Unit Calendar 2013-2014
Green Brook Township School District
/ Grade 6: English Language Arts GATE Curriculum 6 (D) 📄 / Grade 6 (District Middle Curriculum)

Tuesday, August 27, 2013, 5:03PM

Green Brook Township
Public Schools

	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun

Unit: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39

Unit	Weeks
Grammar--Parts of Speech	1–3
Grammar--Understanding Sentences	4–5
Grammar--Punctuation	6–7
Grammar--Capitalization	8–9
Writing Workshop	12–34
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Nonfiction Text Structure	5–39
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Book-Length Fiction	5–39
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Last Updated: Sunday, January 6, 2013, 1:05PM

Atlas Version 7.2.6

Unit Map 2013-2014
Green Brook Township School District
/ Grade 6: English Language Arts GATE Curriculum 6 (D) 📄 **/ Grade 6 (District Middle Curriculum)**
Tuesday, August 27, 2013, 5:04PM

Unit: Grammar--Parts of Speech (Week 1, 3 Weeks) 🈷 📄

New Jersey Core Curriculum Standards

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.

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, 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.6.1b. 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.

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.

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.

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.
- L.6.1a. Ensure that pronouns are in the proper case (subjective, objective, possessive).

- L.6.1b. Use intensive pronouns (e.g., myself, ourselves).
- 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	Essential Questions
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. For students in the honors classes, instruction and activities in this unit on parts of speech require higher degrees of knowledge and of critical thought. Among the differences between this unit and the corresponding unit for regular classes: - Gifted classes naturally engage in critical thought even beyond the already high standard of regular classes, and daily classroom activities will emphasize synthesis of concepts beyond mere application and analysis (e.g., Think of how we use "pretty" as an adverb in colloquial speech, rather than as an adjective.). - Gifted classes include a wider array of background information related to the history of grammar and the idea of discrete language components such as parts of speech (see *Integrated/Cross Disciplinary Instruction* and *Resources*). - Gifted classes include opportunities for students to engage in peer instruction, placing the teacher at times in the role of facilitator. This capitalizes on the strong intrinsic motivation of the gifted child. - Assessments are more challenging, requiring keener analysis skills even to arrive at correct responses to objective items on quizzes and tests.	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?

For more information, please see the *Activities* section of this unit.

Knowledge	Skills
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. -sentences can be manipulated in order to make a single word function as different parts of speech. -pronouns have specific forms called cases (subjective, objective, possessive, reflexive) which are required in certain contexts. -pronouns must agree with their antecedents.	Students will be able to: -identify the eight parts of speech and classify words into them. -identify the varying parts of speech of single words as they appear in different contexts. -analyze a word in various contexts and explain how it changes its part of speech. -manipulate sentences in order to make a single word function as different parts 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.

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.

Quiz: Nouns, Verbs, and Adjectives
Formative: Written Test
  After instruction on the first three parts of speech, students demonstrate their ability to identify the functions of words in context.

Quiz: Adverbs and Pronouns
Formative: Written Test
  After instruction on adverbs and pronouns, students demonstrated their ability to recognize and identify them in context.

Quiz: Prepositions, Conjunctions, and Interjections
Formative: Written Test

After instruction on the topics of prepositions, conjunctions, and interjections, students must demonstrate their ability to recognize and identify these words in context.

Unit Test
Summative: Written Test
This test requires students to: recall the list of all eight parts of speech (knowledge); identify the part of speech of words underlined in sentences (comprehension/analysis); identify words that are spelled the same, but when placed in different contexts, have 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).

Group Presentation (at teacher's discretion)
Formative: Oral Report
The teacher may wish to assign students to groups, each of which would prepare a presentation for instruction and assessment on the topic of one of the eight parts of speech. The teacher, meanwhile, would provide parallel objective assessment in the form of quizzes in advance of an objective unit test.

This assessment could include three tiers: the student's assessment of his or her contribution to the group presentation; the class's assessment of each presentation; and the teacher's assessment of each presentation. Forms for all three of these appear as document links to this unit.

 UbD Parts of Speech Presentation Self-Assessment.docx
 UbD Parts of Speech Presentation Audience Review.docx
 UbD Parts of Speech Presentation Teacher Review.docx
 UbD Parts of Speech PRETEST.doc
 UbD Parts of Speech NVA Quiz 6 HONORS.doc
 UbD Parts of Speech Quiz AdvPro 6 Honors.doc
 UbD Parts of Speech Quiz PCI 6 Honors.doc
 UbD Parts of Speech Test 6 HONORS.doc

Activities	Activities to Differentiate Instruction
Possible classroom activities may include, but are not limited to, the following: Daily review of essential questions Daily SmartBoard warm-up activities	Teachers may choose to have students work collaboratively to prepare an instructional presentation on the part of speech assigned to their particular group. This involves a variety of personal and peer influences. Peer instruction may include, but not be limited to, the following: Visual: Schoolhouse Rock videos, handouts, flash cards, practice test

Teacher presentation of concepts, examples, and contexts for each part of speech

Peer presentation of concepts, examples, and contexts for each part of speech

Group discussion of guides for each part of speech

Composition of flash cards as an alternate organizational instrument

Peer study groups; peer discussions

Peer-generated challenge assessments

Students' self-assessment of learning and peer assessment of growth

History of grammar and the idea of discrete language components such as parts of speech (ref. Dionysus Thrax)

Visual/Kinesthetic: Smart Board activities

Struggling learners: peer groupings, handouts, reviews

Advanced students: peer groupings; opportunities to lead SmartBoard activities; opportunities to suggest strategies and demonstrate techniques

Integrated/Cross-Disciplinary Instruction	Resources
Discussion of Dionysus Thrax, ancient philosopher and grammarian who identified parts of speech and noted their applicability to all human language. Information at http://www.nndb.com/people/743/000104431/ Dionysus Thrax	**Teacher, Student, and Parent Resources** 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=NkuuZEey_bs

Adverbs v=14fXm4FOMPM	http://www.youtube.com/watch?
Pronouns v=koZFca8AkT0	http://www.youtube.com/watch?
Prepositions v=Bmz8mM-nPtM	http://www.youtube.com/watch?
Conjunctions v=eZqI5b5wGA4	http://www.youtube.com/watch?
Interjections v=eZqI5b5wGA4	http://www.youtube.com/watch?

Practice quizzes

Practice test

Student-generated supplemental materials (flashcards, notes)

Teacher Website (for assignments and expectations)

Additional resources generated by students
and distributed during their group presentations

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

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Unit Map 2013-2014
Green Brook Township School District
/ _Grade 6: English Language Arts GATE Curriculum 6 (D)_ 📄 / _Grade 6 (District Middle Curriculum)_
 Tuesday, August 27, 2013, 5:05PM

Unit: Grammar--Understanding Sentences (Week 4, 3 Weeks) 📅 📊

New Jersey Core Curriculum Standards

CommonCore: English Language Arts 6-12, CommonCore: Grade 6, Writing
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, 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.6.1b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

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.

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.

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.

Description of Unit	Essential Questions
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 analyze the differences between dependent and independent clauses, and they will apply this knowledge to their own writing habits.	How do the different modes of sentence differ from each other? How do different sentence elements contribute to the meaning of a sentence?

For students in the honors classes, instruction and activities in this unit on sentences require higher degrees of knowledge and of critical thought. Among the differences between this unit and the corresponding unit for regular classes:

- Gifted classes naturally engage in critical thought even beyond the already high standard of regular classes, and daily classroom activities will emphasize synthesis of concepts beyond mere application and analysis (e.g., Compose a complex sentence in which the subordinating conjunction is understood rather than written or spoken, as in—*We didn't know [that] you were behind the tree.).*
- Gifted classes include opportunities for students to engage in peer instruction, placing the teacher at times in the role of facilitator. This capitalizes on the strong intrinsic motivation of the gifted child.
- Assessments are more challenging, requiring keener analysis skills even to arrive at correct responses to objective items on quizzes and tests.

 For more information, please see the *Activities* section of this unit.

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
Students will know that: - sentences fall into the following modes: declarative, interrogative, imperative, and exclamatory. - sentences are composed of clauses, which have subjects, verbs and various other elements. - different configurations of elements yield different types of sentences. - different types of conjunctions have different effects on clauses and sentences.	Students will be able to: - identify declarative, interrogative, imperative, and exclamatory sentences. - identify various elements in a clause (subject, verb, etc.). - distinguish between simple, compound, complex, and compound-complex sentences based on the presence of independent and/or dependent clauses. - explain the difference between coordinating and subordinating conjunctions.

Assessments

Formative Quizzes
Formative: Written Test
  Formative quizzes given periodically to assess students' understanding of concepts.

Unit Test
Summative: Written Test
  End-of-unit test on unit content

Peer Presentations (if teacher chooses)
Other oral assessments
  The teacher may wish to assign students to groups, each of which would prepare a presentation for instruction and assessment on a topic from this unit on sentences and sentence structure. The teacher, meanwhile, would provide parallel objective assessment in the form of quizzes in advance of an objective unit test.

  This assessment could include three tiers: the student's assessment of his or her contribution to the group presentation; the class's assessment of each presentation; and the teacher's assessment of each presentation. Forms for all three of these appear as document links to this unit.

Unit Prestest
Diagnostic: Written Test

  Parameters and Assessment Rubrics for Peer Instruction

Activities	Activities to Differentiate Instruction
Possible classroom activities may include, but are not limited to, the following: 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 SmartBoard activities identifying concepts and manipulating sentences and their contexts (may be used as daily warm-up activities) Activities from *The Writer's Craft*. Activities for practice and analysis of skills and concepts	For the gifted class, teachers may choose to have students work collaboratively to prepare instructional presentations on concepts related to the unit. This involves a variety of personal and peer influences. Peer instruction may include, but not be limited to, the following: Visual: handouts, flash cards, practice quizzes and tests Visual/Kinesthetic: SmartBoard activities Struggling learners: peer groupings, handouts, reviews Advanced students: peer groupings; opportunities to lead SmartBoard activities; opportunities to suggest strategies and demonstrate techniques

Composition of flash cards to supplement study guides

Peer presentations and instruction—in consultation with the teacher.

Challenge exercises for enrichment—possibly generated by students.

Integrated/Cross-Disciplinary Instruction	Resources
None for this unit.	Handouts for sentence modes and sentence types
	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)
	Additional resources generated by students and distributed during their group presentations
	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 Understanding Sentences Notes.doc

Last Updated: Thursday, January 3, 2013, 9:03AM

Atlas Version 7.2.6

Unit Map 2013-2014
Green Brook Township School District
/ _Grade 6: English Language Arts GATE Curriculum 6 (D)_ 📄 **/ _Grade 6 (District Middle Curriculum)_**
Tuesday, August 27, 2013, 5:05PM

Unit: Grammar--Punctuation (Week 7, 3 Weeks) ▦ 🖼

New Jersey Core Curriculum Standards

CommonCore: English Language Arts 6-12, CommonCore: Grade 6, Writing
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, 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.6.1b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

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.

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.

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	Essential Questions
Students will demonstrate the proper use of the various forms of punctuation in a variety of contexts. In accordance with Core	How is punctuation used?

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).

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

For students in the honors classes, instruction and activities in this unit on sentences require higher degrees of knowledge and of critical thought. Among the differences between this unit and the corresponding unit for regular classes:

- Gifted classes naturally engage in critical thought even beyond the already high standard of regular classes, and daily classroom activities will emphasize synthesis of concepts beyond mere application and analysis (e.g., "Rephrase a sentence so that a semicolon series can be replaced by commas," or "Even though this sentence is grammatically sound and properly punctuated, how can we revise it to fit more smoothly into a writing passage?"
- Gifted classes include opportunities for students to engage in peer instruction, placing the teacher at times in the role of facilitator. This capitalizes on the strong intrinsic motivation of the gifted child.
- Assessments are more challenging, requiring keener analysis skills even to arrive at correct responses to objective items on quizzes and tests.

 For more information, please see the *Activities* section of this unit.

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?

Knowledge	Skills
Students will know that:	Students will be able to:

-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.
-not all properly-punctuated sentences are the best sentences to use in written passages.

-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.
-explain the importance, not only of proper punctuation, but of sentences composed optimally with respect to their written contexts.

Assessments

Formative Quizzes
Formative: Written Test
Formative quizzes given periodically to assess students' understanding of concepts.

Unit Test
Summative: Written Test
End-of-unit test on unit content

Peer Presentations (if teacher chooses)
Other oral assessments
The teacher may wish to assign students to groups, each of which would prepare a presentation for instruction and assessment on a topic from this unit on sentences and sentence structure. The teacher, meanwhile, would provide parallel objective assessment in the form of quizzes in advance of an objective unit test.

This assessment could include three tiers: the student's assessment of his or her contribution to the group presentation; the class's assessment of each presentation; and the teacher's assessment of each presentation. Forms for all three of these appear as document links to this unit.

Unit Prestest
Diagnostic: Written Test

 Parameters and Assessment Rubrics for Peer Instruction

Activities	Activities to Differentiate Instruction
Possible classroom activities may include, but are not limited to, the following:	Teachers may choose to have students work collaboratively to prepare instructional presentations on concepts related to the unit. This involves a variety of personal and peer influences.

Distribution of handouts/study guides for punctuation; discussion and analysis of concepts and contexts

SmartBoard activities identifying concepts and manipulating sentences and their contexts (may be used as daily warm-up activities)

Activities from *The Writer's Craft*.

Activities for practice and analysis of skills and concepts

Composition of flash cards to supplement study guides

Peer presentations and instruction—in consultation with the teacher.

Challenge exercises for enrichment—possibly generated by students.

Peer instruction may include, but not be limited to, the following:

Visual: handouts, flash cards, practice quizzes and tests

Visual/Kinesthetic: Smart Board activities

Struggling learners: peer groupings, handouts, reviews

Advanced students: peer groupings; opportunities to lead SmartBoard activities; opportunities to suggest strategies and demonstrate techniques

Integrated/Cross-Disciplinary Instruction	Resources
None for this unit.	Handouts for punctuation
	Practice quizzes
	Practice test
	Pearson Prentice Hall *Writing and Grammar Workbook*
	Pearson Prentice Hall *Writing Coach*
	Pearson Prentice Hall Writing Coach *ExamView* CD-ROM
	Student-generated supplemental materials (flashcards, notes) Teacher Website (for assignments and expectations)
	Additional resources generated by students and distributed during their group presentations

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 Restrictive and Nonrestrictive.doc
⌗ UbD Punctuation Notes Semicolons Colons.doc

<< Previous Year

Last Updated: Thursday, January 3, 2013, 9:08AM

Atlas Version 7.2.6

Unit Map 2013-2014
Green Brook Township School District
/ _Grade 6: English Language Arts GATE Curriculum 6 (D)_ 📄 / _Grade 6 (District Middle Curriculum)_
Tuesday, August 27, 2013, 5:05PM

Unit: Grammar--Capitalization (Week 10, 2 Weeks) 🔳 🖼

New Jersey Core Curriculum Standards

CommonCore: English Language Arts 6-12, CommonCore: Grade 6, Writing
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, 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.6.1b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

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.

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.

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.

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	Essential Questions
Students will practice capitalization skills in a variety of contexts with an eye toward applying these skills to their writing. For students in the honors classes, instruction and activities in this unit on capitalization require higher degrees of knowledge and of critical thought. Among the differences between this unit and the corresponding unit for regular classes:	How do conventional rules apply to capitalization? Why does following standard conventions makes writing more authoritative?

- Gifted classes naturally engage in critical thought even beyond the already high standard of regular classes, and daily classroom activities will emphasize synthesis of concepts beyond mere application and analysis (e.g., Contrive a situation in which we could coin a proper adverb, though adverbs are not conventionally proper.)
- Gifted classes include opportunities for students to engage in peer instruction, placing the teacher at times in the role of facilitator. This capitalizes on the strong intrinsic motivation of the gifted child.
- Assessments are more challenging, requiring keener analysis skills even to arrive at correct responses to objective items on quizzes and tests.

 For more information, please see the *Activities* section of this unit.

Knowledge	Skills
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. -conventions for capitalization continue to evolve (e.g., iPad)	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. -recognize, discuss, and apply new conventions of capitalization.

Assessments

Formative Quizzes
Formative: Written Test
   Formative quizzes given periodically to assess students' understanding of concepts.

Unit Test
Summative: Written Test
   End-of-unit test on unit content

Peer Presentations (if teacher chooses)
Other oral assessments

The teacher may wish to assign students to groups, each of which would prepare a presentation for instruction and assessment on a topic from this unit on sentences and sentence structure. The teacher, meanwhile, would provide parallel objective assessment in the form of quizzes in advance of an objective unit test.

This assessment could include three tiers: the student's assessment of his or her contribution to the group presentation; the class's assessment of each presentation; and the teacher's assessment of each presentation. Forms for all three of these appear as document links to this unit.

Unit Prestest
Diagnostic: Written Test

 Parameters and Assessment Rubrics for Peer Instruction

Activities	Activities to Differentiate Instruction
Possible classroom activities may include, but are not limited to, the following: Distribution of handouts/study guides for capitalization; discussion and analysis of concepts and contexts SmartBoard exercises identifying concepts and manipulating situations requiring capitalization (may be used as daily warm-up activities) Activities from *The Writer's Craft*. Activities for practice and analysis of skills and concepts Composition of flash cards to supplement study guides Peer presentations and instruction—in consultation with the teacher. Challenge exercises for enrichment—possibly generated by students.	Teachers may choose to have students work collaboratively to prepare instructional presentations on concepts related to the unit. This involves a variety of personal and peer influences. Peer instruction may include, but not be limited to, the following: Visual: handouts, flash cards, practice quizzes and tests Visual/Kinesthetic: Smart Board activities Struggling learners: peer groupings, handouts, reviews Advanced students: peer groupings; opportunities to lead SmartBoard activities; opportunities to suggest strategies and demonstrate techniques
Integrated/Cross-Disciplinary Instruction	**Resources**

None for this unit.

Handouts for capitalization

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)

Additional resources generated by students
and distributed during their group presentations

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: Thursday, January 3, 2013, 9:12AM

Atlas Version 7.2.6

Unit Map 2013-2014
Green Brook Township School District
/ Grade 6: English Language Arts GATE Curriculum 6 (D) 📄 / Grade 6 (District Middle Curriculum)
Tuesday, August 27, 2013, 5:06PM

Unit: Writing Workshop (Week 12, 23 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.

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.

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.

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.

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.

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
Students will engage in daily writing in a variety of modes—narrative, expository, persuasive, confessional, and creative. NOTE: Open-ended questions pertaining to literature require responses that incorporate many of the principles and skills that students learn in Writing Workshop. Indeed, students apply the Writing Workshop model throughout the school year as they write responses to literature-related questions. Instruction and activities related to writing about literature (6.9 A and B), however, are not included in this unit, but appear prominently in units related to literature.	How do higher-order thinking skills improve and enhance one's writing? How can one incorporate non-literal elements into one's writing? How do conventions and techniques vary between modes of writing? Why do neatness, organization, skills, tone, and voice all make an impression on a reader? How can one make a personal investment in what one writes and make it truly meaningful to oneself?

Knowledge	Skills
Key Words: prewriting, composition, proofreading, critiquing, peer-review, revising, editing, self-assessment, argumentative writing, persuasive writing, personal essay, informative writing, narrative writing, creative writing, writing for enjoyment **ELECTIVE PROJECTS** Students will know: -that writing can be more than merely a classroom task. -that written passages can reflect and enhance the interests and aspirations of the writer.	**ELECTIVE PROJECTS** Students will be able to: -derive enjoyment from writing. -use writing as an activity that assists them in pursuing their interests. -apply techniques and conventions appropriate to each mode of writing, to their own developing styles, and to various audiences. -take a true stake in what they write, make personal connections to their topics, internalize high personal standards

-that the conventions of writing need not confine a writer; that these conventions can assist and enrich the process.
-the advantages and intrinsic rewards that come from genuine engagement with a writing task.

ARGUMENTATIVE AND PERSUASIVE ESSAYS

Students will know:

-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 advantages and benefits of peer review.

PERSONAL ESSAYS

Students will know:

-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.

for their writing, and demonstrate an intrinsic motivation to put forth their best work.

ARGUMENTATIVE AND PERSUASIVE ESSAYS

Students will be able to:

-structure and organize an essay in an argumentative or 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.
-engage in and benefit from peer review when they have the opportunity.

PERSONAL ESSAYS

Students will be able to:

-structure and organize an essay in a manner that optimally conveys personal experience or conviction.
-recall, apply, and optimize the basic conventions of spelling, grammar, capitalization, and punctuation necessary for the composition of a compelling 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.

-the advantages and benefits of peer review.

INFORMATIVE WRITING

Students will know:

-the essential structure and organization of an informative essay or research paper.
-the basic conventions of spelling, grammar, capitalization, and punctuation necessary for the composition of a credible 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 and resources for conducting research on a variety of topics.
-indicators of relevance and reliability in research sources.
-that critical analysis of their ideas and their written product is essential to the composition of an informative piece of writing.
-the advantages and benefits of peer review.

NARRATIVE WRITING

Students will know:

-the basic conventions of spelling, grammar, capitalization, and punctuation necessary for clear transmission of a story to a reader.
-advanced strategies that enhance creative style, tone, dialogue, and voice.
-a list of literary devices that can impart figurative flair to a story.
-the sequential components of a story.
-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.
-the advantages and benefits of peer review.

-write effective essays that are concise or comprehensive, depending on the time allowed.
-analyze and revise their ideas and their written products.
-engage in and benefit from peer review when they have the opportunity.

INFORMATIVE WRITING
Students will be able to:
-structure and organize an essay or research project in a manner that effectively and clearly conveys information.
-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.
-draw information from a wide variety of text and digital sources.
-assess the relevance and validity of information they find in their research.
-evaluate their own work according to specifications of a scoring rubric and according to their high expectations for themselves.
-engage in and benefit from peer review when they have the opportunity.

NARRATIVE WRITING

Students will be able to:

-structure and organize a story in a manner that effectively and artfully moves the reader.
-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 tropes in original and creative ways.
-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.
-engage in and benefit from peer review when they have the opportunity.

Assessments

Elective Projects, Cycles 1, 2, and 3
Formative: Personal Project

For each of the three Writing Workshop cycles, the elective project is the first category of writing covered. Students receive a wide array of ideas from the teacher and from each other. In consultation with their peers and the teacher, each student formulates an idea, proposes a project, and works at his or her pace.

Often, these projects take the form of something that cannot be completed within a two-week time frame. The assessment in such a case would be formative. Depending on the type of project, students may choose to continue working on the same projects in Cycles 2 and 3.

Argumentative/Persuasive Essay, Cycles 1, 2, 3
Summative: Extended Essay

For each of the three Writing Workshop cycles, argumentative and persuasive essays are the second category of writing addressed.

During each cycle, 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 GO INTO INDIVIDUAL STUDENT PORTFOLIOS.

Personal Essay, Cycles 1, 2, 3
Extended Essay

For each of the three Writing Workshop cycles, personal essays are the third category of writing addressed.

During each cycle, three personal essays 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.

Informative Essay, Cycles 1, 2, 3
Summative: Extended Essay
For each of the three Writing Workshop cycles, informative essays are the fourth category of writing included.

During each cycle, three informative 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.

Narrative Writing, Cycles 1, 2, 3
Narrative Writing Assignment
For each of the three Writing Workshop cycles, narrative pieces are the final category of writing included.

During each cycle, three narrative 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.

UbD Writing Workshop Elective Rubric.doc
UbD Writing Workshop Essay Rubric.doc
UbD Writing Workshop Narrative Rubric.doc

Activities	Activities to Differentiate Instruction
During the Writing Workshop Orientation:	

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

The teacher will explain the general scheme of the year's three Writing Workshop Cycles and how each writing category is addressed in each Cycle.

The teacher will explain the daily class scheme: 1) Technical notes/student questions; 2) Writing and conferences; 3) Class discussion of emerging concerns and challenges.

At the Beginning of Each Category in Cycle 1:

Students will review and discuss the Style Guidelines.

Students will receive guides and samples for the current category of writing. After a class discussion of these materials, students will assemble into their Literature Circle groups in order to discuss the writing assignments for the category. They will list and discuss among themselves questions, concerns, and salient challenges. Each group will then have an opportunity to present these items to the class at large. The teacher will facilitate both small- and large-group discussions.

Students receive a deadline for the writing assignment(s) related to the current category.

At the Beginning of Each Category in Cycles 2 and 3:

Students will review and discuss the Style Guidelines.

Students will review their guides and samples for the current category of writing. *They will also review their work from the previous cycles*. After a class discussion of these materials, students will assemble into their Literature Circle groups in order to discuss the writing assignments for the category. They will list and discuss among themselves questions, concerns, and salient challenges. *Students will also determine individually what priorities they have for improvement over their work in the last cycle*. Each group will then have an opportunity to present these items to the class at large. The teacher will facilitate both small- and large-group discussions.

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 instructional strategies.

Instruction and activities take place in three cycles, providing continuous review and practice throughout the year.

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 student needs.

Students receive a deadline for the writing assignment(s) related to the current category.

Special Additional Concepts and Instructions:

Advanced writing topics and prompts

Advanced instruction and examples illustrating the concept of voice in various modes of writing

Advanced instruction and examples illustrating the concepts of mood and tone, targeting both to the topic and the audience

Advanced peer investigation into the literature and reading that influences each student's writing

Daily Activities

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

Writing and conferences: students 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.

Integrated/Cross-Disciplinary Instruction	Resources

Argumentative and persuasive essay topics often draw from current events, integrating objectives and learning experiences from social studies and science.
 	
Personal essay topics include the interpretation of famous quotes from notable figures in the fields of arts and science, as well as from famous historical figures.
 	
Informative essay topics draw from a range of content areas, particularly environmental science and statistics.
	Style Guidelines
	
	Writing guides, samples, and assessment rubrics for the following categories of writing:
	    Elective Project
	    Argumentative/Persuasive Essays
	    Personal Essays
	    Informative Essays
	    Narrative Writing

Elective projects permit students the freedom to investigate interests across the curriculum.

Pearson Prentice Hall *Writing and Grammar Workbook*

Pearson Prentice Hall *Writing Coach*

Pearson Prentice Hall Writing Coach *ExamView* CD-ROM

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

http://www.ttms.org/writing_quality/voice.htm (for advanced instruction in the concept of voice in writing)

http://ourenglishclass.net/class-notes/writing/the-writing-process/craft/tone-and-mood/ (for advanced lessons on mood and tone in writing)

UbD Writing Workshop Style Guidelines.doc
UbD Writing Workshop Elective Guide.doc
UbD Writing Workshop Persuasive Guide.doc
UbD Writing Workshop Personal Guide 1.doc
UbD Writing Workshop Personal Guide 2.doc
UbD Writing Workshop Informative Guide.doc
UbD Writing Workshop Narrative Guide.doc

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Unit Map 2013-2014
Green Brook Township School District
/ _Grade 6: English Language Arts GATE Curriculum 6 (D)_ 📄 / _Grade 6 (District Middle Curriculum)_
 Tuesday, August 27, 2013, 5:06PM

Unit: Research Paper (Week 21, 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, 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.

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.

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
Concurrent with Cycle 2 of the Writing Workshop, this project will focus on developing research and writing skills for an informational report. Teachers may choose (or offer the students the choice) to apply the research model to either an argumentative writing topic or an informative writing topic from Cycle 2.	How can research inform a writer, a reader, and a written product? How can one determine whether research sources are reliable and useful?

The writer will provide information or inform the reader of a specific topic. Students will implement steps of writing a research report which include: choosing a research question, consulting sources, discerning validity and pertinence of sources and information, developing a thesis, developing an outline, organizing information (via notecards or digital resources), drafting, revising, editing and proofreading, and publishing.

This relatively modest project, requiring a minimum of four sources and a final product of at least three pages, prepares students for a similar project in grade 7 and a larger-scale project in grade 8.

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

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

How and why must one take special care to indicate which information and ideas come not from oneself but from outside sources?

Knowledge	Skills
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. -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.	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. -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 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 and assess the credibility and accuracy of each source.

-quote or paraphrase data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Assessments

Research Question
Formative: Other written assessments
Students must submit a research question and an explanation of what they plan to investigate and explain. The teacher will either accept the research question as appropriate for the project or work with the student to modify the question in order to make it suitable.

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.

Note Cards
Formative: Other written assessments
Students will record the specific data, ideas, quotes, and insights that they have found in their sources. Each item taken from a source will have the name of the source and page numbers, if applicable.

Students will compile these fragments either on individual 3"x5" note cards or in digital format using a resource such as Evernote.

First Draft
Formative: Written Report
Students will compose first full-scale 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
Project orientation, including explanation of objectives, activities, sequence, and schedule Consultation period with Media Specialist in the Media Center Class discussions, examples, and handouts related to each phase of assessment Peer conferences and teacher consultation with individual students at all phases of the project Completion, submission and assessment of each task: research question, source list, thesis, outline, note cards, first draft, and final draft	Peer conferences and reviews at all stages of the project enable students of varying abilities to learn from and to assist each other. Students who generate their own research questions and topics tailor their work to their interests and abilities.
Integrated/Cross-Disciplinary Instruction	**Resources**
The variety of topics that students take up will stretch across the entire curriculum.	Teacher website--for project guidelines and submission schedules MLA.org--for style and format guidelines www.evernote.com --a resource for managing and organizing information from various sources GBMS Media Center website--for a wide variety of research ideas, advice, and online resources. www.prezi.com --a resource for creating multimedia presentations

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Last Updated: Thursday, January 3, 2013, 9:54AM

Atlas Version 7.2.6

Unit Map 2013-2014
Green Brook Township School District
/ Grade 6: English Language Arts GATE Curriculum 6 (D) 📄 */ Grade 6 (District Middle Curriculum)*
Tuesday, August 27, 2013, 5:06PM

Unit: Speaking and Presentation (Week 35, 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

Working in pairs, students will 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.

This unit is similar to that of the mainstream grade 6 classes, but it has the added emphasis of more detailed attribution of researched information back to its sources. The final frame of the digital component of the presentation (often PowerPoint or Prezi) will display a list of sources formatted to MLA guidelines. Moreover, all sources must be authoritative, valid, and credible against criteria that will be discussed in class. This academic enhancement challenges gifted and talented students and further reinforces the research and discernment skills that will become increasingly important in their studies.

How does public speaking enhance one's work as a student and/or a professional?
Why do facts, organization, intonation, and body language have an impact on how well a message is received?
How can technology and media assist one with spoken presentations?
How can preparation and practice help with clarity?
How can one overcome nervousness when speaking in public?

Knowledge	Skills
Students will know that: -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.	Students will be able to: -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.

Assessments

Speaking and Presentation Self-Assessment
Summative: Self Assessment

Speaking and Presentation Peer Review
Summative: Other written assessments
   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.

   NOTE: This rubric may also be used formally during preparation and practice sessions.

Speaking and Presentation Scoring Rubric
Summative: Other oral assessments

   Peer-Review.docx
   Scoring Rubric.docx
   Self-Evaluation.docx

Activities	Activities to Differentiate Instruction
Discussion of essential questions and objectives.	Visual: teacher demonstration of body language and voice modulation, PowerPoint examples, printed guidelines and rubrics, multimedia elements (graphic) in presentations
Teacher modeling of targeted skills; multimedia examples.	
Discussion of topics, partner protocols and expectations, resources, strategies, and scoring rubrics.	Auditory: teacher demonstration of voice modulation, multimedia elements (audio) in presentations
Composition/preparation of presentations	Kinesthetic: practice of body movement and postures
Teacher consultations	Struggling/Advanced learners: peer pairings
Peer rehearsals and formative peer assessment	Socially anxious/impaired students: peer pairings deflect a portion of the focus
Final presentations	
Follow-up reflection on essential questions, activities, objectives, and achievement	

Integrated/Cross-Disciplinary Instruction	Resources
Students' choices of topics--in consultation with the teacher-- will extend into various content areas across the curriculum.	Teacher website for expectations and strategies Essential questions Partner protocols Online tutorials for PowerPoint and Prezi MLA website for documentation formats

<< Previous Year

Last Updated: Thursday, January 3, 2013, 10:01AM

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Unit Map 2013-2014
Green Brook Township School District
/ _Grade 6: English Language Arts GATE Curriculum 6 (D)_ 📄 **/ _Grade 6 (District Middle Curriculum)_**
Tuesday, August 27, 2013, 5:07PM

Unit: Comparing Fiction and Nonfiction (Week 1, 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.

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
This unit serves as an introduction to both fiction and nonfiction passages. Students will be introduced to the varying elements and structures of both types of stories, as well as to active reading strategies that will aid in comprehension. Students will identify various genres of fiction and nonfiction, comparing and contrasting the characteristics from one category to others. Their commentary will take the form of large-group discussions, Literature Circles, and essay-length responses to open-ended questions.	How do literary devices enhance the meaning of a story? What are the basic genres of both fiction and nonfiction, and how are they distinct from each other? How does literature--both fiction and nonfiction--apply to one's life? How is reading for information different from reading a narrative?
Knowledge	**Skills**
Students will know:	Students will be able to:

-literary terms for discussing fiction. -literary terms for discussing nonfiction. **-**the basic genres of literature (short fiction, novellas, novels, personal essays, biography, historical narrative, etc.) and their distinguishing characteristics. -that active reading strategies aid in comprehension. -the definitions of vocabulary and academic words in literature. -that video and graphic organizers add to the experience of literature. -note-taking and question-answering strategies that aid comprehension.	-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. -explain elements and features that are common to various genres as well as those that are distinct to single genres. -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 when 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 text-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 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.

Literature Circles

Formative: Other oral assessments

At the end of this unit, students work in their Literature Circles in order to discuss questions, insights, and literary elements related to the passages they have read. 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.

Particularly important in this unit is a focus on the distinguishing characteristics of multiple genres. Students will compare and contrast the works they have read for this unit, classifying them into various genres and types.

Additionally, students will consult the contents of their anthology and the book-length selection list for the class. They will speculate on the genres of all titles, while making predictions about the nature of passages they expect to read.

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.

Activities	Activities to Differentiate Instruction
Exploring the Big Question Note-taking Reading and discussion of various fiction and informational texts Responding to Critical Thinking questions Responding to After-You-Read questions Class investigation and preliminary classification of titles to be read throughout the year Literature Circles Writing about the Big Question	Leveled short stories Leveled Selection Tests *Reader's Notebook*, Adapted Version *Hear It!* Audio CD *See It!* Video DVD Leveled Vocabulary Warm-Ups Leveled Selection Support Leveled Skills Development Teacher-constructed notes
Integrated/Cross-Disciplinary Instruction	**Resources**
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. Students will engage in a structured inquiry of titles to be read during the year. They will discuss and classify the works of	Pearson Literature Anthology (particularly the table of contents, as students discuss titles to be read during the current academic year) List of book-length fiction and nonfiction titles for the class *Reader's Notebook* Adapted *Reader's Notebook* Teacher's Manual

literature by genre, and they will follow up on these discussions as they read the works throughout the year.	Teacher's Unit Resource Manuals Selection Tests Open-Book Tests Unit Tests Benchmark Tests *ExamView* Test Bank CD-ROM

Last Updated: Thursday, January 3, 2013, 10:09AM

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Unit Map 2013-2014
Green Brook Township School District
/ _Grade 6: English Language Arts GATE Curriculum 6 (D)_ 📄 / _Grade 6 (District Middle Curriculum)_
Tuesday, August 27, 2013, 5:07PM

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.
- 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.

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
This unit focuses on non-fiction text structure (order of events, comparing and contrasting, problem and solution, description, cause and effect) and helps the students develop the skills necessary to read for information and construct meaning from the text. A variety of non-fiction materials used will include: 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.	How should a reader approach material when reading for information? How does the reader identify the type of text structure presented in the material? Why is it important for readers to recognize, connect, and organize important ideas, facts, and details during and after reading using a writing technique?

Knowledge	Skills
Students will know: -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	Students will be able to: -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 the title, sub-topics and text features (photographs, artwork, charts, labels, graphs) of a text. -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. -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 take tests requiring them to put words into sentences that show each word's correct meaning and use.

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.

Literature Circles
Formative: Other oral assessments
Working in Literature Circles, students 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.

Committee Presentations
Formative: Other oral assessments
Teachers may choose to apply an enrichment component to this unit, grouping students in committees, with each committee charged with jobs like the following:
Vocabulary committee—compose, in consultation with the teacher and with suggestions from classmates, vocabulary lists and preparation sheets that will assist students in preparing for tests. The words come directly from the text that they are reading.
Literary elements committee—prepare biweekly presentations on literary devices at work in the text they are reading.
Plot and character analysis committee—prepare biweekly presentations that provide analysis of characters and plot.
Connections committee—prepare biweekly presentations that illustrate connections between the text they are reading and other content areas.

Assessment Instruments:
Students' self-assessments of their own work in committees
Teacher assessment of students' overall work in preparations and presentations

Peer assessments of committee presentations

Activities	Activities to Differentiate Instruction
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 **Additional Activities:** Review of vocabulary lists and study guides Writing Workshop sessions for open-ended questions (essay responses) Investigation of cross-curricular connections Committee presentations on concepts and topics related to the reading with self-assessment and peer review of presentations Enrichment lessons and activities on advanced literary concepts and cross-curricular connections presented by the teacher	Leveled informational texts Leveled Selection Tests *Reader's Notebook*, Adapted Version *Hear It!* Audio CD *See It!* 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 SmartBoard contributions (kinesthetic) allow for a variety of induction modes Peer-review of essays, paired note-taking sessions, and Literature Circle discussions all enable students of different conceptual perspectives to combine resources. Structured activities among peers (Literature Circles, paired note-taking sessions) activate the social element of learning. Discussion(auditory), notes and handouts (visual), and online investigation of Internet resources (kinesthetic) allow for a variety of induction modes. Emphasis of historical, cultural, literary, political, and social influences in a work of nonfiction will allow students' individual preferences and interests to enhance their processing of the story. Enrichment instruction on these topics may take the form of individual student investigations, committee presentations (using the Literature Symposium model), and/or supplementary lessons provided by the teacher.

Integrated/Cross-Disciplinary Instruction	Resources
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 can and should be transferred to other content areas.	Pearson Literature Anthology Newspaper and magazine articles Leveled informational texts Leveled Selection Tests

For additional cross-curricular connections, teachers (or the Connections Committee, for teachers who set up Literature Symposium Committees) may wish to include investigations of various cross-curricular topics that come up in connection with the texts read.

Reader's Notebook, Adapted Version
Hear It! Audio CD
See It! Video DVD
Leveled Vocabulary Warm-Ups
Leveled Selection Support
Leveled Skills Development
Teacher-constructed notes
Pearson *ExamView* Test Bank CD-ROM

 www.pearsonsuccess.net

<< Previous Year

Last Updated: Thursday, January 3, 2013, 10:29AM

Atlas Version 7.2.6

Unit Map 2013-2014
Green Brook Township School District
/ Grade 6: English Language Arts GATE Curriculum 6 (D) 📄 */ Grade 6 (District Middle Curriculum)*
 Tuesday, August 27, 2013, 5:08PM

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.

Gifted classes have an approach to literature and reading that differs from that of regular classes in the following ways:

- Gifted classes naturally engage in critical thought even beyond the already high standard of regular classes, and teachers add special emphasis to the critical-thinking components of the standard scoring rubrics.
- Gifted classes include a wider array of related topics and cross-curricular connections when exploring meaning in what they read.
- Gifted classes include opportunities for students to engage in peer instruction, placing the teacher at times in the role of facilitator. This capitalizes on the strong intrinsic motivation of the gifted child.
- Gifted classes require from all students more initiative and independence, while incorporating structured group activities to provide synthesis from and integration of individual efforts.

How does literature apply to one's real life?

How do literary devices enhance one's understanding of a story?

How do the authors one reads engage one as a reader and what can one learn from them?

Knowledge	Skills
Students will know: - how to identify the literary and plot elements of a short story. - how to identify point of view and setting in a short story. - the types of conflict and how to identify them and their resolution. - how to identify and explain character traits in relation to conflicts and major concepts in the story while using this information to speculate on the author's purpose in writing a piece of literature. - how to identify and explain themes in a short story while applying them to topics beyond literature.	Students will be able to: - graph the plot of a short story while identifying literary devices (such as irony, symbolism, foils, etc.) at work. - identify and explain the significance of point of view and setting in a short story. - identify various internal and external conflicts in a short story and trace their resolutions through the plot. - analyze and discuss characters in terms of the dynamics of the plot, salient concepts, and the author's possible purpose for composing a story. - identify and explain theme(s) in a short story and apply them to the human experience. - expand vocabulary by defining and studying new vocabulary words selected from a short story.

- how to use context clues and reference resources in order
to expand their comprehension and speaking
vocabularies.

Assessments

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.

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.

Vocabulary Warm Ups
Diagnostic: Instructional/Assessment Focus
Students will complete vocabulary warm-ups to tap prior knowledge of both academic and story vocabulary.

SelectionTests
Summative: Written Test
Students are tested on their comprehension of the story read and discussed in class. Open-ended questions are included.

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.

Literature Circles
Formative: Other oral assessments
In Literature Circles, students 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.

Committee Presentations
Formative: Other oral assessments
Some teachers may choose to apply an enrichment component to this unit, grouping students in committees, with each committee charged with jobs like the following:
Vocabulary committee—compose, in consultation with the teacher and with suggestions from classmates, vocabulary lists and preparation sheets that will assist students in preparing for tests. The words come directly from the text that they are reading.
Literary elements committee—prepare biweekly presentations on literary devices at work in the text they are reading.
Plot and character analysis committee—prepare biweekly presentations that provide analysis of characters and plot.
Connections committee—prepare biweekly presentations that illustrate connections between the text they are reading and other content areas.

Assessment Instruments:
Students' self-assessments of their own work in committees
Teacher assessment of students' overall work in preparation and presentation
Peer assessments of committee presentations

Activities	Activities to Differentiate Instruction
Possible classroom activities 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 Responding to Critical Thinking questions Responding to After-You-Read questions Writing about the Big Question Unit Project Essay responses to open-ended questions with peer conferences to assist with composition and editing Investigation of cross-curricular connections Committee presentations on concepts and topics related to the reading with self-assessment and peer review of presentations	Leveled short stories Leveled Selection Tests *Reader's Notebook*, Adapted Version *Hear It!* Audio CD *See It!* Video DVD Leveled Vocabulary Warm Ups Leveled Selection Support Leveled Skills Development Teacher-constructed notes 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 Internet resources (kinesthetic) allow for a variety of induction modes. Emphasis of historical, cultural, literary, political, and social influences in a work of nonfiction will allow students' individual preferences and interests to enhance their processing of the

Enrichment lessons and activities on advanced literary concepts and cross-curricular connections presented by the teacher

story. Enrichment instruction on these topics may take the form of individual student investigations, committee presentations (using the Literature Symposium model), and/or supplementary lessons provided by the teacher.

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 *Reader's Notebook* Teacher's Manual Teacher's Unit Resource Manuals Selection Tests Open-Book Tests Unit Tests Benchmark Tests Pearson *ExamView* Test Bank CD-ROM

<< Previous Year

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Atlas Version 7.2.6

Unit Map 2013-2014
Green Brook Township School District
/ Grade 6: English Language Arts GATE Curriculum 6 (D) 📄 **/ Grade 6 (District Middle Curriculum)**
 Tuesday, August 27, 2013, 5:08PM

Unit: Book-Length Fiction (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.

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.

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.

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.

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	Essential Questions
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	How might an author's views affect the ideas that come across in a story? How does figurative language make a story better? Why is literature similar to one's life? How can literature make one think on deeper levels? How does group discussion help one better understand literature?

articulate and analytic essays, and identify literary elements at work in the text.

Knowledge	Skills
Students will know that: • 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.	Students will be able to: • 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 thoughtfulness and thoroughness of these notes.

Literature Circles
Formative: Other oral assessments
   In weekly Literature Circles, students 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 take tests requiring them to put words into sentences that show each word's correct meaning and use.

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 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 identify literary terms whose examples from the story are provided.

Committee Presentations
Formative: Other oral assessments
  Some teachers may choose to apply an enrichment component to this unit, grouping students in committees, with each committee charged with jobs like the following:

  Vocabulary committee—compose, in consultation with the teacher and with suggestions from classmates, vocabulary lists and preparation sheets that will assist students in preparing for tests. The words come directly from the text that they are reading.
  Literary elements committee—prepare biweekly presentations on literary devices at work in the text they are reading.
  Plot and character analysis committee—prepare biweekly presentations that provide analysis of characters and plot.
  Connections committee—prepare biweekly presentations that illustrate connections between the text they are reading and other content areas.

  Assessment Instruments:
  Students self-assessments of their own work in committees
  Teacher assessment of students' overall work in preparation and presentation
  Peer assessments of committee presentations

  ✐ Assessment Rubric for Reading Exploration Sheets
  ✐ Reading Exploration Sheets
  ✐ Assessment Rubric for Literature Circle Participation
  ✐ Blank Vocabulary Test

Activities	Activities to Differentiate Instruction
Possible classroom activities may include, but are not limited to, the following: Daily review of essential questions Classroom reading, note-taking, discussion Independent reading and note-taking Essay responses to open-ended questions with peer conferences to assist with composition and editing Deep inquiry into vocabulary, literary devices, social/cultural influences, and plot elements in the novel Literature Circle discussions between small groups of peers Investigation of cross-curricular connections Committee presentations on concepts and topics related to the reading with self-assessment and peer review of presentations Enrichment lessons and activities on advanced literary concepts and cross-curricular connections presented by the teacher	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 Internet resources (kinesthetic) allow for a variety of induction modes. Emphasis of historical, cultural, literary, political, and social influences in the novel allow students' individual preferences and interests to enhance their processing of the story. Activities may take the form of individual student investigations, committee presentations (in connection with the Literature Symposium model), and/or supplemental lessons provided by the teacher.
Integrated/Cross-Disciplinary Instruction	**Resources**

Teachers (or the Connections Committee, for teachers who set up Literature Symposium Committees) may wish to include investigations of various cross-curricular topics that come up in connection with the texts.	Teacher Website (for assignments and expectations)
	
	Pearson Prentice Hall *Literature*, Grade 6--connections to Big Questions in short fiction units
	
	Approved novels:
	
	    Taylor, Mildred D. *Roll of Thunder, Hear My Cry* 920 L
	
	    Sutcliff, Rosemary. *Black Ships Before Troy: The Story of the Iliad* 1300 L

Essential questions related to the texts.

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

Last Updated: Friday, January 4, 2013, 9:10AM

Atlas Version 7.2.6

Unit Map 2013-2014
Green Brook Township School District
/ _Grade 6: English Language Arts GATE Curriculum 6 (D)_ 📄 / _Grade 6 (District Middle Curriculum)_

Tuesday, August 27, 2013, 5:08PM

Green Brook Township
Public Schools

Unit: Book-Length Nonfiction (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.

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.
- 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.

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.

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.

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	Essential Questions
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 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	How do extended works of nonfiction organize information around central ideas? How can real-life people in a nonfiction work be similar in their transformations to literary characters? Why do some works of nonfiction carry more informational authority than others?

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.

Gifted classes in English Language Arts have an approach to literature and reading that differs from that of regular classes in the following ways:

- Gifted classes naturally engage in critical thought even beyond the already high standard of regular classes, and teachers add special emphasis to the critical-thinking components of the standard scoring rubrics.
- Gifted classes include a wider array of related topics and cross-curricular connections when exploring meaning in what they read (see *Integrated/Cross Disciplinary Instruction* and *Resources*).
- Gifted classes include opportunities for students to engage in peer instruction, placing the teacher at times in the role of facilitator. This capitalizes on the strong intrinsic motivation of the gifted child.
- Gifted classes require from all students more initiative and independence, while incorporating structured group activities to provide synthesis from and integration of individual efforts.

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

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

Why would literary elements such as conflict, irony, symbolism, and metaphor appear in a work of nonfiction?

Knowledge	Skills
Students will know that: - information in a work of extended nonfiction supports a central idea. - individuals, events, and concepts develop and interact throughout a nonfiction text. - works of nonfiction vary in their credibility and authority. - as individuals, we can grow as we engage with a text and analyze it.	Students will be able to: - 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.

- 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.
- literary elements such as conflict, irony, symbolism, and metaphor apply to nonfiction accounts as well as to literary fiction--and similarly enhance central ideas.
- a literary component applies to the communication of information in all content areas.

- 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
- explain in discussion and in writing the ways in which literary elements such as conflict, irony, symbolism, and foils enhance the literary impact of a work of nonfiction.

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 thoughtfulness and thoroughness of these notes.

Literature Circles
Formative: Other oral assessments
  In weekly Literature Circles, students 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 take tests requiring them to put words into sentences that show each word's correct meaning and use.

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 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 identify literary terms whose examples from the story are provided.

Committee Presentations
Formative: Other oral assessments
Some teachers may choose to apply an enrichment component to this unit, grouping students in committees, with each committee charged with jobs like the following:

Vocabulary committee—compose, in consultation with the teacher and with suggestions from classmates, vocabulary lists and preparation sheets that will assist students in preparing for tests. The words come directly from the text that they are reading.
Literary elements committee—prepare biweekly presentations on literary devices at work in the text they are reading.
Plot and character analysis committee—prepare biweekly presentations that provide analysis of characters and plot.
Connections committee—prepare biweekly presentations that illustrate connections between the text they are reading and other content areas.

Assessment Instruments:
Students self-assessments of their own work in committees
Teacher assessment of students' overall work in preparation and presentation
Peer assessments of committee presentations

 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 may include, but are not limited to, the following: Daily review of essential questions Classroom reading, note-taking, discussion Independent reading and note-taking	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.

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

Literature Circle discussions between small groups of peers

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

Investigation of cross-curricular connections

Committee presentations on concepts and topics related to the reading with self-assessment and peer review of presentations

Enrichment lessons and activities on advanced literary concepts and cross-curricular connections presented by the teacher

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

Emphasis of historical, cultural, literary, political, and social influences in a work of nonfiction will allow students' individual preferences and interests to enhance their processing of the story. Enrichment instruction on these topics may take the form of individual student investigations, committee presentations (using the Literature Symposium model), and/or supplementary lessons provided by the teacher.

Integrated/Cross-Disciplinary Instruction	Resources
Teachers (or the Connections Committee, for teachers who set up Literature Symposium Committees) may wish to include investigations of various cross-curricular topics that come up in connection with the texts covered this year.	Teacher Website (for assignments and expectations) Pearson Prentice Hall *Literature*, Grade 6 Approved book-length works of literary nonfiction: Macaulay, David. *Cathedral: The Story of Its Construction* 1120 L Essential questions related to the texts. Assignment guidelines, activity objectives, and scoring rubrics provided by teachers.

<< Previous Year

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Atlas Version 7.2.6

Unit Map 2013-2014
Green Brook Township School District
/ _Grade 6: English Language Arts GATE Curriculum 6 (D)_ 📄 / Grade 6 (District Middle Curriculum)
Tuesday, August 27, 2013, 5:09PM

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.

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.

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
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.	What constitutes poetry? How do poetic devices add to the artistry of poetry?

Prominent poets and noteworthy poems and passages receive particular emphasis. Such material will cover a variety or eras and include poets of diverse backgrounds, illustrating not only the traditional canon, but that canon's recent evolution toward a more inclusive spectrum of work.

Students will be required to demonstrate depth of analysis and critical evaluation of a poem's artistic merit. Students may not necessarily agree in their assessments; however, spoken and written commentary must have substance beyond what one would expect of work from a typical sixth grader.

How to both concept and form contribute to a poem's meaning and effect?

How should one go about finding meaning in poetry?

Knowledge	Skills
Students will know that: • 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 through reading and modeling of student/classic poet examples. • 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. • the traditional canon of poetry has evolved to include writers of diverse backgrounds and points of view.	Students will be able to: • 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. • comment substantively on the varying backgrounds of poets, on the poets' perspectives, and the cultural significance of particular works of poetry.

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
   In groups of four, students 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. Compile a display or presentation defining each and include examples from the poetry we have read.

   2. Choose three of your own original poems, and construct a display or presentation illustrating at least five forms, tropes, or terms related to the poetry unit.

   3. Write an essay summarizing and analyzing a poem. The essay will comment extensively on the form of the poem and its figurative devices. It must also provide an explanation of the poet and his or her background. All outside information must be attributed to sources.

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 on their note-taking and preparation for the discussion.

Poet Profile
Formative: Oral Report
   In pairs, students select a poet, research his/her background, make connections between that background and the poetry he/she has composed, and comment on the poet's artistic contribution to the genre.
   Students will make visual presentations to the class, and the students listening will assess and comment.

Activities	Activities to Differentiate Instruction

- 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

- 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

Integrated/Cross-Disciplinary Instruction	Resources
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. The Poet Profile project requires research into literary and cultural history as well as the economic and technological implications of the poet's background.	Pearson Prentice Hall *Literature, Grade 6* anthology Supplemental poetry packets as deemed necessary by teacher Leveled Selection Tests Reader's Notebook: Adapted Version *Hear It!* Audio CD Leveled Vocabulary Warm Ups Leveled Selection Support Leveled Skills Development Teacher-constructed notes *The Writer's Almanac*, online at writersalmanac.publicradio.org--online access to Garrison Keillor's daily five-minute broadcast www.Poetry.org www.pearsonsuccess.net

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