RI.6.1, RL.6.5, RI.6.5</p>	<p>author presents within the text.</p> <p><i>Sequence</i></p> <ul style="list-style-type: none"> <li>Identify words that signal sequence within the text.</li> <li>Organize the steps in a process in the order in which they occur.</li> </ul> <p><i>Chronological Order</i></p> <ul style="list-style-type: none"> <li>Determine the order in which events presented in a text occur.</li> <li>Arrange events in proper order on a timeline.</li> </ul> <p><i>Problem and Solution</i></p> <ul style="list-style-type: none"> <li>Identify the problem or dilemma presented in the text.</li> <li>Identify the solution to the problem proposed in the text.</li> </ul> <p><i>Description/Spatial</i></p> <ul style="list-style-type: none"> <li>Identify passages within a text that</li> </ul>		



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<p><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.</p> <p><b>RL.6.4 &amp; RI.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.</p> <p><b>L.6.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p><b>Foreshadowing &amp; Flashback</b> RL.6.5</p> <p><b>Figurative Language</b> RL.6.4, RI.6.4, L.6.5</p>	<p>provide spatial or descriptive information.</p> <p><b>Foreshadowing &amp; Flashback</b></p> <ul style="list-style-type: none"> <li>• Recognize foreshadowing and flashback within a text.</li> <li>• Identify textual clues indicating foreshadowing and flashback.</li> </ul> <p><b>Figurative Language</b></p> <ul style="list-style-type: none"> <li>• Distinguish between literal and figurative meaning.</li> <li>• Identify various types of figurative language, including similes, metaphors and personification.</li> <li>• Cite examples of figurative language in a text.</li> <li>• Interpret figures of speech based on context.</li> </ul>		





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**LANGUAGE**

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<p><b>L.6.2</b>            Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a) Use punctuation (commas, parentheses, dashes) to set off non-restrictive /parenthetical elements.</p> <p>b) Spell correctly.</p>	<p><b>Subject/Verb Agreement</b>            L.6.1, L.6.3</p> <p><b>Phrases</b>            L.6.1</p> <p><b>Punctuation</b>            L 6.2, L.6.3</p>	<p><b>Subject/Verb Agreement</b></p> <ul style="list-style-type: none"> <li>• Compose sentences using proper subject verb agreement.</li> </ul> <p><b>Phrases</b></p> <ul style="list-style-type: none"> <li>• Differentiate among various types of phrases: noun phrases, verb phrases, prepositional phrases, adverb phrases, adjective phrases.</li> </ul> <p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>• Identify and demonstrate correct usage of:               <ul style="list-style-type: none"> <li>○ Commas</li> <li>○ Exclamation Points</li> <li>○ Question Marks</li> <li>○ Semi-Colons</li> <li>○ Colons</li> <li>○ Quotation Marks</li> <li>○ Apostrophes</li> <li>○ Hyphens</li> <li>○ Dashes</li> </ul> </li> <li>• Identify and correct errors in punctuation use.</li> </ul>		

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<p><b>L.6.2</b>            Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a) Use punctuation (commas, parentheses, dashes) to set off non-restrictive /parenthetical elements.</p> <p>b) Spell correctly.</p>	<p><b>Capitalization</b>            L.6.2</p> <p><b>Spelling</b>            L.6.2</p> <p><b>Abbreviations</b>            L.6.2</p>	<p><b>Capitalization</b></p> <ul style="list-style-type: none"> <li>• Demonstrate the ability to properly apply capitalization rules.</li> </ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>• Distinguish letter sound combinations and use them in correct context</li> <li>• Apply rules of vowel usage and consonant / vowel combinations.</li> <li>• Apply phonemic awareness strategies to determine or recall correct spelling.</li> </ul> <p><b>Abbreviations</b></p> <ul style="list-style-type: none"> <li>• Match abbreviations to the words they represent.</li> <li>• Use correct spelling, capitalization, and punctuation with abbreviations.</li> </ul>		
<p><b>L.6.5</b>            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>Figurative Language</b>            L.6.5</p>	<p><b>Figurative Language</b></p> <ul style="list-style-type: none"> <li>• Recognize and identify different types of figurative language (similes, metaphors, personification).</li> </ul>		

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<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><b>L.6.4</b>            Determine or clarify the meaning of unknown and multiple-meaning words.</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 Greek or Latin affixes and roots as clues to the meaning of a word.</p> <p>c) Consult reference materials 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><b>Vocabulary Acquisition</b>            L.6.4, L.6.5, L.6.6</p>	<ul style="list-style-type: none"> <li>• Interpret figures of speech based on context.</li> <li>• Distinguish between figurative and literal meaning.</li> </ul> <p><b>Vocabulary Acquisition</b></p> <ul style="list-style-type: none"> <li>• Identify and use root words, suffixes, &amp; prefixes to define new words.</li> <li>• Determine the meaning of a word or phrase using context clues.</li> <li>• Use words in correct context.</li> <li>• Recognize and employ vocabulary based on intent.</li> <li>• Recognize synonyms and antonyms.</li> <li>• Determine the correct pronunciation of words.</li> <li>• Present the syllabication of words.</li> <li>• Distinguish among connotations of words with similar denotations.</li> </ul>		

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<p><b>L.6.6</b>            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.</p>	<p><b>Reference Book Usage</b>            L.6.4, L.6.6</p>	<p><b>Reference Book Usage</b></p> <ul style="list-style-type: none"> <li>• Utilize the thesaurus &amp; dictionary to enhance and ensure proper word choice in writing.</li> </ul>		

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**WRITING**

Standards	Content	Skills	Assessment	Gospel Values & Faith Connections
<p><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.</p> <p><b>W.6.6</b> Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.</p> <p><b>W.6.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <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.</p>	<p><b>Writing Process</b> W.6.5, W.6.6</p> <p><b>Types of Writing</b> W.6.1, W.6.2, W.6.3, W.6.4, W.6.10</p> <p><b>Tone and Audience</b> W 6.4, W.6.10</p>	<p><b>Writing Process</b></p> <ul style="list-style-type: none"> <li>Identify, apply, and practice the five steps of the writing process: pre-writing, drafting, revising, editing, and publishing.</li> </ul> <p><b>Types of Writing</b></p> <ul style="list-style-type: none"> <li>Compose various types of writing pieces, such as: persuasive, narrative, descriptive, expository, informative, how-to articles, poetry, and research reports.</li> </ul> <p><b>Tone and Audience</b></p> <ul style="list-style-type: none"> <li>Develop tone appropriate to purpose and audience.</li> </ul>	<p>Student learning will be assessed on a continual basis using various types of formal and informal assessments. A list of possible assessment methods is provided below.</p> <p>Tests Quizzes Writing Assignments Conferencing Essays Reports Group Projects Individual Projects Journals Portfolios Rubrics Speeches Plays and Skits Homework Multimedia Presentations</p>	<p>Gospel values should be evident in the classroom environment and referenced and reinforced throughout the curriculum.</p> <p><b>Gospel Values</b></p> <p>Community Compassion Faith in God Forgiveness Hope Justice Love Peace Respect for Life Service Simplicity Truth</p> <p>Teachers will highlight Gospel values and other elements of Catholic identity as they develop instructional units within the English Language Arts curriculum.</p>



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<p><b>W 6.2</b>            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; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), 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>d) Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e) Establish and maintain a formal style.</p> <p>f) Provide a concluding statement or section that follows from the information or explanation presented.</p>	<p><b>Explanatory/Informative Writing</b>            W.6.2, W.6.4, W.6.5, W.6.9, W.6.10</p>	<p><b>Explanatory/Informative Writing</b></p> <ul style="list-style-type: none"> <li>• Gather information from various sources and follow the writing process.</li> <li>• Introduce the topic.</li> <li>• Develop the topic with supporting facts and details.</li> <li>• Organize information in a logical manner.</li> <li>• Provide a conclusion.</li> </ul>		<p>Write essays and reports on topics related to Catholic faith.</p> <p>Produce writing assignments that integrate and reflect Gospel values.</p>

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<p><b>W 6.3</b>            Write narratives to develop real or imagined experiences or events using 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 to convey experiences and events.</p> <p>e) Provide a conclusion that follows from the narrated experiences or events.</p>	<p><b>Narrative/Descriptive Writing</b>            W.6.3, W.6.4, W.6.5, W.6.10</p>	<p><b>Narrative/Descriptive Writing</b></p> <ul style="list-style-type: none"> <li>• Write narratives to develop real or imagined experiences.</li> <li>• Organize events in logical sequence.</li> <li>• Utilize descriptive details.</li> <li>• Select sensory details and figurative language.</li> <li>• Apply rules for punctuation of dialogue.</li> <li>• Adapt storytelling techniques to audience and purpose.</li> </ul>		

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**WRITING**

Standards	Content	Skills	Assessment	Gospel Values & Faith Connections
<p><b>W.6.1</b> Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> <li>a) Introduce claim(s) and organize the reasons and evidence clearly.</li> <li>b) Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</li> <li>c) Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</li> <li>d) Establish and maintain a formal style.</li> <li>e) Provide a concluding statement or section that follows from the argument presented.</li> </ol> <p><b>W.6.7</b> Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p><b>W.6.8</b> 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.</p> <p><b>W.6.9</b></p>	<p><b>Persuasive/Opinion Writing</b> W.6.1, W.6.4, W.6.5, W.6.9, W.6.10</p> <p><b>Research and Documentation</b> W 6.5, W 6.6, W.6.7, W.6.8, W.6.9</p>	<p><b>Persuasive/Opinion Writing</b></p> <ul style="list-style-type: none"> <li>• Compose a thesis statement.</li> <li>• Support claims with clear reasons and evidence from credible sources.</li> <li>• Present supporting facts and evidence in an organized manner.</li> <li>• Provide a strong conclusion.</li> </ul> <p><b>Research and Documentation</b></p> <ul style="list-style-type: none"> <li>• Locate credible information relevant to a specific research topic using multiple resources.</li> <li>• Record information regarding sources used.</li> <li>• Introduce topic and thesis clearly.</li> <li>• Present information in an organized manner.</li> <li>• Use proper citation format to acknowledge sources used to</li> </ul>		

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**WRITING**

<b>Standards</b>	<b>Content</b>	<b>Skills</b>	<b>Assessment</b>	<b>Gospel Values &amp; Faith Connections</b>
<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <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.</p>	<p><b>Journals</b> W 6.10</p>	<p>research topic.</p> <ul style="list-style-type: none"> <li>• Identify examples of plagiarism.</li> </ul> <p><b>Journals</b></p> <ul style="list-style-type: none"> <li>• Write freely in various styles and for various purposes.</li> <li>• Engage in self-expression through journal writing.</li> </ul>		

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**SPEAKING & LISTENING**

Standards	Content	Skills	Assessment	Gospel Values & Faith Connections
<p><b>SL. 6.4</b> Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p><b>SL.6.5</b> Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p> <p><b>SL.6.6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p><b>Oral Reports/Public Speaking</b> SL.6.4, SL.6.5, SL.6.6</p>	<p><b>Oral Reports/Public Speaking</b></p> <ul style="list-style-type: none"> <li>• Speak clearly, accurately, and fluently.</li> <li>• Present ideas in clear, concise and organized manner.</li> <li>• Present information in a manner appropriate for audience and purpose.</li> <li>• Maintain focus on topic.</li> <li>• Use appropriate tone, pitch, volume, inflection, visual aids, body language, and pacing in oral presentations.</li> <li>• Incorporate technology (PowerPoint, Prezi, YouTube, etc.) when appropriate to enhance presentation.</li> <li>• Demonstrate awareness of audience and modify accordingly.</li> </ul>	<p>Student learning will be assessed on a continual basis using various types of formal and informal assessments. A list of possible assessment methods is provided below.</p> <p>Tests</p> <p>Quizzes</p> <p>Oral Presentations</p> <p>Response to oral presentations</p> <p>Summary of oral presentations</p> <p>Journals</p> <p>Group Discussions</p> <p>Speeches</p> <p>Debates</p> <p>Plays and Skits</p> <p>Multimedia Presentations</p> <p>Group Projects</p> <p>Individual Projects</p>	<p>Gospel values should be evident in the classroom environment and referenced and reinforced throughout the curriculum.</p> <p><b>Gospel Values</b></p> <p>Community</p> <p>Compassion</p> <p>Faith in God</p> <p>Forgiveness</p> <p>Hope</p> <p>Justice</p> <p>Love</p> <p>Peace</p> <p>Respect for Life</p> <p>Service</p> <p>Simplicity</p> <p>Truth</p> <p>Teachers will highlight Gospel values and other elements of Catholic identity as they develop instructional units within the English Language Arts curriculum.</p>

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**SPEAKING & LISTENING**

Standards	Content	Skills	Assessment	Gospel Values & Faith Connections
<p><b>SL.6.1</b>  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.</p> <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 understanding of multiple perspectives through reflection and paraphrasing.</p>	<p><b>Group Discussion</b>  SL.6.4, SL.6.1</p>	<p><b>Group Discussion</b></p> <ul style="list-style-type: none"> <li>• Engage effectively in one-on-one, group, and teacher-led discussions.</li> <li>• Prepare for group discussion.</li> <li>• Maintain focus on assigned task or topic.</li> <li>• Adhere to rules for group discussion.</li> <li>• Express ideas clearly and succinctly.</li> <li>• Provide clarification when requested.</li> <li>• Build upon ideas expressed by others in the group.</li> <li>• Pose thoughtful questions when clarification is needed.</li> <li>• Demonstrate understanding of multiple perspectives.</li> </ul>		



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**HANDWRITING**

<b>Standards</b>	<b>Content</b>	<b>Skills</b>	<b>Assessment</b>	<b>Gospel Values &amp; Faith Connections</b>
<p><b>WLP 6.2</b> Maintain legible manuscript writing with proper proportion and spacing.</p> <p><b>WLP.6.3</b> Maintain legible cursive writing with correct form. Maintain manuscript and cursive writing with proper spacing of words, sentences, and paragraphs and consistent slant.</p> <p><b>WLP 6.6</b> Write by hand with speed and fluency appropriate for grade 6.            a) Write copied text at a rate of at least 80 letters per minute using cursive or manuscript-cursive hybrid.            b) Use pen/pencil lifts as needed for comfort, speed, and legibility.</p> <p><b>WLP 6.8</b> Know and apply grade-level handwriting skills.            a) Choose handwriting or keyboarding as appropriate for the task and audience.</p>	<p><b>Legibility</b> WLP.6.2, WLP.6.3, W.6.6, WLP.6.8</p> <p><b>Cursive</b> WLP.6.3</p> <p><b>Production of Written Work</b> WLP.6.8</p>	<p><b>Legibility</b></p> <ul style="list-style-type: none"> <li>• Produce neat and legible hand-written work.</li> <li>• Write by hand with speed and fluency.</li> <li>• Maintain proper proportion and spacing in hand-written work.</li> </ul> <p><b>Cursive</b></p> <ul style="list-style-type: none"> <li>• Maintain legible cursive writing.</li> <li>• Demonstrate proper letter formation, proportion, size, and slant in cursive writing.</li> <li>• Connect letters using appropriate methods.</li> </ul> <p><b>Production of Written Work</b></p> <ul style="list-style-type: none"> <li>• Produce neat and legible written work that reflects grade appropriate handwriting or keyboarding skills.</li> </ul>	<p>Student learning will be assessed on a continual basis using various types of formal and informal assessments. A list of possible assessment methods is provided below.</p> <p>Daily written work            Writing Samples            Timed writing tasks            Worksheets</p>	<p>Gospel values should be evident in the classroom environment and referenced and reinforced throughout the curriculum.</p> <p><b>Gospel Values</b></p> <p>Community            Compassion            Faith in God            Forgiveness            Hope            Justice            Love            Peace            Respect for Life            Service            Simplicity            Truth</p> <p>Teachers will highlight Gospel values and other elements of Catholic identity as they develop instructional units within the English Language Arts curriculum.</p>