

Fair Lawn Public Schools

Fair Lawn, NJ

**Language
Arts Gr. 6**

August

2015

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Developed August 2011**

Language Arts 6 is an English course that was developed by the Fair Lawn English Language Arts Grade 6 Team and aligned to the Grade 6 Common Core State Standards Initiative and Common Core Anchor Standards for College and Career Readiness.

Fair Lawn School District

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Language Arts 6

I. Course Synopsis

The Language Arts 6 curriculum develops reading, writing, speaking, and listening skills aligned with the Grade 6-specific Common Core State Standards Initiative and the College and Career Readiness Anchor Standards for English Language Arts. Throughout the year, students will explore various genres of literature, oftentimes connecting fiction with nonfiction texts for context. Elements of literature are presented through themes of change, choice, and internal and external conflicts. Essential questions, thematic focus, and integrated cross-curricular study (with Social Studies partners) support growing skill development in text-based academic discourse.

II. Philosophy & Rationale

In that literature provides students a lens onto the world, it is the goal of the Language Arts Department to provide the students in this course with an understanding of the historical/cultural/social contexts of department-selected essential texts. Multiple perspectives are presented through differentiated and authentic materials, as presented by first-hand accounts and a variety of texts including, but not limited to, biographies, autobiographies and memoirs. Students will also have exposure to other genres including: Science Fiction, Fairy Tales, Fables, and Legends. Through the study of various genres, students will develop a better understanding of the power of words as well as the impact of *story*. Students will be expected to think critically about texts by reading, listening to, and talking about texts- leading to writing text-based narratives, journal reflections, short-constructed responses, and analytical and argument-based claims in timed and processed essays.

In completing these tasks, it is expected that students will develop a better appreciation for literature. A focus on higher-level teacher-directed questions and student-centered opportunity for inquiry-based reading and research support our process. Ultimately, our aim is for students to develop the skills to fulfill the requirements of the Common Core State Standards and, in doing so, gain increased rigorous competence in reading, writing and critical thinking.

Differentiated instruction for students at different levels of achievement and specific learning needs (e.g. special education, English language learners, at-risk and Gifted & Talented) is embedded in targeted scaffolding based on knowledge of each student's interests and assessment data.

A. Reading Scaffolding

Based on research on reading from the past forty years, the Fair Lawn English Department supports the three reading principles reported by Richard Allington (2003). Specifically, 1) students read better when they read more; 2) students learn from their reading when they have consistent opportunities to discuss and write about their reading; and 3) students need explicit instruction in reading comprehension strategies.

Reading More

In addition to curriculum-driven reading activities, independent reading is provided to support the various interests and learning needs of all students in each marking period (in Language Arts or Literature Connections). Teachers facilitate student opportunities to read books-of-choice and timely texts as part of classroom curriculum and instruction. In particular, reading conferences and, at times, project-based assignments foster a meaningful reading experience with differentiated rigor. The following questions support proficient reading reflection:

[A good reader asks...]

- What reading strategies impact comprehension?
- How does what you experience in life impact your interpretation of text?
- What additional perspectives are necessary for an enhanced understanding of the text?
- What parts of the text are most significant? Why?
- What is the author's purpose?
- What do you want to know more about?
- How is the study of academic vocabulary and vocabulary words in texts vocabulary so vital to a rigorous exploration of a text?

Sharing Ideas about Reading

In addition to written discussion and small-group collaboration, the Fair Lawn Language Arts Department engages students in purposeful paired discussions to share and process information more effectively. The following process may be used to operationalize "Turn and Talk" (Harvey & Daniels, 2009) as part of the classroom culture.

1. Explain the importance of actively sharing our thinking with a partner.
2. Teach the practice of partner conversation by reading a short text silently and modeling turn-and-talk guidelines. Ask students to notice the following: use eye contact; listen attentively, ask follow-up questions, disagree politely, share connections, and express reactions.

3. In guided practice, ask students to report their noticings. Create a classroom anchor chart that provides expectations for partner conversation. Choose a student-friendly topic and give it a go.
4. Provide consistent opportunities for partner conversations with deliberate student pairings. Whereas some prompts may be open-ended (e.g. What do you wonder about the text?), other prompts may be more specific (e.g. What was the main character's motivation? Or, what is the most important information in the text?)

Explicit Instruction in Reading Strategy

In-class reading of grade-level texts is supported by the application of reading strategies as noted in Harvey Daniels and Nancy Steineke's *Texts and Lessons for Content-Area Reading* (2010), provided to all English department members. Teachers target Tier II words (i.e. high frequency words used across content areas) and Tier III words (content-specific vocabulary words) and teach the words before they are encountered in the text. Pre-reading, during-reading, and post-reading strategies promote strategic thinking. For example, "Think Aloud" (p. 62), "Pair Reading" (p. 66), and "Text Annotation" (p.41) are explained within model lessons by Daniels and Steineke (2010). One culminating goal is to model proficient reading behaviors such as higher order questioning and an enthusiastic passion for inquiry while gradually releasing this skill work to more strategic-thinking students.

ACHIEVE 3000 Integrated Nonfiction Reading Comprehension Support

Beginning in September of 2015, all Grade 6 students will participate in the computer-based ACHIEVE 3000 reading comprehension program. As noted on the "How It Works" page on the ACHIEVE 3000 web site (<http://www.achieve3000.com/how-it-works/>), this research-based program infuses technology for online differentiated instruction by engaging students at their independent reading levels with consistent challenge to improve nonfiction reading skills. Teachers are trained to support the program with differentiated lesson work based on analysis of data and student learning needs.

Writing Scaffolding

Writing instruction in the Fair Lawn Language Arts Department includes a balance of student journaling, open-ended responses, and formative writing assessments. In the end, students complete summative processed and timed writing in designated writing genres. Teachers confer and write specific and individualized feedback to support revision during the writing process. Students will write on a variety of subjects, in a variety of genres, for a variety of readers.

The following questions support proficient writing reflection [A good writer asks...]:

- Why must the purpose of the writer be determined?
- What makes a piece of writing effective?
- Why is it important to have a cogent thesis statement or arguable claim?
- Why are supporting details essential in argument-based writing?
- How could voice be employed to engage the writer’s audience?
- Why is it important, in terms of meaning, to use correct grammar conventions and organizational structure?

Processed Writing Resources:

Tools for writing development are integrated in the grade-specific textbook. In particular, a hard copy of the *Common Core Edition Holt McDougal Literature* textbook is available in the classroom’s workshop approach, while an online copy of the text is available to students at home.

In addition, the Fair Lawn Language Arts Department uses the *Purdue Online Writing Lab (OWL) web site* (<http://owl.english.purdue.edu/>) as a resource for facilitating the academic writing process: prewriting, drafting, sharing, revising, editing, proofreading, and publishing. Teachers create teaching points for writing instruction in collaboration in planning and with Fair Lawn students in mind.

The PARCC web site provides resources including standards-aligned rubrics for narrative writing and expository writing (<http://www.parcconline.org/for-educators>). These rubrics serve as starting points for teacher-driven writing rubrics that are created with Fair Lawn Language Arts students in mind. For example, the Fair Lawn Language Arts Department and Social Studies Department collaborated on an integrated expectation for document-based essay writing across the two subjects. These writing plans are shared in a department Google Drive. In addition, each writing assignment is supported with a clear writing expectation as represented in a writing rubric.

III. Scope & Sequence

There are four thematic and genre-based units (Units 1-4); the goal is to study each unit within one marking period. Vocabulary, Literary Terms, and Grammar is embedded in each unit.

Marking Period 1	Marking Period 2
Unit 1 Theme: Conflict Core Texts: “A Glory over Everything” by Ann Petry; “Brother” by Maya Angelou Writing Piece: Persuasive Essay	Unit 2 Theme: Change Core Texts: “Eleven” by Sandra Cisneros; “All Summer in a Day” by Ray Bradbury; “La Bamba” by Gary Soto Writing Piece: Theme/Analytical Essay
Marking Period 3	Marking Period 4
Unit 3 Theme: Choice Core Texts: “The Emperor’s New Clothes” by Hans Christian Anderson; “The Gift of the Magi” by O’Henry; “The Stone” by Lloyd Alexander; “Arachne” by Olivia E. Coolidge; “The Chenoo” by Joseph and James Bruchac Writing Piece: Literary Analysis Essay	Unit 4 Theme: External Challenges Core Texts: “The Secret Garden” by Frances Hodgson Burnett; <i>The Story of My Life (excerpt)</i> by Hellen Keller; “Dreams” by Langston Hughes Writing Piece Options: Poetry, Descriptive, Explanatory
Personal Narrative and Expository Journal Writing is continuous...	

Continuous Units (These units are taught throughout the school year):

Unit 5: Vocabulary

1. Assigned vocabulary words from context
2. Define words based on context
3. Apply the vocabulary to students’ own writing

Unit 6: Literary Terms

1. Assign literary terms from context
2. Define terms in context
3. Create authentic application of terms

Unit 7: Grammar

1. Understand grammatical terms and concepts
2. Apply these grammatical terms and concepts to their own written and verbal communication

IV. Unit Descriptions

Unit 1: Conflict- Internal Challenges

Enduring Understanding:

The transition from elementary school to middle school is challenging. During this time, students are faced with new choices. Becoming independent is often overwhelming. In this unit, students will read nonfiction stories about people who have faced challenges and dealt with difficulties in various ways. Students will be able to make personal connections and be introspective as they look for ways to manage struggles they are experiencing.

Essential Questions:

- 1) How does one's experience influence his/her choices?
- 2) How do choices shape one's future?

Learning Objectives:

Teachers use Common Core Curriculum Standards (CCSS) to create specific, behavioral and measurable goals. Individual unit and/or lesson objectives will derive directly from the language of the grade-specific standards for Grade 6; teachers will look to the more general anchor standards for guidance. In turn, specific Common Core State Standards have been designated as learning targets for this unit. The comprehensive are available at: <http://www.corestandards.org/ELA-Literacy/>. Sample learning objectives are posted below the standards-aligned learning targets in each unit. The NJDOE model curriculum provides scaffolds and supports for Grades 6-8 at: <http://www.state.nj.us/education/modelcurriculum/success/ela/68/>.

Learning Targets Aligned to Grade-Specific Common Core State Standards**College and Career Readiness:****Reading-Literature:**

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

CCSS.ELA-Literacy.CCRA.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.

CCSS.ELA-Literacy.CCRA.RL.6.4. Determine the meaning of words and phrases as they are used in text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

CCSS.ELA-Literacy.CCRA.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.

CCSS.ELA-Literacy.CCRA.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.

Reading-Informational Text:

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

CCSS.ELA-Literacy.CCRA.RI. 6.7. Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue.

Writing:

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

CCSS.ELA-Literacy.CCRA.W.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use punctuations to set off nonrestrictive/parenthetical elements. Spell correctly.

CCSS.ELA-Literacy.CCRA.W.6. 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. Vary sentence patterns for meaning, reader/listener interest and style. Maintain consistency in style and tone.

CCSS.ELA-Literacy.CCRA.W.6.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-Literacy.CCRA.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.

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

CCSS.ELA-Literacy.CCRA.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.

CCSS.ELA-Literacy.CCRA.W.6.9. Draw evidence from literary or informational texts to support analysis, reflection and research.

CCSS.ELA-Literacy.CCRA.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.

Language:

CCSS.ELA-Literacy.CCRA.L.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.

Technology standards (<http://www.state.nj.us/education/cccs/2009/8.pdf>)

- ✓ 8.1.8.A.5 Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.

Workplace readiness standards (<http://www.state.nj.us/education/archive/frameworks/ccwr/appendixb.pdf>):

- ✓ 2.6 Access and assess information on specific topics using both technological (e.g., computer, telephone, satellite) and print resources available in libraries or media centers.
- ✓ 2.7 Use technology and other tools to solve problems, collect data, and make decisions.
- ✓ 3.8 Organize, synthesize, and evaluate information for appropriateness and completeness.
- ✓ 3.9 Identify patterns and investigate relationships.
- ✓ 4.6 Describe actions that demonstrate respect for people of different races, ages, religions, ethnicity, and gender.

21st Century Content Standards (<http://www.nj.gov/education/cccs/2014/career/93.pdf>):

- ✓ 9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.
- ✓ 9.1.12.B.1 Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.

Timeframe	Sample Objectives	*Activities
<p>Marking Period 1 (8-10 weeks)</p>	<p>Students will be able to:</p> <p>read to analyze the central theme/message of a text and demonstrate understanding by answering a text dependent question (RI.1-2).</p> <p>understand an author’s point of view and explain how the author gets his point of view across through text annotations, class discussions (RI.6).</p> <p>practice writing process – prewriting, drafting, revising, editing, and publishing by writing an argument based essay/letter (W.4-5).</p> <p>write and develop arguments with clear reasons and strong evidence by writing an argument based essay/letter (W.1.Aa-e).</p> <p>determine the meaning of unknown words through the study of word parts, roots and etymology through reinforcement activities (W.4.b).</p> <p>use the context of a sentence to determine the meaning of an unknown word through discussion (W.4.a).</p> <p>correctly use the conventions of standard English grammar and usage through writing and conversation (L.1.a-e, L.2.a-b, L.3.a-b).</p>	<p>Nonfiction text feature chart</p> <p>Race strategy writing</p> <p>Journal entry – after reading biography, students will write an entry about a significant experience</p> <p>Quizzes/tests</p> <p>Independent Reading Project – biography</p> <p>Argument based writing – Suggested activity (After reading a self-selected biography, students will respond to the following prompt) The United States Postal Service is considering creating a new line of stamps entitled “Unforgettable Personalities.” Write a letter to the US Postal Service convincing them to choose your person to put on the new line of stamps.</p> <p>Pro/con list</p> <p>Read/Write/Think persuasion map</p> <p>Holt McDougal Literature Grade 6</p> <p>Persuasive Writing pp. 938-939, 940-941, 967-982, R20-26, R28-34, R40-41, R85, R20, R110-113</p> <p>Writing Workshop: Supporting an Opinion pp. 170</p> <p>Writing Workshop: Persuasive Essay pp. 988-997</p> <p>SchoolWide, Inc.- Argument-based rubric</p> <p>Fair Lawn Middle School Vocabulary Program: Integrating Morphology</p> <p>Holt McDougal Literature Grade 6</p> <p>Word Parts, Roots and Etymology</p> <p>Word Origins pp. 858, R69-70</p> <p>Word Parts, Roots and Etymology</p> <p>Suffixes pp. 64</p> <p>Latin Roots pp. 506</p> <p>Words in Context</p> <p>Synonyms pp.76</p> <p>Compounds pp. 232</p> <p>Context Clues pp. 258</p>

view different media in order to understand a central theme by completing a graphic organizer (RI.7).

Holt McDougal Literature Grade 6

Instruction for Grammar Review Exercises
 The Sentence and Its Parts pp. R60
 The Structure of Sentences pp. R63-64
 Sentence Types/Punctuation pp. R29, R49-50
 Writing Complete Sentences pp. R64-65
 Compound Sentences pp. R63
 Nouns pp. R52
 Proper Nouns pp. R52
 Combine Sentences pp. R64-65
 Subject-Verb Agreement pp. R65-67
 Avoiding Run-On Sentences pp. R64-65
 Transitions pp. R11, R32

Note taking organizer

from the Story of My Life by Hellen Keller (clip)

http://my.hrw.com/la_2010/na_lit/student/ebook_gr6/history_vid/index.html

Reading Selections:

Short Stories

1. *A Long Hard Journey: The Story of the Pullman Porter* by Patricia and Fredrick McKissack
2. *A Way with Words* by James C. Hall
3. *A Glory over Everything* by Ann Petry
4. *Brother* by Maya Angelou

Nonfiction Articles

1. *Harriet Tubman*, <http://www.biography.com/people/harriet-tubman-9511430>

Picture Books

1. *Sweet Clara and the Freedom Quilt* by Deborah Hopkinson
2. *Friend on Freedom River* by Gloria Whelan
3. *Dancing in the Wings* by Debbie Allen
4. *Yes, I Can: A Kids Guide to Dealing with Physical Challenges* by Kathleen Muldoon
5. *My Rotten Red-Headed Brother* by Patricia Polacco

Videos

1. *from the Story of My Life* by Hellen Keller (clip)
http://my.hrw.com/la_2010/na_lit/student/ebook_gr6/history_vid/index.html

Unit 2: Change

Enduring Understanding:

As the year progresses, students are changing physically, intellectually, socially and emotionally. Realization begins when students advance into uncharted territories. Ways that worked in the past, may no longer work in the present. Reading and analyzing fictional characters' thoughts and actions will foster self-awareness and change. Additionally through discussions, students will acquire tools to handle change more effectively.

Essential Questions:

- 1) How does one's experience shape his/her character and action?
- 2) How does one cope with change?

Learning Objectives:

Teachers use Common Core Curriculum Standards (CCSS) to create specific, behavioral and measurable goals. Individual unit and/or lesson objectives will derive directly from the language of the grade-specific standards for Grade 6; teachers will look to the more general anchor standards for guidance. In turn, specific Common Core State Standards have been designated as learning targets for this unit. The comprehensive are available at: <http://www.corestandards.org/ELA-Literacy/>. Sample learning objectives are posted below the standards-aligned learning targets in each unit. The NJDOE model curriculum provides scaffolds and supports for Grades 6-8 at: <http://www.state.nj.us/education/modelcurriculum/success/ela/68/>.

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CCSS.ELA-Literacy.CCRA.RL.6.4. Determine the meaning of words and phrases as they are used in text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

CCSS.ELA-Literacy.CCRA.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.

CCSS.ELA-Literacy.CCRA.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.

Reading-Informational Text:

CCSS.ELA-Literacy.CCRA.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.

CCSS.ELA-Literacy.CCRA.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).

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

Writing:

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

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and style are appropriate to task, purpose, and audience.

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- ✓ 3.9 Identify patterns and investigate relationships.
- ✓ 4.6 Describe actions that demonstrate respect for people of different races, ages, religions, ethnicity, and gender.

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- ✓ 9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.
- ✓ 9.1.12.B.1 Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.

Timeframe	Sample Objectives	*Activities
<p>Marking Period 2 (8-10 weeks)</p>	<p>Students will be able to:</p> <p>analyze literature in terms of plot, theme, characterization and setting by identifying and explaining elements of a story mountain graphic organizer and character trait T-chart (RL 6.5).</p> <p>cite textual evidence to support responses to essential questions through a quote sandwich and literary analysis paragraph (RL 1).</p>	<p>Identify and explain elements of a story mountain</p> <p>Character trait T-chart</p> <p>What is the theme of a story?</p> <p>https://www.youtube.com/watch?v=p4qME64SkxM</p> <p>Generate a resource ring of themes, along with titles found in literature</p> <p>Quizzes/tests</p> <p>Develop a literary analysis paragraph</p> <p>Quote sandwich</p> <p>Venn diagram</p>

determine the meaning of unknown words through the study of word parts, roots and etymology through reinforcement activities (W.4.b).
use the context of a sentence to determine the meaning of an unknown word through discussion (W.4.a).

Correctly use the conventions of standard English grammar and usage through writing and conversation (L.1.a-e, L.2.a-b, L.3.a-b).

view different media in order to understand a central theme by responding to a question (RI.7).

Fair Lawn Middle School Vocabulary Program:
Integrating Morphology

Holt McDougal Literature Grade 6

Word Parts, Roots and Etymology

Words Derived from Latin and Greek pp. 690, R69, R70, R72-73

Greek and Latin Affixes pp. 704, R69, R70, R72-73

Quizzes/tests

Holt McDougal Literature Grade 6

Instruction for Grammar Review Exercises

Verbs pp. R55-57

Verb Tenses pp. R56-57, R47-48, R67, R60, R65-67

Improving Expression pp. R29

Transitions pp. R11, R32

Punctuation pp. R49-50, R65

Capitalization Rules pp. R51

Punctuate Dialogue Correctly pp. R36, R102

Using Commas Correctly pp. R49, R65

Compare/contrast characters in a film

Compare/contrast a film to the short story

Compare/contrast themes found in two or more films

Reading Selections:

Short Stories

1. *Eleven* by Sandra Cisneros
2. *All Summer in a Day* by Ray Bradbury
3. *The School Play* by Gary Soto
4. *The Jacket* by Gary Soto
5. *President Cleveland, Where are You?* by Robert Cormier
6. *La Bamba* by Gary Soto
7. *On Turning Ten* by Billy Collins

Nonfiction Articles

1. *The Great Depression 1930-1939*

<http://www.scholastic.com/teachers/article/great-depression-1930x20131939>

2. *Richie Valens*

http://www.history-of-rock.com/ritchie_valens.htm

3. *Venus*

<http://kids.yahoo.com/science/space/article/venus>

Picture Books (see <http://www.storylineonline.net/>)

1. *Nothing Ever Happens on 90th Street* by Roni Schotter
2. *The Hickory Chair* by Lisa Rowe Fraustino
3. *What You Know First* by Patricia McLaughlin
4. *Whoever You Are* by Mem Fox
5. *Wilfred Gordon MacDonald Partridge* by Mem Fox
6. *Selections* by Patricia Polacco

Videos

1. *All Summer in a Day* (film)
2. *My Girl* (film)
3. *The Karate Kid* (film)
4. *Richie Valens-La Bamba* (video clip)

http://www.history-of-rock.com/ritchie_valens.htm

5. *The School Play* (video clip)

http://my.hrw.com/la_2010/na_lit/student/ebook_gr6/history_vid/index.html

6. *Settling in Space* (film)

http://my.hrw.com/la_2010/na_lit/student/ebook_gr6/history_vid/index.html

Unit 3: Choice

Enduring Understanding:

Towards the middle of the year, students are developing a stronger sense of self. They are more conscious of the choices they make. When good choices are made, students experience positive feedback. On the other hand, when bad choices are made, students experience consequences. Through the reading of folktales, fables and legends, students are taught that for every action there is a reaction. By analyzing the morals/lessons learned in these stories, children can reflect on the choices they make and will make in the future.

Essential Questions:

- 1) How does one's character shape his/her choices?
- 2) How do one's choices shape his/her future?

Learning Objectives:

Teachers use Common Core Curriculum Standards (CCSS) to create specific, behavioral and measurable goals. Individual unit and/or lesson objectives will derive directly from the language of the grade-specific standards for Grade 6; teachers will look to the more general anchor standards for guidance. In turn, specific Common Core State Standards have been designated as learning targets for this unit. The comprehensive are available at: <http://www.corestandards.org/ELA-Literacy/>. Sample learning objectives are posted below the standards-aligned learning targets in each unit. The NJDOE model curriculum provides scaffolds and supports for Grades 6-8 at: <http://www.state.nj.us/education/modelcurriculum/success/ela/68/>.

Learning Targets Aligned to Grade-Specific Common Core State Standards

College and Career Readiness:

Reading-Literature:

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

CCSS.ELA-Literacy.CCRA.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.

CCSS.ELA-Literacy.CCRA.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.

CCSS.ELA-Literacy.CCRA.RL.6.4. Determine the meaning of words and phrases as they are used in text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

CCSS.ELA-Literacy.CCRA.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.

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

CCSS.ELA-Literacy.CCRA.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.

Reading-Informational Text:

CCSS.ELA-Literacy.CCRA.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.

CCSS.ELA-Literacy.CCRA.RI.6.4. Determine the meaning of words and phrases as they are in a text, including figurative, connotative, and technical meanings.

CCSS.ELA-Literacy.CCRA.RI.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.

CCSS.ELA-Literacy.CCRA.RI.6.6. Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.

Writing:

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

CCSS.ELA-Literacy.CCRA.W.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use punctuations to set off nonrestrictive/parenthetical elements. Spell correctly.

CCSS.ELA-Literacy.CCRA.W.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. Vary sentence patterns for meaning, reader/listener interest and style. Maintain consistency in style and tone.

CCSS.ELA-Literacy.CCRA.W.6.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-Literacy.CCRA.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.

CCSS.ELA-Literacy.CCRA.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.

Technology standards (<http://www.state.nj.us/education/cccs/2009/8.pdf>)

- ✓ 8.1.8.A.5 Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.

Workplace readiness standards (<http://www.state.nj.us/education/archive/frameworks/ccwr/appendixb.pdf>):

- ✓ 2.6 Access and assess information on specific topics using both technological (e.g., computer, telephone, satellite) and print resources available in libraries or media centers.
- ✓ 2.7 Use technology and other tools to solve problems, collect data, and make decisions.
- ✓ 3.8 Organize, synthesize, and evaluate information for appropriateness and completeness.
- ✓ 3.9 Identify patterns and investigate relationships.
- ✓ 4.6 Describe actions that demonstrate respect for people of different races, ages, religions, ethnicity, and gender.

21st Century Content Standards (<http://www.nj.gov/education/cccs/2014/career/93.pdf>):

- ✓ 9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.
- ✓ 9.1.12.B.1 Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.

Timeframe	Sample Objectives	*Activities
Marking Period 3 (8-10 weeks)	<p>Students will be able to:</p> <p>analyze pieces of literature in terms of plot, theme, characterization or setting by noting text evidence on Post-it notes (RL 1, 2, 3, 5, 6)</p> <p>analyze 2 pieces of literature by explaining the relationship between the two in a literary analysis essay (RL 1, 2, 3, 5, 6) Suggested comparison – <i>Ant and Grasshopper</i> by Aesop and <i>The Richer, the Poorer</i> by Dorothy West</p> <p>determine the meaning of unknown words through the study of word parts, roots and etymology (W.4.b)</p> <p>use the context of a sentence to determine the meaning of an unknown word (W.4.a)</p>	<p>Annotation of text</p> <p>Compare/contrast organizer</p> <p>Literary Analysis Format chart</p> <p>Literary Analysis Essay</p> <p>Holt McDougal Literature – Grade 6</p> <p>Compare/contrast essay pp. 296-304</p> <p>Preparing for a timed writing – p. 305</p> <p>PARCC Literary Analysis/RST rubric</p> <p>Independent Reading project – Students read 5 fables and choose 2 to compare through a teacher directed activity</p>

	<p>Correctly use the conventions of standard English grammar and usage through writing and conversation (L.1.a-e, L.2.a-b, L.3.a-b).</p>	<p><i>Fair Lawn Middle School Vocabulary Program: Integrating Morphology</i> Holt McDougal Literature Grade 6 <i>Word Parts, Roots and Etymology</i> <i>Word Origins pp. 858, R69-70</i></p> <p>Holt McDougal Literature Grade 6 Pronouns pp. R52-55 Pronoun Antecedent Agreement pp. R52-53 Intensive Pronouns pp. R46, R53 Modifiers pp. R57-59 Comparative/Superlative pp. R58 Transitions pp. R11, R32</p>
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Reading Selections:

Fables, Folktales, and Short Stories

1. *The Ant and the Grasshopper* by Aesop
2. *The Tortoise and the Hare* by Aesop
3. *The Boy Who Cried Wolf* by Aesop
4. *The Lazy Fox* by Genevieve Barlow
5. *The Emperor's New Clothes* by Hans Christian Anderson
6. *The Richer, The Poorer* by Dorothy West
7. *The Three Questions* by Leo Tolstoy
8. *Uncle Septimus's Beard* by Herbert Shippey
9. *The Crane Maiden* by Rafe Martin
10. *Aunt Misery* by Judith Ortiz Cofer
11. *The Gift of the Magi* by O'Henry
12. *Zlateh the Goat* by Isaac Bashevis Singer
13. *The Stone* by Lloyd Alexander

Myths, Legends and Nonfiction Companions

1. *The Story of Ceres and Proserpina* by Mary Pope Osborne
2. *Apollo's Tree: The Story of Daphne and Apollo* by Mary Pope Osborne
3. *Arachne* by Olivia E. Coolidge (see Media Study for companion)
4. *The Chenoo* by Joseph and James Bruchac
5. *The Passamaquoddy*
6. *Damon and Pythias: A Drama* by Fan Kissen
7. *Damon and Pythias Meet the Arabian Nights*

Nonfiction Articles

1. Lloyd Alexander, <http://www.kidsreads.com/print/52333>
2. Lloyd Alexander, *Author of Fantasy Novels, Is Dead at 83* by Margalit Fox
<http://www.nytimes.com/2007/05/19/arts/19alexander.html>

Picture Books

1. *The Little Engine that Could* by Watty Piper
2. *The Three Little Pigs*
3. *The Three Questions* by John Muth

(Unit 3 Continued...)

Videos

1. *The Life and Adventures of Nat Love* (clip)
http://my.hrw.com/la_2010/na_lit/student/ebook_gr6/history_vid/index.html
2. *A Christmas Carol* (film)
3. *Apollo's Tree* (clip)
http://my.hrw.com/la_2010/na_lit/student/ebook_gr6/history_vid/index.html
4. *The Gift of the Magi* (film)
5. *It's a Wonderful Life* (film)
6. *Yeh-Shen: A Cinderella Story from China*
http://my.hrw.com/la_2010/na_lit/student/ebook_gr6/history_vid/index.html

Unit 4: Conflict- External Challenges

Enduring Understanding:

By the end of sixth grade, students are more secure of themselves and the choices they make. Thus, they can focus on the world around them. Through reading and exploring the themes of internal conflict, change and choice, students become more aware of the effect they have on others and society. Furthermore, students will realize that choices and change often lead to conflict. Continued analysis of literature demonstrates that external challenges are still prevalent in society. Students are left with the question – What will your footprint be in the community?

Essential Questions:

- 1) How do one's challenges determine the person he/she will become in life?
- 2) How does one deal with stereotypes and prejudices from society?

Learning Objectives:

Teachers use Common Core Curriculum Standards (CCSS) to create specific, behavioral and measurable goals. Individual unit and/or lesson objectives will derive directly from the language of the grade-specific standards for Grade 6; teachers will look to the more general anchor standards for guidance. In turn, specific Common Core State Standards have been designated as learning targets for this unit. The comprehensive are available at: <http://www.corestandards.org/ELA-Literacy/>. Sample learning objectives are posted below the standards-aligned learning targets in each unit. The NJDOE model curriculum provides scaffolds and supports for Grades 6-8 at: <http://www.state.nj.us/education/modelcurriculum/success/ela/68/>.

Learning Targets Aligned to Grade-Specific Common Core State Standards**College and Career Readiness:****Reading-Literature:**

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

CCSS.ELA-Literacy.CCRA.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.

CCSS.ELA-Literacy.CCRA.W.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. Vary sentence patterns for meaning, reader/listener interest and style. Maintain consistency in style and tone.

CCSS.ELA-Literacy.CCRA.RL.6.4. Determine the meaning of words and phrases as they are used in text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

CCSS.ELA-Literacy.CCRA.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.

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

CCSS.ELA-Literacy.CCRA.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.

Reading-Informational Text:

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

Speaking and Listening:

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

Writing:

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

CCSS.ELA-Literacy.CCRA.W.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use punctuations to set off nonrestrictive/parenthetical elements. Spell correctly.

CCSS.ELA-Literacy.CCRA.W.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. Vary sentence patterns for meaning, reader/listener interest and style. Maintain consistency in style and tone.

CCSS.ELA-Literacy.CCRA.W.6.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-Literacy.CCRA.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.

Language:

CCSS.ELA-Literacy.CCRA.L.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.

Technology standards (<http://www.state.nj.us/education/cccs/2009/8.pdf>)

- ✓ 8.1.8.A.5 Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.

Workplace readiness standards (<http://www.state.nj.us/education/archive/frameworks/ccwr/appendixb.pdf>):

- ✓ 2.6 Access and assess information on specific topics using both technological (e.g., computer, telephone, satellite) and print resources available in libraries or media centers.
- ✓ 2.7 Use technology and other tools to solve problems, collect data, and make decisions.
- ✓ 3.8 Organize, synthesize, and evaluate information for appropriateness and completeness.
- ✓ 3.9 Identify patterns and investigate relationships.
- ✓ 4.6 Describe actions that demonstrate respect for people of different races, ages, religions, ethnicity, and gender.

21st Century Content Standards (<http://www.nj.gov/education/cccs/2014/career/93.pdf>):

- ✓ 9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.
- ✓ 9.1.12.B.1 Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.

Timeframe	Sample Objectives	*Activities
Marking Period 4 (8-10 weeks)	<p>Students will be able to:</p> <p>analyze the elements and structure of a poem by reading different forms of poetry through discussion and charting (RL.6.5)</p> <p>infer the meaning of various poems by identifying the theme (RL.6.2, 6.5)</p>	<p>Compile a poetry portfolio of various types of poems</p> <p>Holt McDougal Literature – Grade 6 pp. 576-589 choral reading of poetry Quizzes/tests</p>

	<p>create a collection of poetry of various styles and publish their own poetry book (RL.6.2, 6.5)</p> <p>determine the meaning of unknown words through the study of word parts, roots and etymology (W.4.b)</p> <p>use the context of a sentence to determine the meaning of an unknown word (W.4.a)</p> <p>Correctly use the conventions of standard English grammar and usage through writing and conversation (L.1.a-e, L.2.a-b, L.3.a-b).</p>	<p><i>Fair Lawn Middle School Vocabulary Program: Integrating Morphology</i></p> <p>Holt McDougal Literature Grade 6</p> <p>Instruction for Grammar Review Exercises</p> <p>Phrases pp. R60-61</p> <p>Prepositional Phrases pp. R60, R48, R53, R60, R75</p> <p>Verbals and Verbal Phrases pp. R61-62</p> <p>Adverbial Phrases pp. R60</p> <p>Clauses pp. R62</p> <p>Conjunctions pp. R64</p> <p>Interjections pp. R47</p> <p>Subordinating Conjunctions pp. R62, R64</p> <p>Transitions pp. R11, R32</p>
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Reading Selections:

Short Stories/Plays/Nonfiction Selections

1. *The Secret Garden* by Frances Hodgson Burnett
2. *The Good Deed* by Marion Dane Bauer
3. *Lob's Girl* by Joan Aiken
4. *The All-American Slurp* by Lensey Namioka
5. *The Gold Cadillac* by Mildred Taylor

Poems

1. *Life Doesn't Frighten Me* by Maya Angelou
2. *Words like Freedom* by Langston Hughes
3. *Dreams* by Langston Hughes
4. *Same Song* by Pat Mora
5. *Without Commercials* by Alice Walker

Nonfiction Articles

1. *Integration Now*,
<http://www.scholastic.com/teachers/article/integration-now>
2. *When School Was Scary* by Blair Rainsford
<http://www.scholastic.com/browse/article.jsp?id=3756953>

(Unit 4 Continued...)

Videos

1. *All American Slurp*

http://my.hrw.com/la_2010/na_lit/student/ebook_gr6/history_vid/index.html

2. *Radio* (film)
3. *Remember the Titans* (film)

V. Course Materials

Adcock, D., Adcock, P. (2010). *Comprehensive assessment of reading strategies*. North Billerica, MA: Curriculum Associates.

*Allen, J., Applebee, A.N., Burke, J., Carnine, D., Jackson, Y., Jago, C., et al. (2012). *Holt McDougal Literature Grade 6*. Orlando, FL: Houghton Mifflin Harcourt.

Anderson, R., Brinnin, J.M., Bruchac, J., Irvin, J.L., Leggett, J., & Probst, R. (1997). *Elements of literature introductory course*. Austin, TX: Holt, Rinehart and Winston.

Borner, S., & Kantrowitz, J.D. (2008). *Explore ASK6 writing*. Shelton, CT: Queue.

Callela, T. (2004). *Prefixes & suffixes: Teaching vocabulary to improve reading comprehension*. Huntington Beach, CA: Creative Teaching Press.

Kantrowitz, J.D. (2008). *Rise & Shine: ASK6 prep reading comprehension*. Shelton, CT: Queue.

Kemper, D., Verne, M., Sebranek, P. (2005). *Write source: A book for writing, thinking, and learning*. Wilmington, MA: Houghton Mifflin.

Lane, B. (2006). *Hooked on meaning*. Shoreham, VT: Discover Writing Press.

Pikulski, J.J., Cooper, J.D., Durr, W.K., Au, K.H., Greenlaw, M.J., Lipson, M.Y., et al. (1991). *Beyond the reef*. Boston, MA: Houghton Mifflin.

* PRIMARY TEXT

VI. Assessments

Formative Assessments

- Vocabulary Practice
- Anecdotal Notes on Partner, Small-Group, and Whole-Group Discussion
- Open-ended questions
- Journal Prompts – with Double Entry Journals
- Essay Drafts
- Baseline Reading and Writing
- Pretests

Summative Assessments

- Vocabulary Quizzes
- Processed Essays: Personal Narrative, Narrative, Literary Analysis, Document-based Analysis
- Unit Tests
- Timed Essays: Personal Narrative, Narrative, Literary Analysis, Document-based Analysis
- Independent Reading Project
- Projects
- Presentations

VII. Interdisciplinary Connections and Alignment to Technology standards

English/Media Arts

Students choose books for independent reading projects in collaboration with the middle school media specialist.

Technology-based process supports preparation for MLA-style academic writing. This includes a media-driven support.

Language Arts/Literature Connections/Social Studies

1. The Language Arts Department (Language Arts and Literature Connections courses) and Social Studies Department have partnered to provide an integrated approach to nonfiction reading instruction and practice in the use of the ACHIEVE 3000 online reading program. Teachers receive training in implementing the ACHIEVE 3000 program and share integrated resources on a department Google Share Drive.
2. In addition, Literature Connections and Social Studies teachers provide an integrated approach to document-based writing (including video texts). Teachers share integrated resources on a department Google Share Drive.
3. The three departments participate in an interdisciplinary vocabulary initiative with a focus on morphology.