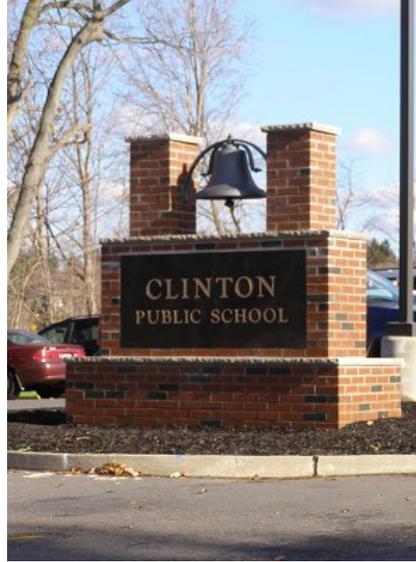


Clinton-Glen Gardner School District



Curriculum Management System

Language Arts

Grade 6

August 2015

*** For adoption by all regular education programs as specified and for adoption or adaptation by all Special Education Programs in accordance with Board of Education Policy #2200.**

**Board Approved: August 25, 2015
Revised: August 15, 2015**

CLINTON-GLEN GARDNER SCHOOL DISTRICT

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Mrs. Lisa J. Craft, Business Administrator
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Acknowledgments

The following individuals are acknowledged for their assistance in the preparation of this Curriculum Management System:

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Clinton-Glen Gardner School District

Mission

The mission of Clinton Public School is to inspire our students to become contributing members of society who are independent, innovative, life-time learners equipped with the necessary skills to meet the demands of our ever-changing world.

Philosophy

As a means of achieving College and Career Readiness, the English Language Arts Curriculum must define a vision of what it means to be a literate person in the twenty-first century. The skills and understanding that students must demonstrate have wide applicability outside the classroom. Students must undertake close, attentive reading that is at the heart of understanding and enjoying complex works of literature. They habitually perform critical reading necessary to pick carefully through the staggering amount of information available today digitally and in print. They actively seek the wide, deep, and thoughtful engagement with high-quality literary and informational texts that builds knowledge, enlarges experience, and broadens worldviews. Students must demonstrate the cogent reasoning and use of evidence that is essential to deliberation and responsible citizenship. In short, students must develop the skills in reading, writing, speaking, and listening that are the foundation for any creative and purposeful expression in language.

A Balanced Literacy Program is the means through which this can be accomplished. Such an instructional approach engages students in meaningful and purposeful reading and writing experiences on a regular basis. These experiences are intended to honor the various stages and vast ranges in diversity of literacy development present in every classroom.

The English Language Arts curriculum fosters students who:

- Demonstrate independence
- Build strong content knowledge
- Respond to the varying demands of audience, task, purpose, and discipline
- Comprehend as well as critique
- Value evidence
- Use technology and digital media strategically and capably
- Develop understanding of other perspectives and cultures

New Jersey State Department of Education Core Curriculum Content Standards

The mission of the Language Arts Literacy Program in the Clinton-Glen Gardner Public School is two-fold. First, we wish to instill in our students through literary and expository texts the ability to process, question, understand, and sympathize with various forms of the human condition. By being fluent readers, our students will think critically about the universal themes that together make up the culture of an age including our own. The second part of our mission is to immerse students in the process of writing for a variety of goals and audiences, so that they have an appropriate and powerful outlet of expression. Through the use of interactive and engaging activities, the Clinton-Glen Gardner School District has created a cohesive program that allows our students to make a seamless transition from the elementary grades to the secondary level within the framework of Reader's and Writer's Workshop. Students of all grade levels work on authentic tasks that require a synthesis of skills across different disciplines. This approach provides all students with equitable access to the same learning goals while allowing teachers the flexibility to adapt to the needs of their learners. The standards below are overarching and represent the goals for the academic year:

RL.6.10-By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.

RI.6.10- By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.

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

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.

SL.6.- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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

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

L.6.2.b- Spell correctly.

L.6.- Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.6.3.b- Maintain consistency in style and tone.L.6.4- Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 6 reading and content choosing flexibly from a range of strategies.

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.

**Balanced Literacy Approach
Grades K-2**

Reading

Read Aloud
Shared Reading
Guided Reading (with
Word Work)
Sustained Silent Reading (SSR)

Writing

Modeled Writing
Shared Writing
Interactive Writing
Guided Writing
Independent Writing
Word Study

**Balanced Literacy Approach
Grades 3-4**

Reading

Read Aloud
Shared Reading
Guided Reading
Literature Circles/Book
Club Discussions
Independent Reading/SSR

Writing

Modeled Writing
Shared Writing
Guided Writing
Independent Writing
Word Study

**Balanced Literacy Approach
Grades 5-8**

Reading

Read Aloud
Shared Reading
Literature Circles/Book
Club Discussions
Independent Reading/SSR

Writing

Modeled Writing
Guided Writing
Independent Writing
Word Study (gr. 5)
Vocabulary (gr. 6-8)

Balanced Literacy Approach Definition of Components

READING

Read Aloud

Read Aloud is a planned instructional strategy that involves the teacher reading to the whole class or small groups of students each day for a specified period of time. The teacher initiates discussion before the reading to activate prior knowledge and/or build background, and prompts students to make meaningful predictions. The teacher reads the selection as a whole. Discussion follows the reading, with attention given to aesthetic responses to literature, direct instruction of strategies that help develop reading comprehension, or the craft of writing (e.g., effective lead sentences, beginning/middle/end, using descriptive language). Favorite texts, selected for special features, can be reread many times.

Shared Reading

Shared Reading is a planned instructional strategy that involves a teacher/expert reader introducing and reading an enlarged text, small selection, or a short passage, that each student can see (big book, overhead/SMART Board projection, charts). Text is selected in order to demonstrate a specific strategy and provides each student the opportunity to participate and behave like a reader. It creates a body of known texts that can be used for rereading, independent reading, as well as a resource for writing and word/vocabulary study. As with a Read Aloud, Shared Reading involves children in an enjoyable reading experience.

Guided Reading (Grades K-4)

Guided Reading is a planned instructional strategy in which the teacher works with a small group of children who are at a similar stage of reading development. The teacher selects and introduces a new text and supports the students' reading of the whole text (nonfiction, fiction, literary magazines, newspapers, science/social studies selected chapters/passages) by themselves, making teaching points during or after the reading. Unlike Read Aloud and Shared Reading, Guided Reading provides the opportunity for teachers to teach and students to apply demonstrated strategies independently.

Word Work

Word Work is a component of Guided Reading that may be pre-planned in some instances (in preparation to handle the text) or may be a result of the teacher's observations of student's reading during the Guided Reading lesson. This is a structured opportunity for students to learn more about the way words work in isolation. This experience should immediately be followed up with the chance to apply the learning in continuous text as a means to further generalize the learning.

Literature Circles/Book Club Discussions (Grades 5-8)

Literature Circles/Book Club Discussions are implemented in the classroom to help students develop a deeper appreciation and understanding of literary texts. During discussions students have the opportunity to share their personal responses about a piece of literature. When used as an instructional strategy, the teacher must be presented as a member and facilitator of the Literature Circle/Book Club Discussion group. The students and teacher will collaborate on assigned reading and meeting times and engage in in-depth discussions about the portion of the text read.

Independent Reading

Independent Reading is an instructional strategy that involves supporting and guiding students as they read independently. Teachers help student choose books at their independent reading level through book talks and mini-lessons. For example, teachers may guide students to choose a book in a particular genre, or teachers may use independent reading as a vehicle to analyze authors' writing styles. The goals of independent reading are the following:

- to increase the time students read
- to give students the opportunity to practice reading and use reading comprehension strategies
- to enable students to manage and keep records of their reading

Independent Reading is assessed through reading response journals and teacher/student conferences. Small group instruction and book discussion groups may also be incorporated into this component.

WRITING

Modeled Writing

Modeled Writing is a planned instructional strategy that involves the teacher modeling the writing process to the whole class or small groups of students. Modeled Writing is a useful component of any writing workshop. It can be used as a mini-lesson to teach a specific skill or strategy. In this component the teacher controls the entire writing process while the students observe.

Shared Writing

Shared Writing is a planned instructional strategy in which the teacher models and demonstrates the process of putting children's ideas into written language. The teacher guides children to compose messages and acts as their scribe. The message is reread many times. Teachers may use a combination of shared writing for children and interactive writing.

Interactive Writing

Interactive Writing is an instructional strategy that can be done in large or small groups. It is the writing of a large-print piece, which can be a list, chart, book page or another form of writing. There is a high level of teacher support. All children participate in composing and constructing various aspects of the writing. The teacher models and demonstrates the writing process but also involves individual children. The teacher selects letters, words, or other writing actions (capitalization, punctuation, etc.) for individual children to do; the pen or marker is then shared. The piece of writing is read many times by the group during the process (to provide insight into the thought process that occurs during writing).

Guided Writing

Guided Writing is the heart of the early writing program. It occurs after students have had the opportunity to see writing demonstrated and in shared contexts. It has students responding and thinking about their processes of composing text. This type of writing may occur in small groups, whole class, or one-to-one in writing workshop. Through conferences, the teacher is a facilitator who helps students discover what they want to say and how they want to say it. Guided Writing uses demonstrations (mini-lessons) in selecting topics, drafting, revising, etc. It empowers students to write and helps develop their ownership of the writing process.

Independent Writing

Independent Writing is an instructional strategy that involves supporting and guiding students as they write independently. The student independently composes and writes using known words and constructs the spelling of unknown words. Students know how to use the resources in the room (print rich environment, word wall, dictionaries, thesaurus) to help construct, revise, and edit their writing piece.

Word Study

Word Study is a student-centered approach to phonics, spelling, and vocabulary instruction that actively engages the learner in constructing concepts about the ways words work. This is accomplished through the use of phonemic (sound), visual (look), semantic (meaning) linking, and research strategies. Students are taught at their developmental level using activities that allow them to examine words for sound, pattern, and meaning relationships enabling them to develop strategies to apply in their own writing.

Vocabulary

Vocabulary instruction occurs in two basic forms: receptive (vocabulary students understand when they hear) and expressive (vocabulary students use in speaking and writing). In addition, vocabulary knowledge supports students' abilities in listening and reading comprehension. Vocabulary instruction assists in building students' understanding of a wide range of words, giving them quick, fluent access to their meaning and usage.

**Grade 6
English Language Arts**

Scope and Sequence

Quarter I	
<p>Writing Argumentative: Literary Analysis Narrative: Personal Narrative, Poetry (free verse)</p>	<p>Reading Literature: Poetry, The Novel Informational Text:</p>
<p>21st Century Skills (The ones that apply for this unit are in bold)</p>	
<ol style="list-style-type: none"> 1. Creativity & Innovation 2. Critical Thinking & Problem Solving 3. Communication & Collaboration 4. Media Literacy 5. Information Literacy 6. Information, Communication & Technology 	
<p>21st Century Themes (The ones that apply for this unit are in bold)</p>	
<ol style="list-style-type: none"> 1. Global Awareness 2. Financial, Economic, Business and Entrepreneurial Literacy 3. Civic Literacy 4. Health Literacy 5. Environmental Literacy 	
<p>Technology Infusion</p>	
<p>http://www.state.nj.us/education/, Internet, Web Quests, content-related websites, wireless laptop computers, computer laboratory, classroom computers, SMART Boards, CDs, DVDs, webinars, video streaming, podcasting</p>	
<p>Differentiation</p>	
<p>Refer to CPS Differentiation Tool Kit</p>	

Assessment

District End of Unit Reading Benchmark

District End of Unit Writing Benchmark

Various opportunities during Reading and Writing Workshop for formative assessment and anecdotal notes

During Work Period adjust lessons for individual students and small groups of students based on formative and summative data (Go back and re-teach for those that did not meet standard on benchmark and plan accordingly for those that exceeded benchmark)

Quarter II

Writing

Argumentative: Literary Analysis, Response Essay (from quote/excerpt)

Narrative: Fictional Vignette (characterization focus)

Reading

Literature: Fantasy

Informational Text: Environmental Science/Health Nonfiction

21st Century Skills (The ones that apply for this unit are in bold)

- 1. Creativity & Innovation**
- 2. Critical Thinking & Problem Solving**
3. Communication & Collaboration
4. Media Literacy
5. Information Literacy
6. Information, Communication & Technology

21st Century Themes (The ones that apply for this unit are in bold)

1. Global Awareness
2. Financial, Economic, Business and Entrepreneurial Literacy
3. Civic Literacy
- 4. Health Literacy**
- 5. Environmental Literacy**

Technology Infusion

<http://www.state.nj.us/education/>, Internet, Web Quests, content-related websites, wireless laptop computers, computer laboratory, classroom computers, SMART Boards, CDs, DVDs, webinars, video streaming, podcasting

Differentiation

Refer to CPS Differentiation Tool Kit

Assessment

District End of Unit Reading Benchmark

District End of Unit Writing Benchmark

Various opportunities during Reading and Writing Workshop for formative assessment and anecdotal notes

During Work Period adjust lessons for individual students and small groups of students based on formative and summative data (Go back and re-teach for those that did not meet standard on benchmark and plan accordingly for those that exceeded benchmark)

Quarter III

Writing

Informative/Explanatory: Research Paper

Reading

Literature: Mythology

Informational Text: Research Related Nonfiction

21st Century Skills (The ones that apply for this unit are in bold)

1. Creativity & Innovation
2. Critical Thinking & Problem Solving
3. Communication & Collaboration
4. Media Literacy
- 5. Information Literacy**
- 6. Information, Communication & Technology**

21st Century Themes (The ones that apply for this unit are in bold)

- 1. Global Awareness**
2. Financial, Economic, Business and Entrepreneurial Literacy
3. Civic Literacy
4. Health Literacy
- 5. Environmental Literacy**

Technology Infusion

<http://www.state.nj.us/education/>, Internet, Web Quests, content-related websites, wireless laptop computers, computer laboratory, classroom computers, SMART Boards, CDs, DVDs, webinars, video streaming, podcasting

Differentiation

Refer to CPS Differentiation Tool Kit

Assessment

District End of Unit Reading Benchmark

District End of Unit Writing Benchmark

Various opportunities during Reading and Writing Workshop for formative assessment and anecdotal notes

During Work Period adjust lessons for individual students and small groups of students based on formative and summative data (Go back and re-teach for those that did not meet standard on benchmark and plan accordingly for those that exceeded benchmark)

Quarter IV

Writing

Argumentative: Letter, Essay

Informative/Explanatory: Compare-Contrast Essay

Reading

Literature:

Informational Text: Biography

21st Century Skills (The ones that apply for this unit are in bold)

1. Creativity & Innovation
2. Critical Thinking & Problem Solving
3. Communication & Collaboration
- 4. Media Literacy**
5. Information Literacy
- 6. Information, Communication & Technology**

21st Century Themes (The ones that apply for this unit are in bold)

1. Global Awareness
- 2. Financial, Economic, Business and Entrepreneurial Literacy**
3. Civic Literacy
4. Health Literacy
5. Environmental Literacy

Technology Infusion

<http://www.state.nj.us/education/>, Internet, Web Quests, content-related websites, wireless laptop computers, computer laboratory, classroom computers, SMART Boards, CDs, DVDs, webinars, video streaming, podcasting

Differentiation

Refer to CPS Differentiation Tool Kit

Assessment

District End of Unit Reading Benchmark

District End of Unit Writing Benchmark

Various opportunities during Reading and Writing Workshop for formative assessment and anecdotal notes

During Work Period adjust lessons for individual students and small groups of students based on formative and summative data (Go back and re-teach for those that did not meet standard on benchmark and plan accordingly for those that exceeded benchmark)

Bolded writing genres are explicitly taught during the marking period.

Overarching Goals for 6th Grade

	Overarching Goals for 6 th Grade		
Suggested days of Instruction	Curriculum Management System <u>Subject/Grade Level:</u> Grade 6 English Language Arts	Topic: Reading: Independent Reading	
	Goal 1: The purpose of the Independent Reading Unit is to expand the reader's understanding of the world, people and selves. Encouraging students to self-select and reflect upon connections made through their independent reading will contribute to their growth as a proficient and independent reader. In addition to this, by sharing and discussing these independent reads with peers, others will be exposed to new and varied reading choices, thus deepening the understanding of all participants.		
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
On-going	<p>1.1. Self-select independent reading at appropriate reading level. (RL.6.1, RL.6.10, RI.6.1, RI.6.10)</p> <p>1.2. Read consistently and independently throughout the year, including over the summer. (RL.6.1, RL.6.10, RI.6.1, RI.6.10)</p> <p>1.3. Reflect on reading. (RL.6.1, RL.6.3, RL.6.10, RI.6.1, RI.6.3, RI.6.10)</p> <p>1.4. Make connections (text-self, text-text, text-world) during and after reading. (RL.6.1, RL.6.10, RI.6.1, RI.6.10)</p> <p>1.5. Prepare and present information about self-selected texts to peers</p>	<p>Essential Questions: How does personal response to literature and non-fiction text contribute to my understanding? How does in-person and online discussion of texts contribute to our growth as independent readers? How does the purpose of a text influence the format and style of writing?</p> <p>Conceptual Understandings: Reading expands our understanding of the world, its people and ourselves. Sharing and discussing what we have read with peers can expose them to new and varied reading choices and deepen the understanding of all participants. Effective communication relies on the usage of an accepted format and style.</p>	<p>Learning Activities: Mini-lessons Shared reading Independent reading Think aloud Graphic organizers: compare and contrast, story/chapter outlines Story maps/venn diagrams Posters/anchor charts (classroom listening/sharing) Questions and responses Reading conferences Reading journals/written response Partner/pair share Text browsing (locate parts of a text) Modeled and guided practice Peer conferencing Inferencing Sharing/discussions Read aloud/model texts</p> <p>Assessment Models: Graphic organizers Conferences</p>

Overarching Goals for 6th Grade

Overarching Goals for 6 th Grade				
Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 6 English Language Arts	Topic: Reading: Independent Reading		
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Goal 1: The purpose of the Independent Reading Unit is to expand the reader's understanding of the world, people and selves. Encouraging students to self-select and reflect upon connections made through their independent reading will contribute to their growth as a proficient and independent reader. In addition to this, by sharing and discussing these independent reads with peers, others will be exposed to new and varied reading choices, thus deepening the understanding of all participants.		
	during a Book Café/Talk. (L.6.1, SL.6.1, SL.6.4, SL.6.6)	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model	
1.6. Listen, discuss and record information presented by peers. (W.6.10, SL.6.1)	1.7. Using proper grammar and conventions, write and respond to an online book review through a class wiki. (RL.6.1, RL.6.10, RI.6.1, RI.6.10, W.6.4, W.6.5, W.6.6, W.6.9, W.6.10, L.6.1, L.6.2, L.6.3)	1.8. Determine an individual's responsibility for personal actions and contributions to group activities. (9.1.8.C.1)	1.9. Demonstrate the ability to understand inferences. (9.1.8.D.2)	Rubrics Notebook Oral and written response/summary Exit tickets Classroom Observation Extended Written Responses End of Novel Project (Book Café/Book Talk)
				Additional Resources: Mentor Texts of Book Reviews Leveled Text to be recommended/approved by teacher Amazon.com Book Reviews www.webenglishteacher.com/

Overarching Goals for 6th Grade

Overarching Goals for 6 th Grade			
Suggested days of Instruction	Curriculum Management System <u>Subject/Grade Level:</u> Grade 6 English Language Arts	Topic: Reading: Independent Reading	
		Goal 1: The purpose of the Independent Reading Unit is to expand the reader's understanding of the world, people and selves. Encouraging students to self-select and reflect upon connections made through their independent reading will contribute to their growth as a proficient and independent reader. In addition to this, by sharing and discussing these independent reads with peers, others will be exposed to new and varied reading choices, thus deepening the understanding of all participants.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	1.10. Use effective communications skills in face-to-face and online interactions with peers and adults from home and from diverse cultures. (9.1.8.D.3) 1.11. Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom. (9.1.8.F.1)		

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 6 English Language Arts	Topic: Reading Literature: The Novel	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Goal 2: The Novel Unit will provide an understanding of the major literary elements of a novel. In addition to this, readers will implement these elements, as well as comprehension strategies, in order to improve comprehension and the ability to analyze text.	Essential Questions, Conceptual Understandings
Sept.-Oct.	2.1. Understand major elements of a novel include plot, character, setting, point of view, and theme. (RL.6.1, RL.6.2, RL.6.3) 2.2. Recognize that an author's choice of setting details contribute to a reader's understanding of the novel's theme. (RL.6.2, RL.6.5) 2.3. Recognize that figurative language (metaphor, simile, irony, hyperbole, flashback) contributes to creating a character and moves the plot forward. (RL.6.4, L.6.5.a, L.6.5.b, L.6.5.c) 2.4. Understand that authors often provide foreshadowing of a novel's events. (RL.6.5) 2.5. Understand and recognize the use of different types of	How do the elements of fiction contribute to my comprehension of the novel's plot? How do the elements of fiction contribute to my understanding of the novel's theme? Conceptual Understandings: The elements of a novel (plot, character, setting, style and point of view) contribute to a reader's understanding of the theme. An author's choices influence the reader's experience of plot events and themes.	Modeled lessons through read alouds Graphic organizers Class discussions Literature circles/Book Club Discussions Group projects Power Point presentations Independent reading Sharing/discussions Partner reading Partner/pair share Connection drawings Peer conferencing Mini-lessons Shared reading Think aloud Story maps/Venn diagrams Posters/anchor charts (classroom listening/sharing) Questions and responses Reading conferences Reading journals/written response Skill-based work stations Assessment Models: Graphic organizers Conferences Rubrics Vocabulary Notebook

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 6 English Language Arts	Topic: Reading Literature: The Novel	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>view from which a novel is told (first person and third person omniscient). (RL.6.6)</p> <p>2.6. Determine the author's purpose for choosing a specific point of view for a novel. (RL.6.6)</p> <p>2.7. Recognize that the events of a novel's plot are driven by the narrator's point of view. (RL.6.6)</p> <p>2.8. Set purpose for reading. (RL.6.2, RL.6.3, RL.6.6)</p> <p>2.9. Make predictions to enhance comprehension to enhance comprehension of text. (RL.6.1, RL.6.2)</p> <p>2.10. Independently self-monitor for understanding and apply strategies to clarify confusion (e.g., re-read, uncover word meanings,</p>		<p>Illustrations of concepts/understanding Oral and written response/summary Exit tickets Classroom Observation Comprehension Quizzes Extended Written Responses End of Novel Project</p> <p>Additional Resources: http://wc2008.wikispaces.com/file/view/Character+study.pdf <u>Web English Teacher</u> www.webenglishteacher.com/ <i>owl.english.purdue.edu</i> sharoncreech.com</p>

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 6 English Language Arts	Topic: Reading Literature: The Novel	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>make text-text/self/world connections, ask questions while reading). (RL.6.1, RL.6.2, RL.6.3, RL.6.4, RL.6.5, L.6.4.a, L.6.4.b, L.6.4.c, L.6.4.d, L.6.6)</p> <p>2.11. Utilize context clues to determine a word/phrase's meaning. (L.6.4, L.6.4.a)</p> <p>2.12. Consult reference materials, both print and digital, to determine/clarify/verify a word's pronunciation, meaning, and/or part of speech. (L.6.4, L.6.4.c, L.6.4.d)</p> <p>2.13. Acquire and use grade-appropriate academic and domain-specific language. (L.6.6)</p> <p>2.14. Describe and use textual evidence to analyze how the plot of the novel unfolds in a series of episodes and</p>		

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 6 English Language Arts	Topic: Reading Literature: The Novel	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>how the characters respond and change as the plot moves toward a resolution. (RL.6.1, RL.6.5)</p> <p>2.15. Use textual evidence and well thought out inferences to contribute meaningfully to class and small-group discussions. (RL.6.1, RL.6.10, SL.6.1.a, SL.6.1.b, SL.6.1.c, SL.6.1.d, SL.6.3, SL.6.4, L.6.1.a, L.6.1.b, L.6.1.c, L.6.3.a, L.6.3.b)</p> <p>2.16. Identify and analyze a speaker's argument/claims distinguishing those supported by reasons and evidence from those that are not. (SL.6.3)</p> <p>2.17. Logically and sequentially present ideas while making claims and sharing findings. (SL.6.4)</p>		

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 6 English Language Arts	Topic: Reading Literature: The Novel	
		Goal 2: The Novel Unit will provide an understanding of the major literary elements of a novel. In addition to this, readers will implement these elements, as well as comprehension strategies, in order to improve comprehension and the ability to analyze text.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>2.18. Analyze and cite textual evidence and formulate well thought out inferences to write a well-structured, supported response and/or essay related to the novel and elements of fiction. (RL.6.1, RL.6.2, RL.6.3, W.6.1.a, W.6.1.b, W.6.1.c, W.6.4, W.6.5, W.6.9.a, W.6.9.b, W.6.10)</p> <p>2.19. Demonstrate the ability to understand inferences. (9.1.8.D.2)</p> <p>2.20. Use effective communications skills in face-to-face and online interactions with peers and adults from home and from diverse cultures. (9.1.8.D.3)</p> <p>2.21. Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom. (9.1.8.F.1)</p>		

Suggested days of Instruction	Curriculum Management System	Topic: Reading Literature: Fantasy	
	<u>Subject/Grade Level:</u> Grade 6 English Language Arts	Goal 3: The Fantasy Unit will introduce the characteristics of fantasy fiction, as well as develop a better understanding of the major literary elements of a novel. In addition to this, readers will compare and contrast fantasy fiction to other literary genres while implementing comprehension strategies and continuing to analyze texts.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
Oct.- Dec.	<p>3.1. Identify the characteristics of fantasy fiction in the novel. (RL.6.2, RL.6.3)</p> <p>General Characteristics of Fantasy Fiction:</p> <ul style="list-style-type: none"> • Plots often involve one or more of the following: <ul style="list-style-type: none"> ○ A quest or journey (sometimes internal, frequently external) ○ Magic has consistent rules and limitations (or there would be no conflict) • Main Characters <ul style="list-style-type: none"> ○ Possess some magical ability or are aided by a supernatural being ○ Are limited in whatever power they have ○ Often have the role of warrior or champion thrust upon them ○ Frequently seem to be powerless or weak before discovering their special abilities 	<p>What are the distinctive elements of fantasy fiction? What can a novel that is not realistic teach us about human existence?</p> <p>Conceptual Understandings: Literature is classified into genres and sub-genres. Works are defined as belonging to a genre based on structure and content.</p> <p>While fantasy fiction has a unique set of identifiable characteristics, it contains the essential elements of all fiction (plot, setting, character, theme, point of view and style).</p>	<p>Learning Activities: Modeled lessons through read alouds Graphic organizers Class discussions Literature circles/Book Club Discussions Group projects Power Point presentations Independent reading Sharing/discussions Partner reading Partner/pair share Connection drawings Peer conferencing Mini-lessons Shared reading Think aloud Story maps/Venn diagrams Posters/anchor charts (classroom listening/sharing) Questions and responses Reading conferences Reading journals/written response Skill-based work stations</p> <p>Assessment Models: Graphic organizers Conferences</p>

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 6 English Language Arts	Topic: Reading Literature: Fantasy	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<ul style="list-style-type: none"> ○ Are often outsiders or outcasts in their own society but recognized as special by those of another society ○ Animal fantasies may feature animals with a human personality and thought processes • Other Characters <ul style="list-style-type: none"> ○ Characters of non-human races are often involved – elves, dwarves, fairies, etc. ○ Mythical creatures may also be present (unicorns, centaurs, etc.) • Setting <ul style="list-style-type: none"> ○ Frequently have medieval elements or are set in medieval times ○ Can be set in the real world with a portal to another world ○ Can be set in a fantasy world which bears some resemblance to the real world ○ Often include magical 		<p>Rubrics Vocabulary Notebook Illustrations of concepts/understanding Oral and written response/summary Exit tickets Classroom Observation Comprehension Quizzes Extended Written Responses End of Novel Project</p> <p>Additional Resources: Response Activities for Fantasy Literature eHow.com www.ehow. http://wc2008.wikispaces.com/file/view/Character+study.pdf Web English Teacher www.webenglishteacher.com/</p>

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 6 English Language Arts	Topic: Reading Literature: Fantasy	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<ul style="list-style-type: none"> items (rings, stones, wands, scrolls) • Theme <ul style="list-style-type: none"> ○ Frequently involves a battle of good vs. evil ○ Coming of age is a common theme- the hero/heroine grows and changes as a result of struggle. <p>3.2. Understand major elements of a novel include plot, character, setting, point of view and theme. (RL.6.1, RL.6.2, RL.6.3)</p> <p>3.3. Recognize that an author's choice of setting details contribute to a reader's understanding of the novel's theme. (RL.6.2, RL.6.5)</p> <p>3.4. Recognize that the events of a novel's plot are driven by the narrator's point of view. (RL.6.6)</p>		

Suggested days of Instruction	Curriculum Management System	Topic: Reading Literature: Fantasy	
	Subject/Grade Level: Grade 6	Goal 3: The Fantasy Unit will introduce the characteristics of fantasy fiction, as well as develop a better understanding of the major literary elements of a novel. In addition to this, readers will compare and contrast fantasy fiction to other literary genres while implementing comprehension strategies and continuing to analyze texts.	
	English Language Arts		
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>3.5. Compare and contrast fantasy fiction to another literary genre. (RL.6.1, RL6.5, RL.6.9, W.6.1.a, W.6.1.b, W.6.1.c, W.6.4, W.6.5, W.6.9.a, W.6.9.b, W.6.10)</p> <p>3.6. Set a purpose for reading. (RL.6.2, RL.6.3, RL.6.6)</p> <p>3.7. Make predictions to enhance comprehension of text. (RL.6.1, RL.6.2)</p> <p>3.8. Independently self-monitor for understanding and apply strategies to clarify confusion (e.g., re-read, uncover word meanings, make text-text/self/world connections, ask questions while reading). (RL.6.1, RL.6.5)</p> <p>3.9. Utilize context clues to determine a word/phrase's meaning. (L.6.4, L.6.4.a)</p>		

Suggested days of Instruction	Curriculum Management System	Topic: Reading Literature: Fantasy	
	Subject/Grade Level: Grade 6	Goal 3: The Fantasy Unit will introduce the characteristics of fantasy fiction, as well as develop a better understanding of the major literary elements of a novel. In addition to this, readers will compare and contrast fantasy fiction to other literary genres while implementing comprehension strategies and continuing to analyze texts.	
	English Language Arts		
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>3.10. Consult reference materials, both print and digital, to determine/clarify/verify a word's pronunciation, meaning, and/or part of speech. (L.6.4, L.6.4.c, L.6.4.d)</p> <p>3.11. Acquire and use grade-appropriate academic and domain-specific language. (L.6.6)</p> <p>3.12. Describe and use textual evidence to analyze how the plot of the novel unfolds in a series of episodes and how the characters respond and change as the plot moves toward a resolution. (RL.6.1, RL.6.5)</p> <p>3.13. Use textual evidence and well thought out inferences to contribute meaningfully to class and small-group discussions.</p>		

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 6 English Language Arts	Topic: Reading Literature: Fantasy	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>(RL.6.1, RL.6.10, SL.6.1.a, SL.6.1.b, SL.6.1.c, SL.6.1.d, SL.6.3, SL.6.4, L.6.1.a, L.6.1.b, L.6.1.c, L.6.3.a, L.6.3.b)</p> <p>3.14. Identify and analyze a speaker's argument/claims distinguishing those supported by reasons and evidence from those that are not. (SL.6.3)</p> <p>3.15. Logically and sequentially present ideas while making claims and sharing findings. (SL.6.4)</p> <p>3.16. Analyze and cite textual evidence and formulate well thought out inferences to write a well-structured, well supported response and/or essay related to fantasy and elements of fiction. (RL.6.1, RL.6.2, RL.6.3, W.6.1.a, W.6.1.b, W.6.1.c,</p>		

Suggested days of Instruction	Curriculum Management System	Topic: Reading Literature: Fantasy	
	Subject/Grade Level: Grade 6 English Language Arts	Goal 3: The Fantasy Unit will introduce the characteristics of fantasy fiction, as well as develop a better understanding of the major literary elements of a novel. In addition to this, readers will compare and contrast fantasy fiction to other literary genres while implementing comprehension strategies and continuing to analyze texts.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>W.6.4, W.6.5, W.6.9.a, W.6.9.b, W.6.10)</p> <p>3.17. Find connections with their own lives. (RL.6.5)</p> <p>3.18. Demonstrate the ability to understand inferences. (9.1.8.D.2)</p> <p>3.19. Use effective communications skills in face-to-face and online interactions with peers and adults from home and from diverse cultures. (9.1.8.D.3)</p> <p>3.20. Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom. (9.1.8.F.1)</p>		

Suggested days of Instruction	Curriculum Management System	Topic: Reading Literature: Mythology	
	<u>Subject/Grade Level:</u> Grade 6 English Language Arts	Goal 4: The mythology unit will expose students to the world of an ancient civilization that includes both moral values and the explanations of natural phenomenon. The unit will connect themes and issues that remain central to human efforts to understand the world as they are relevant to modern people. As a result of this unit of study, the students will have a better understanding of the main Greek pantheon (major gods and goddesses) as well as their ancient world view that developed and remains over time.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
Jan.-Feb.	<p>4.1. Understand mythology as a coherent ancient world view, not simply a collection of stories. (RL.6.4)</p> <p>4.2. Understand mythology as an oral tradition that developed over time. (RL.6.1, RL.6.6)</p> <p>4.3. Recognize the universal themes and their connections to modern culture, other literature, and students' lives. (RL.6.2, RL.6.5, RL.6.7, W.6.1, W.6.6, W.6.7, WHST.1, WHST.4)</p> <p>4.4. Understand that the myths share common characteristics (e.g., archetypes, numeric occurrences) that reflect Greek beliefs and values. (RL.6.1, RL.6.2, RL.6.3)</p> <p>4.5. Analyze the literary</p>	<p>What do (Greek) myths have to teach individuals? Why is the study of ancient myths continued in the modern world? How does the knowledge of Greek mythology aid readers to construct meaning from everyday text such as signs literature, and advertising?</p> <p>Conceptual Understandings: Mythology reflects the coherent world view of an ancient civilization; that conception includes both moral values and explanations of natural phenomenon.</p> <p>Myths ask and try to answer universal human questions or concerns. Because their themes address issues that remain central to human efforts to understand the world, they are as relevant to modern peoples as they were to the ancients.</p> <p>Allusions to Greek mythology are infused into many aspects of our culture and language including literature, television, movies, advertisements and art.</p>	<p>Learning Activities: Readers' Theater Mini-lessons Shared reading Independent reading Think aloud Graphic organizers: facts, compare and contrast Story maps/Venn diagrams Posters/anchor charts (classroom listening/sharing) Questions and responses Reading conferences Written reports Read aloud/model texts Reading journals/Written response Skill-based work stations Partner reading Partner/pair share Modeled and guided practice Peer conferencing Sharing/discussions</p> <p>Assessment Models: Representation of figures in Greek mythology (e.g., chart, family tree, Who's Who list, Wanted poster, etc.) Short and/or extended written responses Creative project (e.g., skit, newspaper, modern day</p>

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 6 English Language Arts	Topic: Reading Literature: Mythology		
		Goal 4: The mythology unit will expose students to the world of an ancient civilization that includes both moral values and the explanations of natural phenomenon. The unit will connect themes and issues that remain central to human efforts to understand the world as they are relevant to modern people. As a result of this unit of study, the students will have a better understanding of the main Greek pantheon (major gods and goddesses) as well as their ancient world view that developed and remains over time.		
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model	
	<p>elements of a myth. (RL.6.1, RL.6.2, RL.6.3, RL.6.4, RL.6.5, RL6.10, W.6.2)</p> <p>4.6. Build a foundational knowledge of the major Greek gods and goddesses. (W.6.8, W.6.9)</p> <p>4.7. Identify the main Greek pantheon (major gods and goddesses) and their spheres of responsibility. (RL.6.9, W.6.7, W.6.8, W.6.9)</p> <p>4.8. Identify the impact of Greek words and roots on the English language. (L.6.4.b)</p> <p>4.9. Use effective communications skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.</p>		<p>myth, epic poem, wiki page etc.) Comprehension Questions Illustrations of concepts/understanding Oral and written response/summary Exit tickets Classroom Observation Graphic organizers Conferences Rubrics Vocabulary Notebook</p> <p>Additional Resources: Mentor texts: <i>D'Aulaires' Book of Greek Myths</i>, <i>Oh My Gods!: A Look-it-Up Guide to the Gods of Mythology</i> (Mythlopedia), <i>She's All That!: A Look-it-Up Guide to the Goddesses of Mythology</i> (Mythlopedia), <i>What a Beast!: A Look-it-Up Guide to the Monsters and Mutants of Mythology</i> (Mythlopedia), <i>All in the Family: A Look-it-Up Guide to the In-laws, Outlaws, and Offspring of Mythology</i> (Mythlopedia), <i>Usborne Greek Myths for Young Children</i>, <i>Usborne Illustrated Guide to Greek Myths and Legends</i>, <i>Retold Classic Myths</i>, Volumes 1, 2 & 3 (Kathleen Myers), <i>The Odyssey</i> (Kingfisher Epics), <i>The Iliad</i> (Kingfisher Epics), <i>Tales from the Odyssey, Part 1 & 2</i> (Mary Pope Osborne), <i>Treasury of Greek Mythology: Classic stories of gods, Goddesses, Heroes, and Monsters</i> (Donna Jo Napoli)</p>	

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 6 English Language Arts	Topic: Reading Literature: Mythology		
		Goal 4: The mythology unit will expose students to the world of an ancient civilization that includes both moral values and the explanations of natural phenomenon. The unit will connect themes and issues that remain central to human efforts to understand the world as they are relevant to modern people. As a result of this unit of study, the students will have a better understanding of the main Greek pantheon (major gods and goddesses) as well as their ancient world view that developed and remains over time.		
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model	
	(9.1.8.D.3) 4.10. Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom. (9.1.8.F.1)		www.factmonster.com/ipka/A0777436.html www.theoi.com/ library.thinkquest.org/25535/ www.history.com/topics/greek-mythology ancienthistory.about.com/cs/grecoromanmyth1/a/	

Suggested days of Instruction	Curriculum Management System	Topic: Reading Literature: Poetry	
	Subject/Grade Level: Grade 6 English Language Arts	Goal 5: The poetry unit will expose students to the common textual features within poems, and how these features contribute to the overall meaning the author conveys. In addition to analyzing the literary elements in poetry, the unit will compare and contrast a variety of genres, as well as styles and forms of poetry. As a result of this unit of study, an appreciation for reading and writing poetry will develop.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
Embe dded	<p>5.1. Interpret and respond to a variety of free verse poems. (RL.6.1, RL.6.10)</p> <p>5.2. Identify and use common textual features (i.e., stanzas, line breaks) to comprehend poems. (RL.6.5)</p> <p>5.3. Analyze how the written structure contributes to the overall meaning of the poem. (RL.6.1, RL.6.3, RL.6.5)</p> <p>5.4. Identify and analyze literary elements in poetry (speaker, subject/plot, point of view, tone, theme, or central idea). (RL.6.1, RL.6.2, RL.6.3, RL.6.4, RL.6.5, RL.6.6)</p> <p>5.5. Identify and analyze literary techniques such as sensory and figurative language and imagery.</p>	<p>Essential Questions: How does one make sense of and respond to a variety of poems? How do writers use language to express individual perspectives drawn from their personal or related experiences? How does one clearly and vividly communicate ideas through poetry?</p> <p>Conceptual Understandings: Poetry invites us to read and experience more than its authors have written. Poets rely on spare, precise, vivid sensory and figurative language to express ideas and emotions. Poetry challenges one to communicate their own ideas while leaving space for the readers' ideas.</p>	<p>Learning Activities: Quick writes Mini-lessons Shared and independent reading Venn diagrams Posters/anchor charts (classroom listening/sharing) Questions and responses Written responses Class sharing/discussions Mentor texts/read alouds Teacher/peer conferencing Think alouds Poetry/writing journal Reader's response Graphic organizers Literature circles/Book Club Discussions Group projects Partner reading Partner/pair share Connection drawings</p> <p>Assessment Models: Drafting and revising poetry Portfolio of Collected and Written Poems Poetry Readings Illustrations of concepts/understanding</p>

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 6 English Language Arts	Topic: Reading Literature: Poetry	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	(RL.6.1, RL.6.4, L.6.4, L.6.5) 5.6. Use context to interpret figures of speech. (L.6.5, L.6.5.a) 5.7. Use the relationship between words (e.g., cause/effect, part/whole) to better understand each word. (L.6.5.b) 5.8. Distinguish among the connotations of words with similar denotations. (L.6.5.c) 5.9. Compare and contrast poems on a similar topic or theme, with a similar style, etc. (RL. 6.9) 5.10. Compare and contrast poems with other genres and art forms. (RL.6.9)		Oral and written response/summary Classroom Observation Exit Ticket Graphic organizers Conferences Rubrics Vocabulary Notebook Additional Resources: Mentor texts: “The Railway Train” (Emily Dickinson), “The Road Not Taken” (Robert Frost), “Chicago” (Carl Sandburg), “I, Too, Sing America” (Langston Hughes), “The Book of Questions” (Pablo Neruda), “Oranges” (Gary Soto), “A Poem for My Librarian, Mrs. Long” (Nikki Giovanni), A Fire in My Hands (Gary Soto), Americans’ Favorite Poems: The Favorite Poem Project Anthology (Pinsky & Dietz), Poems to Read: A New Favorite Poem Anthology (Pinsky &Dietz), Poetry 180: A Turning Back to Poetry (Billy Collins), The Norton Anthology of Modern and Contemporary Poetry, Volume II Contemporary Poetry (Ramazani, Ellmann & O’Clair), The Selected Poems of Nikki Giovanni (Nikki Giovanni) Professional Resources: <i>The Language of Life: A Festival of Poets</i> , Bill Moyers, Doubleday, 1994 <i>A Poetry Handbook: A Prose Guide to Understanding and Writing Poetry</i> , Mary Oliver <i>Risking Intensity: Reading and Writing Poetry with</i>

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 6 English Language Arts	Topic: Reading Literature: Poetry	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>5.11. Compare and contrast the experience of reading a poem to listening to or viewing an audio, video or live version of the text. (RL.6.7)</p> <p>5.12. Fluently read their own and others' poetry, reflecting an understanding of the text and engaging the listener. (SL.6.6)</p> <p>5.13. Write a variety of free verse poems. (W.6.3.d, W.6.4, W.6.10, L.6.1, L.6.2, L.6.3)</p> <p>5.14. Develop and improve their vocabulary by focusing on word choice, shades of meaning and sound. (RL. 6.4, L.6.5, W.6.3.d, W.6.4)</p> <p>5.15. Revise and edit drafts by rereading for content and organization, usage and spare, precise, vivid word</p>		<p><i>High School Students</i>, Judith Rowe Michaels <i>The Power of the Word</i> with Bill Moyers, PBS video, David Grubin Productions, 1989 <i>What is Found There: Notebooks on Poetry and Politics</i>, Adrienne Rich, W.W. Norton, 1993 <i>Lessons That Change Writers</i>, Nancie Atwell, Heinemann, 2002 <i>Reader's Handbook (Student & Teacher Editions)</i>, Laura Robb, Ron Klemp, Wendell Schwartz, Great Source, 2002 <i>The AP Vertical Teams Guide for English</i>, The College Board, College Entrance Examination Board, 2002 <i>Naming the World</i> by Nancie Atwell</p> <p>Dodge Poetry Festival - http://www.grdodge.org/poetry/mainold.htm</p> <p>Poetry 180 - http://www.loc.gov/poetry/180/</p> <p>The Writer's Almanac - http://writersalmanac.publicradio.org</p>

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 6 English Language Arts	Topic: Reading Literature: Poetry		
		Goal 5: The poetry unit will expose students to the common textual features within poems, and how these features contribute to the overall meaning the author conveys. In addition to analyzing the literary elements in poetry, the unit will compare and contrast a variety of genres, as well as styles and forms of poetry. As a result of this unit of study, an appreciation for reading and writing poetry will develop.		
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model	
	<p>choice. (W.6.3.d, W.6.4, W.6.5)</p> <p>5.16. Attempt compositional risks, including the use of figurative language and imagery in writing poetry. (W.6.3.d., W.6.4, W.6.5, W.6.10)</p> <p>5.17. Begin to develop a personal style and voice in their poetry. (W.6.3.d., W.6.4, W.6.5)</p> <p>5.18. Publish or share poetry with others. (W.6.4, W.6.6)</p> <p>5.19. Demonstrate the ability to understand inferences. (9.1.8.D.2)</p> <p>5.20. Use effective communications skills in face-to-face and online interactions with peers and adults from home and from diverse cultures. (9.1.8.D.3)</p>			

Suggested days of Instruction	Curriculum Management System	Topic: Reading Informational Text: Biography	
	Subject/Grade Level: Grade 6 English Language Arts	Goal 6: The Biography Unit will introduce readers to a genre of literature where they will gain knowledge through the chronological events of a subject's life. Through this exposure, the reader can discover how an individual leads their life can impact the society, the world, and the people around them in a positive and/or negative way.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
March -May	<p>6.1. Set a purpose for reading. (RI.6.2, RI.6.3)</p> <p>6.2. Identify the chronological events of the subject's life (timeline). (RI.6.3, RI.6.5)</p> <p>6.3. Understand the consequential events of the subject's life. (RI.6.5, RI.6.6, RI.6.8)</p> <p>6.4. Differentiate between verifiable facts and opinions in a biography. (RI.6.1, RI.6.4, RI.6.5)</p> <p>6.5. Understand and identify the writer's bias. (RI.6.1, RI.6.5, RI.6.6)</p> <p>6.6. Determine the author's purpose/central idea of the biography supported with evidence from the text. (RI.6.6)</p>	<p>How can one person make a difference? How does the kind of life one leads impact others and history?</p> <p>Conceptual Understandings: A person can make a positive or negative difference in the lives of others and in the course of history.</p> <p>Personal characteristics and the action of an individual can lead to making a difference.</p>	<p>Learning Activities: Mini-lessons Shared reading Independent reading Think aloud Graphic organizers: facts, compare and contrast, time line Story maps/Venn diagrams Questions and responses Reading conferences Written reports Read aloud/model texts Reading journals/Written response Text browsing (locate parts of a text) Modeled and guided practice Peer conferencing Sharing/discussions</p> <p>Assessment Models: Graphic organizers Conferences Rubrics Oral and written response/summary Exit tickets Timeline of chronological and/or consequential events Presentation/Book Talk</p>

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 6 English Language Arts	Topic: Reading Informational Text: Biography		
		Goal 6: The Biography Unit will introduce readers to a genre of literature where they will gain knowledge through the chronological events of a subject's life. Through this exposure, the reader can discover how an individual leads their life can impact the society, the world, and the people around them in a positive and/or negative way.		
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model	
	6.7. Make personal connections between self and subject. (RI.6.9) 6.8. Develop and apply criteria to determine the legacy of the subject. (RI.6.2, RI.6.3) 6.9. Use textual evidence and well thought out inferences to contribute meaningfully to class and small-group discussions. (RL.6.1, RL.6.10, SL.6.1.a, SL.6.1.b, SL.6.1.c, SL.6.1.d, SL.6.3, SL.6.4, L.6.1.a, L.6.1.b, L.6.1.c, L.6.3.a, L.6.3.b) 6.10. Identify and analyze a speaker's argument/claims distinguishing those supported by reasons and evidence from those that are not. (SL.6.3) 6.11. Logically and sequentially present ideas while making		Extended written Response Additional Resources: Magazine articles News articles On line articles Extended Biography Texts: <i>My Life in Dog Years</i> by Gary Paulsen <i>Knots in My Yo-Yo String</i> by Jerry Spinelli EBSCOhost http://search.epnet.com Facts on File http://www.fofweb.com/IP	

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 6 English Language Arts	Topic: Reading Informational Text: Biography	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>claims and sharing findings. (SL.6.4)</p> <p>6.12. Analyze and cite textual evidence and formulate well thought out inferences to write a well-structured, well supported response and/or essay related to fantasy and elements of fiction. (RL.6.1, RL.6.2, RL.6.3, W.6.1.a, W.6.1.b, W.6.1.c, W.6.4, W.6.5, W.6.9.a, W.6.9.b, W.6.10)</p> <p>6.13. Independently self-monitor for understanding and apply strategies to clarify confusion (i.e. re-read, uncover word meanings, make text-text/self/world connections, ask questions while reading). (RI.6.1, RI.6.2, RI.6.3, RI.6.4, RI.6.5)</p> <p>6.14. Utilize context clues to determine a word/phrase's meaning.</p>		

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 6 English Language Arts	Topic: Reading Informational Text: Biography	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>(L.6.4, L.6.4.a)</p> <p>6.15. Consult reference materials, both print and digital, to determine/clarify/verify a word's pronunciation, meaning, and/or part of speech. (L.6.4, L.6.4.c, L.6.4.d)</p> <p>6.16. Acquire and use grade-appropriate academic and domain-specific language. (L.6.6)</p> <p>6.17. Demonstrate the ability to understand inferences. (9.1.8.D.2)</p> <p>6.18. Use effective communications skills in face-to-face and online interactions with peers and adults from home and from diverse cultures. (9.1.8.D.3)</p>		

Suggested days of Instruction	Curriculum Management System	Topic: Reading Informational Text: Environmental Science/Health	
	Subject/Grade Level: Grade 6 English Language Arts	Goal 7: The Reading Informational Text unit focuses on reading skills necessary to understand informational texts. The lessons focus on parts of informational texts, author's purpose, and specific reading strategies that are helpful in nonfiction reading. Students will also be expected to respond to the reading, orally and through short written responses, using evidence from the text to support their ideas.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
Feb.	<p>7.1. Set a purpose for reading. (RI.6.2, RI.6.3)</p> <p>7.2. Differentiate between verifiable facts and opinions in an informational text. (RI.6.1, RI.6.4, RI.6.5)</p> <p>7.3. Understand and identify the writer's bias. (RI.6.1, RI.6.5, RI.6.6)</p> <p>7.4. Determine the author's purpose/central idea supported with evidence from the text. (RI.6.6)</p> <p>7.5. Make personal connections between self and topic. (RI.6.9)</p> <p>7.6. Use textual evidence and well thought out inferences to contribute meaningfully to class and small-group discussions.</p>	<p>How do readers use informational text to find and share information?</p> <p>What strategies do effective readers use to understand the elements of informational text?</p> <p>Why do authors write non-fiction?</p> <p>Conceptual Understandings: Informational text has features that help the reader navigate the text and often provides additional information to help students comprehend the content.</p> <p>Readers read informational text to obtain information on social and environmental topics.</p> <p>Authors write non-fiction for a variety of reasons including to relay information, to explore a topic in depth, to argue a point, or to entertain the reader with interesting facts.</p>	<p>Learning Activities: Mini-lessons Shared reading Independent reading Think aloud Graphic organizers: facts, compare and contrast, time line Story maps/Venn diagrams Questions and responses Reading conferences Written reports Read aloud/model texts Reading journals/Written response Text browsing (locate parts of a text) Modeled and guided practice Peer conferencing Sharing/discussions</p> <p>Assessment Models: Graphic organizers Conferences Rubrics Oral and written response/summary Exit tickets Timeline of chronological and/or consequential events Presentation/Book Talk</p>

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 6 English Language Arts	Topic: Reading Informational Text: Environmental Science/Health		
		Goal 7: The Reading Informational Text unit focuses on reading skills necessary to understand informational texts. The lessons focus on parts of informational texts, author's purpose, and specific reading strategies that are helpful in nonfiction reading. Students will also be expected to respond to the reading, orally and through short written responses, using evidence from the text to support their ideas.		
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model	
	(RL.6.1, RL.6.10, SL.6.1.a, SL.6.1.b, SL.6.1.c, SL.6.1.d, SL.6.3, SL.6.4, L.6.1.a, L.6.1.b, L.6.1.c, L.6.3.a, L.6.3.b) 7.7. Identify and analyze a speaker's argument/claims distinguishing those supported by reasons and evidence from those that are not. (SL.6.3) 7.8. Logically and sequentially present ideas while making claims and sharing findings. (SL.6.4) 7.9. Analyze and cite textual evidence and formulate well thought out inferences to write a well-structured, well supported response and/or essay related to fantasy and elements of fiction. (RL.6.1, RL.6.2, RL.6.3, W.6.1.a, W.6.1.b, W.6.1.c,		Extended written Response Additional Resources: Magazine articles News articles On line articles EBSCOhost http://search.epnet.com Facts on File http://www.fofweb.com/IP	

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 6 English Language Arts	Topic: Reading Informational Text: Environmental Science/Health	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>W.6.4, W.6.5, W.6.9.a, W.6.9.b, W.6.10)</p> <p>7.10. Independently self-monitor for understanding and apply strategies to clarify confusion (i.e. re-read, uncover word meanings, make text-text/self/world connections, ask questions while reading). (RI.6.1, RI.6.2, RI.6.3, RI.6.4, RI.6.5)</p> <p>7.11. Utilize context clues to determine a word/phrase's meaning. (L.6.4, L.6.4.a)</p> <p>7.12. Consult reference materials, both print and digital, to determine/clarify/verify a word's pronunciation, meaning, and/or part of speech. (L.6.4, L.6.4.c, L.6.4.d)</p> <p>7.13. Acquire and use grade-appropriate academic and</p>		

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 6 English Language Arts	Topic: Reading Informational Text: Environmental Science/Health	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>domain-specific language. (L.6.6)</p> <p>7.14. Demonstrate the ability to understand inferences. (9.1.8.D.2)</p> <p>7.15. Use effective communications skills in face-to-face and online interactions with peers and adults from home and from diverse cultures. (9.1.8.D.3)</p>		

Suggested days of Instruction	Curriculum Management System	Topic: Conventions of Standard English: Language	
	Subject/Grade Level: Grade 6 English Language Arts	Goal 8: In the Language unit, students will learn, apply and demonstrate the importance of one's ability to communicate effectively by articulating clearly and accurately using appropriate language structure and its conventions so that one's message can be understood when writing and speaking.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
On-going and Embedded	<p>8.1. Demonstrate command of the conventions of standard English grammar and usage when writing and speaking. (L.6.1)</p> <p>8.2. Use pronouns correctly, recognizing and correcting errors in case, shifts in number and person and vague usage. (L.6.1.a, L.6.1.c, L.6.1.d)</p> <p>8.3. Properly use intensive pronouns. (L.6.1.b)</p> <p>8.4. Use correct subject-verb agreement and verb tense. (L.3.1.f, L.5.1.d)</p> <p>8.5. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L.6.2)</p>	<p>How do spoken and written languages differ? Why is the study of grammar an integral part of English education? How does an individual's command of the English language influence others' perceptions of him or her?</p> <p>Conceptual Understandings: Recognizing, understanding and applying the conventions of standard English can improve communication skills.</p> <p>Good writers determine which conventions of language most clearly and effectively communicate their thoughts and ideas to the reader.</p> <p>Developing a broad vocabulary deepens comprehension and allows for more precise communication.</p>	<p>Learning Activities: Written responses Oral language activities Daily oral language activities Shared writing Proofreading activities Modeled and guided writing Skill sheets Grammar games</p> <p>Assessment Models: Teacher observation Writing conferences Quizzes Skill sheets Revising/editing conferences on rough drafts Worksheets, daily oral language sheets Journal writing Exit tickets Writing samples</p> <p>Additional Resources: Easy Grammar series Sadler-Oxford Vocabulary series <i>Easy Grammar</i> Purdue OWL site <i>Lessons That Change Writers</i>, Nancie Atwell <i>Commas</i> by Randy Larson <i>Hot Fudge Monday</i> by Randy Larson</p>

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 6 English Language Arts	Topic: Conventions of Standard English: Language	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>8.6. Use commas, parentheses and dashes to set off non-restrictive/parenthetical elements. (L.6.2.a)</p> <p>8.7. Use correct punctuation for items in a series. (L.5.2.a)</p> <p>8.8. Use punctuation for effect. (L.4.3.b)</p> <p>8.9. Spell correctly, including frequently confused words. (L.4.1.g, L.6.2.b)</p> <p>8.10. Use knowledge of language and its conventions when writing, speaking, reading, or listening. (L.6.3)</p> <p>8.11. Write a variety of complete sentences appropriate for meaning, speaker/listener interest, and style.</p>		

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 6 English Language Arts	Topic: Conventions of Standard English: Language	
		Goal 8: In the Language unit, students will learn, apply and demonstrate the importance of one's ability to communicate effectively by articulating clearly and accurately using appropriate language structure and its conventions so that one's message can be understood when writing and speaking.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	(L.4.1.f, L.6.3.a) 8.12. Use words and phrases for effect and to convey ideas. (L.3.3.a, L.4.3.a) 8.13. Maintain consistent style and tone. (L.6.3.b) 8.14. Determine or clarify the meaning of unknown and multiple-meaning words and phrases, including the use of context. (L.6.4, L.6.4.a) 8.15. Use context clues and Greek or Latin affixes to determine meaning of unknown words. (L.6.4.b) 8.16. Consult reference materials to find pronunciation, precise meaning, part of speech and/or to verify inferred meaning. (L.6.4.c, L.6.4.d)		

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 6 English Language Arts	Topic: Conventions of Standard English: Language	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>8.17. Demonstrate understanding of figurative language, word relationships, and nuances in word meaning. (L.6.5)</p> <p>8.18. Interpret and effectively use figures of speech. (L.6.5.a)</p> <p>8.19. Use word relationship to enhance understanding. (L.6.5.b)</p> <p>8.20. Distinguish between connotation and denotation of similar words. (L.6.5.c)</p> <p>8.21. 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</p>		

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 6 English Language Arts	Topic: Conventions of Standard English: Language	
		Goal 8: In the Language unit, students will learn, apply and demonstrate the importance of one's ability to communicate effectively by articulating clearly and accurately using appropriate language structure and its conventions so that one's message can be understood when writing and speaking.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>expression. (L.6.6)</p> <p>8.22. Use effective communications skills in face-to-face and online interactions with peers and adults from home and from diverse cultures. (9.1.8.D.3)</p>		

Suggested days of Instruction	Curriculum Management System	Topic: Narrative Writing: Personal Narrative	
	<u>Subject/Grade Level:</u> Grade 6 English Language Arts	Goal 9: The Personal Narrative unit will convey the purpose of narrative writing through the deliberate use of literary elements and narrative techniques. In addition to this, writers will practice the implementation of structured depictions of diverse experiences (real or imagined) organized in a chronological structure.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
Sept.	<p>9.1. Identify characteristics of a personal narrative by listening to or reading a variety of mentor texts. (RL.6.2, RL.6.3, RL.6.10)</p> <p>9.2. Brainstorm potential topics and narrow focus for a personal narrative with a clear, significant theme (a "so what?"). (W.6.3)</p> <p>9.3. Use an outline or graphic organizer to elaborate and organize ideas about writing. (W.6.3.a)</p> <p>9.4. Write a narrative establishing a plot or conflict, setting, characters, theme, and point of view. (W.6.3.a, W.6.3.b, W.6.4, W.6.10)</p> <p>9.5. Follow a plot structure with clear exposition, rising action, climax, falling action</p>	<p>Why do people tell/write real or imagined stories? How do writers craft engaging, vivid narratives?</p> <p>Conceptual Understandings: Narratives are carefully structured (real or imagined) depictions of diverse human experiences.</p> <p>Time is the main organizational structure of narrative writing.</p> <p>A narrative writer conveys meaning through deliberate use of literary elements and narrative techniques.</p>	<p>Learning Activities: Mini-lessons Read alouds of picture books Guided and Independent Writing Quick Writes Brainstorm topics Write narrative following the writing process:</p> <ul style="list-style-type: none"> o Graphic organizer or outline o Rough draft o Peer revision/edit o Publish revised copy <p>Assessment Models: Provide feedback on outline or organizer Comments on drafts Peer revising/editing conferences Do Nows Exit Cards Classroom discussions Graded narrative based on holistic rubric Rubrics</p> <p>Additional Resources: <i>Lessons That Change Writers</i>, Nancie Atwell <i>Write Beside Them</i> by Penny Kittle Easy Grammar series <i>Sadlier-Oxford Vocabulary Workshop Text</i></p>

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 6 English Language Arts	Topic: Narrative Writing: Personal Narrative	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>and resolution. (W.6.3, W.6. 4)</p> <p>9.6. Break narrative into paragraphs and use effective transitions based on changes in action, dialogue, time and place. (W.6.3.C)</p> <p>9.7. Elaborate on main events and ideas by adding thoughts and feelings, dialogue, and description. (W.6.3.b, W.6.3.d, W.6.4)</p> <p>9.8. Punctuate dialogue correctly. (W.6.3.b, L.6.2)</p> <p>9.9. Write an effective lead, trying a variety of strategies. (W.6.3.a, W.6.3.b)</p> <p>9.10. Use vivid verbs and sensory details. (W.6.3.d)</p>		<p>Mentor texts/Mini-Anthology for Students, might include:</p> <p><i>On Turning Ten</i> (Billy Collins), excerpt from <i>Indian Education</i> (Sherman Alexie), <i>Eleven</i> (Sandra Cisneros), <i>Two Lies</i> (Nancie Atwell), <i>How Angel Peterson Got His Name</i> (Introduction by Gary Paulsen), <i>Totally Joe: Introduction & Chapter 1</i> (James Howe), <i>Autobiography in Five Short Chapters</i> (Portia Nelson), <i>Where I'm From</i> (George Ella Lyons), <i>Michelle on Tape</i>, <i>The Lunch Box</i> (Craig James), <i>Wheels</i> (Jim Daniels), <i>Autobiographia</i> (G. E. Patterson), "Cookie" from <i>My Life in Dog Years</i> (Gary Paulsen), "Orvis and the Circle of Death" from <i>How Angel Peterson Got His Name</i> (Gary Paulsen), Stephen's essay about Jeffrey from <i>Drums, Girls, and Dangerous Pie</i> p. 4-12 (Jordan Sonnenblick), <i>The Great Mouse Plot</i> from <i>Boy</i> (Roald Dahl)</p> <p>www.readwritethink.org</p> <p>www.dictionary.com</p> <p>www.thesaurus.com</p> <p>http://tc.readingandwritingproject.com</p> <p>http://owl.englishperdueedu/owl</p>

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 6 English Language Arts	Topic: Narrative Writing: Personal Narrative	
		Goal 9: The Personal Narrative unit will convey the purpose of narrative writing through the deliberate use of literary elements and narrative techniques. In addition to this, writers will practice the implementation of structured depictions of diverse experiences (real or imagined) organized in a chronological structure.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	9.11. Attempt compositional risks within the narrative. (W.6.3) 9.12. Utilize a writing rubric to revise narrative. (W.6.5) 9.13. Receive and possibly incorporate feedback on their writing from their peers and teacher. (W.6.5) 9.14. Review and edit their work for sentence construction, spelling, capitalization, punctuation, usage, and clarity. (W.6.5, L.6.2, L.6.3) 9.15. Use technology to produce a final product. (W.6.6) 9.16. Use effective communications skills in face-to-face and online interactions with peers and		

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 6 English Language Arts	Topic: Narrative Writing: Personal Narrative	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>adults from home and from diverse cultures. (9.1.8.D.3)</p> <p>9.17. Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom. (9.1.8.F.1)</p>		

Suggested days of Instruction	Curriculum Management System <u>Subject/Grade Level:</u> Grade 6 English	Topic: Narrative Writing: Fictional Vignette/Short Stories	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Goal 10: The Fictional Vignette/Short Story Unit will provide an understanding of the carefully structured narrative depictions of diverse human experiences either real or imagined, and how the character(s) can be a pivotal element within narrative writing. In addition to this, readers will be exposed to the ways in which a narrative writer conveys meaning through the deliberate use of literary elements and narrative techniques. As a result, readers will implement these elements, as well as comprehension strategies, in order to improve comprehension and the ability to analyze text.	Essential Questions, Conceptual Understandings
May	<p>10.1. Identify the multi-dimensional qualities of characterization (physical appearance, actions, speech, behavior and interaction with others) by listening to or reading a variety of mentor texts. (RL.6.2, RL.6.3, RL.6.10)</p> <p>10.2. Brainstorm potential character traits to fit within a typical plot structure. (W.6.3)</p> <p>10.3. Use an outline or graphic organizer to elaborate and organize ideas about writing/character. (W.6.3.a)</p> <p>10.4. Write/create a fictional vignette establishing a character with elements of conflict, resolution and setting. (W.6.3.a, W.6.3.b, W.6.4, W.6.10)</p>	<p>Essential Questions: How do writers craft engaging, vivid characters? How does a strongly developed character influence the course of a narrative?</p> <p>Conceptual Understandings: Narratives are carefully structured (real or imagined) depictions of diverse human experiences. Character can be a pivotal element in narrative writing. Fictional genres often have typical elements of characterization, plot, setting and theme. A narrative writer conveys meaning through deliberate use of literary elements and narrative techniques.</p>	<p>Learning Activities: Modeled lessons through read alouds Graphic organizers Story maps/Venn diagrams Sharing/discussions Partner/pair share Connection drawings Peer conferencing</p> <p>Assessment Models: After determining a typical plot structure, students will create/write a vignette based on characterization and other literary elements including setting, conflict & resolution. Plot structure may be based on immigrant experience fiction, mythology, fantasy fiction, etc. Graphic organizers Conferences Rubrics Provide feedback on outline, organizer or rough draft Comments on drafts Illustrations of concepts/understanding Oral and written response/summary Exit tickets</p>

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 6 English	Topic: Narrative Writing: Fictional Vignette/Short Stories	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Goal 10: The Fictional Vignette/Short Story Unit will provide an understanding of the carefully structured narrative depictions of diverse human experiences either real or imagined, and how the character(s) can be a pivotal element within narrative writing. In addition to this, readers will be exposed to the ways in which a narrative writer conveys meaning through the deliberate use of literary elements and narrative techniques. As a result, readers will implement these elements, as well as comprehension strategies, in order to improve comprehension and the ability to analyze text.	Essential Questions, Conceptual Understandings
	<p>10.5. Follow a typical plot structure with clear exposition, rising action, climax, falling action and resolution. (W.6.3, W.6.4)</p> <p>10.6. Elaborate on character by adding thoughts and feelings, dialogue, and description of physical appearance, actions, speech, behavior and interaction with others. (W.6.3.b, W.6.3.d, W.6.4)</p> <p>10.7. Use sensory details. (W.6.3.d)</p> <p>10.8. Attempt compositional risks within the vignette. (W.6.3)</p> <p>10.9. Utilize a rubric or checklist to revise vignette. (W.6.5)</p>		<p>Classroom Observation Peer revising/editing conferences Comprehension Quizzes Extended Written Response</p> <p>Additional Resources: Mentor texts Easy Grammar series <i>Sadlier-Oxford Vocabulary Workshop Text</i> <i>Lessons That Change Writers</i>, Nancie Atwell (Mini-Lessons on The Main Character Questionnaire, Considerations in Creating a Character, Ways to Develop a Character) A unit worth looking at for resources: http://wc2008.wikispaces.com/file/view/Character+Study.pdf</p> <p>www.readwritethink.org</p> <p>www.dictionary.com</p> <p>www.thesaurus.com</p> <p>http://tc.readingandwritingproject.com</p> <p>http://owl.englishperdue.edu/owl</p>

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 6 English	Topic: Narrative Writing: Fictional Vignette/Short Stories	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Goal 10: The Fictional Vignette/Short Story Unit will provide an understanding of the carefully structured narrative depictions of diverse human experiences either real or imagined, and how the character(s) can be a pivotal element within narrative writing. In addition to this, readers will be exposed to the ways in which a narrative writer conveys meaning through the deliberate use of literary elements and narrative techniques. As a result, readers will implement these elements, as well as comprehension strategies, in order to improve comprehension and the ability to analyze text.	Essential Questions, Conceptual Understandings
	10.10. Receive and possibly incorporate feedback on their rough draft or outline. (W.6.5) 10.11. Review and edit their work for sentence construction, spelling, capitalization, punctuation, usage, and clarity. (W.6.5, L.6.2, L.6.3) 10.12. Use effective communications skills in face-to-face and online interactions with peers and adults from home and from diverse cultures. (9.1.8.D.3) 10.13. Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom. (9.1.8.F.1)		

Suggested days of Instruction	Curriculum Management System	Topic: Informational/Explanatory Writing: Personal Essay	
	<u>Subject/Grade Level:</u> Grade 6 English Language Arts	Goal 11: The Personal Essay unit will convey accurate information to increase the students' knowledge of a subject in order for them to better understand a procedure or process, as well as to provide students with an enhanced comprehension of a concept or author's experience. In addition to this, the unit will introduce students to a variety of techniques to communicate a writer's experience, how things work or why things happen.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
Nov.- Dec.	<p>11.1. Read and analyze a variety of mentor texts. (RI.6.2, RI.6.10)</p> <p>11.2. Write a detailed, organized multi-paragraph essay with an introduction, thesis, clear topic sentences, supporting details, transitions, conclusion, etc. (W.6.2, W.6. 4, W.6.10, L.6.6)</p> <p>11.3. Support thesis with relevant and sufficient evidence, including examples, explanations, etc. (W.6.2, W6.4, L.6.6)</p> <p>11.4. Establish and maintain a formal style and awareness of audience. (RI.6.2, W.6.4)</p> <p>11.5. Use a scoring rubric/ checklist as a guide to revising writing.</p>	<p>Essential Questions: How does a writer convey information clearly and accurately to deepen the reader's understandings of an author's personal experience?</p> <p>Conceptual Understandings: Informational/explanatory writing conveys accurate information to increase the readers' knowledge of a subject, to help readers better understand a procedure or process, or to provide readers with an enhanced comprehension of a concept or an author's experience.</p> <p>Effective informational/explanatory writing uses a variety of techniques (naming, defining, describing, differentiating different types or parts, comparing/contrasting ideas or concepts, citing an anecdote or scenario) to communicate an author's experience, how things work or why things happen.</p>	<p>Learning Activities: Mini-lessons Read alouds of picture books Guided and Independent Writing Quick Writes Brainstorm topics Write essay following the writing process:</p> <ul style="list-style-type: none"> ○ Graphic organizer or outline ○ Rough draft ○ Peer revision/edit ○ Publish revised copy <p>Assessment Models: Provide feedback on outline or organizer Comments on drafts Writing Conferences Peer revising/editing conferences Classroom discussions Rubrics Graded Personal Essay Portfolio</p> <p>Additional Resources: Current Events from newspaper/magazine articles Mentor Texts</p>

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 6 English Language Arts	Topic: Informational/Explanatory Writing: Personal Essay	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>(W.6.5)</p> <p>11.6. Receive feedback on their writing from their peers and provide specific feedback to other students. (W.6.5)</p> <p>11.7. Revise their writing based on peer conferences and teacher feedback. (W.6.5)</p> <p>11.8. Use standard English conventions. (L.6.1, L.6.2, L.6.3)</p> <p>11.9. Review and edit work for spelling, usage, and clarity. (W.6.5)</p> <p>11.10. Use technology to produce and publish writing. (W.6.6)</p> <p>11.11. Use effective communications skills in face-to-face and online interactions with peers and</p>		<p>Teacher selected picture books Graphic Organizers/Outlines Easy Grammar series <i>Sadlier-Oxford Vocabulary Workshop Text</i> <i>Measuring UP Express-</i> prompts</p> <p>www.readwritethink.org</p> <p>www.dictionary.com</p> <p>www.thesaurus.com</p> <p>http://tc.readingandwritingproject.com</p> <p>http://owl.englishperdueedu/owl</p>

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 6 English Language Arts	Topic: Informational/Explanatory Writing: Personal Essay	
		Goal 11: The Personal Essay unit will convey accurate information to increase the students' knowledge of a subject in order for them to better understand a procedure or process, as well as to provide students with an enhanced comprehension of a concept or author's experience. In addition to this, the unit will introduce students to a variety of techniques to communicate a writer's experience, how things work or why things happen.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	adults from home and from diverse cultures. (9.1.8.D.3) 11.12. Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom. (9.1.8.F.1)		

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 6 English Language Arts	Topic: Argumentative Writing	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Goal 12: The Argumentative Writing Unit implements the criteria necessary to demonstrate that argumentative and persuasive writing is a process through which the writer is able to present strong, well-researched, logical arguments to change a reader's point of view, to bring about some action on the reader's part, or to ask the reader to accept the writer's explanation of a concept, issue or problem. In addition to this, the writer will understand that this type of writing has predictable elements and an organized structure.	Essential Questions, Conceptual Understandings
Oct.- Nov.	12.1. Identify characteristics of effective argumentative writing by reading & listening to published and student mentor texts/models. (RI.6.2, RI.6.3, RI.6.6, SL.6.2, SL.6.3) 12.2. Determine an author's point of view in an argumentative text. (RI.6.6, SL.6.2, SL.6.3) 12.3. Identify main ideas and various types of supporting details in argumentative writing. (RI.6.1, RI.6.2, RI.6.3, RI.6.8) 12.4. Take a stand on a debatable issue and recognize differing points of view on the topic. (RI.6.6) 12.5. Write a detailed, organized	Essential Questions: How are logical arguments (and persuasive techniques) used in writing to change the reader's point of view, to bring about some action on the reader's part, or to ask the reader to accept the writer's explanation of a concept, issue or problem? How does knowledge of an audience shape the writer's decisions in crafting an argument? Conceptual Understandings: Argument is a process through which writers present several strong, well-researched, logical arguments to change the reader's point of view, to bring about some action on the reader's part, or to ask the reader to accept the writer's explanation of a concept, issue or problem. Persuasion is an approach through which writers try to convince a reader to take a certain action or adopt a point of view using techniques that establish the credibility of the writer and appeal to the emotions and self-interest of the reader. Argumentative and persuasive writing have common, predictable elements and an organized structure, which support the writer's claim/thesis. Writers often use both logical argument and persuasive	Learning Activities: Mini-lessons Think alouds Write alouds Modeled Writing Editorial Reading/samples Large/small group Discussions Quick Writes Brainstorm topics Write essay following the writing process: <ul style="list-style-type: none"> ○ Graphic organizer or outline ○ Rough draft ○ Peer revision/edit ○ Publish revised copy Assessment Models: Grade essay based on holistic rubric Portfolio Pieces Provide feedback on outline or organizer Provide feedback on credibility and accuracy of students' sources Comments on drafts Peer revising/editing conferences Do Nows Exit Cards

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 6 English Language Arts	Topic: Argumentative Writing	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>5-paragraph argumentative essay/letter with an introduction, thesis/claim, topic sentences, supporting details, transitions, conclusion, etc. (W.6.1, W.6.10)</p> <p>12.6. Outline a multi-paragraph argumentative essay. (W.6.1.a, W.6.1.b)</p> <p>12.7. Write a clear thesis statement stating an opinion. (W.6.1.a)</p> <p>12.8. Write clear topic sentences stating main ideas. (W.6.1.a, W.6.1.b)</p> <p>12.9. Support claim with sound reasoning and relevant and sufficient evidence, including facts, statistics, examples, quotes, explanations, etc. (W.6.1.b, W.6.9, W.6.9.b)</p>	<p>techniques in a single piece of writing.</p> <p>Effective argumentative writing is dependent upon acknowledging and addressing a reader's perspective.</p>	<p>Classroom discussions</p> <p>Rubrics</p> <p>Additional Resources: Mentor texts (magazines, newspapers, student samples) Purdue OWL site <i>Sadlier-Oxford Vocabulary Workshop Text</i> Easy Grammar series <i>Lessons That Change Writers</i>, Nancie Atwell</p> <p>EBSCOhost http://search.epnet.com/</p> <p>Facts on File http://www.fofweb.com/IP</p> <p>www.readwritethink.org</p> <p>www.dictionary.com</p> <p>www.thesaurus.com</p> <p>http://tc.readingandwritingproject.com</p> <p>http://owl.englishperdueedu/owl</p>

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 6 English Language Arts	Topic: Argumentative Writing	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Goal 12: The Argumentative Writing Unit implements the criteria necessary to demonstrate that argumentative and persuasive writing is a process through which the writer is able to present strong, well-researched, logical arguments to change a reader's point of view, to bring about some action on the reader's part, or to ask the reader to accept the writer's explanation of a concept, issue or problem. In addition to this, the writer will understand that this type of writing has predictable elements and an organized structure.	Essential Questions, Conceptual Understandings
	12.10. Provide a logical sequence in a multi-paragraph work and develop transitions between ideas. (W.6.1)		
	12.11. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. (W.6.1.c, W.6.2, W.6.4)		
	12.12. Write a conclusion restating key ideas and asking for specific action. (W.6.1.e)		
	12.13. Draw evidence from literary and informational text to support analyses, reflection and research. (W.6.8, W.6.9.a, W.6.9.b, W.6.10)		
	12.14. Use multiple sources to research information. (RI.6.7, W.6.7, W.6.8)		
	12.15. Cite sources correctly.		

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 6 English Language Arts	Topic: Argumentative Writing	
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	<p>(W.6.8)</p> <p>12.16. Evaluate the reliability of information found on the Internet. (RI.6.7. RI.6.7. RI. 6.8, W.6.8)</p> <p>12.17. Establish and maintain a formal style and awareness of audience. (W.6.1.d, L.6.3.b)</p> <p>12.18. Use a scoring rubric/ checklist as a guide to revising writing. (W.6.5)</p> <p>12.19. Receive feedback on their writing from their peers and provide specific feedback to other students. (W.6.5)</p> <p>12.20. Revise their writing based on peer conferences and teacher feedback. (W.6.5)</p>		

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	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Goal 12: The Argumentative Writing Unit implements the criteria necessary to demonstrate that argumentative and persuasive writing is a process through which the writer is able to present strong, well-researched, logical arguments to change a reader's point of view, to bring about some action on the reader's part, or to ask the reader to accept the writer's explanation of a concept, issue or problem. In addition to this, the writer will understand that this type of writing has predictable elements and an organized structure.	Essential Questions, Conceptual Understandings
	12.21. Use standard English conventions. (L.6.1, L.6.2, L.6.3) 12.22. Review and edit work for spelling, usage, and clarity. (W.6.5) 12.23. Use technology to produce and publish writing. (W.6.6) 12.24. Use effective communications skills in face-to-face and online interactions with peers and adults from home and from diverse cultures. (9.1.8.D.3) 12.25. Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom. (9.1.8.F.1)		