

Sixth Grade: Language Arts Curriculum

Reading Unit: Family Life		Time: Marking Period 1	Standards:
Essential Questions <ul style="list-style-type: none">• How can I use my knowledge of literary components to enhance my comprehension of a literary text?	Enduring Understandings <ul style="list-style-type: none">• I can use my understanding of literary components to help me better comprehend a literary text.		<p>RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p> <p>RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p> <p>RL.6.10 By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity</p> <p>SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p>
Benchmark Assessment(s) <ul style="list-style-type: none">➤ Students will be able to read a grade level text. They will be assessed with the DRA and should fall in the Advanced or Independent range. (RL.6.10)➤ Students will be able to meet with group members to discuss the guided reading text. The teacher will use a grade level checklist to note observations of student conversation. (SL.6.1)➤ Students will be able to create an essay using a quote from the text to explain and support the theme or central idea of the text. Students should use direct quotes from the reading and respond in multiple paragraphs. They will be graded using our writer's rubric and must score an 80 (or a 4.5 or higher on a 1-6 writing scale) or higher. (RL.6.2, RL.6.5)➤ Students will develop a reader's notebook/journal entries to explain how a character from the novel changed throughout the story. Students should use correct transition words and phrases, direct examples from the book and they should be able to compare and contrast their actions throughout the novel.			Other Assessments <ul style="list-style-type: none">✓ Weekly reading quizzes✓ Reader's notebook entries✓ Weekly strategy activities
			Materials <ul style="list-style-type: none">• Reader's notebook• Approved novels from the list

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SUGGESTED ACTIVITIES

- Graphic organizer for each weekly theme.
- Reader's notebook response options/stems
- Weekly themes: 1 Summarizing, 2 Summarizing, 3 Character Analysis, 4 Setting/Imagery, 5 Compare/contrast/synthesizing, 6 Sequence of events
- Use read aloud to model expectations for reader's notebook and weekly activities.
- Week 1 (Summarizing): anticipatory statements, sketch –to –stretch activity, 3-2-1 summarizing organizer, reader's notebook response from summarizing stem.
- Week 2 (Summarizing): "I Wonder" statements, 4-square main idea chart, reader's notebook.
- Week 3 (Character analysis): Character cluster chart, direct and indirect characterization, double journal entry using quotes
- Week 4 (Setting/imagery): Setting graphic organizer, post-it places, descriptions, metaphors, similes, anything that helps to better understand the setting, reader's notebook-of all of the settings mentioned thus far, in which setting would you place yourself? Be specific. Is it because of the time, place, environment or mood?
- Week 5 (Compare/contrast)-compare and contrast organizer for guided reading novel and read aloud, post-it similarities and differences while reading, reader's notebook-How are the main characters in each novel (guided reading and read aloud) similar or different?
- Week 6 (plot): Flow chart to record main events from story, comic strip for final reading section, plot diagram for entire novel.
- Culminating activities: use a quote to help explain the theme or idea of the text, develop a reader's notebook entry to detail how the main character changed throughout the story. For example, Freeze Phrase, Reader's Theatre, etc.

REINFORCEMENT

- Provide student with concrete examples and specific organizers.
- Alter expectations for reader's notebook assignments and other writing assignments.
- Frequently check in on student progress.
- Teacher will model through read aloud and class discusses the skill. The student will try with partners or small group and then independently.

ENRICHMENT

- Encourage student to pull evidence from the text to support reader's notebook responses.
- Student can make comparisons between the guided reading novel and read aloud using the weekly theme.
- Students can find and explain the figurative language used in their reading section

Cross-Curricular Connections

21st Century Skills

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

Technology

8.1.8.A.2 Create a document using one or more digital applications to be critiqued by professionals for usability.

SEL

Throughout this unit students will be working with their guided reading groups. Students will need to work on their social awareness through demonstrating an understanding of the need for mutual respect when viewpoints differ. Additionally, the material covered in the novels means that students will need to demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds. Finally, students will need to be mindful of the skills they need to establish and achieve their personal goals as they independently work through the reading work each week.

Social Studies

Spatial Thinking- Select and use various geographic representations to compare information about people, places, regions, and environments.

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Reading Unit: Holocaust		Time: Marking Period 2	Standards: RL.6.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch. RL.6.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
Essential Questions <ul style="list-style-type: none">• What are the similarities and differences between the experience of reading a novel and watching a reenactment of the same story?	Enduring Understandings <ul style="list-style-type: none">• I can compare and contrast the experience of reading a novel and watching a reenactment of the same story.		
Benchmark Assessment(s) <ul style="list-style-type: none">➤ Students will be able to publish an essay that compares and contrasts the novel, <u>The Boy in the Striped Pajamas</u> with the movie, “The Boy in the Striped Pajamas”. The essay should focus on what the students “see” and “hear” when they read a text and what they perceive when they listen or watch. The essay will be at least three paragraphs in length. Students will be assessed using a grade level rubric. (RL.6.7)➤ Students will be able to use the writing process to develop an essay to compare and contrast two different texts from two different genres about the Holocaust. The essay will be three paragraphs and have at least two points for each side. Students will be assessed using a grade level rubric. (RL.6.9)			Other Assessments <ul style="list-style-type: none">✓ Weekly literature circle jobs✓ Reader’s Notebook entries✓ Weekly Quizzes Materials <ul style="list-style-type: none">• Novels:<ul style="list-style-type: none">○ The Boy in the Striped Pajamas by John Boyne- (Read Aloud)○ Number the Stars by Lois Lowry - U○ Milkweed by Jerry Spinelli - Y○ Prisoner B-3087 by Alan Gratz - Q,R,S○ The Devil’s Arithmetic by Jane Yolen - X○ Daniel’s Story by Carol Matas - W○ Twenty and Ten by Claire Huchet Bishop – O,P○ I Survived the Nazi Invasion by Lauren Tarshis-T○ The Boy Who Dared by Susan Campbell Bartoletti-Y• Literature circle job explanations• Reader’s Notebooks• Jewish Heritage Museum

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SUGGESTED ACTIVITIES

- Go over Holocaust history and vocabulary terms
- PBS race sorting activity
- Literature Circle jobs focusing on the following themes: human behavior, internal and external conflict, and cause and effect.
- Literature circle jobs: artful artist, character captain, clever connector, discussion director, passage picker
- Reader's notebook entries to reflect each weekly theme
- Use picture books and/or read aloud to model literature circle jobs and weekly themes.
- Watch "The Boy in the Striped Pajamas" to focus on similarities and differences in plot, as well as the ways watching something and reading something can impact a person's understanding of the content.
- Provide students with a graphic organizer
- Brainstorm with students to activate prior knowledge

REINFORCEMENT

- Provide student with concrete examples and specific organizers.
- Alter expectations for reader's notebook assignments.
- Encourage peers to work together on literature circle jobs to support one another
- Allow student to complete graphic organizer as opposed to developing an essay.

ENRICHMENT

- Encourage student to pull evidence from the text to support reader's notebook responses.
- Student can make comparisons between the guided reading novel and read aloud using the weekly theme.
- Students can find and explain the figurative language used in their reading section.
- Students can research the historical accuracy of their novel

Suggested Websites

- http://www.pbs.org/race/002_SortingPeople/002_00-home.htm

Suggested Materials

Mentor Texts

- The Butterfly by Patricia Polacco
- Baseball Saved Us by Ken Mochizuki
- Feathers and Fools by Mem Fox
- The Whispering Town by Jennifer Elvgren
- The Harmonica by Tony Johnston
- Star of Fear, Star of Hope by Jo Hoestlandt
- Benno and the Night of Broken Glass by Meg Wiviott
- The Terrible Things by Eve Bunting
- Hitler's Last Days by Bill O'Reilly
- Poem-"Shoes" by Anita Meyer Meinbach. "No Difference" by Shel Silverstein

Holocaust History

- Anti-Semitism handout
- "Hitler Comes to Power" packet
- "The Yellow Badge" packet
- "The Right to Live" packet

Cross-Curricular Connections

21st Century Skills

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP9. Model integrity, ethical leadership and effective management.

Technology

8.1.8.A.2 Create a document using one or more digital applications to be critiqued by professionals for usability.

SEL- Throughout this unit students will be working with their guided reading groups. Students will need to work on their social awareness through demonstrating an understanding of the need for mutual respect when viewpoints differ. Additionally, the material covered in the novels means that students will need to demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds. Finally, students will need to be mindful of the skills they need to establish and achieve their personal goals as they independently work through the reading work each week.

Social Studies- 6.2.12.A.5.d Analyze the causes and consequences of mass killings (e.g., Cambodia, Rwanda, Bosnia-Herzegovina, Somalia, Sudan), and evaluate the responsibilities of the world community in response to such events.

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Reading Unit: Dystopian/Utopian		Time: Marking Period 3	Standards: RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text. L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). L.6.6 Acquire and use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Essential Questions <ul style="list-style-type: none">• How does the point of view of the narrator of a text impact the reader's understanding of a story?	Enduring Understandings <ul style="list-style-type: none">• I can explain how the point of view of the narrator in a text impacts the reader's understanding of a story.		
Benchmark Assessment(s) <ul style="list-style-type: none">➤ Students will be able to develop a reader's notebook entry to explain how the point of view of the narrator impacts their understanding of the events in a novel. The entry will have at least three pieces of evidence. (RL.6.6)➤ Students will be able to select ten words from their guided reading novel. They will define each word using the appropriate reference materials. They will use the inferred meaning in the text to select the definition that is most compatible with the reading. (L.6.4, L.6.6)➤ Students will create questions based on the reading to help them discuss how various characters may feel in different settings and situations. Students will be put in small groups for their assessment and teacher observation and feedback will be given. (RL. 6.10)➤ Students will be given sentence strips with headlines that have multiple meanings. They will have to create a news article to go along with their headline. This should incorporate the writing process, at least ten higher		Other Assessments <ul style="list-style-type: none">✓ Weekly quizzes✓ Weekly reader's notebook entries✓ Culminating reader's notebook activity	Materials <ul style="list-style-type: none">• Among the Hidden by Margaret P. Haddix (Read Aloud)-W• The Giver by Lois Lowry-Y• Matched by Ally Condie-Z• The City of Ember by Jeanne DuPrau-U• Gathering Blue by Lois Lowry-X• Hokey Pokey by Jerry Spinelli-O• The Messenger by Lois Lowry-V

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level words and context clues to show the meaning of these words is understood. (L.6.4)

SUGGESTED ACTIVITIES

- Anticipatory activity-students are given jobs, discuss likes/dislikes/fairness
- Anticipatory statements that reflect themes from novel-students agree or disagree with statements
- Students create a list of questions about their guided reading novel. These lists are used to foster student lead discussions about the text.
- Students have weekly meetings to discuss any questions or predictions they've developed throughout the week.
- Weekly journal entry from the perspective of the main character in the novel. Entries should focus on: summarizing main events, internal and external conflict present in the novel, emotions and character's thoughts about the main events.
- Use guided reading novel to facilitate discussions and develop practice journals to help guide students to better understand expectations.
- Culminating activity-Would the story have been different if it had been told from a different character's perspective? Which character? How or why would it be different?
- Culminating activity-Create groups of students from different guided reading groups. New groups discuss the culture of their book (education, government, food and goods, self-sufficiency, laws, etc.-organizer provided for students). Students then work together to create their "ideal" society.

REINFORCEMENT

- Provide student with concrete examples and specific organizers.
- Alter expectations for reader's notebook assignments.
- Provide student with specific questions to be answered in reader's notebook

ENRICHMENT

- Student can make comparisons between the guided reading novel and read aloud focusing on the different societies.
- Students can find and explain the figurative language used in their reading section.

Cross-Curricular Connections

21st Century Skills

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP 5. Consider the environmental, social and economic impacts of decisions.

Technology- 8.1.8.A.2 Create a document using one or more digital applications to be critiqued by professionals for usability.

SEL- While working in groups throughout this unit, students will need to demonstrate an understanding of the need for mutual respect when viewpoints differ. When creating their Utopian societies they'll need to evaluate the personal, ethical, safety, and civic impact of decisions, as well as identify the consequences associated with one's actions in order to make constructive choices.

Social Studies- Presentation skills- Present information in a logical manner using evidence and reasoning while demonstrating presentation skills (e.g., eye contact, adequate volume, clear pronunciation).

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Reading Unit: Survival		Time: Marking Period 1	Standards:
Essential Questions <ul style="list-style-type: none">• How can analyzing a text and making inferences help me gain a better understanding of the content of the text?	Enduring Understandings <ul style="list-style-type: none">• I can analyze a text to make inferences to gain a better understanding of the context of the text.	<p>RL.6.1 Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none">A. Interpret figures of speech (e.g., personification) in context.B. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).	
Benchmark Assessment(s) <ul style="list-style-type: none">➤ Students will be able to develop a list of predictions as they read the story. Students will develop at least two predictions from each reading section. Each prediction will contain evidence from the text to support the reason for the prediction. (RL.6.1)➤ Students will be able to explain the meaning of teacher-selected figurative language from their guided reading book. Teachers will use a grade level checklist to assess this skill. (RL.6.4, L.6.5)		Other Assessments <ul style="list-style-type: none">✓ Weekly comprehension questions.✓ Figurative language practice.✓ Vocabulary work	
		Materials <ul style="list-style-type: none">• Refugee by Alan Gratz (read aloud)• Homecoming by Cynthia Voigt-• Hatchet by Gary Paulsen- R• The Island of the Blue Dolphins by Scott O’Dell-V• My Side of the Mountain by Jean Craighead George- U• The True Confessions of Charlotte Doyle by Avi-V• Crispin: The Cross of Lead by Avi-W• Peak by Roland Smith-Y• Weekly excercises for each novel that focus on comprehension, vocabulary, and figurative language.	

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SUGGESTED ACTIVITIES

- Use stem questions to help students infer meaning during reading group discussions:
 - Why do you think _____?
 - What do you think caused _____?
 - What clues led you to believe _____?
 - What can the reader conclude after reading _____?
 - Why does _____ act (behave) in this way (manner)?
- Students complete work that focuses on comprehension, vocabulary, and figurative language for each section-different weekly packets for different novels.
- Whole class discussions about the themes, characters, conflicts, emotions, etc. present in their novels. Discuss-What similarities are present in your novels even though the plots are so different? What characteristics are present in all “survival” novels?
- Students will listen to the read aloud of “Refugee” by Alan Gratz. Students will discuss the topics of racism, fairness, immigration, prejudice, and culture. (Amistad & Holocaust Lesson)
- Students will create a Survival Guide pamphlet based on life and text which was read. Students must write their pamphlet with survival tips mentioned in the reading, researched on line and learned from life experiences.

REINFORCEMENT

- Provide student with concrete examples and specific organizers.
- Remove certain weekly activities-only focus on the skills where the student needs practice

ENRICHMENT

- Student can independently research a survival story that is similar to the story he or she is reading.
- Student can make comparisons between the guided reading novel and read aloud.
- Students can find and explain the figurative language used in their reading section. Students can rewrite parts of the text to include figurative language.

Cross-Curricular Connections

21st Century Skills

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP 5. Consider the environmental, social and economic impacts of decisions.

Technology- 8.1.8.A.2 Create a document using one or more digital applications to be critiqued by professionals for usability.

SEL- Throughout this unit, students will be working with their guided reading groups. Students will need to work on their social awareness through demonstrating an understanding of the need for mutual respect when viewpoints differ. Additionally, the material covered in the novels means that students will need to demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds. Finally, students will need to be mindful of the skills they need to establish and achieve their personal goals as they independently work through the reading work each week.

Social Studies- Presentation skills- Present information in a logical manner using evidence and reasoning while demonstrating presentation skills (e.g., eye contact, adequate volume, clear pronunciation).

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Reading Unit: Informational Reading		Time: Mini units throughout the year	Standards:
Essential Questions <ul style="list-style-type: none">• How do readers make sense of nonfiction text?• How can a person determine the meaning of unknown words and phrases in a nonfiction text?• How does a reader determine the validity of a text?• How does a reader compare and contrast an event that is told in two different formats?	Enduring Understandings <ul style="list-style-type: none">• I can use strategies to make sense of nonfiction text.• I can use strategies to determine the meaning of unknown words and phrases in a nonfiction text.• I can determine whether or not the information in a nonfiction text is valid.• I can compare and contrast an event that is told in two different formats.	<p>RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p> <p>RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>RI.6.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p> <p>RI.6.6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p> <p>RI.6.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p>RI.6.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p> <p>RI.6.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.</p> <p>SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p>	
Benchmark Assessment(s) <ul style="list-style-type: none">➤ Students will be able to create a summary of the events from a nonfiction text, while analyzing how a particular sentence, paragraph, chapter, or section contributes to the main idea of the text. (RI.6.1, RI.6.2, RI.6.3, RI.6.5, RI.6.10)➤ Students will be able to complete the vocabulary activity provided by Storyworks which will require them to use text specific vocabulary words in a different context based on the meaning of the word.(RI.6.4)➤ Students will be able to read a debate and develop a written explanation of the author's point of view, as well as which claims the author makes are supported by evidence and which are not. (RI.6.6, RI.6.8)➤ Students will be able to complete a graphic organizer to compare and contrast one event presented in two different formats. Students will provide at least three points for each side.(RI.6.9, SL.6.2)		Other Assessments <ul style="list-style-type: none">✓ Graphic organizers to help build understanding	
		Materials <ul style="list-style-type: none">• Scholastic Storyworks magazine• Mentor Text• Stone Soup	

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SUGGESTED ACTIVITIES

- Articles are read independently, with peers, or as a class.
- Students complete graphic organizers to help them better understand the text prior to completing the benchmark.
- Students watch Storyworks provided videos that pair with articles.
- Group or class discussions about text.

REINFORCEMENT

- Students listen to the text.
- Students work with peers.
- Teacher frequently checks on progress of work.
- Teacher provides specific organizers for writing benchmarks.
- Teacher provides specific examples of expectations.
- Use lower level graphic organizers

ENRICHMENT

- Encourage students to continue to research events, people, or places learned about in the text.

Suggested Websites

www.scholastic.com/storyworks

Cross-Curricular Connections

21st Century Skills

CRP4. Communicate clearly and effectively and with reason.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Technology- 8.1.8.A.2 Create a document using one or more digital applications to be critiqued by professionals for usability.

SEL- While working in groups throughout this unit students will need to demonstrate an understanding of the need for mutual respect when viewpoints differ. They will need to recognize the skills needed to establish and achieve personal and educational goals.

Math Practice- Mathematical Practices- Construct viable arguments and critique the reasoning of others.

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Writing Unit: Narrative

Time: Marking Period 1

Essential Questions

- What writing strategies can be used to strengthen a written narrative?
- Can I correctly identify and use pronouns when writing or speaking?

Enduring Understandings

- I can use multiple writing strategies to develop a narrative.
- I can correctly identify and use pronouns when writing or speaking.

Standards:

W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

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

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

W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

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

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

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

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

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

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	<p>L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>A. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.</p> <p>B. Maintain consistency in style and tone.</p>
<p>Benchmark Assessment(s)</p> <ul style="list-style-type: none"> ➤ Students will be able to develop a narrative that includes characters, sequence of events, dialogue, descriptions, sensory language, and a conclusion. (W.6.3, W.6.4, W.6.5, W.6.6, W.6.10, L.6.2) ➤ Students will be able to edit their own writing piece to ensure that pronouns are in the proper case, the correct shift between pronoun number and person has been used, and that there are no unclear antecedents. (L.6.1) ➤ Students will choose a character trait which best describes them. Then they will write a story about an event in their life where this trait comes through and best describes them. Students will be grade on a 6 point rubric. (W.6.3, W.6.4, W.6.5, W.6.6, W.6.10, L.6.2) ➤ Students will be able to read various biographies and autobiographies and be able to identify the difference between the two. Students will be grade on a 6 point rubric. (W.6.3, W.6.4, W.6.5, W.6.6) 	<p>Other Assessments</p> <ul style="list-style-type: none"> ✓ Informal checks of student practice on mini lessons ✓ Student-teacher conferences for practice writings ✓ Classwork checks of grammar practice ✓ Quizzes on parts of speech <p>Materials</p> <ul style="list-style-type: none"> • Lucy Calkins narrative writing unit and materials
<p>SUGGESTED ACTIVITIES</p>	
<ul style="list-style-type: none"> • Mini lessons on: character development, sequence of events, dialogue, descriptions, sensory language, and a conclusion. • For mini lessons-use student examples from writing unit to analyze and discuss, use picture books • Students can practice mini lessons in writer’s notebooks • Peer edit and conference with teacher • Review all parts of speech (noun, pronoun, verb, adjective, adverb, preposition, conjunction, interjection). • Have students identify parts of speech in their writing to ensure that they are being used correctly 	<p style="text-align: center;">REINFORCEMENT</p> <ul style="list-style-type: none"> • Provide students with clearly outlined organizers • Frequently check in on student progress • Encourage peer learning and support • Alter expectations for writing length and/or detail <p style="text-align: center;">ENRICHMENT</p> <ul style="list-style-type: none"> • Encourage students to develop themes or morals through their writing. • Encourage students to focus on figurative language and sensory development to paint a picture for their reader.

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- Encourage students to develop a different piece that is the opposite of their first piece (personal narrative or imagined narrative).

Cross-Curricular Connections

21st Century Skills- CRP4. Communicate clearly and effectively and with reason. , CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Technology- 8.1.8.A.2 Create a document using one or more digital applications to be critiqued by professionals for usability.

SEL- While working in groups throughout this unit students will need to demonstrate an understanding of the need for mutual respect when viewpoints differ. They will need to recognize the skills needed to establish and achieve personal and educational goals.

Visual and Performing Arts- 1.4.8.A.5 Symbolism and metaphor are characteristics of art and art-making.

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Writing Unit: Holocaust		Time: Marking	Standards:
<p>Essential Questions</p> <ul style="list-style-type: none"> • How can I use both literary and informational text sources to develop an informational essay? 	<p>Enduring Understandings</p> <ul style="list-style-type: none"> • I can use both literary and informational text sources to develop an informational essay. 		<p>W.6.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.</p> <p>W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</p> <p>W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p>W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.6.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> A. Ensure that pronouns are in the proper case (subjective, objective, possessive). B. Use intensive pronouns (e.g., myself, ourselves). C. Recognize and correct inappropriate shifts in pronoun number and person.* D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).* E. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. <p>L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> A. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.* B. Spell correctly. <p>L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> A. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice. B. Maintain consistency in style and tone.
<p>Benchmark Assessment(s)</p> <ul style="list-style-type: none"> ➤ Student will be able to develop an informational essay about the Holocaust that will provide a general summary of the Holocaust while focusing on the victims and how bigotry, racism, and prejudice lead to the Holocaust. In 			<p>Other Assessments</p> <ul style="list-style-type: none"> ✓ Informal check of student progress ✓ Classwork checks of student understanding of Holocaust history (informal “quizzes”)

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addition, the essay will include a short independent research piece on a topic of the student's choice related to the Holocaust. Students will be graded on a grade level rubric and should receive a score of at least 3/4. (W.6.4, W.6.5, W.6.6, W.6.7, W.6.9, W.6.10, L.6.3) (Holocaust & Amistad Lesson)

Materials

Novels:

- The Boy in the Striped Pajamas by John Boyne- (Read Aloud)
- Number the Stars by Lois Lowry - U
- Milkweed by Jerry Spinelli - Y
- Prisoner B-3087 by Alan Gratz - Q,R,S
- The Devil's Arithmetic by Jane Yolen - X
- Daniel's Story by Carol Matas - W
- Twenty and Ten by Claire Huchet Bishop – O,P
- I Survived the Nazi Invasion by Lauren Tarshis-T
- The Boy Who Dared by Susan Campbell Bartoletti-Y

- Literature circle job explanations
- Reader's Notebooks
- Jewish Heritage Museum

SUGGESTED ACTIVITIES

- Students use organizers to develop their ideas for each section of the paper.
- Students work in pairs or groups to discuss ideas and synthesize information.
- Analyze and discuss samples of student writing to better develop student writing.
 - Mini lessons: using transitions for an informational essay, making sure that all information is necessary and fits the topic of the paper, how to avoid listing facts
- Students select a topic from the Holocaust that is of interest to them (Holocaust heroes, Adolf Hitler, concentration camps, resistance movement, etc.) to research and add to paper.
- Peer edit
- Conference with teacher.

REINFORCEMENT

- Provide students with concrete examples of expectations
- Provide students with specific graphic organizers or outlines
- Alter length expectations
- Frequently check on student progress.

ENRICHMENT

- Encourage students to do an independent research project on a different aspect of the Holocaust.
- Encourage students to draw connections between the Holocaust and modern day current events.

Suggested Materials

Mentor Texts

- The Butterfly by Patricia Polacco
- Baseball Saved Us by Ken Mochizuki
- Feathers and Fools by Mem Fox
- The Whispering Town by Jennifer Elvgren
- The Harmonica by Tony Johnston
- Star of Fear, Star of Hope by Jo Hoestlandt

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- Benno and the Night of Broken Glass by Meg Wiviott
 - The Terrible Things by Eve Bunting
 - Hitler’s Last Days by Bill O’Reilly
 - Poem-“Shoes” by Anita Meyer Meinbach. “No Difference” by Shel Silverstein
- Holocaust History
- Anti-Semitism handout
 - “Hitler Comes to Power” packet
 - “The Yellow Badge” packet
 - “The Right to Live” packet

Cross-Curricular Connections

21st Century Skills- CRP5. Consider the environmental, social and economic impacts of decisions., CRP9. Model integrity, ethical leadership and effective management.

Technology- 8.1.8.A.2 Create a document using one or more digital applications to be critiqued by professionals for usability.

SEL- Throughout this unit, students will be working with their guided reading groups. Students will need to work on their social awareness through demonstrating an understanding of the need for mutual respect when viewpoints differ. Additionally, the material covered in the novels means that students will need to demonstrate an awareness of the differences among individuals, groups and others’ cultural backgrounds. Finally, students will need to be mindful of the skills they need to establish and achieve their personal goals as they independently work through the writing unit.

Social Studies- 6.2.12.A.5.d Analyze the causes and consequences of mass killings (e.g., Cambodia, Rwanda, Bosnia-Herzegovina, Somalia, Sudan), and evaluate the responsibilities of the world community in response to such events.

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Writing Unit: Informational		Time: March-April	Standards:
Essential Questions <ul style="list-style-type: none">• How do I organize ideas, concepts, and information to write an informational essay about a topic?	Enduring Understandings <ul style="list-style-type: none">• I can organize ideas, concepts, and information into an informational essay.	<p>RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p> <p>W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none">A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.C. Use appropriate transitions to clarify the relationships among ideas and concepts.D. Use precise language and domain-specific vocabulary to inform about or explain the topic.E. Establish and maintain a formal/academic style, approach, and form.F. Provide a concluding statement or section that follows from the information or explanation presented. <p>W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</p> <p>W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p> <p>W.6.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p>	
Benchmark Assessment(s) <ul style="list-style-type: none">➤ Student will be able to publish an informational essay. Students will research information for their essay using resources, such as the internet. The published essay will be at least two pages and use both text and multimedia components to explain a topic. The teacher will use grade level rubric to assess the essay. (RI.6.7, W.6.2, W.6.5, W.6.6, W.6.8, W.6.10, SL.6.5)		Other Assessments <ul style="list-style-type: none">✓ Informal check of student progress.	
		Materials <ul style="list-style-type: none">• Lucy Calkins writing unit and materials	

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- Students will be able to develop an informational essay that cohesively integrates a variety of information and uses both text and multimedia components to explain a topic. (RI.6.7, W.6.2,W.6.4,W.6.5, W.6.6, W.6.8, W.6.10, L.6.1, L.6.2, L.6.3)

SUGGESTED ACTIVITIES

- Analyze websites for accuracy and validity
- Review skills in Microsoft Word
- Students analyze and discuss writing samples
- Mini Lessons: Selecting a topic that has good, relevant information, how to avoid listing facts, transitions, word choice, how to take notes from video sources, structure of informational text (heading and subheadings, charts and graphs), how to include anecdotal stories in informational text, correct punctuation of quotations.
- Students will watch the John Stewart interview with Malala Yousafzai and discuss her experiences. Students will research a human rights issue and discuss the historical context. (Amistad Lesson)
- Peer edit
- Conference with teacher

REINFORCEMENT

- Provide students with concrete examples of expectations
- Provide students with specific graphic organizers or outlines
- Alter length expectations
- Frequently check on student progress.
- Assist/provide student with research
- Peer learning to help with technological aspects of paper.

ENRICHMENT

- Encourage student to create a PowerPoint or other multimedia presentation.
- Encourage student to select a topic that has multiple components or sides

Cross-Curricular Connections

21st Century Skills- CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social, and economic impacts of decisions.

Technology- 8.1.8.B.1 Synthesize and publish information about a local or global issue or event.

SEL- While working in groups throughout this unit, students will need to demonstrate an understanding of the need for mutual respect when viewpoints differ. When creating their Utopian societies they'll need to evaluate the personal, ethical, safety, and civic impact of decisions, as well as identify the consequences associated with one's actions in order to make constructive choices.

Social Studies- 6.2.12.A.5.d Analyze the causes and consequences of mass killings (e.g., Cambodia, Rwanda, Bosnia-Herzegovina, Somalia, Sudan), and evaluate the responsibilities of the world community in response to such events.

Sixth Grade: Language Arts Curriculum

Writing Unit: Argumentative		Time: May-June	Standards:
Essential Questions <ul style="list-style-type: none">• How do write an argumentative essay with supportive claims, clear reasons, and relevant evidence?	Enduring Understandings <ul style="list-style-type: none">• I can write an argumentative essay with supportive claims, clear reasons, and relevant evidence.	<p>W.6.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none">A. Introduce claim(s) and organize the reasons and evidence clearly.B. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.C. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.D. Establish and maintain a formal/academic style, approach, and form.E. Provide a concluding statement or section that follows from the argument presented. <p>W.6.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience</p> <p>W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</p> <p>W.6.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>SL.6.3. Deconstruct a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p>SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).</p> <p>SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	

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Benchmark Assessment(s)

- Students will be able to write a formal argumentative essay that includes a claim, credible resources to support the claim, and a concluding statement. The essay will be at least two typed pages and will be assessed using a grade level rubric.(W.6.1, W.6.4, W.6.5, W.6.6, W.6.10)
- Students will be able to present their argument to the class. (SL.6.4, SL.6.6)
- Students will be able to read a debate in a “Storyworks” magazine and create a list of the arguments presents. Students will then note whether or not each argument is supported by evidence or not. (SL.6.3)

Other Assessments

- ✓ Informal check of student progress
- ✓ Large group and small group discussions

Materials

- Research provided by teacher or students
- Storyworks

SUGGESTED ACTIVITIES

- Mini lessons-use student writing examples provided in units of study
- What is a claim and how to write an effective claim.
- Differentiating between evidence that supports and does not support a claim.
- Review analyzing sources for credibility
- Words to use to help maintain a formal writing style
- Writing an effective concluding statement
- Selecting a topic that has relevant information
- Using logic vs. emotion in writing
- Peer edit
- Teacher conference
- Culminating activity: Write an essay choosing one side and debate the topic.

REINFORCEMENT

- Provide students with concrete examples of expectations
- Provide students with specific graphic organizers or outlines
- Alter length expectations
- Frequently check on student progress.
- Assist/provide student with research

ENRICHMENT

- Encourage student to develop a PowerPoint or multimedia project based off of his or her argumentative essay.
- Encourage student to look at the opposite side of his or her argument and create a counterargument.

Cross-Curricular Connections

21st Century Skills- CRP4. Communicate clearly and effectively and with reason. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Technology- 8.1.8.A.2 Create a document using one or more digital applications to be critiqued by professionals for usability.

SEL- While working in groups throughout this unit, students will need to demonstrate an understanding of the need for mutual respect when viewpoints differ. They will need to recognize the skills needed to establish and achieve personal and educational goals.

Mathematical Practices- Construct viable arguments and critique the reasoning of others.