



Unit Map 2013-2014

Green Brook Township School District

/ **English Language Arts Curriculum 6 (D)** / Grade 6 (District Middle Curriculum)

Monday, August 26, 2013, 12:48PM



Unit: Grammar--Parts of Speech (Week 1, 5 Weeks)

New Jersey Core Curriculum Standards

CommonCore: English Language Arts 6-12, CommonCore: Grade 6, Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.6.1a. Ensure that pronouns are in the proper case (subjective, objective, possessive).
- L.6.1c. Recognize and correct inappropriate shifts in pronoun number and person.*
- L.6.1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*
- L.6.1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*

Description of Unit

Students will recognize all eight parts of speech in a variety of contexts with an eye toward applying them to their writing. Students will also analyze various contexts to discover how a single word can act as varying parts of speech.

This unit also adds particular emphasis to concepts relating to pronouns, as specified in Core Standards L 6.1 A-E.

Essential Questions

How are the eight parts of speech distinct from each other, and how do they interrelate?
 How does context determine the function of a word and thus its part of speech?
 Why does varying a word's context sometimes alter its function?

Knowledge

Students will know that:

- all words fall into at least one category of the eight parts of speech.
- words have different functions that vary with context, their interrelations with other words, and in different modes of speaking and writing.

Skills

Students will be able to:

- identify the eight parts of speech and classify words into them.
- identify the varying functions of single words as they appear in different contexts.

-pronouns have specific forms called cases (subjective, objective, possessive, reflexive) with are required in certain contexts.

-pronouns must agree with their antecedents.

-analyze a word in various contexts and explain how it changes its part of speech.

-recognize and use appropriate cases of pronouns and correlate them with their antecedents.

Assessments

Parts of Speech Pretest

Diagnostic: Written Test

This initial assessment reveals what understanding, if any, the student already has with regard to parts of speech and the functions of words in context.

Daily Warm-Up Exercises

Formative: Sample Assessment Item

Students complete these exercises in their notes and on the Smart Board. The class discusses different approaches to various concepts in the unit.

Quiz and Test Reviews

Formative: Self Assessment

After taking a practice quiz or a practice test, students pair up to identify strengths and weaknesses in their understanding of topics. They then share their self-assessments with the class.

Formative Quizzes

Formative: Written Test

At the discretion of the teacher, formative quizzes will assess students' progress in the unit.

NOTE: The Core Standard for Language (L 6.1) has specific requirements for mastery of pronouns.

Unit Test

Summative: Written Test

This test requires students to recall the list of all eight parts of speech (knowledge).

They must also identify the part of speech of words underlined in sentences (comprehension/analysis).

Words that are spelled the same are often placed in different contexts, giving them different grammatical functions. For example, the word "throw" in "I will throw the ball," is a verb; but it is a noun in "That was a good throw" (analysis).

NOTE: The Core Standard for Language (L 6.1) has specific requirements for mastery of pronouns.

-  [Quiz: Nouns, Verbs, and Adjectives \(Version B\)](#)
-  [Quiz: Nouns, Verbs, and Adjectives \(Version A\)](#)
-  [Quiz: Adverbs and Pronouns \(Version A\)](#)
-  [Quiz: Adverbs and Pronouns \(Version B\)](#)
-  [Quiz: Prepositions, Conjunctions, and Interjections \(Version A\)](#)
-  [Quiz: Prepositions, Conjunctions, and Interjections \(Version B\)](#)
-  [Unit Test \(Version A\)](#)
-  [Unit Test \(Version B\)](#)
-  [Follow-Up Test \(Version A\)](#)
-  [Follow-Up Test \(Version B\)](#)
-  [Quiz: Pronoun Cases](#)

Activities	Activities to Differentiate Instruction
<p>Activities may include the following:</p> <p>Unit pretest</p> <p>Introduction to the list of the parts of speech--mnemonic to aid in recalling the list</p> <p>Distribution of handouts/study guides for each part of speech; discussion and analysis of concepts and contexts</p> <p>Smart Board exercises identifying and manipulating words acting as various parts of speech (may be used as daily warm-up activities)</p> <p>Worksheets for practice and analysis of skills and concepts</p> <p>Composition of flash cards to supplement study guides</p>	<p>Auditory: Schoolhouse Rock songs (links available in <i>Resources</i>)</p> <p>Visual: Schoolhouse Rock videos, handouts, flash cards, practice quizzes, practice test</p> <p>Visual/Kinesthetic: Smart Board activities</p> <p>Struggling learners: peer pairings, handouts, reviews</p> <p>Advanced students: peer pairings with students whom they can instruct</p>
Integrated/Cross-Disciplinary Instruction	Resources
None for this unit.	Teacher, Student, and Parent Resources

 [Dionysus Thrax](#)

Individual handouts for each of the eight parts of speech

Pearson Prentice Hall *Writing and Grammar Workbook*

Pearson Prentice Hall *Writing Coach*

Pearson Prentice Hall Writing Coach *ExamView* CD-ROM

Youtube links for Schoolhouse Rock:

Nouns  <http://www.youtube.com/watch?v=Sy72OPgdVuA>

Verbs  <http://www.youtube.com/watch?v=wn0WEuH4mF4>

Adjectives  http://www.youtube.com/watch?v=NkuuZFey_bs

Adverbs  <http://www.youtube.com/watch?v=14fXm4FOMPM>

Pronouns  <http://www.youtube.com/watch?v=koZFca8AkT0>

Prepositions  <http://www.youtube.com/watch?v=Bmz8mM-nPtM>

Conjunctions  <http://www.youtube.com/watch?v=eZqI5b5wGA4>

Interjections  <http://www.youtube.com/watch?v=eZqI5b5wGA4>

Practice quizzes

Practice test

Student-generated supplemental materials (flashcards, notes)

Teacher website (for assignments and expectations)

Daily Warm-up activities

The Writer's Craft (the grammar textbook whose content was the basis for the former grammar curriculum, and whose

organization and information are highly compatible with this unit)

-  [Daily Warmups](#)
-  [UbD Parts of Speech NOUNS.doc](#)
-  [UbD Parts of Speech VERBS.doc](#)
-  [UbD Parts of Speech ADJECTIVES.doc](#)
-  [UbD Parts of Speech ADVERBS.doc](#)
-  [UbD Parts of Speech ADVERBS.doc](#)
-  [UbD Parts of Speech PRONOUNS.doc](#)
-  [UbD Parts of Speech PREPOSITIONS.doc](#)
-  [UbD Parts of Speech CONJUNCTIONS.doc](#)
-  [UbD Parts of Speech INTERJECTIONS.doc](#)
-  [UbD Parts of Speech Schoolhouse Rock Nouns.docx](#)
-  [UbD Parts of Speech Schoolhouse Rock Verbs.docx](#)
-  [UbD Parts of Speech Schoolhouse Rock Adjectives.docx](#)
-  [UbD Parts of Speech Schoolhouse Rock Adverbs.docx](#)
-  [UbD Parts of Speech Schoolhouse Rock Prepositions.docx](#)
-  [UbD Parts of Speech Schoolhouse Rock Pronouns.docx](#)
-  [UbD Parts of Speech Schoolhouse Rock Conjunctions.docx](#)
-  [UbD Parts of Speech Schoolhouse Rock Interjections.docx](#)
-  [Practice Quiz: Nouns, Verbs, Adjectives](#)
-  [Practice Quiz: Adverbs and Pronouns](#)
-  [Practice Quiz: Prepositions, Conjunctions, and Interjections](#)
-  [Unit Test--Practice](#)
-  [Unit Test--Practice \(Funny!\)](#)

[<< Previous Year](#)

Last Updated: Wednesday, December 5, 2012, 8:52AM

© [Rubicon International](#), 2013. All rights reserved

Atlas Version 7.2.6



Unit Map 2013-2014

Green Brook Township School District

/ English Language Arts Curriculum 6 (D) / **Grade 6 (District Middle Curriculum)**

Monday, August 26, 2013, 12:49PM

Green Brook Township
Public Schools

Unit: Argumentative and Persuasive Writing (Week 6, 4 Weeks)

New Jersey Core Curriculum Standards

CommonCore: English Language Arts 6-12, CommonCore: Grade 6, Writing

Text Types and Purposes¹

1. 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.
- W.6.1a. Introduce claim(s) and organize the reasons and evidence clearly.
- W.6.1b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
- W.6.1c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
- W.6.1d. Establish and maintain a formal style.
- W.6.1e. Provide a concluding statement or section that follows from the argument presented.

Production and Distribution of Writing

4. 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, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

5. 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.

6. 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.

Range of Writing
 10. 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, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Description of Unit	Essential Questions
<p>Students will compose argumentative and persuasive essays, explaining and illustrating sound arguments in an organized and articulate manner.</p>	<p>How do organization and presentation determine the effectiveness of an argument?</p> <p>How are argumentation and persuasion similar to and different from each other?</p> <p>How can we apply higher-order thinking skills to a sound formula for organization?</p> <p>Why do neatness, organization, skills, tone, and voice all make an impression on a reader?</p>
Knowledge	Skills
<p>Students will know:</p> <ul style="list-style-type: none"> -the essential structure and organization of an essay intended to argue or persuade. -the basic conventions of spelling, grammar, capitalization, and punctuation necessary for the composition of a credible essay. -the importance of framing an argument with facts. -the practice of using reasons when writing to persuade. -advanced strategies that ensure proper style, tone, and voice. -a list of transition words and phrases and places where such words and phrases are helpful. -strategies that enable them to produce essays in varying allotments of time. -that critical analysis of their ideas and their written product is essential to the composition of a compelling argument. -the critical elements and strategies to include in their own essays and to recommend for the essays of peers. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> -structure and organize an essay in a persuasive manner. -recall, apply, and optimize the basic conventions of spelling, grammar, capitalization, and punctuation necessary for the composition of a credible essay. -frame an argument with facts derived from material they have read. -use reasons when writing to persuade. -develop, apply, and internalize advanced strategies that ensure proper style, tone, and voice. -use transition words and phrases in places where such words and phrases are helpful. -write effective essays that are concise or comprehensive, depending on the time allowed. -analyze and revise their ideas and their written products.

-label and evaluate elements in their own writing and in the writing of others.

Assessments

Argumentative and Persuasive Essays

Summative: Extended Essay

Three pieces are assigned, and students receive an overall score for conscientious completion of the three (see Conscientious Completion Rubric).

One piece of the three is then chosen at random, and students receive a score during their summative conferences with the teacher.

ALL SUBMITTED WORK WILL BE INCLUDED IN INDIVIDUAL STUDENT PORTFOLIOS.

Peer Reviews

Formative: Suggested Instructional/Assessment Strategies

Students will exchange essays and evaluate for all critical elements, strategies, and capacities indicated on the scoring rubrics.

In the critical discussion between students, each writer will comment on the strengths and limitations of another writer and also hear a similar assessment of his or her own work, which would then prompt further self-assessment.

Activities

Students will receive, read, and discuss the Style Guidelines.

Students will receive, read, and discuss teacher-generated rubrics.

Technical notes: direct instruction and review of topics requested by students or deemed necessary by the teacher.

Writing and conferences: students receive their essay prompts and engage in the writing process; students may request permission to have formative conferences with each other or with the teacher.

Conclusion: students explain difficulties or successes they are having.

Activities to Differentiate Instruction

Instruction for each category of writing is provided verbally and is distributed on paper in the forms of samples, guides, and rubrics.

Students have a variety of options regarding the form of their submissions: they may write out their assignments by hand, they may type their assignments and print them out, or they may submit their work electronically. This accommodates varying tastes and persuasions, and it enables students with poor handwriting to submit a more legible product.

Instruction comes from various sources (direct instruction by teacher, classroom discussion among students in both small and large groups), and subsequent activities occur in various modes (direct practice, peer reviews, formative conferences with the

teacher), providing for thorough overlap and a variety of angles of attack.

Peer reviews and conferences pair students of varying ability to accommodate styles and facilitate learning.

Individual conferences with the teacher provide enhanced time to attend to individual students' needs.

Integrated/Cross-Disciplinary Instruction	Resources
<p>Argumentative and persuasive essay topics often draw from current events, integrating objectives and learning experiences from social studies and/or science</p>	<p>Style Guidelines</p> <p>Writing guides for Argumentative and Persuasive Essays</p> <p>Pearson Prentice Hall <i>Writing and Grammar Workbook</i></p> <p>Pearson Prentice Hall <i>Writing Coach</i></p> <p>Pearson Prentice Hall Writing Coach <i>ExamView</i> CD-ROM</p> <p>Teacher-generated rubrics</p> <p>Teacher website (for assignments, due dates, and expectations)</p> <p> UbD Writing Workshop Style Guidelines.doc</p> <p> UbD Writing Workshop Persuasive Guide.doc</p>

[<< Previous Year](#)

Last Updated: Wednesday, January 2, 2013, 1:25PM

© Rubicon International, 2013. All rights reserved

Atlas Version 7.2.6



Unit Map 2013-2014

Green Brook Township School District

/ **English Language Arts Curriculum 6 (D)** / **Grade 6 (District Middle Curriculum)**

Monday, August 26, 2013, 12:49PM



Unit: Grammar--Understanding Sentences (Week 10, 4 Weeks)

New Jersey Core Curriculum Standards

CommonCore: English Language Arts 6-12, CommonCore: Grade 6, Language

Conventions of Standard English

1. 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.

Knowledge of Language

3. 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.6.3a. Vary sentence patterns for meaning, reader/listener interest, and style.

Language Progressive Skills

- L.3.1f. Ensure subject-verb and pronoun-antecedent agreement.
- L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

Description of Unit

Students will analyze sentences, distinguishing between declarative, interrogative, imperative, and exclamatory sentences. Additionally, they will distinguish between simple, compound, and complex sentences. They will also explain the differences between dependent and independent clauses, and they will apply this knowledge to their own writing habits.

Essential Questions

- How do the different modes of sentence differ from each other?
- How do different sentence elements contribute to the meaning of a sentence?
- How can sentences be configured to become distinct types of sentences?
- How do different types of sentences in context affect one's writing?

Knowledge

Skills

<p>Students will know that:</p> <ul style="list-style-type: none"> • sentences fall into the following modes: declarative, interrogative, imperative, and exclamatory. • sentences are composed of clauses, and clauses have at least one subject and one verb. • different configurations of clauses yield different types of sentences. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • identify declarative, interrogative, imperative, and exclamatory sentences. • identify various elements in a sentence (subject, verb, etc.). • distinguish between simple, compound, complex, and compound-complex sentences.
<p>Assessments</p> <p>Formative Quizzes Formative: Written Test Formative quizzes given periodically to assess students' understanding of concepts.</p> <p>Unit Test Summative: Written Test End-of-unit test</p> <p>Unit Pretest Diagnostic: Written Test</p> <p>Worksheets and exercises Other written assessments</p>	
<p>Activities</p> <p>Possible classroom activities may include, but are not limited to, the following:</p> <p>Distribution of handouts/study guides for each sentence mode (declarative, interrogative, etc.) and sentence type (simple, compound, complex); discussion and analysis of concepts and contexts</p>	<p>Activities to Differentiate Instruction</p> <p>Visual: handouts, flash cards, practice quizzes and tests</p> <p>Visual/Kinesthetic: Smart Board activities</p> <p>Struggling learners: peer groupings, handouts, reviews</p> <p>Advanced students: peer groupings; opportunities to lead Smart Board activities; opportunities to suggest strategies and demonstrate techniques</p>

<p>Smart Board exercises identifying concepts and manipulating sentences and their contexts (may be used as daily warm-up activities)</p> <p>Activities from <i>The Writer's Craft</i>.</p> <p>Worksheets for practice and analysis of skills and concepts</p> <p>Composition of flash cards to supplement study guides</p>	
<p>Integrated/Cross-Disciplinary Instruction</p>	<p>Resources</p>
<p>None for this unit.</p>	<p>Handouts for sentence modes and sentence types</p> <p>Pearson Prentice Hall <i>Writing and Grammar Workbook</i></p> <p>Pearson Prentice Hall <i>Writing Coach</i></p> <p>Pearson Prentice Hall Writing Coach <i>ExamView</i> CD-ROM</p> <p>Practice quizzes</p> <p>Practice test</p> <p>Student generated supplemental materials (flashcards, notes)</p> <p>Pearson Prentice Hall <i>Writing and Grammar Workbook</i></p> <p>Pearson Prentice Hall <i>Writing Coach</i></p> <p>Pearson Prentice Hall Writing Coach <i>ExamView</i> CD-ROM</p> <p>Teacher website (for assignments and expectations)</p> <p><i>The Writer's Craft</i> (the grammar textbook whose content was the basis for the former grammar curriculum, and whose organization and information are highly compatible with this unit)</p> <p><i>Instruction for All Students</i> by Paula Rutherford</p>

 [UbD Understanding Sentences Notes.doc](#)

[<< Previous Year](#)

Last Updated: Wednesday, December 5, 2012, 9:11AM

© [Rubicon International](#) 2013. All rights reserved

Atlas Version 7.2.6



Unit Map 2013-2014

Green Brook Township School District

/ **English Language Arts Curriculum 6 (D)** / **Grade 6 (District Middle Curriculum)**

Monday, August 26, 2013, 12:49PM

Green Brook Township
Public Schools

Unit: Personal Essays (Week 14, 3 Weeks)

New Jersey Core Curriculum Standards

CommonCore: English Language Arts 6-12, CommonCore: Grade 6, Writing

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

- 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.
- W.6.2a. 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.
- W.6.2b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- W.6.2c. Use appropriate transitions to clarify the relationships among ideas and concepts.
- W.6.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- W.6.2e. Establish and maintain a formal style.
- W.6.2f. Provide a concluding statement or section that follows from the information or explanation presented.

Production and Distribution of Writing

4. 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, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

5. 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.

6. 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.

Range of Writing
 10. 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, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Description of Unit	Essential Questions
<p>Students will compose personal essays, responding to prompts and quotes to which they relate their personal experiences.</p>	<p>How do organization and content combine to create an effective personal essay?</p> <p>How can we apply higher order thinking skills to our personal reflections and responses?</p> <p>Why do neatness, organization, skills, tone, and voice all make an impression on a reader?</p>
Knowledge	Skills
<p>Students will know:</p> <ul style="list-style-type: none"> -the essential structure and organization of a personal essay. -the basic conventions of spelling, grammar, capitalization, and punctuation necessary for the composition of a compelling and interesting essay. -advanced strategies that ensure proper style, tone, and voice. -a list of transition words and phrases and places where such words and phrases are helpful. -strategies that enable them to produce essays in varying allotments of time. -strategies to assess objectively the effect on one's subjective written experiences on a reader. -the advantages and benefits of peer review, particularly those that come from recognizing and assessing the use of elements and strategies in their own writing and that of others. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> -structure and organize an essay in a persuasive manner. -recall, apply, and optimize the basic conventions of spelling, grammar, capitalization, and punctuation necessary for the composition of a credible essay. -develop, apply, and internalize advanced strategies that ensure proper style, tone, and voice. -use transition words and phrases in places where such words and phrases are helpful. -write effective essays that are concise or comprehensive, depending on the time allowed. -analyze and revise their ideas and their written products. -label and evaluate elements in their own writing and in the writing of others.

Assessments

Personal Essays

Summative: Extended Essay

Three personal pieces are assigned, and students receive an overall score for conscientious completion of the three (see Conscientious Completion Rubric).

One piece of the three is then chosen at random, and students receive a score during their summative conferences with the teacher.

ALL SUBMITTED WORK WILL GO INTO INDIVIDUAL STUDENT PORTFOLIOS.

Peer Reviews

Formative: Suggested Instructional/Assessment Strategies

Students will exchange essays and evaluate for all critical elements, strategies, and capacities indicated on the scoring rubrics.

In the critical discussion between students, each writer will comment on the strengths and limitations of another writer and also hear a similar assessment of his or her own work, which would then prompt further self-assessment.

Activities

Students will receive, read, and discuss the Style Guidelines.

Students will receive, read, and discuss a guide for writing personal essays along with sample essays.

Daily classroom work on teacher-generated prompts generated specifically for this grade level.

Students will receive, read, and discuss teacher-generated rubrics.

Technical notes: direct instruction and review of topics requested by students or deemed necessary by the teacher.

Writing and conferences: students receive their essay prompts and engage in the writing process; students may request permission to have formative conferences with each other or with the teacher.

Conclusion: students explain difficulties or successes they are having.

Activities to Differentiate Instruction

Instruction for each category of writing is provided verbally and is distributed on paper in the forms of samples, guides, and rubrics.

Students have a variety of options regarding the form of their submissions: they may write out their assignments by hand, they may type their assignments and print them out, or they may submit their work electronically. This accommodates varying tastes and persuasions, and it enables students with poor handwriting to submit a more legible product.

Instruction comes from various sources (direct instruction by teacher, classroom discussion among students in both small and large groups), and subsequent activities occur in various modes (direct practice, peer reviews, formative conferences with the teacher), providing for thorough overlap and a variety of angles of attack.

Peer reviews and conferences pair students of varying ability to accommodate styles and facilitate learning.

Individual conferences with the teacher provide enhanced time to attend to individual students' needs.

Integrated/Cross-Disciplinary Instruction	Resources
<p>Personal essay topics will produce a variety of associations in writers' minds, making it difficult to specify precisely which other content areas will provide substance for student responses.</p>	<p>Style Guidelines</p> <p>Writing guides and samples for personal essays</p> <p>Pearson Prentice Hall <i>Writing and Grammar Workbook</i></p> <p>Pearson Prentice Hall <i>Writing Coach</i></p> <p>Pearson Prentice Hall Writing Coach <i>ExamView</i> CD-ROM</p> <p>Teacher-generated rubrics</p> <p>Teacher website (for assignments, due dates, and expectations)</p> <p> UbD Writing Workshop Style Guidelines.doc</p> <p> UbD Writing Workshop Personal Guide 1.doc</p> <p> UbD Writing Workshop Personal Guide 2.doc</p>

[<< Previous Year](#)

Last Updated: Wednesday, January 2, 2013, 1:25PM

© [Rubicon International](#) 2013. All rights reserved

Atlas Version 7.2.6



Unit Map 2013-2014

Green Brook Township School District

/ **English Language Arts Curriculum 6 (D)** / Grade 6 (District Middle Curriculum)

Monday, August 26, 2013, 12:50PM



Unit: Grammar--Punctuation (Week 17, 4 Weeks)

New Jersey Core Curriculum Standards

CommonCore: English Language Arts 6-12, CommonCore: Grade 6, Language

Conventions of Standard English

1. 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.

2. 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.
- L.6.2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

Knowledge of Language

3. 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.

Description of Unit

Students will demonstrate the proper use of the various forms of punctuation in a variety of contexts. In accordance with Core Standard for Language 6.2 A, the portion of the unit involving using punctuation to set off nonrestrictive elements.

This comprehensive unit on punctuation includes instruction and practice on the use of end punctuation (periods, question marks, and exclamation points) and intermediary punctuation (apostrophes, hyphens, dashes, parentheses, commas, semicolons, and colons).

Essential Questions

How is punctuation used?

How does punctuation ensure clarity of meaning and correctness of format?

How does the proper use of punctuation improve one's writing?

How does punctuation set apart nonrestrictive or parenthetical elements?

Note: Quotation marks are included in lessons regarding dialogue in narrative writing; therefore, they are not addressed in this unit.

Knowledge	Skills
<p>Students will know that:</p> <ul style="list-style-type: none"> -punctuation has specific functions for ensuring clarity in sentences. -punctuation is used to format many conventional constructions. -nonrestrictive clauses and parenthetical elements require special forms of punctuation. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> -identify specific functions for various forms of punctuation: apostrophes, colons, commas, dashes, exclamation points, hyphens, periods, questions marks, and semicolons. -format conventional constructions such as clauses, sentences, and series using applicable punctuation. -use commas, parentheses, and dashes to set off nonrestrictive and parenthetical elements
<p><u>Assessments</u></p>	
<p>Daily Warm-Up Exercises Formative: Sample Assessment Item Students complete these exercises in their notes and on the Smart Board. The class discusses different approaches to various concepts in the unit.</p> <p>Quiz and Test Reviews Formative: Self Assessment After taking a practice quiz or a practice test, students pair up to identify strengths and weaknesses in their understanding of topics. They then share their self-assessments with the class.</p> <p>Formative Quizzes Formative: Written Test At the discretion of the teacher, formative quizzes will assess students' progress in the unit.</p> <p>Unit Test Summative: Written Test This test requires students to apply various forms of punctuation to sentences.</p> <p>NOTE: The Core Standard for Language (L 6.2 A) has specific requirements for mastery of nonrestrictive and parenthetical elements.</p> <p>Unit Pretest</p>	

Diagnostic: Written Test	
Activities	Activities to Differentiate Instruction
<p>Activities may include the following:</p> <p>Distribution of handouts/study guides for each form of punctuation; discussion and analysis of concepts and contexts</p> <p>Smart Board exercises requiring students to correct and add punctuation (may be used as daily warm-up activities)</p> <p>Worksheets for practice and analysis of skills and concepts</p> <p>Composition of flash cards to supplement study guides</p> <p>Supplemental activities/lessons from <i>The Writer's Craft</i></p>	<p>Visual: handouts for each form of punctuation, worksheets, practice assessments</p> <p>Auditory: rhymes, repetitions of key phrases from guides</p> <p>Visual/Kinesthetic: Smart Board activities</p> <p>Struggling learners: peer pairings, handouts, reviews</p> <p>Advanced students: peer pairings</p>
Integrated/Cross-Disciplinary Instruction	Resources
<p>None for this unit.</p>	<p>Teacher, Student, and Parent Resources</p> <p>Punctuation guide sheets</p> <p>Worksheets</p> <p>Pearson Prentice Hall <i>Writing and Grammar Workbook</i></p> <p>Pearson Prentice Hall <i>Writing Coach</i></p> <p>Pearson Prentice Hall Writing Coach <i>ExamView</i> CD-ROM</p> <p>Practice quizzes</p> <p>Practice test</p> <p>Student-generated supplemental materials (flashcards, notes)</p> <p>Teacher website (for assignments and expectations)</p>

Daily Warm-up activities

The Writer's Craft (the grammar textbook whose content was the basis for the former grammar curriculum, and whose organization and information are highly compatible with this unit)

-  [UbD Punctuation Notes Apostrophes Hyphens.doc](#)
-  [UbD Punctuation Notes Commas.doc](#)
-  [UbD Punctuation Notes Dash Ellipsis.doc](#)
-  [UbD Punctuation Notes Semicolons Colons.doc](#)
-  [UbD Punctuation Notes Restrictive and Nonrestrictive.doc](#)

[<< Previous Year](#)

Last Updated: Wednesday, December 5, 2012, 9:52AM

© [Rubicon International](#) 2013. All rights reserved

Atlas Version 7.2.6



Unit Map 2013-2014

Green Brook Township School District

/ **English Language Arts Curriculum 6 (D)** / Grade 6 (District Middle Curriculum)

Monday, August 26, 2013, 12:50PM

Green Brook Township
Public Schools

Unit: Narrative Writing (Week 21, 4 Weeks)

New Jersey Core Curriculum Standards

CommonCore: English Language Arts 6-12, CommonCore: Grade 6, Writing

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- W.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- W.6.3a. 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.
- W.6.3b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- W.6.3c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- W.6.3d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
- W.6.3e. Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing

4. 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, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

5. 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.

Range of Writing

10. 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, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Description of Unit	Essential Questions
<p>Students will respond to narrative story prompts, writing articulate, descriptive, coherent stories with figurative language and dialogue.</p>	<p>How do higher-order thinking skills improve and enhance our creativity and our writing?</p> <p>Why do structure, neatness, organization, literary elements, skills, tone, and voice all make an impression on a reader?</p>
Knowledge	Skills
<p>Students will know:</p> <ul style="list-style-type: none"> -the essential structure and organization of a story in setting a context, logically sequencing events, and providing a conclusion of literary integrity. -the basic conventions of spelling, grammar, capitalization, and punctuation necessary for clear transmission of a story to a reader. -advanced strategies that enhance descriptions, sensory detail, tone, dialogue, and voice. -a list of literary devices that can impart figurative flair to a story, including transitions between time frames. -strategies that enable them to produce stories in varying allotments of time. -that critical analysis of their ideas and their written product is essential to the composition of an artful story. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> -structure and organize a story in a manner that effectively and artfully moves the reader by setting a context, logically sequencing events, and providing a conclusion of literary integrity. -recall, apply, and optimize the basic conventions of spelling, grammar, capitalization, and punctuation necessary for a worthwhile product. -develop, apply, and internalize advanced strategies that ensure proper style, tone, dialogue and voice. -use literary devices that can impart figurative flair to a story, including transitions between time frames. -write effective stories that are concise or elaborate, depending on the time allowed. -evaluate their own work according to specifications of a scoring rubric and according to their high expectations for themselves. -label and evaluate elements in their own writing and in the writing of others.
Assessments	
<p>Narrative Prompts Summative: Extended Essay Three narrative pieces are assigned, and students receive an overall score for conscientious completion of the three (see Conscientious Completion Rubric).</p>	

One piece of the three is then chosen at random, and students receive a score during their summative conferences with the teacher.

ALL SUBMITTED WORK WILL GO INTO INDIVIDUAL STUDENT PORTFOLIOS.

Peer Reviews

Formative: Suggested Instructional/Assessment Strategies

Students will exchange essays and evaluate for all critical elements, strategies, and capacities indicated on the scoring rubrics.

In the critical discussion between students, each writer will comment on the strengths and limitations of another writer and also hear a similar assessment of his or her own work, which would then prompt further self-assessment.

Activities	Activities to Differentiate Instruction
<p>Students will receive, read, and discuss the Style Guidelines.</p> <p>Students will receive, read, and discuss a guide for writing narratives along with sample stories.</p> <p>Daily classroom work on teacher-generated prompts designed specifically for this grade level.</p> <p>Students will receive, read, and discuss teacher-generated rubrics.</p> <p>Technical notes: direct instruction and review of topics requested by students or deemed necessary by the teacher.</p> <p>Writing and conferences: students receive their essay prompts and engage in the writing process; students may request permission to have formative conferences with each other or with the teacher.</p> <p>Conclusion: students explain difficulties or successes they are having.</p>	<p>Instruction for each category of writing is provided verbally and is distributed on paper in the forms of samples, guides, and rubrics.</p> <p>Students have a variety of options regarding the form of their submissions: they may write out their assignments by hand, they may type their assignments and print them out, or they may submit their work electronically. This accommodates varying tastes and persuasions, and it enables students with poor handwriting to submit a more legible product.</p> <p>Instruction comes from various sources (direct instruction by teacher, classroom discussion among students in both small and large groups), and subsequent activities occur in various modes (direct practice, peer reviews, formative conferences with the teacher), providing for thorough overlap and a variety of angles of attack.</p> <p>Peer reviews and conferences pair students of varying ability to accommodate styles and facilitate learning.</p> <p>Individual conferences with the teacher provide enhanced time to attend to individual students' needs.</p>
Integrated/Cross-Disciplinary Instruction	Resources

Responses to narrative prompts will produce a variety of associations in writers' minds, making it difficult to specify precisely which other content areas will provide substance for student responses.

Style Guidelines

Writing guides and samples for narrative writing

Pearson Prentice Hall *Writing and Grammar Workbook*

Pearson Prentice Hall *Writing Coach*

Pearson Prentice Hall Writing Coach *ExamView* CD-ROM

Teacher-generated rubrics

Teacher website (for assignments, due dates, and expectations)

 [UbD Writing Workshop Style Guidelines.doc](#)

 [UbD Writing Workshop Narrative Guide.doc](#)

[<< Previous Year](#)

Last Updated: Wednesday, December 5, 2012, 10:16AM

© [Rubicon International](#), 2013. All rights reserved

Atlas Version 7.2.6



Unit Map 2013-2014

Green Brook Township School District

/ **English Language Arts Curriculum 6 (D)** / **Grade 6 (District Middle Curriculum)**

Monday, August 26, 2013, 12:52PM



Unit: Grammar--Capitalization (Week 25, 3 Weeks)

New Jersey Core Curriculum Standards

CommonCore: English Language Arts 6-12, CommonCore: Grade 6, Language

2. 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.

Description of Unit

Students will practice capitalization skills in a variety of contexts with an eye toward applying these skills to their writing.

Essential Questions

How do conventional rules apply to capitalization?

Why does following standard conventions make writing more authoritative?

Knowledge

Students will know:

-the rules for capitalization as they apply to initial words, salutations and closings of letters, and miscellaneous categories of words.

-the rules for capitalization as they apply to various categories of proper nouns and adjectives.

Skills

Students will be able to:

-capitalize initial words, salutations and closings of letters, and miscellaneous categories of words.

-capitalize the various categories of proper nouns and adjectives.

Assessments

Daily Warm-Up Exercises

Formative: Sample Assessment Item

Students complete these exercises in their notes and on the Smart Board. The class discusses different approaches to various concepts in the unit.

Quiz and Test Reviews

Formative: Self Assessment

After taking a practice quiz or a practice test, students pair up to identify strengths and weaknesses in their understanding of topics. They then share their self-assessments with the class.

Formative Quizzes

Formative: Written Test

At the discretion of the teacher, formative quizzes will assess students' progress in the unit.

Unit Test

Summative: Written Test

End-of-unit test

Unit Pretest

Diagnostic: Written Test

Activities	Activities to Differentiate Instruction
<p>Activities may include the following:</p> <p>Distribution of handouts/study guides for capitalization; discussion and analysis of concepts and contexts</p> <p>Smart Board exercises requiring students to correct and add capitalization (may be used as daily warm-up activities)</p> <p>Activities/Worksheets for practice and analysis of skills and concepts</p> <p>Composition of flash cards to supplement study guides</p> <p>Supplemental activities/lessons from <i>The Writer's Craft</i></p>	<p>Visual: handouts on capitalization, worksheets, practice assessments</p> <p>Auditory: rhymes, repetitions of key phrases from guides</p> <p>Visual/Kinesthetic: Smart Board activities</p> <p>Struggling learners: peer pairings, handouts, reviews</p> <p>Advanced students: peer pairings, challenge activities</p>
Integrated/Cross-Disciplinary Instruction	Resources
<p>None for this unit.</p>	<p>Teacher, Student, and Parent Resources</p>

Capitalization guide sheet

Worksheets

Pearson Prentice Hall *Writing and Grammar Workbook*

Pearson Prentice Hall *Writing Coach*

Pearson Prentice Hall Writing Coach *ExamView* CD-ROM

Practice quizzes

Practice test

Student-generated supplemental materials (flashcards, notes)

Teacher website (for assignments and expectations)

Daily Warm-up activities

The Writer's Craft (the grammar textbook whose content was the basis for the former grammar curriculum, and whose organization and information are highly compatible with this unit)

 [UbD Capitalization Notes.doc](#)

[<< Previous Year](#)

Last Updated: Monday, December 10, 2012, 7:12PM

© [Rubicon International](#) 2013. All rights reserved

Atlas Version 7.2.6



Unit Map 2013-2014

Green Brook Township School District

/ **English Language Arts Curriculum 6 (D)** / **Grade 6 (District Middle Curriculum)**

Monday, August 26, 2013, 12:52PM



Unit: Speaking and Presentation (Week 28, 4 Weeks)

New Jersey Core Curriculum Standards

CommonCore: English Language Arts 6-12, CommonCore: Grade 6, Speaking & Listening

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

- 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.

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

- SL.6.3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

Presentation of Knowledge and Ideas

4. 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 eye contact, adequate volume, and clear pronunciation.

5. 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.

6. 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.

Description of Unit

Essential Questions

Students will pair up, prepare, and present PowerPoint presentations on informative topics of their choice. Each presentation will include multimedia components and information gleaned from some degree of research. They will narrate their presentations in real time, incorporating what they learn about posture, volume, diction, and presence.

Grade 6 presentations will focus mostly on informative topics, with some students choosing instead a persuasive topic. Informative topics may include explanation of a current issue, a demonstration of a skill, an exploration of a phenomenon, or any developed discussion that incorporates research and multimedia components.

How does public speaking enhance our work as students and professionals?
 Why do facts, organization, intonation, and body language have an impact on how well a message comes across?
 How can technology and media assist us in spoken presentations?
 How can preparation and practice help with clarity?
 How can we overcome nervousness when speaking in public?

Knowledge	Skills
<p>Students will know that:</p> <ul style="list-style-type: none"> -collaborative public speaking is integral to the 21st-century professional workplace. -the sequencing of arguments, claims, and facts in spoken presentation must be logical and coherent. -intonation and body language have an impact on how well a message comes across. -multimedia and research components make a presentation more authoritative. -preparation and practice help with clarity and the mitigation of nervous habits. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> -collaborate with others to prepare and present speeches on a variety of topics in front of classmates. -sequence arguments, claims, and facts in a logical and coherent manner. -use proper intonation and body language. -include multimedia and research components effectively in a spoken presentation. -prepare and practice in order to present clearly and effectively.
<p><u>Assessments</u></p> <p>Speaking and Presentation Self-Assessment Summative: Self Assessment</p> <p>Speaking and Presentation Peer Review Summative: Other written assessments</p> <p>All students will assess all other students' presentations; all presenters will receive copies of these assessments for further reflection and for inclusion in their portfolios.</p> <p>NOTE: This rubric may also be used formally during preparation and practice sessions.</p>	

Speaking and Presentation Scoring Rubric
Summative: Other oral assessments

-  [Peer-Review.docx](#)
-  [Scoring Rubric.docx](#)
-  [Self-Evaluation.docx](#)

Activities	Activities to Differentiate Instruction
<p>Discussion of essential questions and objectives.</p> <p>Teacher modeling of targeted skills; multimedia examples.</p> <p>Discussion of topics, partner protocols and expectations, resources, strategies, and scoring rubrics.</p> <p>Composition/preparation of presentations</p> <p>Teacher consultations</p> <p>Peer rehearsals and formative peer assessment</p> <p>Final presentations</p> <p>Follow-up reflection on essential questions, activities, objectives, and achievement</p>	<p>Visual: teacher demonstration of body language and voice modulation, PowerPoint examples, printed guidelines and rubrics, multimedia elements (graphic) in presentations</p> <p>Auditory: teacher demonstration of voice modulation, multimedia elements (audio) in presentations</p> <p>Kinesthetic: practice of body movement and postures</p> <p>Struggling learners: peer pairings allow assistance from advanced students</p> <p>Advanced learners: peer pairings facilitate teaching and further reinforcement of skills, challenge topics/presentations</p> <p>Socially anxious/impaired students: peer pairings deflect a portion of the focus</p>
Integrated/Cross-Disciplinary Instruction	Resources
<p>Students' choices of topics--in consultation with the teacher--will extend into various content areas across the curriculum.</p>	<p>Teacher website for expectations and strategies</p> <p>Essential questions</p> <p>Partner protocols</p> <p>Online tutorials for Powerpoint and Prezi</p>

[<< Previous Year](#)

Last Updated: Monday, December 10, 2012, 7:18PM



Unit Map 2013-2014

Green Brook Township School District

/ **English Language Arts Curriculum 6 (D)** / Grade 6 (District Middle Curriculum)

Monday, August 26, 2013, 12:53PM

Green Brook Township
Public Schools

Unit: Research and Writing (Week 32, 3 Weeks)

New Jersey Core Curriculum Standards

CommonCore: English Language Arts 6-12, CommonCore: Grade 6, Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

- They demonstrate independence.
- They respond to the varying demands of audience, task, purpose, and discipline.
- They comprehend as well as critique.
- They value evidence.
- They use technology and digital media strategically and capably.

CommonCore: English Language Arts 6-12, CommonCore: Grade 6, Reading: Informational Text

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, 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.

CommonCore: English Language Arts 6-12, CommonCore: Grade 6, Writing

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

- 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.
- W.6.2a. 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.
- W.6.2b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- W.6.2c. Use appropriate transitions to clarify the relationships among ideas and concepts.
- W.6.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- W.6.2e. Establish and maintain a formal style.
- W.6.2f. Provide a concluding statement or section that follows from the information or explanation presented.

Production and Distribution of Writing

4. 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, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

5. 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.

6. 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.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects 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.

8. 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.

Range of Writing

10. 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, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CommonCore: English Language Arts 6-12, CommonCore: Grade 6, Language

Conventions of Standard English

1. 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.

2. 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.

Knowledge of Language

3. 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.
- L.6.3a. Vary sentence patterns for meaning, reader/listener interest, and style.
- L.6.3b. Maintain consistency in style and tone.

Description of Unit

This unit will focus on developing research and writing skills for a brief informative report. The writer will provide information or inform the reader of a specific research question provided by the teacher. Students will implement steps of writing a research report which include consulting sources, discerning validity and pertinence of sources and information, developing a thesis, developing an outline, drafting, revising, editing and proofreading, and publishing. Students will not be required to include parenthetical citations, but they must include a list of references at the end of their report.

This very basic project, requiring a minimum of two sources and a final product of at least two pages, prepares students for a larger-scale project in grades 7 and 8.

Essential Questions

How can research inform a writer, a reader, and a written product?

How can we determine whether research sources are reliable and useful?

What elements can a writer include to make a piece more authoritative and better develop his or her writing voice?

How does the writing process contribute to effective pieces of writing and the development of a well-written product?

How must we take special care to indicate which information and ideas come not from ourselves but from outside sources?

Knowledge

The student will know that:

-writing an effective research paper requires the selection, organization, and analysis of relevant content.

-clear and coherent writing occurs when the development, organization, and style are appropriate to task, purpose, and audience.

Skills

The student will be able to:

-write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

-produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

-a sequence of components (introduction, body, and conclusion) along with relevant information and examples combine to ensure a clear product for readers.

-a formal style makes assertions and conclusions more authoritative.

-there are advantages and disadvantages of using different media to present a particular topic or idea.

-relevant information must come from multiple, credible print and digital sources

-writers must follow a standard format for citation, attributing all information and concepts to their sources.

-introduce a topic clearly, develop the topic with relevant information and examples, use appropriate and varied transitions, and provide a concluding statement or section that follows from and supports the information or explanation presented.

-establish and maintain a formal writing style.

-evaluate the advantages and disadvantages of using different media to present a particular topic or idea.

-gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and quote or paraphrase the data and conclusions of others while avoiding plagiarism.

Assessments

Source List

Formative: Other written assessments

After consulting a variety of sources and considering their validity, accuracy, and credibility, students will compose a list of sources they plan to use for their projects. This list, which follows MLA format and style, will enable the teacher to assess students' skills in consulting a variety of media, gathering information, and discerning its usefulness.

Thesis Statement

Formative: Other written assessments

After consulting a variety of sources and producing a source list, students will digest the concepts and information they have found and arrive at a thesis statement in preparation for the composition of their research papers.

Research Paper Outline

Formative: Other written assessments

Students will formulate the sequence and flow of their ideas in an outline as further preparation for the composition of the research paper.

First Draft

Formative: Written Report

Students will compose full-scale first drafts of their research papers following MLA format guidelines, complete with parenthetical citations and a list of works cited.

Final Draft

Summative: Written Report

After receiving their first drafts back from the teacher, students will continue to revise and refine their work in consultation with their peers and the teacher.

Activities	Activities to Differentiate Instruction
<p>Project orientation, including explanation of objectives, activities, sequence, and schedule</p> <p>Consultation period with the Media Specialist in the GBMS Media Center</p> <p>Class discussions, examples, and handouts related to each phase of assessment</p> <p>Peer conferences and teacher consultation with individual students at all phases of the project</p> <p>Submission and assessment of each task: research question, source list, thesis, outline, note cards, first draft, and final draft</p>	<p>For developing learners: a simpler topic will be given or determined by the teacher. Assistance will be given throughout all stages of the process, targeting each specific assessment task.</p> <p>Higher-level students may complete PowerPoint presentations as companions to the final paper.</p> <p>Peer conferences and reviews at all stages of the project enable students of varying abilities to learn from and to assist each other.</p> <p>Students who generate their own research questions and topics tailor their work to their interests and abilities.</p>
Integrated/Cross-Disciplinary Instruction	Resources
<p>The variety of topics that students take up will stretch across the entire curriculum.</p>	<p>Teacher website--for project guidelines and submission schedules</p> <p>MLA.org--for style and format guidelines</p> <p>www.evernote.com --a resource for managing and organizing information from various sources</p> <p>GBMS Media Center website--for a wide variety of research ideas, advice, and online resources.</p> <p>Pearson Prentice Hall <i>Writing and Grammar Workbook</i></p> <p>Pearson Prentice Hall <i>Writing Coach</i></p> <p>Pearson Prentice Hall Writing Coach <i>ExamView</i> CD-ROM</p>

[<< Previous Year](#)

Last Updated: Monday, December 10, 2012, 7:31PM

© Rubicon International 2013. All rights reserved

Atlas Version 7.2.6



Unit Map 2013-2014

Green Brook Township School District

/ **English Language Arts Curriculum 6 (D)** / Grade 6 (District Middle Curriculum)

Monday, August 26, 2013, 12:53PM

Green Brook Township
Public Schools

Unit: Comparing Fiction and Nonfiction (Week 1, 3 Weeks)

New Jersey Core Curriculum Standards

CommonCore: English Language Arts 6-12, CommonCore: Grade 6, Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

- They build strong content knowledge.
- They comprehend as well as critique.
- They value evidence.

CommonCore: English Language Arts 6-12, CommonCore: Grade 6, Reading: Literature

Key Ideas and Details

1. 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.

- RL.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

2. 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.

3. 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.

Craft and Structure

4. 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.

- 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.

5. 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.

- 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.
6. Assess how point of view or purpose shapes the content and style of a text.
- RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.
9. Analyze 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 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.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

- RL.6.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CommonCore: English Language Arts 6-12, CommonCore: Grade 6, Reading: Informational Text

Key Ideas and Details

1. 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.

- RI.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

2. 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.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

- RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

Craft and Structure

4. 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.

5. 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.

6. 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.

8. 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.

9. Analyze 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 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).

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

- RI.6.10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CommonCore: English Language Arts 6-12, CommonCore: Grade 6, Writing

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

- 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.
- W.6.2a. 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.
- W.6.2b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- W.6.2c. Use appropriate transitions to clarify the relationships among ideas and concepts.
- W.6.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- W.6.2e. Establish and maintain a formal style.
- W.6.2f. Provide a concluding statement or section that follows from the information or explanation presented.

Production and Distribution of Writing

4. 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, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

5. 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.

6. 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.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.6.9a. Apply grade 6 Reading standards 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”).
- W.6.9b. Apply grade 6 Reading standards 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”).

Range of Writing

10. 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, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CommonCore: English Language Arts 6-12, CommonCore: Grade 6, Speaking & Listening

Comprehension and Collaboration

1. 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.

CommonCore: English Language Arts 6-12, CommonCore: Grade 6, Language

Conventions of Standard English

1. 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.
2. 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.
 - L.6.2b. Spell correctly.
- Knowledge of Language
3. 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.
 - L.6.3a. Vary sentence patterns for meaning, reader/listener interest, and style.
 - L.6.3b. Maintain consistency in style and tone.
6. 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 considering a word or phrase important to comprehension or expression.
- 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 to comprehension or expression.

Description of Unit	Essential Questions
<p>This unit serves as an introduction to both fiction and nonfiction works. Students will be introduced to the varying elements and structures of both types of text, as well as to active reading strategies that will aid in comprehension.</p>	<p>How do literary devices enhance the meaning of a story?</p> <p>How does literature--both fiction and nonfiction--apply to our lives?</p> <p>How is reading for information different from reading a narrative?</p>
Knowledge	Skills
<p>Students will know:</p> <ul style="list-style-type: none"> -literary terms for discussing fiction. -literary terms for discussing nonfiction. -that active reading strategies aid in comprehension. -the definitions of vocabulary and academic words in literature. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> -identify characters, plot, setting, point of view, theme, and various other literary elements in literature. -analyze and discuss point of view, historical context, and cross-curricular connections in nonfiction.

-that video and graphic organizers add to the experience of literature.
 -note-taking and question-answering strategies that aid comprehension.

-use the active reading strategy of identifying author’s purpose in literature.
 -use context clues to decode meaning of vocabulary words in literature.
 -use video and graphic organizers as a part of a literature study.
 -take notes and answer comprehension questions with textual evidence from reading.

Assessments

Big Question Discussion

Diagnostic: Other oral assessments

Students will be introduced to the Big Question and engage in a discussion to assess ideas they already have.

Critical Thinking Questions

Formative: Instructional/Assessment Focus

Students will answer comprehension questions about each story. While questions assess knowledge of the text, they are also centered around a reading skill such as making predictions or fact and opinion.

Vocabulary Warm Ups

Diagnostic: Instructional/Assessment Focus

Students will complete vocabulary warm-ups to determine prior knowledge of both academic and story-specific vocabulary.

Selection Tests

Summative: Written Test

Students are tested on their comprehension of passages read and discussed in class. Open-ended questions are included, as well as vocabulary.

Essay Response to Open Ended Questions

Formative: Extended Essay

Students must respond to open-ended questions with thoughtful, thorough, elaborate essays that demonstrate basic comprehension, critical thinking, advanced writing skills, and adherence to formal writing guidelines.

Activities

Exploring the Big Question
 Note-taking
 Reading and discussion of various fiction and informational texts

Activities to Differentiate Instruction

Leveled short stories
 Leveled Selection Tests
Reader's Notebook, Adapted Version
Hear It! Audio CD

<p>Responding to Critical Thinking questions Responding to After You Read questions Writing about the Big Question</p>	<p><i>See It!</i> Video DVD Leveled Vocabulary Warm-Ups Leveled Selection Support Leveled Skills Development Teacher-constructed notes</p>
<p>Integrated/Cross-Disciplinary Instruction</p>	<p>Resources</p>
<p>The works that teachers select from the Pearson anthology will invariably contain connections to various content areas. Pearson resources contain information and resources for instruction on related cross-curricular topics.</p>	<p>Pearson Literature Anthology <i>Reader's Notebook</i> Adapted <i>Reader's Notebook</i> Teacher's Manual Teacher's Unit Resource Manuals Selection Tests Open Book Tests Unit Tests Benchmark Tests <i>ExamView</i> Test Bank CD-ROM</p>

[<< Previous Year](#)

Last Updated: Monday, December 10, 2012, 7:44PM

© [Rubicon International](#) 2013. All rights reserved

Atlas Version 7.2.6



Unit Map 2013-2014

Green Brook Township School District

/ **English Language Arts Curriculum 6 (D)** / Grade 6 (District Middle Curriculum)

Monday, August 26, 2013, 12:57PM

Green Brook Township
Public Schools

Unit: Nonfiction Text Structure (Week 5, 34 Weeks)

New Jersey Core Curriculum Standards

CommonCore: English Language Arts 6-12, CommonCore: Grade 6, Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

- They demonstrate independence.
- They build strong content knowledge.
- They respond to the varying demands of audience, task, purpose, and discipline.
- They comprehend as well as critique.
- They value evidence.
- They use technology and digital media strategically and capably.
- They come to understand other perspectives and cultures.

CommonCore: English Language Arts 6-12, CommonCore: Grade 6, Reading: Informational Text

Key Ideas and Details

1. 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.

- RI.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

2. 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.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

- RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

Craft and Structure

4. 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.

5. 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.

6. 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.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, 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.

8. 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.

9. Analyze 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 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).

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

- RI.6.10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CommonCore: English Language Arts 6-12, CommonCore: Grade 6, Writing

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

- 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.

- W.6.2a. 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.
- W.6.2b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- W.6.2c. Use appropriate transitions to clarify the relationships among ideas and concepts.
- W.6.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- W.6.2e. Establish and maintain a formal style.
- W.6.2f. Provide a concluding statement or section that follows from the information or explanation presented.

Production and Distribution of Writing

4. 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, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

5. 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.

6. 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.

Range of Writing

10. 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, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CommonCore: English Language Arts 6-12, CommonCore: Grade 6, Speaking & Listening

Comprehension and Collaboration

1. 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.

CommonCore: English Language Arts 6-12, CommonCore: Grade 6, Language

2. 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.
- L.6.2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
- L.6.2b. Spell correctly.

Knowledge of Language

3. 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.
- L.6.3a. Vary sentence patterns for meaning, reader/listener interest, and style.
- L.6.3b. Maintain consistency in style and tone.

Vocabulary Acquisition and Use

4. 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.

- 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.

5. Demonstrate understanding of word relationships and nuances in word meanings.

- L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.6.5a. Interpret figures of speech (e.g., personification) in context.
- L.6.5b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
- L.6.5c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).

6. 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 considering a word or phrase important to comprehension or expression.

- 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 to comprehension or expression.

Description of Unit	Essential Questions
<p>This unit will focus on non-fiction text structure (order of events, comparing and contrasting, problem and solution, description, cause and effect) and help the students develop the skills necessary to read for information and construct meaning from the text. A variety of materials used will include</p>	<p>How should a reader approach material when reading for information?</p> <p>Can the reader identify the type of text structure presented in the material?</p>

newspaper and magazine articles, essays, biographies, autobiographies and short stories. Students will learn how to use the organizational elements in nonfiction text that will help support their comprehension.

Why is it important for readers to recognize, connect, and organize important ideas, facts, and details during and after reading?

Knowledge	Skills
<p>Students will know:</p> <ul style="list-style-type: none"> -that they must use background knowledge to make connections before, during, and after reading. -that they must preview reading material and make predictions. -the implications when certain text is in different typeface (italics and bold) -how to identify a non-fiction cause and effect text structure. -how to identify a non-fiction problem-solution text structure -how to identify a non-fiction description text structure -how to identify order of events (sequence) text structure -how to identify a comparing and contrasting text structure 	<p>Students will be able to:</p> <ul style="list-style-type: none"> -express in spoken and written terms the connections between what they are reading and their own life experiences (text to self), between the text and what they know about life and events in the world (text to world), and between what they have read or studied in other texts (text to text). -read and explain titles, sub-topics, and text features (photographs, artwork, charts, labels, graphs) -summarize and analyze the important information being presented and how to use it for enhancing comprehension -recognize and elucidate cause and effect relationships -recognize and elucidate problem and solution relationships. -recall and identify the main idea and supporting details, distinguish between primary and secondary sources, and summarize the main idea of a nonfiction text -graph a time line to identify order of events, characteristic traits, and first person point of view -use a Venn Diagram to compare and contrast information

Assessments

Discussion of Essential Questions

Formative: Other oral assessments

At the beginning of the unit, students will discuss in both small and large groups the essential questions and the guiding principles of the unit.

Context Derived Vocabulary

Summative: Written Test

Students collaborate with the teacher on vocabulary lists at various stages in the unit. The teacher then publishes an official list, and students must take tests requiring them to put words into sentences that show each word's correct meaning and use. In preparing, students should consult each word's context in the novel, the sample sentences provided on the vocabulary list, and

any other resource that will give them a strong sense of what each word means and how it is used in standard speech and writing.

Comprehension Quizzes

Summative: Written Test

For each type of text structure, students will read individually and answer questions that demonstrate comprehension of main idea, literary devices, vocabulary, and making inferences.

Essay Responses to Open Ended Questions

Formative: Other written assessments

Students must respond to open-ended questions with thoughtful, thorough, elaborate essays that demonstrate basic comprehension, critical thinking, advanced writing skills, and adherence to formal writing guidelines.

Activities	Activities to Differentiate Instruction
<p>Reading and Note-Taking Days: Review of essential questions Reading aloud/note-taking in pairs for each type of nonfiction text structure Sharing/discussion of notes and questions as a full class</p> <p>Additional Activities: Review of vocabulary lists and study guides Vocabulary tests Comprehension tests on text structures Test on literary devices used in the nonfiction texts Writing Workshop sessions for open-ended questions (essay responses)</p>	<p>Leveled informational texts Leveled Selection Tests <i>Reader's Notebook</i>, Adapted Version <i>Hear It!</i> Audio CD <i>See It!</i> Video DVD Leveled Vocabulary Warm Ups Leveled Selection Support Leveled Skills Development Structured activities between peers (class discussions, paired note-taking sessions) activate the social element of learning. Discussion(auditory), notes and handouts (visual), and Smart Board contributions (kinesthetic) allow for a variety of induction modes</p>
Integrated/Cross-Disciplinary Instruction	Resources
<p>Students will be reading text from various aspects of nonfiction, including both science and social studies. This will allow them to realize that the skills learned in reading class can and should be transferred to other content areas.</p>	<p>Pearson Literature Anthology Newspaper and magazine articles Leveled informational texts Leveled Selection Tests <i>Reader's Notebook</i>, Adapted Version <i>Hear It!</i> Audio CD <i>See It!</i> Video DVD Leveled Vocabulary Warm Ups Leveled Selection Support Leveled Skills Development</p>

Teacher constructed notes
Pearson *ExamView* Test Bank CD-ROM

 www.pearsonsuccess.net

[<< Previous Year](#)

Last Updated: Monday, December 10, 2012, 7:58PM

© [Rubicon International](#) 2013. All rights reserved

Atlas Version 7.2.6



Unit Map 2013-2014

Green Brook Township School District

/ **English Language Arts Curriculum 6 (D)** / Grade 6 (District Middle Curriculum)

Monday, August 26, 2013, 12:57PM

Green Brook Township
Public Schools

Unit: Book-Length Fiction (Week 5, 33 Weeks)

New Jersey Core Curriculum Standards

CommonCore: English Language Arts 6-12, CommonCore: Grade 6, Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

- They demonstrate independence.
- They build strong content knowledge.
- They respond to the varying demands of audience, task, purpose, and discipline.
- They comprehend as well as critique.
- They value evidence.
- They use technology and digital media strategically and capably.
- They come to understand other perspectives and cultures.

CommonCore: English Language Arts 6-12, CommonCore: Grade 6, Reading: Literature

Key Ideas and Details

1. 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.

- RL.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

2. 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.

3. 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.

Craft and Structure

4. 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.

- 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.

5. 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.

- 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.

6. Assess how point of view or purpose shapes the content and style of a text.

- RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, 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.

9. Analyze 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 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.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

- RL.6.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CommonCore: English Language Arts 6-12, CommonCore: Grade 6, Writing

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

- 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.
- W.6.2a. 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.
- W.6.2b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- W.6.2c. Use appropriate transitions to clarify the relationships among ideas and concepts.

- W.6.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- W.6.2e. Establish and maintain a formal style.
- W.6.2f. Provide a concluding statement or section that follows from the information or explanation presented.

Production and Distribution of Writing

4. 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, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

5. 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.

6. 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.

Range of Writing

10. 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, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CommonCore: English Language Arts 6-12, CommonCore: Grade 6, Speaking & Listening

Comprehension and Collaboration

1. 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.
- SL.6.1a. 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.
- SL.6.1b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- SL.6.1c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- SL.6.1d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

CommonCore: English Language Arts 6-12, CommonCore: Grade 6, Language

Conventions of Standard English

1. 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.
2. 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.

Knowledge of Language

3. 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.

Vocabulary Acquisition and Use

4. 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.
 - 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.
 - L.6.4a. 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.
 - L.6.4b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
 - L.6.4c. 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.
 - L.6.4d. 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).
5. Demonstrate understanding of word relationships and nuances in word meanings.
 - L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - L.6.5a. Interpret figures of speech (e.g., personification) in context.
 - L.6.5b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
 - L.6.5c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).
6. 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 considering a word or phrase important to comprehension or expression.

- 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 to comprehension or expression.

Description of Unit	Essential Questions
<p>Students will read and discuss works of book-length fiction. Activities revolve around daily class reading. Students typically pair up in order to take detailed literary notes. Students then have daily opportunities to share insights, questions, and observations with the class. Teachers may group students in Literature Circles in order to investigate concepts in greater depth. Additionally, teachers may make vocabulary lists a collaborative effort and apply the Writing Workshop approach to essays connected with this unit. The social interaction of these activities ensures a wide field of viewpoints and ideas; students demonstrate their learning in collaboration with each other, but they must also do so on an individual basis as they apply vocabulary words, compose articulate and analytic essays, and identify literary elements at work in the text.</p>	<p>How might an author’s views affect the ideas that come across in a story?</p> <p>How does figurative language make a story better?</p> <p>Why is literature similar to our lives?</p> <p>How can literature make us think on deeper levels?</p> <p>How does group discussion help us understand literature?</p>
Knowledge	Skills
<p>Students will know that:</p> <ul style="list-style-type: none"> • fiction reveals concepts and themes on literal and figurative levels. • literature may contain valuable hints as to an author’s purpose or point of view. • literary elements such as conflict, irony, symbolism, and foils enhance the artistic impact of a work. • as individuals, we can grow as we engage with a text and analyze it. • the social act of literary discussion enhances not only the participants’ learning and growth with respect to one book but also each individual’s understanding of additional literature that they read on their own. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • trace, analyze, and explain concepts and themes as they unfold in a work of literature. • evaluate a work of literature and explain an author’s likely purpose or point of view. • explain in discussion and in writing the ways in which literary elements such as conflict, irony, symbolism, and foils enhance the artistic impact of a work. • analyze a text and synthesize concepts in spoken and written response to critical questions. • apply insights revealed in group discussions to their own experiences and their analysis of literature and express those insights verbally and in writing.
Assessments	

Reading Exploration Sheets**Formative: Other written assessments**

After daily class reading, students work together to compose notes on each chapter. These notes include a short summary, questions, comments, literary devices, and challenging vocabulary. The teacher periodically assesses the neatness, thoughtfulness, and thoroughness of these notes.

Literature Circles**Formative: Other oral assessments**

Roughly once a week, students get into their Literature Circles in order to discuss questions, insights, and literary elements. Students use their Reading Exploration Sheets to keep track of what they wish to contribute, but they must take care that their discussion is not a mere recitation of what is on their sheets. The discussion must be dynamic and energetic.

At times, students consult each other regarding strategies for writing essays connected with the reading. This is acceptable so long as the discussion does not become little more than a Writing Workshop conference.

Some teachers may desire more structure for Literature Circles in their classes. If so, they can assign the following roles to each student: master of ceremonies, literary term wizard, vocabulary czar, summarizer, and passage picker.

Vocabulary Assessments**Summative: Written Test**

Students collaborate with the teacher on vocabulary lists at various stages in the unit. The teacher then publishes an official list, and students must take tests requiring them to put words into sentences that show each word's correct meaning and use. In preparing, students should consult each word's context in the novel, the sample sentences provided on the vocabulary list, and any other resource that will give them a strong sense of what each word means and how it is used in standard speech and writing.

Comprehension Quizzes**Summative: Written Test**

For some chapters, students will read individually and answer questions that demonstrate comprehension of main idea, plot elements, literary devices, vocabulary, and making inferences.

Essay Responses to Open-Ended Questions**Formative: Extended Essay**

Students must respond to open-ended questions with thoughtful, thorough, elaborate essays that demonstrate basic comprehension, critical thinking, advanced writing skills, and adherence to formal writing guidelines.

Literary Term Test**Summative: Written Test**

After reading for the novel has concluded, students must identify literary terms whose examples from the story are provided.

-  [Assessment Rubric for Reading Exploration Sheets](#)
-  [Reading Exploration Sheets](#)
-  [Assessment Rubric for Literature Circle Participation](#)
-  [Blank Vocabulary Test](#)

Activities	Activities to Differentiate Instruction
<p>Possible classroom activities for gifted classes may include, but are not limited to, the following:</p> <p>Daily review of essential questions</p> <p>Classroom reading, note-taking, discussion</p> <p>Independent reading and note-taking</p> <p>Vocabulary assessments</p> <p>Assessments on recognition and analysis of literary and plot elements</p> <p>Essay responses to open-ended questions with peer conferences to assist with composition and editing</p> <p>Deep inquiry into vocabulary, literary devices, social/cultural influences, and plot elements in the novel</p> <p>Literature Circle discussions between small groups of peers</p>	<p>Peer-review of essays, paired note-taking sessions, and Literature Circle discussions all enable students of different conceptual perspectives to combine resources.</p> <p>Structured activities between peers (Literature Circles, paired note-taking sessions) activate the social element of learning.</p> <p>Discussion(auditory), notes and handouts (visual), and online investigation of Web resources (kinesthetic) allow for a variety of induction modes.</p>
Integrated/Cross-Disciplinary Instruction	Resources
	<p>Teacher website (for assignments and expectations)</p> <p>Pearson Prentice Hall <i>Literature</i>, Grade 6--connections to Big Questions in short fiction units</p> <p>Essential questions related to the texts.</p>

Assignment guidelines, activity objectives, and scoring rubrics provided by teachers.

Book-Length Fiction Selections for Grade 6:

Paterson, Katherine. *The Tale of the Mandarin Ducks* 930 L

Taylor, Mildred D. *Roll of Thunder, Hear My Cry* 920 L

[<< Previous Year](#)

Last Updated: Friday, December 21, 2012, 10:25AM

© [Rubicon International](#) 2013. All rights reserved

Atlas Version 7.2.6



Unit Map 2013-2014

Green Brook Township School District

/ English Language Arts Curriculum 6 (D) / Grade 6 (District Middle Curriculum)

Monday, August 26, 2013, 1:07PM

Green Brook Township
Public Schools

Unit: Short Stories (Week 5, 34 Weeks)

New Jersey Core Curriculum Standards

CommonCore: English Language Arts 6-12, CommonCore: Grade 6, Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

- They demonstrate independence.
- They build strong content knowledge.
- They respond to the varying demands of audience, task, purpose, and discipline.
- They comprehend as well as critique.
- They value evidence.
- They use technology and digital media strategically and capably.
- They come to understand other perspectives and cultures.

CommonCore: English Language Arts 6-12, CommonCore: Grade 6, Reading: Literature

Key Ideas and Details

1. 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.

- RL.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

2. 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.

3. 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.

Craft and Structure

4. 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.

- 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.

5. 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.

- 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.

6. Assess how point of view or purpose shapes the content and style of a text.

- RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, 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.

9. Analyze 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 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.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

- RL.6.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CommonCore: English Language Arts 6-12, CommonCore: Grade 6, Writing

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

- 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.
- W.6.2a. 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.
- W.6.2b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- W.6.2c. Use appropriate transitions to clarify the relationships among ideas and concepts.

- W.6.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- W.6.2e. Establish and maintain a formal style.
- W.6.2f. Provide a concluding statement or section that follows from the information or explanation presented.

Production and Distribution of Writing

4. 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, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

5. 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.

6. 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.

CommonCore: English Language Arts 6-12, CommonCore: Grade 6, Speaking & Listening

Comprehension and Collaboration

1. 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.
- SL.6.1a. 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.
- SL.6.1b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- SL.6.1c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- SL.6.1d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

CommonCore: English Language Arts 6-12, CommonCore: Grade 6, Language

2. 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.
- L.6.2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
- L.6.2b. Spell correctly.

Knowledge of Language

3. 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.
- L.6.3a. Vary sentence patterns for meaning, reader/listener interest, and style.
- L.6.3b. Maintain consistency in style and tone.

Vocabulary Acquisition and Use

4. 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.

- 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.
- L.6.4a. 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.
- L.6.4b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
- L.6.4c. 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.
- L.6.4d. 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).

5. Demonstrate understanding of word relationships and nuances in word meanings.

- L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.6.5a. Interpret figures of speech (e.g., personification) in context.
- L.6.5b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
- L.6.5c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).

6. 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 considering a word or phrase important to comprehension or expression.

- 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 to comprehension or expression.

Description of Unit	Essential Questions
	What role do reading strategies play in reading comprehension?

Students will be introduced to short stories, recognizing that they are brief works of fiction. They will realize that no two stories are identical, but that they all share some common elements.

What applicability does literature have to real life?
 How can being a good reader improve your life in other areas?
 How do literary devices enhance your understanding of a story?
 How do the authors we read engage you as a reader and what can you learn from them?

Knowledge	Skills
<p>Students will know</p> <ul style="list-style-type: none"> • how to understand the literary elements of author’s purpose and theme • how to identify the plot of a short story • how to identify point of view and setting in a short story • the types of conflict in a story and how to identify them and their resolution • how to identify, prove, and explain character traits • how to identify and explain theme(s) in a short story • new vocabulary words 	<p>Students will be able to</p> <ul style="list-style-type: none"> • present information to the class orally • graph the plot of a short story • identify and explain point of view and setting in a short story • define internal and external conflict and identify them and their resolutions in a short story • identify, prove, and explain character traits • identify and explain theme(s) in a short story • expand vocabulary by defining and studying new vocabulary words selected from a short story • acquire and use academic vocabulary
<p><u>Assessments</u></p>	
<p>Big Question Discussion Diagnostic: Other oral assessments Students will be introduced to the Big Question (Does every conflict have a winner) and engage in a discussion to assess the ideas they already have.</p> <p>Critical Thinking Questions Formative: Instructional/Assessment Focus Students will answer questions about each story. While the questions assess knowledge of the text, they are also centered around a reading skill such as making predictions or fact and opinion.</p> <p>Vocabulary Warm Ups Diagnostic: Instructional/Assessment Focus Students will complete vocabulary warm-ups to tap prior knowledge of both academic and story vocabulary.</p> <p>SelectionTests Summative: Written Test Students are tested on their comprehension of the story read and discussed in class. Open-ended questions are included.</p>	

Essay Response to Open Ended Questions

Formative: Extended Essay

Students must respond to open-ended questions with thoughtful, thorough, elaborate essays that demonstrate basic comprehension, critical thinking, advanced writing skills, and adherence to formal writing guidelines.

Unit Project

Summative: Personal Project

Students will be given a project to complete that embodies all of the skills learned over the course of the unit. Students will then present their projects to the class.

Activities	Activities to Differentiate Instruction
Exploring the Big Question Note-taking Reading and discussion of various short stories Responding to Critical Thinking questions Responding to After You Read questions Writing about the Big Question Unit Project	Leveled short stories Leveled Selection Tests <i>Reader's Notebook</i> , Adapted Version <i>Hear It!</i> Audio CD <i>See It!</i> Video DVD Leveled Vocabulary Warm Ups Leveled Selection Support Leveled Skills Development Teacher-constructed notes
Integrated/Cross-Disciplinary Instruction	Resources
Passages that teachers select from the Pearson anthology will have various connections to other content areas. For each passage, the teacher's edition contains information about cross-curricular connections and instruction.	Pearson Literature Anthology Reader's Notebook Adapted <i>Reader's Notebook</i> Teacher's Manual Teacher's Unit Resource Manuals Selection Tests Open Book Tests Unit Tests Benchmark Tests Pearson <i>ExamView</i> Test Bank CD-ROM

[<< Previous Year](#)

Last Updated: Thursday, December 20, 2012, 12:11PM



Unit Map 2013-2014

Green Brook Township School District

/ **English Language Arts Curriculum 6 (D)** / Grade 6 (District Middle Curriculum)

Monday, August 26, 2013, 1:07PM

Green Brook Township
Public Schools

Unit: Book-Length Nonfiction (Week 5, 33 Weeks)

New Jersey Core Curriculum Standards

CommonCore: English Language Arts 6-12, CommonCore: Grade 6, Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

- They build strong content knowledge.
- They comprehend as well as critique.

CommonCore: English Language Arts 6-12, CommonCore: Grade 6, Reading: Informational Text

Key Ideas and Details

1. 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.

- RI.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

2. 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.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

- RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

Craft and Structure

4. 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.

5. 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.

6. 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.

8. 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.

9. Analyze 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 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).

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

- RI.6.10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CommonCore: English Language Arts 6-12, CommonCore: Grade 6, Writing

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

- 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.
- W.6.2a. 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.
- W.6.2b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- W.6.2c. Use appropriate transitions to clarify the relationships among ideas and concepts.
- W.6.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- W.6.2e. Establish and maintain a formal style.
- W.6.2f. Provide a concluding statement or section that follows from the information or explanation presented.

Production and Distribution of Writing

4. 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, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
5. 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.
6. 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.

Range of Writing

10. 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, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CommonCore: English Language Arts 6-12, CommonCore: Grade 6, Speaking & Listening

Comprehension and Collaboration

1. 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.
- SL.6.1a. 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.
- SL.6.1b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- SL.6.1c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- SL.6.1d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

CommonCore: English Language Arts 6-12, CommonCore: Grade 6, Language

Conventions of Standard English

1. 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.

2. 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.

Knowledge of Language

3. 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.

Vocabulary Acquisition and Use

4. 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.

- 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.
- L.6.4a. 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.
- L.6.4b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
- L.6.4c. 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.
- L.6.4d. 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).

5. Demonstrate understanding of word relationships and nuances in word meanings.

- L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.6.5a. Interpret figures of speech (e.g., personification) in context.
- L.6.5b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
- L.6.5c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).

6. 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 considering a word or phrase important to comprehension or expression.

- 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 to comprehension or expression.

Description of Unit

Students will read and discuss book-length works of literary nonfiction. Activities revolve around daily class reading. Students typically pair up in order to take detailed

Essential Questions

How do extended works of nonfiction organize information around central ideas?

literary notes. Students then have daily opportunities to share insights, questions, and observations with the class. Teachers may group students in Literature Circles in order to investigate concepts in greater depth. Additionally, teachers may make vocabulary lists a collaborative effort and apply the Writing Workshop approach to essays connected with this unit. The social interaction of these activities ensures a wide field of viewpoints and ideas; students demonstrate their learning in collaboration with each other, but they must also do so on an individual basis as they apply vocabulary words, compose articulate and analytic essays, and identify literary elements at work in the text.

Why do some works of nonfiction carry more informational authority than others?

Why does a reader's individual response to a work of literary nonfiction provoke thought and growth?

How does group discussion influence an individual's response, thought, and growth?

Knowledge	Skills
<p>Students will know that:</p> <ul style="list-style-type: none"> • information in a work of extended nonfiction supports a central idea. • works of nonfiction vary in their credibility and authority. • as individuals, we can grow as we engage with a text and analyze it. • the social act of literary discussion enhances not only the participants' learning and growth with respect to one book but also each individual's understanding of additional literature that they read on their own. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • analyze and explain the conceptual structure of a work of nonfiction with respect to its central ideas and its author's likely intent. • trace and evaluate the development of events and arguments in a work of nonfiction. • assess the validity of information and the persuasiveness of arguments presented in a work of nonfiction. • analyze a text and synthesize concepts in spoken and written response to critical questions. • apply insights revealed in group discussions to their own analysis of literature and express those insights verbally and in writing.
<p><u>Assessments</u></p> <p>Reading Exploration Sheets Formative: Other written assessments After daily class reading, students work together to compose notes on each chapter. These notes include a short summary, questions, comments, literary devices, and challenging vocabulary. The teacher periodically assesses the neatness, thoughtfulness, and thoroughness of these notes.</p> <p>Literature Circles Formative: Other oral assessments</p>	

Roughly once a week, students get into their Literature Circles in order to discuss questions, insights, and literary elements. Students use their Reading Exploration Sheets to keep track of what they wish to contribute, but they must take care that their discussion is not a mere recitation of what is on their sheets. The discussion must be dynamic and energetic.

At times, students consult each other regarding strategies for writing essays connected with the reading. This is acceptable so long as the discussion does not become little more than a Writing Workshop conference.

Some teachers may desire more structure for Literature Circles in their classes. If so, they can assign the following roles to each student: master of ceremonies, literary term wizard, vocabulary czar, summarizer, and passage picker.

Vocabulary Assessments

Summative: Written Test

Students collaborate with the teacher on vocabulary lists at various stages in the unit. The teacher then publishes an official list, and students must take tests requiring them to put words into sentences that show each word's correct meaning and use. In preparing, students should consult each word's context in the novel, the sample sentences provided on the vocabulary list, and any other resource that will give them a strong sense of what each word means and how it is used in standard speech and writing.

Comprehension Quizzes

Summative: Written Test

For some chapters, students will read individually and answer questions that demonstrate comprehension of main idea, plot elements, literary devices, vocabulary, and making inferences.

Essay Responses to Open-Ended Questions

Formative: Extended Essay

Students must respond to open-ended questions with thoughtful, thorough, elaborate essays that demonstrate basic comprehension, critical thinking, advanced writing skills, and adherence to formal writing guidelines.

Literary Term Test

Summative: Written Test

After reading for the novel has concluded, students must identify literary terms whose examples from the story are provided.

-  [Assessment Rubric for Reading Exploration Sheets](#)
-  [Reading Exploration Sheets](#)
-  [Assessment Rubric for Literature Circle Participation](#)
-  [Blank Vocabulary Test](#)
-  [Assesment Rubrics for Self-Assessment, Peer Assessment, and Teacher Assessment](#)

Activities

Activities to Differentiate Instruction

Possible classroom activities for gifted classes may include, but are not limited to, the following:

Daily review of essential questions

Classroom reading, note-taking, discussion

Independent reading and note-taking

Deep inquiry into vocabulary, literary devices, social/cultural influences, and plot elements in the novel

Literature Circle discussions between small groups of peers

Vocabulary assessments

Essay responses to open-ended questions with peer conferences to assist with composition and editing

Peer-review of essays, paired note-taking sessions, and Literature Circle discussions all enable students of different conceptual perspectives to combine resources.

Structured activities between peers (Literature Circles, paired note-taking sessions) activate the social element of learning.

Discussion(auditory), notes and handouts (visual), and online investigation of web resources (kinesthetic) allow for a variety of induction modes.

Integrated/Cross-Disciplinary Instruction	Resources
	<p>Teacher website (for assignments and expectations)</p> <p>Pearson Prentice Hall <i>Literature</i>, Grade 6</p> <p>Approved book-length works of literary nonfiction:</p> <p style="padding-left: 40px;">Macaulay, David. <i>Cathedral: The Story of Its Construction</i> 1120 L</p> <p>Essential questions related to the texts.</p> <p>Assignment guidelines, activity objectives, and scoring rubrics provided by teachers.</p>

[<< Previous Year](#)

Last Updated: Monday, December 10, 2012, 8:42PM



Unit Map 2013-2014

Green Brook Township School District

/ **English Language Arts Curriculum 6 (D)** / Grade 6 (District Middle Curriculum)

Monday, August 26, 2013, 1:08PM

Green Brook Township
Public Schools

Unit: Poetry (Week 29, 4 Weeks)

New Jersey Core Curriculum Standards

CommonCore: English Language Arts 6-12, CommonCore: Grade 6, Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

- They build strong content knowledge.
- They comprehend as well as critique.
- They value evidence.
- They come to understand other perspectives and cultures.

CommonCore: English Language Arts 6-12, CommonCore: Grade 6, Reading: Literature

Key Ideas and Details

1. 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.

- RL.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

2. 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.

Craft and Structure

4. 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.

- 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.

5. 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.

- 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.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

- RL.6.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CommonCore: English Language Arts 6-12, CommonCore: Grade 6, Writing

Production and Distribution of Writing

4. 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, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

5. 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.

6. 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.

Range of Writing

10. 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, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CommonCore: English Language Arts 6-12, CommonCore: Grade 6, Speaking & Listening

Comprehension and Collaboration

1. 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.
- SL.6.1a. 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.
- SL.6.1b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- SL.6.1c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

- SL.6.1d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

CommonCore: English Language Arts 6-12, CommonCore: Grade 6, Language

5. Demonstrate understanding of word relationships and nuances in word meanings.

- L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.6.5a. Interpret figures of speech (e.g., personification) in context.
- L.6.5c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).

6. 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 considering a word or phrase important to comprehension or expression.

- 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 to comprehension or expression.

Description of Unit	Essential Questions
<p>Students will read and discuss two poems each day, analyzing literary devices at work, synthesizing ideas from topics covered, and evaluating the artistic value of the poems.</p>	<p>What constitutes poetry?</p> <p>How do poetic devices add to the artistry of poetry?</p> <p>How do both concept and form contribute to a poem’s meaning and effect?</p> <p>How should one go about finding meaning in poetry?</p>
Knowledge	Skills
<p>Students will know that</p> <ul style="list-style-type: none"> • poetry is a unique form of literature with distinguishing characteristics (form, rhyme, meter, rhythm, content). • a range of factors contribute to a poem’s artistic merit. • poetry varies in form from the largely unstructured (free verse) to the rigidly structured (sonnet, villanelle). • poetry contains a range of literary tropes. • literary tropes contribute to the meaning and effect of a poem . 	<p>Students will be able to</p> <ul style="list-style-type: none"> • investigate and explain the meaning they find in poetry that they read through whole class/group questions and modeling poem’s characteristics. • evaluate a poem’s artistic qualities and explain their assessment. • identify poetic forms and formal features (line, stanza, free verse, blank verse, villanelle, sonnet, etc.) • identify literary tropes in the poetry they read.

- explain how literary tropes contribute to the meaning and effect of a poem by presenting their poems to the class.
- employ literary tropes in the composition of original poetry.
- recognize significant quotes from poetry they have read and identify the titles from which the lines come and the poets who composed the poems.

Assessments

Objective Test

Summative: Written Test

Students recall factual information on quotes, poems, terms and forms.

Investigation of Poetic Forms, Tropes, and Terms

Formative: Other written assessments

Students are put in groups of four, each being required to investigate specific forms, tropes (devices), and terms. Findings are placed on the board, and all students record findings into their own notes.

Poetry Portfolio

Summative: Student Portfolio

Students write original poems and submit as a portfolio at the end of the unit.

Poetry Project

Summative: Personal Project

Students may choose one of the following:

1. Choose ten forms, tropes, or terms relating to the poetry unit. Put together a display or presentation defining each and including examples from the poetry read.
2. Choose three personal, original poems, and put together a display or presentation illustrating at least five forms, tropes, or terms related to the poetry unit.

Poetry Circles

Formative: Other oral assessments

Similar to Literature Circles, the Poetry Circle discussions allow students to discuss poetry in small groups. They share questions and comments, and they engage in analysis of form, figures of speech, and various levels of meaning.

The teacher assesses students based on their participation and contribution to discussions as well as their note-taking and preparation for the discussion.

<p>Activities</p> <ul style="list-style-type: none"> • Discussion of essential questions • Read and analyze models of each form and genre of poem: narrative, lyrical, free verse, blank verse, ballad, common meter, villanelle, sonnet, etc. • Identification of figurative language, key phrases, and formal identifiers in poems • Poetry Circles (variation on Literature Circles) • Poetry Workshop (collaborative composition) and creation of poetry portfolios containing original works 	<p>Activities to Differentiate Instruction</p> <ul style="list-style-type: none"> • Teacher-constructed notes and graphic organizers • Modified test • Modified portfolio rubric • Diversified expectations for each type of poem written • Leveled poems and exercises • Poetry Circle collaborative discussions • Poetry Workshop collaborative writing sessions
<p>Integrated/Cross-Disciplinary Instruction</p> <p>Poetry content covers a wide range of topics, and discussion will include commentary and questions across the curriculum. Teacher will respond to students' questions and comments from Poetry Circle follow-up discussions and include additional instruction and enrichment as necessary.</p>	<p>Resources</p> <p>Pearson Prentice Hall <i>Literature, Grade 6</i> anthology Supplemental poetry packets as deemed necessary by teacher Leveled Selection Tests Reader's Notebook: Adapted Version <i>Hear It!</i> Audio CD Leveled Vocabulary Warm Ups Leveled Selection Support Leveled Skills Development Teacher constructed notes <i>The Writer's Almanac</i>, online at writersalmanac.publicradio.org- -online access to Garrison Keillor's daily five-minute broadcast</p> <p> www.Poetry.org  www.pearsonsuccess.net</p>

[<< Previous Year](#)

Last Updated: Monday, December 10, 2012, 8:52PM

© [Rubicon International](http://www.rubiconinternational.com), 2013. All rights reserved

Atlas Version 7.2.6