



**Allamuchy Township School District
Allamuchy, NJ**

**English Language Arts
Grade 6**

CURRICULUM GUIDE

September 8, 2019

Mr. Joseph E. Flynn, Superintendent

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**This curriculum may be modified through varying techniques,
strategies and materials, as per an individual student's
Individualized Education Plan (IEP).**

**Approved by the Allamuchy Board of Education
At the regular meeting held on September 23, 2019**

And

***Aligned with the New Jersey Core Curriculum Content Standards
And Common Core Content Standards***

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Philosophy and Rationale

The Allamuchy Township School District's 6th grade Language Arts Curriculum aligns with the Common Core English Language Arts State Standards and Literacy in preparation for college and career readiness. Students who are prepared for high school, and are college and career ready, will demonstrate independence, build strong content knowledge, respond and communicate, comprehend and critique, value evidence, use technology and digital media strategically and capably, and come to understand other perspectives and cultures. Each grade level is divided into strands, which include reading, writing, speaking and listening, and language. Our language arts program supports the philosophy that content and instruction must focus on developing enthusiasm and appreciation for the written and spoken word, as well as the discipline and expertise for effective language use in the various curricular threads. Our curriculum provides students with the opportunity to develop proficiency and obtain knowledge that will not only serve them during the school years, but will also provide a foundation for lifelong learning and transfer. Allamuchy Township School incorporates various opportunities for students to experience using their skills outside of the classroom through outdoor education. Language Arts skills increase systematically in each grade level so students can gain adequate exposure to different texts and tasks. The curriculum allows students to explore interdisciplinary connections through Language Arts and utilize Language Arts skills within the content areas. Students will be introduced to a variety of text types including stories, drama, poetry, and non-fiction.

Students with special needs may require modifications of instruction or specific course adaptations. In 6th grade Language Arts general education and special education teachers regularly evaluate students' reading levels and utilize appropriate reading materials.

Mission Statement

Building on tradition and success, the mission of the Allamuchy Township School District is to foster a caring and creative environment where students grow as learners and citizens while developing 21st century skills. We provide a culture for social emotional learning that contributes to a positive school climate, increased academic success, and a sense of ownership within the community.

The Allamuchy Learner

The Allamuchy Township School District pursues a holistic approach to encouraging the educational growth of every student. We consider each student as an individual with particular strengths and weaknesses, likes and dislikes and varying motivations. The goal of the Allamuchy educational program is to develop young people who are curious, well rounded, knowledgeable, caring, respectful and responsible so that they can evolve into self-sufficient and confident citizens and members of a diverse society.

Scope and Sequence

The following pacing guide is to help to facilitate a continuum within the middle school curriculum that will allow for progression and continuity between the grades. Many of the same topics will be taught in each year. Each year will build on the previously taught material to ensure the students understand the concepts and are also able to apply them independently by the end of 6th grade.

Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June
Writing Units									
Launch	Personal Narrative/ Memoir	Explanatory/ Informational Essay	Persuasive Research	Open-Ended		Test- Prep	Final Research		
Fiction Unit									
Mythology	The Red Pony	Poetry	The Devil's arithmetic	White Fang	Short Stories	The Outsiders			
Informational Texts Unit									
Launch	Informational text is read throughout the year in all classes. In 6 th grade there are weekly assignments where fiction and nonfiction articles are compared to illustrate fact from fiction. Research is conducted consistently to allow student the opportunity to pull the main points and information out of a written piece								
Vocabulary/Grammar Unit									
Launch	Rules of Punctuation	Sentence Structure	Paragraph Structure	Composition and editing research, narratives, and every day journal work					
Speaking/Listening Unit									
Launch	Research Information Presentation		Prepared Presentation	Extemporaneous Speeches			Debate		

Marking Period	Areas of Study
1	2 Units of Study-suggestions- <u>Mythology and The Red Pony</u> Introduce/review fictional and non-fictional writing pieces Independent Reading Assignment Pre-writing Strategies Grammar Review-Noun, verb, adjective, adverb Vocabulary Study Journal Writing Plot Chart Introduction Introduce/review Figurative Language Persuasive Writing Introduction Introduction to research Introduce Works Cited

	<p>Editing-Introduction Extended responses to short answers-Introduce</p>
2	<p>1-2 Units of Study-suggestions- Poetry and <u>White Fang</u> Independent Reading Assignment <u>The Devil's Arithmetic</u> by Jane Yolan Fictional and non-fictional writing pieces Pre-writing Strategies continue Grammar Study-Prepositions, verb-subject agreement Vocabulary Study Journal Writing Plot Chart- summary, main idea Figurative Language Study Persuasive Writing Descriptive Writing Research-works cited page How to Research Editing-peer and self-editing Extended responses to short answers</p>
3	<p>2 Units of Study-suggestions- <u>White Fang</u> and Short Stories Independent Reading Assignment Fictional and non-fictional writing pieces Pre-writing Strategies Grammar Study Vocabulary Study Journal Writing Plot Chart-Main Idea/Theme emphasis Figurative Language Study Persuasive Writing Descriptive Writing Research-works cited Compositional risks Extended responses to short answers</p>
4	<p>1-2 Units of Study-suggestions- Short Stories and <u>The Outsiders</u> Independent Reading Assignment Fictional and non-fictional writing pieces Pre-writing Strategies Grammar Review-Noun, verb, adjective, adverb Vocabulary Study Journal Writing Plot Chart-Main Idea Figurative Language Persuasive Writing Descriptive Writing Summarizing Editing Extended responses to short answers</p>

Unit 1-Writing Workshop

STAGE 1-Desired Results

At the beginning of the school, it is critical to provide the students with a clear picture of the writing curriculum, expectations, methods of instruction, and the rubrics/grading system. This enables the students to have a clear vision of the class expectations and allows them to recognize their role in the classroom and in their own learning.

At the beginning of the school year the students will provide a writing sample that will be used for evaluation purposes. These pieces will be graded using a writing rubric. They will be saved and then revisited by the staff and students to demonstrate their growth. It will act as a start part for the students and the teachers.

The introduction will take approximately one-two weeks and will include the following:

- Writer's Journal
- Writing Genres
- Classroom Expectations (editing, drafting process, content, audience, and publishing)

From there the class will go proceed to writing various types of assignments such as persuasive, explanatory, narrative, personal accounts, research, and dialogue based. They will become familiar with the writing process and the various graphic organizers available. Figurative language and the use of vocabulary to enhance writing will be examined. They will be come familiar with editing terminology and engage in self, peer, and teacher driven editing. They will discuss the importance of the audience and writing to that audience.

NJSLSA Standards:

RL.6.3. Describe how a particular story or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

RL.6.4. 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.

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

W.6.1. Write arguments to support claims with clear reasons and relevant evidence.

- W6.1 a-Introduce claim(s) and organize the reasons and evidence clearly.
- W6.1 b- Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
- W6.1 c-Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
- W6.1 d- Establish and maintain a formal/academic style, approach, and form.

Provide a concluding statement or section that follows from the argument presented.

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.6.2. a -Introduce a topic; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.

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

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.6.3. a-Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- W.6.3. b-Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- W.6.3. c-Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- W.6.3. d-Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
- W.6.3. e- Provide a conclusion that follows from the narrated experiences or events.

W.6.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.

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

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.

W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

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.

W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research

- W.6.9. a-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.6.9. b-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”).

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.

L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

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.6.4 a- Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- L.6.4 b- Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience*, *auditory*, *audible*).
- L.6.4 c-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.6.4 d-Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

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.

Essential Questions:

- How can students organize their personal writing portfolios to generate and enhance effective drafts?
- How does the writing process help to shape the writer's products?
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- How does a writer effectively use detailed description, the "I" voice (first person), setting, characterization, and narrative elements to tell an interesting and effective story?
- How does the Writing Process enhance all the steps of producing effective writing?
- How will one introduce and support claims?
- How will one write an explanatory text to explain a topic?
- How will one write a narrative to develop real or imagined experiences using effective techniques?
- How will one strengthen their writing with guidance and support?
- How will one conduct short research projects using relevant information from print and digital sources?
- How will one gather information from literary or informational texts to support, analysis, reflection, and research?
- How will one write regularly over a variety of different time spans?
- Using arguments to support claims, how will one introduce, organize, and support evidence formally from credible sources while clarifying the relationship with a concluding summary?
- Using different strategies to develop the topic, how will one write an explanatory text to introduce a topic and organize ideas with relevant information and transitions using formal, precise language and vocabulary with a concluding section?
- Using effective techniques and relevant descriptive details, how will one engage the reader with clear and coherent writing with appropriate purpose and audience including characters, logical sequencing, dialogue, transitions, precise words and phrases, and a concluding paragraph?
- With guidance from adults, peers, and technology, how will one type a clear and coherent three-page paper?
- With relevant information, how one will conduct short research projects from multiple sources with bibliographic information while quoting or paraphrasing the information and avoiding plagiarism?
- Using evidence from literary or informational texts, how will one apply grade 6 Reading Standards to literature in order to evaluate which arguments are supported with evidence from those that are not?
- Using time constraints, how will one write routinely for a variety of different tasks, purposes, and audiences?

Enduring Understanding

- Writing effectively is a not only a requirement for success in school, but also in a person's career
- Combining ideas and facts requires planning and effective vocabulary use so the information can be understood.

Knowledge and Skills-what will the focus of instruction be?

- Journal Responses
- Complete with in-class reading and teacher facilitated response
- Comprehension Questions-in both a written and verbal format for all course work
- White Fang-scene setting

- Short Story Project Mythology Project Poetry Project The Outsiders -character analysis
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- Summary work
- Short Story Project
- The Red Pony Project
- The Outsiders sequencing
- Mythology retell/project and presentation
- Author study background
- Poetry Study/Book
- The Devil's Arithmetic research and writing
- Comparison between movies and novels read-Ex The Outsiders, The Red Pony, White Fang
- Final Project-Identification of themes and genre from the years reading-Venn Diagram
- Independent reading summaries
- Non-fiction reading and analysis

Stage 2: Evidence of Understanding, Learning Objectives, and Expectations **Benchmarks**

Students will understand:

- How to introduce and support claims with clear evidence
- How to write explanatory texts to introduce a topic and organize ideas
- How to write a narrative in order to develop real or imagined experiences
- How to develop and strengthen writing
- How to conduct short research projects
- How to gather information from literary or informational texts
- How to write routinely over a variety of time frames
- Explore and decide on a writing topic
- Develop a thesis statement and provide supporting ideas
- Include sensory details and clear language to develop plot, characters, and thesis
- Sentence variance
- Details-use similarity and differences sensory details-excluding extraneous details
- Internal Punctuation
- Explore a topic to provide clear details and thoughts, as well as providing insights and connections
- Organize and present clear ideas, images, and thoughts from class texts
- Utilize a graphic organizer to pre-write a paper

Assessment Methods

- Students demonstrate an understanding of the writing process (pre-write, drafting, editing/proofreading, and publishing).
- Production of writing assignments.
- Presentation of work
- Written responses to assignments
- Essays and stories
- Journal Writing

- Research Projects
- Open-ended responses
- Observations
- Class Discussion
- District Writing Prompts
- Writing Portfolio
- Sample Conferencing

STAGE 3-Learning Plan

Below is a list of examples of teaching approaches, differentiation, and instructional techniques that may be used in this and any other unit.

- Academic vocabulary and language
- Accountable talk
- Adapting to learning styles/multiple intelligences
- Analysis of student work
- Close read
- Conferencing
- Cooperative learning
- Cues, questions, activating prior knowledge
- Current events
- Debate
- Direct instruction
- Discover/inquiry-based learning
- Document-based questions
- Effective questioning
- Field experience, field trip, or field study
- Flexible/strategic grouping
- Formative assessment process
- Generating and testing hypotheses
- Graphic organizers
- Guest speakers
- Hands-on learning
- Homework and practice
- Identifying similarities and differences
- Integration of content areas
- Learning centers
- Lecture
- Mastery learning
- Modeling
- Music and songs
- Nonlinguistic representations
- Note booking/journaling
- Notice and Note annotating
- Peer teaching/collaboration
- Project-based learning
- Read-aloud

- Reading and writing across the curriculum
- Reciprocal teaching
- Reinforcing effort and providing recognition
- Role play/simulations/drama
- Socratic seminars
- Student goal setting
- Student self-assessment

Accommodations and Modifications:

Environmental Modifications:

- Create a kind and open atmosphere, by modeling and stating expectations
- Encourage students to participate with answers, processes or comments relevant to conversation at that time
- Gain the student's attention before speaking
- Break down multiple tasks into smaller directions
- Provide frequent repetition of important tasks

Learning/Teaching Strategies:

- Gain the student's attention before speaking,
- Break down multiple tasks into smaller sets of directions
- Provide frequent verbal & written repetition of important explanations for all to see & follow
- Frequently question for students' understanding
- Continuously circulate the room, if not teaching, to monitor students' & provide guidance
- Chunk assignments
- Frequent check-ins for understanding
- VAKT:
- Collaborative groups will appeal to interpersonal learners
- Graphic organizers will appeal to visual-spatial learners
- Technology will appeal to visual-spatial learners

Time Allotment:

Full Year

Resources:

6th grade Anthology by Prentice Hall

Write Source 2000 by Sebrabek, Kemper, and Meyer

Warner's English Comprehension and Grammar, Introduction Course

Unit 2-Fiction Study

STAGE 1-Desired Results

In 6th grade, the students will study a wide diversity of fictional texts that range from tales of Greek Hero's who engage in superhero feats, to the story of teenage boys trying to discover who they are and who they want to be. They will read a variety of short stories that are told from varying perspectives and about a wide diversity of subject matter.

As they are reading these works, they will be asked to create a variety of written responses. They will conduct research on the Greek gods, the wolves found in North America, and authors they are going to study. They will write response logs and pretend to be characters from the text to explore the various feelings the characters are experiencing.

The fictional readings will be completed through novel studies and the use of the class text. The in-class novels are read in three main ways. They are read aloud by teacher or student to the whole class, or the students read to one another in small groups, or the students will listen to the book on tape. As the book is read, there are class discussions and questions to help clarify events and to encourage comprehension checks. There are discussions as to motives and predictions as to future events.

At the end of each fictional unit there is an ending project that requires summarization and review of the readings. The projects involve writing, illustrations, and creative art works.

NJSLA Standards:

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

RL.6.2. 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.

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.

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.

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

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

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.

RL.6.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) 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.

RL.6.10.By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

W.6.1. Write arguments to support claims with clear reasons and relevant evidence.

- W6.1 a-Introduce claim(s) and organize the reasons and evidence clearly.
- W6.1 b- Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
- W6.1 c-Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
- W6.1 d-Establish and maintain a formal style /academic style, approach, and form.
- W6.1 e- Provide a concluding statement or section that follows from the argument presented

Provide a concluding statement or section that follows from the argument presented.

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.6.2. A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.
- W.6.2. b -Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- W.6.2. c- Use appropriate transitions to clarify the relationships among ideas and concepts.
- W.6.2. d- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- W.6.2. e - Establish and maintain a formal style/ academic style, approach, and form.
- W.6.2. f - Provide a concluding statement or section that follows from the information or explanation presented.

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.6.3.a -Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- W.6.3.b -Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- W.6.3.c -Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- W.6.3.d -Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
- W.6.3.e - Provide a conclusion that follows from the narrated experiences or events.

Unit Essential Questions

- How will one comprehend, gain insight and make inferences through text?
- How will one identify theme through personal opinions?
- How will one determine the elements and events that caused a change in plot?
- How will one determine the meanings of figurative language and word choice in a text?
- How will one develop point of view of a speaker or narrator?
- How will one compare/contrast fine print reading versus multimedia watching and/or listening?
- How will one-compare/contrast similar themes across different genres?
- How will one analyze and gain insight and make inferences through text?

- How will one identify central idea through personal opinions or judgments?
- How will one analyze how key individuals, events, or ideas are introduced and how they contribute to the development of ideas?
- How will one determine the meanings of figurative language and word choice in a text?
- How will one develop point of view of a speaker or narrator?
- How will one compare/contrast fine print reading versus multimedia watching and/or listening?
- How will one evaluate an argument in text?
- How will one compare and contrast one author's presentation of events with another?
- How will one introduce and support claims?
- How will one determine multiple-meaning words and phrases within context?
- How will one demonstrate understanding of figurative language?
- How will one apply grade-appropriate words and phrases to express thoughts?
- Are you able to identify various types of poetry?
- Are supporting details included in your open-ended responses?
- Are you able to identify and utilize the three types of figurative language in your writing samples?
- Can you identify the author's purpose?
- Can you identify who is telling the story and from what point of view?

Enduring Understanding

- Readers develop a deeper understanding through reflection of text.
- Readers use strategies to construct meaning

Knowledge and Skills-what will the focus of instruction be?

- Journal Responses
- Complete with in-class reading and teacher facilitated response
- Comprehension Questions-in both a written and verbal format for all course work
- White Fang-scene setting
- Short Story Project Mythology Project Poetry Project The Outsiders -character analysis
- Summary work
- Short Story Project
- The Red Pony Project
- The Outsiders sequencing
- Mythology retell/project and presentation
- Author study background
- The Devil's Arithmetic reading and discussion
- Poetry Study/Book
- Comparison between movies and novels read-Ex The Outsiders, The Red Pony, White Fang
- Final Project-Identification of themes and genre from the years reading-Venn Diagram
- Independent reading summaries
- Current Event assignment
- Independent reading summaries

Stage 2: Evidence of Understanding, Learning Objectives, and Expectations

Benchmarks

Students will understand:

- How to comprehend and draw inferences based on evidence from textual support
- How to summarize theme and make judgments based upon text
- How to identify and analyze a developing plot
- How to determine word meanings and phrases in text
- How to develop point of view in a text
- How to compare and contrast reading texts versus watching or listening to a live version
- How to compare and contrast similar themes of different genres
- Clarify unfamiliar language to promote better comprehension
- Draw inferences and make logical conclusions
- Identify and trace the development of an author's argument, point of view, or perspective
- Identify the personally traits of characters and predict how they would respond in certain situations
- Analyze a variety of text to determine the type and purpose of the structure being used
- Identify and analyze the development of themes in and across literary works
- Compare and contrast written text to the visual as seen in movies or shows
- Identify the plot and determine how each even explains past to present actions or foreshadows future actions.
- Evaluate how well literary elements are used to establish mood, place, time period, and cultures, and contribute to the overall effectiveness of a selection and the development of it's theme
- Analyze how dialogue is used to develop characters and mood in a selection

Assessment Methods

- Journal Responses to reading
- Graphic organizers/Venn diagrams
- Open-Ended response questions & comprehension questions
- Oral reading
- Vocabulary- using charts, pictures, sentences, stories
- Response to oral questions
- PowerPoint presentations
- Book reviews
- Story Maps
- Comprehension skill tests/quizzes
- Open-ended response questions
- Lesson Tests/quizzes
- Anecdotal records
- Teacher Observations

STAGE 3-Learning Plan

Below is a list of examples of teaching approaches, differentiation, and instructional techniques that may be used in this and any other unit.

- Academic vocabulary and language
- Accountable talk
- Adapting to learning styles/multiple intelligences
- Analysis of student work
- Close read
- Conferencing
- Cooperative learning
- Cues, questions, activating prior knowledge
- Current events
- Debate
- Direct instruction
- Discover/inquiry-based learning
- Document-based questions
- Effective questioning
- Field experience, field trip, or field study
- Flexible/strategic grouping
- Formative assessment process
- Generating and testing hypotheses
- Graphic organizers
- Guest speakers
- Hands-on learning
- Homework and practice
- Identifying similarities and differences
- Integration of content areas
- Learning centers
- Lecture
- Mastery learning
- Modeling
- Music and songs
- Nonlinguistic representations
- Note booking/journaling
- Notice and Note annotating
- Peer teaching/collaboration
- Project-based learning
- Read-aloud
- Reading and writing across the curriculum
- Reciprocal teaching
- Reinforcing effort and providing recognition
- Role play/simulations/drama
- Socratic seminars
- Student goal setting
- Student self-assessment

Accommodations and Modifications:

Environmental Modifications:

- Create a kind and open atmosphere, by modeling and stating expectations
- Encourage students to participate with answers, processes or comments relevant to conversation at that time
- Gain the student's attention before speaking
- Break down multiple tasks into smaller directions
- Provide frequent repetition of important tasks

Learning/Teaching Strategies:

- Gain the student's attention before speaking,
- Break down multiple tasks into smaller sets of directions
- Provide frequent verbal & written repetition of important explanations for all to see & follow
- Frequently question for students' understanding
- Continuously circulate the room, if not teaching, to monitor students' & provide guidance
- Chunk assignments
- Frequent check-ins for understanding
- VAKT:
- Collaborative groups will appeal to interpersonal learners
- Graphic organizers will appeal to visual-spatial learners
- Technology will appeal to visual-spatial learners

Time Allotment:

Full Year

Resources:

Novels

- *The Outsiders* by S.E. Hinton
- *White Fang* by Jack London
- *The Red Pony* by John Steinbeck
- *Heroes, and Monsters of Greek Mythology* by Evslin, Evslin, and Hoopes

Independent Reading/Literature Circle

May include any from the recommended reading list and can include and not be limited to the following selections:

- *The Westing Game* by Ellen Baskin
- *The Golden Goblet* by E. Jarvis McGraw
- *One Thousand and One Arabian Nights* by Geraldine McCaughrean
- *The Devil's Arithmetic* by Jane Yolan
- *The Heart of the Quake* by David Levithan
- *The Girl Who Owned the City* by O.T. Nelson
- *The Breadwinner* by Deborah Ellis

- *Little Women* by Louisa May Alcott
- *The Adventures of Huckleberry Finn* by Mark Twain

Short Stories

May include some of the following selections, as well as supplemental one chosen by instructor:

- “The Stone”
- “The Wounded Wolf”
- “The Lawyer and the Ghost”
- “Becky and the Wheels-and-Brake Boys”
- “Eleven”
- “The Sound of Summer Running”
- “Stray”
- “Jeremiah’s Song”
- “Mummy No 1770”
- “The King of Mazy May”
- “The Circuit”
- “Hard as Nails”
- “Old Ben”
- “How to Write a Letter”
- “The Southpaw”
- “Lob’s Girl”
- “Greyling”
- “A Backwards Boy”

Poetry

May include some of the following selections, as well as supplemental one chosen by instructor:

- “Child on Top of a Greenhouse”
- “The Shark”
- Riddles, Haiku’s and Limericks
- “April Rain Song”
- “Fame is a Bee”
- “The Kitten at Play”
- “Parade”
- “Cynthia in the Snow”
- “Simile: Willow and Ginkgo”
- “Books Fall Open”
- “O to Be Up and Doing”
- “The Open Road”
- “The Walrus and the Carpenter”
- “The Naming of Cats”
- “February Twilight”
- “Jimmy Jet and His TV Set”
- “The Geese”

Unit 3-Informational Reading

STAGE 1-Desired Results

In 6th grade the students will study a wide diversity of non-fiction readings that relate to a variety of topics. Informational text is read across all of the classes, not just the Literature class. As a result, it is imperative that the students are introduced to the skills need to read informational text and comprehend it fully. Students will read fictional and non-fictional writings on the same topic and will be required to identify the differences between the two texts.

Students are expected to research a topic and then compile and organize that information into their own written piece. Plagiarism is forbidden. Which is why teaching students correct methods of restating and citing the information is an essential part of the curriculum.

In addition to in-class reading, students will be required to read a non-fictional book as part of their independent reading assignments.

NJSLSA Standards:

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

RI.6.2. 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.

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).

RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

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.

RI.6.6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

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.

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.

RI.6.9. Compare and contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

RI.6.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

W.6.1. Write arguments to support claims with clear reasons and relevant evidence.

W.6.1.a. Introduce claim(s) and organize the reasons and evidence clearly.

W.6.1.b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

W.6.1.c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

W.6.1.d. Establish and maintain a formal/academic style, approach, and form.

W.6.1.e Provide a concluding statement or section that follows from the argument presented.
Provide a concluding statement or section that follows from the argument presented.

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.6.2.a. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.
- W.6.2.b-Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- W.6.2. c- Use appropriate transitions to clarify the relationships among ideas and concepts.
- W.6.2.d- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- W.6.2.e- Establish and maintain a formal style/ academic style, approach, and form.
- W.6.2.f-Provide a concluding statement or section that follows from the information or explanation presented.

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.6.3.a-Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- W.6.3.b-Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- W.6.3.c-Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- W.6.3.d-Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
- W.6.3.e- Provide a conclusion that follows from the narrated experiences or events.

W.6.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

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

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.

W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

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.

W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research

- W.6.9. a-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.6.9. b-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”).

W.6.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline- specific tasks, purposes, and audiences.

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.6.2. 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.

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

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 speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).

Essential Questions:

- How will one analyze and gain insight and make inferences through text?
- How will one identify central idea through personal opinions or judgments?
- How will one analyze how key individuals, events, or ideas are introduced and how they contribute to the development of ideas?
- How will one determine the meanings of figurative language and word choice in a text?
- How will one develop point of view of a speaker or narrator?
- How will one compare/contrast fine print reading versus multimedia watching and/or listening?
- How will one evaluate an argument in text?
- How will one compare and contrast one author’s presentation of events with another?
- Using textual evidence, how will one analyze and determine appropriate inferences?
- Using personal insight and judgments, how will one determine central idea?
- Using critical thinking skills, one will analyze how key individuals, events, or ideas are introduced and how they contribute to the development of ideas
- Using figurative language and specific word choice, one will analyze the impact of meaning and tone in a text?
- Using the overall structure of a text, how will one identify the point of view or purpose and analyze how it contributes to the overall development of ideas?
- Using multimedia and fine print resources, how will one compare and contrast what they

perceive while watching, listening, or simply reading?

- Using an evaluation of arguments and claims, one will identify the difference from supported claims and unsupported claims.
- Using multiple authors' presentations of events, how will one compare and contrast the differences between one other?

Enduring Understanding

- Research contributes to the discovery of solutions by giving choices for differing outcomes.
- Reading expands understanding of the world, its people, and oneself.
- Effective communication relies on the usage of proper forms
- New information may result in a new idea or change of stance

Knowledge and Skills-what will the focus of instruction be?

- Current Event assignment
- Short Story Poster
- The Red Pony project
- The Outsiders character analysis
- Mythology project
- Independent reading summaries
- Non-fiction reading and analysis
- Complete with in-class reading and teacher
- Independent reading summaries
- Non-fiction reading and analysis
- World to text connections- The Red Pony-Californian Farmers
- Mythology Greek religion and historical context
- White Fang-Gold Rush
- The Outsiders-teenage social issues-journal response
- Short Stories-Theme poster
- Vocabulary work- antonyms, synonym's
- Essay planning
- WWII research
- Yukon and Wolves research paper
- 1960's Era research

Stage 2: Evidence of Understanding, Learning Objectives, and Expectations **Benchmarks**

Students will understand:

- Clarify unfamiliar words
- Draw inferences and make logical conclusions
- Identify and trace the development of an author's argument, point of view, or perspective
- Analyze a variety of text to determine the type and purpose of the structure being used
- Identify and analyze the development of themes in and across literary works
- Compare and contrast written text to the visual as seen in movies or shows
- Identify and summarize the main ideas
- Use a graphic organizer to identify relevant information
- How to introduce and support claims with clear evidence

- How to write explanatory texts to introduce a topic and organize ideas
- How to write a narrative in order to develop real or imagined experiences
- How to develop and strengthen writing
- How to conduct short research projects
- How to gather information from literary or informational texts
- How to write routinely over a variety of time frames

Assessment Methods

- Journal Responses to reading
- Graphic organizers/Venn diagrams
- Open-Ended response questions & comprehension questions
- Oral reading
- Vocabulary- using charts, pictures, sentences, stories
- Response to oral questions
- PowerPoint presentations
- Book reviews
- Comprehension skill tests/quizzes
- Open-ended response questions
- Lesson Tests/quizzes
- Anecdotal records
- Teacher Observations

STAGE 3-Learning Plan

Below is a list of examples of teaching approaches, differentiation, and instructional techniques that may be used in this and any other unit.

- Academic vocabulary and language
- Accountable talk
- Adapting to learning styles/multiple intelligences
- Analysis of student work
- Close read
- Conferencing
- Cooperative learning
- Cues, questions, activating prior knowledge
- Current events
- Debate
- Direct instruction
- Discover/inquiry-based learning
- Document-based questions
- Effective questioning
- Field experience, field trip, or field study
- Flexible/strategic grouping
- Formative assessment process
- Generating and testing hypotheses
- Graphic organizers
- Guest speakers

- Hands-on learning
- Homework and practice
- Identifying similarities and differences
- Integration of content areas
- Learning centers
- Lecture
- Mastery learning
- Modeling
- Music and songs
- Nonlinguistic representations
- Note booking/journaling
- Notice and Note annotating
- Peer teaching/collaboration
- Project-based learning
- Read-aloud
- Reading and writing across the curriculum
- Reciprocal teaching
- Reinforcing effort and providing recognition
- Role play/simulations/drama
- Socratic seminars
- Student goal setting
- Student self-assessment

Accommodations and Modifications:

Environmental Modifications:

- Create a kind and open atmosphere, by modeling and stating expectations
- Encourage students to participate with answers, processes or comments relevant to conversation at that time
- Gain the student's attention before speaking
- Break down multiple tasks into smaller directions
- Provide frequent repetition of important tasks

Learning/Teaching Strategies:

- Gain the student's attention before speaking,
- Break down multiple tasks into smaller sets of directions
- Provide frequent verbal & written repetition of important explanations for all to see & follow
- Frequently question for students' understanding
- Continuously circulate the room, if not teaching, to monitor students' & provide guidance
- Chunk assignments
- Frequent check-ins for understanding
- VAKT:
- Collaborative groups will appeal to interpersonal learners
- Graphic organizers will appeal to visual-spatial learners
- Technology will appeal to visual-spatial learners

Time Allotment:

Full Year

Resources:

6th grade Anthology by Prentice Hall

Write Source 2000 by Sebrabek, Kemper, and Meyer

Warner's English Comprehension and Grammar, Introduction Course

Unit 4-Grammar/ Vocabulary Study

STAGE 1-Desired Results

Hand in hand with the ability to produce well-written pieces is the ability to use correct grammar and have included in the writing piece higher-level vocabulary. Grammar is an essential part of a student's ability to be able to present their ideas. If the main idea of a written piece is well thought out, but it difficult to read and follow due to poor grammar, the piece automatically loses clarity. The use of advanced vocabulary, if used properly, is also an important part of the written piece. Vocabulary can transform an average piece of writing into an imaginative and creative piece. In addition to helping students written work, vocabulary is important in helping the student to read well. If they do not understand the language of the text, then the meaning of the text is also lost.

Grammar lessons will be covered to address common mistakes. They will also have lessons on grammar terminology, parts of speech, and sentence structure. This will aid students in editing and writing clearly.

NJSLSA Standards:

L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

L.6.1 b-Use intensive pronouns (e.g., *myself, ourselves*).

L.6.1 c-Recognize and correct inappropriate shifts in pronoun number and person.

L.6.1 d-Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents)

L.6.1 e-Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

L.6.2 b-Spell correctly.

L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.6.3.a.- Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.

L.6.3.b.-Maintain consistency in style and tone.

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.6.4 a- Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

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

L.6.4 c-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.6.4 d-Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.6.5.Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.6.5.a- Interpret figures of speech (e.g., personification) in context.

L.6.5.b-Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.

L.6.5.c- Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy*, *scrimping*, *economical*, *unwasteful*, *thrifty*).

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.

Essential Questions:

- What are some ways one can demonstrate the command of the conventions when writing or speaking?
- How will one use proper mechanics when writing?
- How will one determine multiple-meaning words and phrases within context?
- How will one demonstrate understanding of figurative language?
- How will one apply grade-appropriate words and phrases to express thoughts?
- Using commands of convention, how will one ensure proper usage of pronouns and recognize variations from Standard English in their own and others' writing?
- Using proper mechanics, how will one demonstrate correct punctuation, capitalization, and spelling?
- Using reference materials and context clues, how will one interpret multiple meaning words and phrases?
- Using interpretation of figurative language, how will one demonstrate an understanding and apply it in their writing?
- Using grade appropriate academic and domain-specific words and phrases, how will one apply them appropriately to their writing?

Enduring Understanding

- Effective communication relies on the ability to produce cohesive and well-written work.
- The use of language and proper rules of grammar enhance a person's written work

Knowledge and Skills-what will the focus of instruction be?

- Grammar Study
- Peer Editing

- Self editing
- Poetry Study
- Independent Vocabulary Study
- Vocabulary work with novels

Stage 2: Evidence of Understanding, Learning Objectives, and Expectations **Benchmarks**

Students will understand:

- How to demonstrate and apply command of the conventions of English grammar
- How to use mechanics correctly
- How to clarify multiple-meaning words
- How to demonstrate knowledge of figurative language
- How to acquire and use grade appropriate general and specific words and phrases
- How to use a thesaurus and dictionary
- How to vary language by using synonyms for a more descriptive writing
- Clarify word meanings through the use of definitions, inference, example, restatement, or contrast
- Use English language Conventions correctly (roots and bases, prefixes/suffixes, inflectional endings, correct use of modifiers, definite and indefinite pronouns, verb tense, verb agreement, quotations marks, correct punctuation within quotations, paragraph breaks with dialogue)
- Sentence variance
- Details-use similarity and differences: sensory details-excluding extraneous details
- Internal Punctuation
- Familiar with the use of thesaurus to help written work
- Vocabulary study-from texts and guide
- Identification of synonyms and antonyms

Assessment Methods

- Journal Responses to reading
- Graphic organizers/Venn diagrams
- Open-Ended response questions & comprehension questions
- PowerPoint presentations
- Book reviews
- Story Maps
- Lesson Tests/quizzes
- Anecdotal records
- Teacher Observations
- Independent Vocabulary Study
- Vocabulary work with novels
- Grammar Study
- Peer Editing
- Self editing
- Poetry Study
- Compositional risks

STAGE 3-Learning Plan

Below is a list of examples of teaching approaches, differentiation, and instructional techniques that may be used in this and any other unit.

- Academic vocabulary and language
- Accountable talk
- Adapting to learning styles/multiple intelligences
- Analysis of student work
- Close read
- Conferencing
- Cooperative learning
- Cues, questions, activating prior knowledge
- Current events
- Debate
- Direct instruction
- Discover/inquiry-based learning
- Document-based questions
- Effective questioning
- Field experience, field trip, or field study
- Flexible/strategic grouping
- Formative assessment process
- Generating and testing hypotheses
- Graphic organizers
- Guest speakers
- Hands-on learning
- Homework and practice
- Identifying similarities and differences
- Integration of content areas
- Learning centers
- Lecture
- Mastery learning
- Modeling
- Music and songs
- Nonlinguistic representations
- Note booking/journaling
- Notice and Note annotating
- Peer teaching/collaboration
- Project-based learning
- Read-aloud
- Reading and writing across the curriculum
- Reciprocal teaching
- Reinforcing effort and providing recognition
- Role play/simulations/drama
- Socratic seminars
- Student goal setting

- Student self-assessment

Accommodations and Modifications:

Environmental Modifications:

- Create a kind and open atmosphere, by modeling and stating expectations
- Encourage students to participate with answers, processes or comments relevant to conversation at that time
- Gain the student's attention before speaking
- Break down multiple tasks into smaller directions
- Provide frequent repetition of important tasks

Learning/Teaching Strategies:

- Gain the student's attention before speaking,
- Break down multiple tasks into smaller sets of directions
- Provide frequent verbal & written repetition of important explanations for all to see & follow
- Frequently question for students' understanding
- Continuously circulate the room, if not teaching, to monitor students' & provide guidance
- Chunk assignments
- Frequent check-ins for understanding
- VAKT:
- Collaborative groups will appeal to interpersonal learners
- Graphic organizers will appeal to visual-spatial learners
- Technology will appeal to visual-spatial learners

Time Allotment:

Full Year

Resources:

6th grade Anthology by Prentice Hall

Write Source 2000 by Sebrabek, Kemper, and Meyer

Warner's English Comprehension and Grammar, Introduction Course

Novels

Unit 5-Speaking and Listening Study

STAGE 1-Desired Results

The ability to speak well and listen is an essential tool for every student. As the students mature, their ability to speak will be the first impression another person will have of them. Students will be asked to speak in large group, small group, and one-on-one settings concerning a variety of subjects. Dependent of the topic, all of the settings will require a varying level of formality and different skills. In the class, student will be asked to answer questions concerning ideas and texts, conduct a formal presentation to the class, and speak extemporaneously on a subject. As the students present to a large group more frequently they will gain confidence, which will help to allow for a clearer, more concise presentation.

In addition to speaking, listening is also a valuable skill. The ability to listen will only aid our students as they progress through their education. Learning the rules of speaking in a small group is also important to allow students to effectively share ideas. Students need to develop their listening skills in the classroom daily so they are able to take the information provided to them and then utilize it effectively. This skill is needed in all of their classes and in everyday life.

NJSLSA Standards:

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.6.1. a- Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- SL.6.1. b- Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- SL.6.1. c- Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- SL.6.1. d- Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

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.

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

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 speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).

SL.6.5.. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Essential Questions:

- How will one prepare and participate in discussions?
- How will one interpret information from various media and formats?
- How will one interpret arguments and break apart claims?
- How will one present claims and sequence ideas to interpret main ideas or themes using multimedia sources?
- How will one adapt speech to a variety of contexts?
- Using effective collaboration and guidelines, how will one come to discussions prepared, respectively respond to the remarks of others, and review key ideas through reflection and paraphrasing?
- Using diverse media and formats, how will one interpret and explain information and how it

contributes to a topic or issue?

- Using pertinent details, how will one break apart a speaker's arguments distinguishing supported from unsupported claims?
- Using multimedia sources and visual displays, how will one present claims, sequence ideas appropriately and use facts and details in order to elaborate the main idea with appropriate eye contact, volume, and pronunciation?
- Using formal English when appropriate, how will one adapt speech to a variety of contexts and tasks?

Enduring Understanding

- Relaying information to people, whether to a large, group, small group, or in an on-to-one situation, is often difficult and requires practice and confidence
- The ability to listen and follow directions is a skill needed throughout life
- How do people express their ideas and themselves

Knowledge and Skills-what will the focus of instruction be?

- Oral Presentations- a review, extemporaneous, presentation of a paper/project
- Oral responses to questions posed
- Reader's Theater
- Oral reading fluency
- Complete with in-class reading and teacher facilitated response
- Power Point-Wolves
- Speeches-Movie Critic, extemporaneous, how to...
- Debate
- Debating Current Event Study Propaganda Study Research-fact or opinion?

Stage 2: Evidence of Understanding, Learning Objectives, and Expectations **Benchmarks**

Students will understand:

- How to engage effectively in a range of collaborative discussions
- How to explain and interpret information
- How to break apart claims while interpreting arguments
- How to present claims and include multimedia sources
- How to differentiate speech accordingly
- Engage the audience with appropriate verbal cues, facial expressions, gestures, and eye contact
- Actively solicit another person's comment or opinion
- Make informed judgments about TV, radio, and film

Evidence of Learning and Assessment

- Open-Ended response questions & comprehension questions
- PowerPoint presentations
- Classroom discussions

- Book reviews
- Story Maps
- Lesson Tests/quizzes
- Anecdotal records
- Teacher Observations
- Complete with in-class reading and teacher facilitated response
- Power Point-Wolves
- Speeches-Movie Critic, extemporaneous, how to...
- Debate

STAGE 3-Learning Plan

Below is a list of examples of teaching approaches, differentiation, and instructional techniques that may be used in this unit.

- Academic vocabulary and language
- Accountable talk
- Adapting to learning styles/multiple intelligences
- Analysis of student work
- Close read
- Conferencing
- Cooperative learning
- Cues, questions, activating prior knowledge
- Current events
- Debate
- Direct instruction
- Discover/inquiry-based learning
- Document-based questions
- Effective questioning
- Field experience, field trip, or field study
- Flexible/strategic grouping
- Formative assessment process
- Generating and testing hypotheses
- Graphic organizers
- Guest speakers
- Hands-on learning
- Homework and practice
- Identifying similarities and differences
- Integration of content areas
- Learning centers
- Lecture
- Mastery learning
- Modeling
- Music and songs
- Nonlinguistic representations
- Notebooking/journaling
- Notice and Note annotating
- Peer teaching/collaboration

- Project-based learning
- Read-aloud
- Reading and writing across the curriculum
- Reciprocal teaching
- Reinforcing effort and providing recognition
- Role play/simulations/drama
- Socratic seminars
- Student goal setting
- Student self-assessment

Accommodations and Modifications:

Environmental Modifications:

- Create a kind and open atmosphere, by modeling and stating expectations
- Encourage students to participate with answers, processes or comments relevant to conversation at that time
- Gain the student's attention before speaking
- Break down multiple tasks into smaller directions
- Provide frequent repetition of important tasks

Learning/Teaching Strategies:

- Gain the student's attention before speaking,
- Break down multiple tasks into smaller sets of directions
- Provide frequent verbal & written repetition of important explanations for all to see & follow
- Frequently question for students' understanding
- Continuously circulate the room, if not teaching, to monitor students' & provide guidance
- Chunk assignments
- Frequent check-ins for understanding
- VAKT:
- Collaborative groups will appeal to interpersonal learners
- Graphic organizers will appeal to visual-spatial learners
- Technology will appeal to visual-spatial learners

Time Allotment:

Full Year

Resources:

6th grade Anthology by Prentice Hall

Write Source 2000 by Sebrabek, Kemper, and Meyer

Warner's English Comprehension and Grammar, Introduction Course

New Jersey Core Curriculum and Common Core Content Standards

<http://www.state.nj.us/education/cccs/>

Integration of 21st Century Theme(s)

The following websites are sources for the following 21st Century Themes and Skills:

<http://www.nj.gov/education/code/current/title6a/chap8.pdf>

<http://www.p21.org/about-us/p21-framework> .

<http://www.state.nj.us/education/cccs/standards/9/index.html>

21st Century Interdisciplinary Themes (into core subjects)

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy
- Study of wolves and their habitats
- Ancient Greek history
- The Depression
- World War II
- The 1960's culture
- Author Study

Learning and Innovation Skills

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration

Information, Media and Technology Skills

- Information Literacy
- Media Literacy
- ICT (Information, Communications and Technology) Literacy

Life and Career Skills

- Flexibility and Adaptability
- Initiative and Self-Direction
- Social and Cross-Cultural Skills
- Productivity and Accountability
- Leadership and Responsibility

Integration of Digital Tools

- Classroom computers/laptops/Chromebooks
- Technology Lab
- Voice amplification device
- Other software programs

CURRICULUM MODIFICATIONS

SPECIAL EDUCATION AND 504 STUDENTS

Modifications are available to children who receive services under IDEA or Section 504 of the Rehabilitation Act..

GENERAL MODIFICATIONS:

- Allow outlining, instead of writing for an essay or major project
- Computerized spell-check support
- Word bank of choices for answers to test questions
- Read-alouds, film or video supplements in place of reading text
- Reworded questions in simpler language
- Projects instead of written reports
- Highlighting important words or phrases in reading assignments
- Modified workload or length of assignments/tests
- Modified time demands
- Pass/no pass option
- Modified grades based on IEP

BEHAVIOR MODIFICATIONS:

- Follow pre-scripted behavior plan
- Breaks between tasks
- Cue expected behavior
- Daily feedback to student
- Use de-escalating strategies
- Use positive reinforcement
- Use proximity/touch control
- Use peer supports and mentoring
- Model expected behavior by adults
- Have parent sign homework/behavior chart
- Set and post class rules
- Chart progress and maintain data

STUDENTS AT RISK OF SCHOOL FAILURE

Students or groups of students who are considered to have a higher probability of failing academically or dropping out of school.

- Maximize use of community resources
- Connect family to school and school activities

- Support through transition
- Help develop compensating strategies
- Increase opportunity for positive peer group influences
- Supplemental courses
- Placement in small and interactive groups

ENGLISH LANGUAGE LEARNER STUDENTS (ELL)

ELL students are students who are unable to communicate fluently or learn effectively in English, who often come from non-English-speaking homes and backgrounds, and who typically require specialized or modified instruction in both the English language and in their academic courses.

- Alternate Responses
- Notes in Advance
- Extended Time
- Simplified Instruction (written and verbal)
- Online Dictionary
- Use lots of visuals
- Use physical activity; model, role-play
- Repeat/Rephrase often
- Use lower level materials when appropriate

GIFTED AND TALENTED STUDENTS (G&T)

Inclusion, infusion and differentiated instruction across the curriculum meets the individual needs of gifted and talented students. Gifted and talented services include:

- Differentiated curriculum for the gifted learner.
- Regular classroom curricula and instruction that is adapted, modified, or replaced.
- Educational opportunities consisting of a continuum of differentiated curricular options, instructional approaches and materials.
- Integrated G&T programming into the general education school day.
- Flexible groupings of students to facilitate differentiated instruction and curriculum.

Learning Environments:

- Extensive outside reading
- Active classroom discussion
- Innovative oral and written presentations
- Deductive and inductive reasoning
- Independent writing and research
- Divergent thinking
- Challenging problem solving situations
- Interactive, independent and interdisciplinary activities