

OCEAN COUNTY ENGLISH LANGUAGE ARTS
CURRICULUM

Content Area: English Language Arts

Course Title: English Language Arts

Grade Level: 6th

Unit Plan 1

Literature: Fiction
Descriptive/Narrative/Speculative Writing
Portfolio Development

September-October-November

Unit Plan 2

Informational Reading: Non-fiction
Persuasive Writing
Portfolio Development

November-December-January

Unit Plan 3

Informational Reading: Non-fiction
Informative/Explanatory Writing
Research-based Tasks
Portfolio Development

January-February-March

Unit Plan 4

Literature and Informational Text
Portfolio Development

April

Unit Plan 5

Literature: Folk Tales, Legends, Myths, Dramas
Reflective Writing/Portfolio Completion

May-June

Date Created: 7/21/11

Board Approved on:

OCEAN COUNTY ENGLISH LANGUAGE ARTS CURRICULUM	
Unit Overview	
Content Area: English Language Arts	
Unit Title: Unit 1 - Literature: Fiction and Descriptive/Narrative/Speculative Writing	
Target Course/Grade Level: 6 th	
<p>Unit Summary :</p> <p>Unit 1 explores the required skills for the successful comprehension of fictional reading in a variety of forms. Descriptive, narrative, and speculative writing tasks are constructed effectively through the writing process. Portfolio development begins in this unit and continues throughout the year.</p> <p>Primary Interdisciplinary Connections:</p> <p>Reading Standards for Literacy in History/Social Studies 6-12 and Reading Standards for Literacy in Science and Technical Subjects 6-12 can be accessed through the following link: http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf</p> <p>21st Century Themes:</p> <p>All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and genetics. For further clarification see NJ World Class Standards Introductions at www.njcccs.org.</p> <p>College and Career Readiness:</p> <p>Note that the Common Core State Standards provide for College and Career Readiness Anchor Standards in Reading, Writing, Speaking and Listening, which are listed specifically at the beginning of each section of the grade-level standards and then infused throughout the grade-level standards. For specific College and Career Readiness Anchor Standards, see http://www.corestandards.org/the-standards/english-language-arts-standards</p>	
Learning Targets	
Content Standards: RL – Reading Literature, RI – Reading Informational, W – Writing, SL – Speaking and Listening, L – Language	
Number	Common Core Standard for Mastery
READING:LITERATURE – Key Ideas and Details	
RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RL.6.3	Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
READING : LITERATURE – Craft and Structure	
RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
RL.6.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

RL.6.6	Explain how an author develops the point of view of the narrator or speaker in a text.
WRITING – Text Types and Purposes	
W.6.3a	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.
W.6.3b	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
W.6.3c	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
W.6.3d	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
W.6.3e	Provide a conclusion that follows from the narrated experiences or events
WRITING – Production and Distribution of Writing	
W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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.
WRITING – Range of Writing	
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
SPEAKING AND LISTENING – Comprehension and Collaboration	
SL.6.1a	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. Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SL.6.1b	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
SL.6.1c	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
SL.6.1d	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
SL.6.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, and orally) and explain how it contributes to a topic, text, or issue under study.

SL.6.3	Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
	SPEAKING AND LISTENING – Presentation of Knowledge and Ideas
SL.6.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
SL.6.5	Include multimedia components (e.g., graphics, images, music, and sound) and visual displays in presentations to clarify information.
SL.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
	LANGUAGE –Conventions of Standard English
L.6.1a	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, and possessive).
L.6.1b	Use intensive pronouns (e.g., myself, ourselves).
L.6.1c	Recognize and correct inappropriate shifts in pronoun number and person.
L.6.1d	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
L.6.1e	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
L.6.2a	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.
L.6.2b	Spell correctly.
	LANGUAGE- Knowledge of Language
L.6.3a	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Vary sentence patterns for meaning, reader/listener interest, and style.
L.6.3b	Maintain consistency in style and tone.
	LANGUAGE – Vocabulary Acquisition and Use
L.6.4a	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. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
L.6.4b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
L.6.4c	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
L.6.4d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.6.5a	Demonstrate understanding of figurative language, word relationships, and nuances in

	word meanings. Interpret figures of speech (e.g., personification) in context.
L.6.5b	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
L.6.5c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).
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.
21ST CENTURY LIFE AND CAREERS STANDARDS	
9.1.8	21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
9.3.8	Career Awareness, Exploration, and Preparation: All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.
Unit Essential Questions <ul style="list-style-type: none"> • How are literary elements used in fiction? • How does discussion improve understanding of fictional works? • How can descriptive writing empower me? • Why do I study different styles of writing? • How do students demonstrate command of the conventions of Standard English grammar and usage when writing or speaking? 	Unit Enduring Understandings <i>Students will understand that...</i> <ul style="list-style-type: none"> • Authors use literary elements and techniques to enhance their writing. • Discussion of fictional works is an effective means of conveying ideas. • Writing is a mechanism to express thoughts and feelings. • Studying different styles of writing can influence and writer’s craft. • Writers use knowledge of language and its conventions when writing, speaking, reading, or listening.
Unit Objectives <i>Students will know...</i> <ul style="list-style-type: none"> • Literary elements and techniques of different genres of fiction. • The benefits of organized and guided discussion. • A variety of reading comprehension strategies. • Descriptive writing strategies. • Various styles of writing. • The conventions of Standard English grammar and usage when writing or speaking. 	Unit Objectives <i>Students will be able to...</i> <ul style="list-style-type: none"> • Identify and analyze literary elements and techniques in different genres of fiction. • Participate in group discussion and provide thoughtful insight into fictional works. • Apply effective writing strategies in descriptive, narrative, and speculative writing. • Recognize that an author’s style and purpose are connected. • Apply a variety of reading comprehension strategies. • Apply the conventions of Standard English grammar and usage when writing or speaking.

OCEAN COUNTY ENGLISH LANGUAGE ARTS CURRICULUM
Evidence of Learning

Formative Assessments

- Journal
- Class discussion
- Teacher observations
- Do-nows
- Exit cards
- Projects
- Literature circles
- Graphic organizers
- Multiple choice tests
- Timed readings
- Reader/writer workshops
- Rubric assessments
- Peer editing
- Portfolio Reflection process/Self evaluation
- Teacher conferences
- Pair and share activities
- Cooperative learning groups
- Literature responses/readers' notebook
- Open-ended questions
- Note-taking

Summative Assessments

- Novel/unit projects
- End of unit assessments
- State assessments

Modifications (ELLs, Special Education, Gifted and Talented)

- Study groups (homogeneous and heterogeneous)
- Differentiated instruction based on student level
- Tiered learning
- Follow all IEP modifications/504 plan

Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:

- Novels and short stories including historical fiction, adventure, mystery, myths, science fiction, realistic fiction, allegory, parody, satire, graphic novels
- Books on tape
- Video clips
- Writing rubrics (NJ Holistic and/or 6+1 Traits)
- Teacher-created materials
- Reading and writing workshop programs supported by district
- Technology including computers, SmartBoards, Webquests, etc.
- Textbooks
- MLA Resources
- Ocean County AVA Media Resources
- <http://www.liketoread.com>
- http://www.corestandards.org/assets/Appendix_B.pdf) - Lists of optional texts
- http://commoncore.org/maps/index.php/maps/grades/grade_6/) - Exemplar Units
- www.readwritethink.org – Language arts lesson plans
- www.writingfix.com – Lessons and resources for 6+1 writing traits

- www.scholastic.com – Reading resources
- www.enotes.com – Subscription-only site for various literary resources
- www.smartexchange.com – Smartboard lessons
- www.readworks.org – Lessons for literary elements

Contributing Districts:

Barnegat, Berkeley, Brick, Lakewood, Long Beach Island, Manchester, Ocean Township, Pinelands, Plumstead, Point Pleasant Beach, Point Pleasant Boro, Stafford Township

Teacher Notes:

- In addition to the Unit focus, the expectation is that multi-genre studies will be integrated into each unit.
- Infuse various literary genres throughout this unit.
- Start a writing portfolio for each student.
- The following foundational skills should be developed continuously throughout the year:

Reading:

- Make use of schema
- Reread for clarification
- Seeking meaning of unknown vocabulary
- Make and revise predictions
- Draw conclusions
- Make connections: text to text, text to self, text to world

Writing

- Use written and oral English appropriate for various purposes and audiences.
- Create and develop texts that include the following text features:
 - Development: the topic, theme, stand/perspective, argument or character is fully developed
 - Organization: the text exhibits a discernible progressions of ideas
 - Style: the writer demonstrates a quality of imagination, individuality, and a distinctive voice
 - Word choice: the words are precise and vivid
- Create and develop texts that include the following language conventions:
 - Sentence formation: sentences are complete and varied in length and structure
 - Conventions: appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text.

IMPORTANT NOTE: If you are in a school where many or all teachers are setting up proficient reader classrooms, you will no longer need this monthly timeline. When your kids come to you with a great working understanding of a strategy, you will only need to fine-tune with harder texts. That will give you more time to work on the more difficult strategies like determining importance and synthesis. And remember, THERE IS NO ORDER FOR TEACHING THESE STRATEGIES. Since we use them all at once anyway, create a timeline that works for you.

1. Children will [use a variety of fix-up strategies](#) to read unfamiliar words. Students will learn to pronounce words, determine meanings in context, and figure out words using knowledge of root words, prefixes and suffixes, among other strategies. They will learn to figure out the meaning of an unfamiliar word. Sometimes that results from figuring out how to pronounce the word. Sometimes that is by inferring from context. Of the two skills, students need to know that figuring out the meaning is more important.
2. Children will deepen their comprehension by [accessing their prior knowledge](#) before reading a selection. While reading, they will learn to [make connections](#) from the text to themselves, the text to other texts and movies, and the text to world. By recognizing what is unknown in the text and thinking about what is known from personal experience, other texts and the world, the reader will build confidence in using personal connections to get meaning from what was originally unknown. By explaining how these connections help them understand the text, their comprehension will improve.
3. Students will build on their knowledge of [retelling](#) to recall important details. Students will learn to discern what is most important to use in the retelling.
4. Students will learn to [summarize](#) a small selection in as few words as possible. Students will break longer selections into smaller parts and summarize as they read. By summarizing in this headline-writing fashion, students will begin to sort out main ideas from details of the text.
5. Students will learn to [ask questions](#) before, during and after reading and to seek answers to deepen their understanding of the text. By bringing their own questions to small groups, students will examine what they don't know and get help in comprehending.
6. Students will learn to [visualize](#) the details of a text. They will use other sensory images like dramatizing and drawing to help them better understand what they are reading.
7. Children will learn to [infer \(and predict\)](#) information before, during, and after reading. Children will learn to distinguish between inferences, assumptions, and opinions by backing up their conclusions with evidence.
8. Children will be able to [discriminate what is important from what is not](#). Children will be able to use this information to [determine main ideas and themes](#) of texts.
9. Students will stop often while reading to [synthesize](#) the information gained from texts to form opinions, change perspectives, develop new ideas, find evidence, and, in general, enhance a personal understanding of the concepts presented in a text.

OCEAN COUNTY ENGLISH LANGUAGE ARTS CURRICULUM	
Unit Overview	
Content Area: English Language Arts	
Unit Title: Unit 2 - Informational Reading: Non-fiction and Persuasive Writing	
Target Course/Grade Level: 6 th	
<p>Unit Summary : Unit 2 explores the required skills for the successful comprehension of informational/non-fiction reading in a variety of forms. Persuasive writing tasks are constructed effectively through the writing process. Portfolio development continues in this unit.</p> <p>Primary Interdisciplinary Connections: Reading Standards for Literacy in History/Social Studies 6-12 and Reading Standards for Literacy in Science and Technical Subjects 6-12 can be accessed through the following link: http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf</p> <p>21st Century Themes: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and genetics. For further clarification see NJ World Class Standards Introductions at www.njcccs.org.</p> <p>College and Career Readiness: Note that the Common Core State Standards provide for College and Career Readiness Anchor Standards in Reading, Writing, Speaking and Listening, which are listed specifically at the beginning of each section of the grade-level standards and then infused throughout the grade-level standards. For specific College and Career Readiness Anchor Standards, see http://www.corestandards.org/the-standards/english-language-arts-standards</p>	
Learning Targets	
Content Standards: RL – Reading Literature, RI – Reading Informational, W – Writing, SL – Speaking and Listening, L – Language	
Number	Common Core Standard for Mastery
	READING: LITERATURE - Key Ideas and Details
RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
	READING: LITERATURE – Craft and Structure
RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
RL.6.6	Explain how an author develops the point of view of the narrator or speaker in a text.
RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
	READING: INFORMATIONAL TEXT – Key Ideas and Details
RI.6.2	Determine a central idea of a text and how it is conveyed through particular details;

	provide a summary of the text distinct from personal opinions or judgments.
RI.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
	READING: INFORMATIONAL TEXT – Craft and Structure
RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
RI.6.5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
RI.6.6	Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.
	READING: INFORMATIONAL TEXT – Integration of Knowledge and Ideas
RI.6.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
RI.6.8	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
	WRITING- Text Types and Purposes
W.6.1a	Write arguments to support claims with clear reasons and relevant evidence. Introduce claim(s) and organize the reasons and evidence clearly.
W.6.1b	Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
W.6.1c	Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
W.6.1d	Establish and maintain a formal style.
W.6.1e	Provide a concluding statement or section that follows from the argument presented.
W.6.2a	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
W.6.2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
W.6.2c	Use appropriate transitions to clarify the relationships among ideas and concepts.
W.6.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
W.6.2e	Establish and maintain a formal style.
W.6.2f	Provide a concluding statement or section that follows from the information or explanation presented.
	WRITING - Production and Distribution of Writing

W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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.
	WRITING - Range of Writing
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
	SPEAKING AND LISTENING- Comprehension and Collaboration
SL.6.1a	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. Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SL.6.1b	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
SL.6.1c	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
SL.6.1d	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
SL.6.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, and orally) and explain how it contributes to a topic, text, or issue under study.
SL.6.3	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
	SPEAKING AND LISTENING – Presentation of Knowledge and Ideas
SL.6.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
SL.6.5	Include multimedia components (e.g., graphics, images, music, and sound) and visual displays in presentations to clarify information.
SL.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
	LANGUAGE –Conventions of Standard English
L.6.1a	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, and possessive).
L.6.1b	Use intensive pronouns (e.g., myself, ourselves).
L.6.1c	Recognize and correct inappropriate shifts in pronoun number and person.
L.6.1d	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
L.6.1e	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
L.6.2a	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.
L.6.2b	Spell correctly.
	LANGUAGE- Knowledge of Language
L.6.3a	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Vary sentence patterns for meaning, reader/listener interest, and style.
L.6.3b	Maintain consistency in style and tone.
	LANGUAGE – Vocabulary Acquisition and Use
L.6.4a	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. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
L.6.4b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
L.6.4c	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
L.6.4d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.6.5a	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., personification) in context.
L.6.5b	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
L.6.5c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).
L.6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
	21st CENTURY LIFE AND CAREER STANDARDS
9.1.8	21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both

	global citizens and workers in diverse ethnic and organizational cultures.
9.3.8	Career Awareness, Exploration, and Preparation: All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.
Unit Essential Questions <ul style="list-style-type: none"> • How do examples of everyday text demonstrate an author’s use of persuasion to influence an audience? • How can reading examples of persuasive articles, advertisements, and everyday text influence our own writing? • How does word choice enable an author to effectively persuade an audience? • How do effective writers express themselves? • How do students demonstrate command of the conventions of Standard English grammar and usage when writing or speaking? 	Unit Enduring Understandings <i>Students will understand that...</i> <ul style="list-style-type: none"> • Authors use persuasive strategies to influence an audience. • Authors read a variety of texts to learn effective persuasive techniques and strategies. • An author will use a variety of word choice strategies to influence an audience. • Writers express themselves through a variety of figurative language techniques. • Writers use knowledge of language and its conventions when writing, speaking, reading, or listening.
Unit Objectives <i>Students will know...</i> <ul style="list-style-type: none"> • How to use graphic organizers • Persuasive strategies to influence an audience. • Persuasive word choice techniques. • A variety of reading comprehension strategies. • Figurative language techniques. • The conventions of Standard English grammar and usage when writing or speaking. 	Unit Objectives <i>Students will be able to...</i> <ul style="list-style-type: none"> • Select and complete graphic organizers for persuasive writing. • Utilize persuasive strategies in their writing. • Recognize and apply effective persuasive techniques and strategies through reading a variety of texts. • Compare and contrast a variety of word choice techniques to enhance persuasive writing. • Defend their points of view by constructing a persuasive argument. • Apply a variety of reading comprehension strategies. • Apply the conventions of Standard English grammar and usage when writing or speaking.

OCEAN COUNTY ENGLISH LANGUAGE ARTS CURRICULUM
Evidence of Learning

Formative Assessments

- Journal
- Class discussion
- Teacher observations
- Do-nows
- Exit cards
- Projects
- Literary circles
- Graphic organizers
- Multiple choice tests
- Timed readings
- Reader/writer workshops
- Rubric assessments
- Peer editing
- Self evaluation through portfolio process
- Teacher conferences
- Pair and share activities
- Cooperative learning groups
- Literature responses/readers' notebook
- Open-ended questions
- Note-taking

Summative Assessments

- Unit projects
- End of unit assessments
- State assessments
- Writing tasks

Modifications (ELLs, Special Education, Gifted and Talented)

- Study groups (homogeneous and heterogeneous)
- Differentiated instruction based on student level
- Tiered learning
- Follow all IEP modifications/504 plan

Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:

- Nonfiction and everyday text including essays, speeches, biographies/autobiographies, scientific and historical accounts, digital/paper sources, newspaper and magazine articles
- Video clips
- Writing rubrics (NJ Holistic and/or 6+1 Traits)
- Teacher-created materials
- Reading and writing workshop programs supported by district
- Technology including computers, SmartBoards, Webquests, etc.
- Textbooks
- MLA Resources
- Ocean County AVA Media Resources
- (http://www.corestandards.org/assets/Appendix_B.pdf) Lists of optional texts
- (http://commoncore.org/maps/index.php/maps/grades/grade_6/) Exemplar Units
- www.readwritethink.org – Language arts lesson plans
- www.writingfix.com – Lessons and resources for 6+1 writing traits
- www.scholastic.com – Reading resources

- www.enotes.com – Subscription-only site for various literary resources
- www.smartexchange.com – Smartboard lessons
- www.readworks.org – Lessons for literary elements

Contributing Districts:

Barnegat, Berkeley, Brick, Lakewood, Long Beach Island, Manchester, Ocean Township, Pinelands, Plumstead, Point Pleasant Beach, Point Pleasant Boro, Stafford Township

Teacher Notes:

- In addition to the Unit focus, the expectation is that multi-genre studies will be integrated into each unit.
- Infuse various literary genres throughout this unit.
- Start a writing portfolio for each student.
- The following foundational skills should be developed continuously throughout the year:

Reading:

- Make use of schema
- Reread for clarification
- Seeking meaning of unknown vocabulary
- Make and revise predictions
- Draw conclusions
- Make connections: text to text, text to self, text to world

Writing

- Use written and oral English appropriate for various purposes and audiences.
- Create and develop texts that include the following text features:
 - Development: the topic, theme, stand/perspective, argument or character is fully developed
 - Organization: the text exhibits a discernible progression of ideas
 - Style: the writer demonstrates a quality of imagination, individuality, and a distinctive voice
 - Word choice: the words are precise and vivid
- Create and develop texts that include the following language conventions:
 - Sentence formation: sentences are complete and varied in length and structure
 - Conventions: appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text.

IMPORTANT NOTE: If you are in a school where many or all teachers are setting up proficient reader classrooms, you will no longer need this monthly timeline. When your kids come to you with a great working understanding of a strategy, you will only need to fine-tune with harder texts. That will give you more time to work on the more difficult strategies like determining importance and synthesis. And remember, THERE IS NO ORDER FOR TEACHING THESE STRATEGIES. Since we use them all at once anyway, create a timeline that works for you.

1. Children will [use a variety of fix-up strategies](#) to read unfamiliar words. Students will learn to pronounce words, determine meanings in context, and figure out words using knowledge of root words, prefixes and suffixes, among other strategies. They will learn to figure out the meaning of an unfamiliar word. Sometimes that results from figuring out how to pronounce the word. Sometimes that is by inferring from context. Of the two skills, students need to know that figuring out the meaning is more important.
2. Children will deepen their comprehension by [accessing their prior knowledge](#) before reading a selection. While reading, they will learn to [make connections](#) from the text to themselves, the text to other texts and movies, and the text to world. By recognizing what is unknown in the text and thinking about what is known from personal experience, other texts and the world, the reader will build confidence in using personal connections to get meaning from what was originally unknown. By explaining how these connections help them understand the text, their comprehension will improve.
3. Students will build on their knowledge of [retelling](#) to recall important details. Students will learn to discern what is most important to use in the retelling.
4. Students will learn to [summarize](#) a small selection in as few words as possible. Students will break longer selections into smaller parts and summarize as they read. By summarizing in this headline-writing fashion, students will begin to sort out main ideas from details of the text.
5. Students will learn to [ask questions](#) before, during and after reading and to seek answers to deepen their understanding of the text. By bringing their own questions to small groups, students will examine what they don't know and get help in comprehending.
6. Students will learn to [visualize](#) the details of a text. They will use other sensory images like dramatizing and drawing to help them better understand what they are reading.
7. Children will learn to [infer \(and predict\)](#) information before, during, and after reading. Children will learn to distinguish between inferences, assumptions, and opinions by backing up their conclusions with evidence.
8. Children will be able to [discriminate what is important from what is not](#). Children will be able to use this information to [determine main ideas and themes](#) of texts.
9. Students will stop often while reading to [synthesize](#) the information gained from texts to form opinions, change perspectives, develop new ideas, find evidence, and, in general, enhance a personal understanding of the concepts presented in a text.

OCEAN COUNTY ENGLISH LANGUAGE ARTS CURRICULUM	
Unit Overview	
Content Area: English Language Arts	
Unit Title: Unit 3 - Informational Reading: Non-fiction, Informative/Explanatory Writing, and Research-based Tasks	
Target Course/Grade Level: 6 th	
<p>Unit Summary :</p> <p>Unit 3 explores the required skills for the successful comprehension of informational/non-fiction reading in a variety of forms. Informative and explanatory writing tasks are constructed effectively through the writing process. Portfolio development continues in this unit.</p> <p>Primary Interdisciplinary Connections:</p> <p>Reading Standards for Literacy in History/Social Studies 6-12 and Reading Standards for Literacy in Science and Technical Subjects 6-12 can be accessed through the following link: http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf</p> <p>21st Century Themes:</p> <p>All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and genetics. For further clarification see NJ World Class Standards Introductions at www.njcccs.org.</p> <p>College and Career Readiness:</p> <p>Note that the Common Core State Standards provide for College and Career Readiness Anchor Standards in Reading, Writing, Speaking and Listening, which are listed specifically at the beginning of each section of the grade-level standards and then infused throughout the grade-level standards. For specific College and Career Readiness Anchor Standards, see http://www.corestandards.org/the-standards/english-language-arts-standards</p>	
Learning Targets	
Content Standards: RL – Reading Literature, RI – Reading Informational, W – Writing, SL – Speaking and Listening, L – Language	
Number	Common Core Standard for Mastery
	READING: LITERATURE – Key Ideas and Details
RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
	READING LITERATURE – Craft and Structure
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.
	READING: INFORMATIONAL TEXT- Key Ideas and Details
RL.6.6	Explain how an author develops the point of view of the narrator or speaker in a text.
RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.6.2	Determine a central idea of a text and how it is conveyed through particular details;

JStaub Stafford Township, NMazur Manchester Township, M.E.Klaas Ocean Township, CKays Point Pleasant Boro, MVitiello Central Regional, MLiebmann Brick Township, ADoran Lakewood Township, KDeacon Point Pleasant Beach, RHogan New Egypt, NPrevot Barnegat Township, MAMos Lacey Township

	provide a summary of the text distinct from personal opinions or judgments.
RI.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
	READING: INFORMATIONAL TEXT – Craft and Structure
RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
RI.6.5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
RI.6.6	Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.
	READING: INFORMATIONAL TEXT – Integration of Knowledge and Ideas
RI.6.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
RI.6.8	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
RI.6.9	Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
	WRITING – Text Types and Purposes
W.6.1a	Write arguments to support claims with clear reasons and relevant evidence. Introduce claim(s) and organize the reasons and evidence clearly.
W.6.1b	Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
W.6.1c	Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
W.6.1d	Establish and maintain a formal style.
W.6.1e	Provide a concluding statement or section that follows from the argument presented.
W.6.2a	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
W.6.2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
W.6.2c	Use appropriate transitions to clarify the relationships among ideas and concepts.
W.6.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
W.6.2e	Establish and maintain a formal style.
W.6.2f	Provide a concluding statement or section that follows from the information or

	explanation presented.
	WRITING- Production and Distribution of Writing
W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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.
	WRITING – Research to Build and Present Knowledge
W.6.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
W.6.8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
	WRITING – Range of Writing
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
	SPEAKING AND LISTENING – Comprehension and Collaboration
SL.6.1a	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. Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SL.6.1b	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
SL.6.1c	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
SL.6.1d	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
SL.6.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, and orally) and explain how it contributes to a topic, text, or issue under study.
SL.6.3	Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
	SPEAKING AND LISTENING – Presentation of Knowledge and Ideas
SL.6.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact,

	adequate volume, and clear pronunciation.
SL.6.5	Include multimedia components (e.g., graphics, images, music, and sound) and visual displays in presentations to clarify information.
SL.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
	LANGUAGE – Conventions of Standard English
L.6.1a	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, and possessive).
L.6.1b	Use intensive pronouns (e.g., myself, ourselves).
L.6.1c	Recognize and correct inappropriate shifts in pronoun number and person.
L.6.1d	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
L.6.1e	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
L.6.2a	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.
L.6.2b	Spell correctly.
	LANGUAGE – Knowledge of Language
L.6.3a	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Vary sentence patterns for meaning, reader/listener interest, and style.
L.6.3b	Maintain consistency in style and tone.
	LANGUAGE – Vocabulary Acquisition and Use
L.6.4a	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. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
L.6.4b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
L.6.4c	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
L.6.4d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.6.5a	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., personification) in context.
L.6.5b	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.

L.6.5c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).
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.
21ST CENTURY LIFE AND CAREERS STANDARDS	
9.1.8	21st-Century Life & Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
9.3.8	Career Awareness, Exploration, and Preparation All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.
Unit Essential Questions <ul style="list-style-type: none"> • What is plagiarism? • What elements of informative and explanatory writing effectively communicate ideas? • How do you recognize a credible source? • Why conduct research? • How do students demonstrate command of the conventions of Standard English grammar and usage when writing or speaking? 	Unit Enduring Understandings <i>Students will understand that...</i> <ul style="list-style-type: none"> • There is a difference between paraphrasing and summarizing. • Using evidence develops credibility. • Before arriving at a conclusion, several resources must be evaluated to determine evidence and support. • In a collaborative group, members listen actively, pose thoughtful questions, acknowledge the ideas of the others, and contribute ideas to further the group's attainment of an objective. • Writers use knowledge of language and its conventions when writing, speaking, reading, or listening.
Unit Objectives <i>Students will know...</i> <ul style="list-style-type: none"> • How to create a citation for a reference. • How to effectively participate in a collaborative group. • How to recognize and determine a credible source. • The value of research. • A variety of reading comprehension strategies. • The conventions of Standard English grammar and usage when writing or speaking. 	Unit Objectives <i>Students will be able to...</i> <ul style="list-style-type: none"> • Create a citation for a reference. • Collaborate effectively in a group to exchange ideas. • Recognize the difference between credible and non-credible sources. • Interpret information presented in diverse Medias and formats and explain how it contributes to a topic. • Apply a variety of reading comprehension strategies. • Apply the conventions of Standard English grammar and usage when writing or speaking.

OCEAN COUNTY ENGLISH LANGUAGE ARTS CURRICULUM
Evidence of Learning

Formative Assessments

- Journal
- Class discussion
- Teacher observations
- Do-nows
- Exit cards
- Projects
- Literary circles
- Graphic organizers
- Multiple choice tests
- Timed readings
- Reader/writer workshops
- Rubric assessments
- Peer editing
- Self evaluation through portfolio process
- Teacher conferences
- Pair and share activities
- Cooperative learning groups
- Literature responses/readers' notebook
- Open-ended questions
- Note-taking

Summative Assessments

- Unit projects
- End of unit assessments
- State assessments
- Writing tasks

Modifications (ELLs, Special Education, Gifted and Talented)

- Study groups (homogeneous and heterogeneous)
- Differentiated instruction based on student level
- Tiered learning
- Follow all IEP modifications/504 plan

Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:

- Nonfiction and everyday text including essays, speeches, biographies/autobiographies, scientific and historical accounts, digital/paper sources, newspaper and magazine articles
- Video clips
- Writing rubrics (NJ Holistic or 6+1 Traits)
- Teacher-created materials
- Reading and writing workshop programs supported by district
- Technology including computers, SmartBoards, Webquests, etc.
- Textbooks
- MLA Resources
- Ocean County AVA Media Resources
- (http://www.corestandards.org/assets/Appendix_B.pdf) Lists of optional texts
- (http://commoncore.org/maps/index.php/maps/grades/grade_6/) Exemplar Units
- www.readwritethink.org – Language arts lesson plans
- www.writingfix.com – Lessons and resources for 6+1 writing traits
- www.scholastic.com – Reading resources

- www.enotes.com – Subscription-only site for various literary resources
- www.smartexchange.com – Smartboard lessons
- www.readworks.org – Lessons for literary elements

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Teacher Notes:

- In addition to the Unit focus, the expectation is that multi-genre studies will be integrated into each unit.
- Infuse various literary genres throughout this unit.
- Start a writing portfolio for each student.
- The following foundational skills should be developed continuously throughout the year:

Reading:

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OCEAN COUNTY ENGLISH LANGUAGE ARTS CURRICULUM	
Unit Overview	
Content Area: English Language Arts	
Unit Title: Unit 4 - Skill Review: Reading and Writing Literature: Poetry	
Target Course/Grade Level: 6 th	
<p>Unit Summary :</p> <p>Unit 4 is comprised of a review of reading and writing skills. It explores the required skills for the successful comprehension of poetry. Portfolio development continues in this unit.</p> <p>Primary Interdisciplinary Connections:</p> <p>Reading Standards for Literacy in History/Social Studies 6-12 and Reading Standards for Literacy in Science and Technical Subjects 6-12 can be accessed through the following link: http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf</p> <p>21st Century Themes:</p> <p>All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and genetics. For further clarification see NJ World Class Standards Introductions at www.njcccs.org.</p> <p>College and Career Readiness:</p> <p>Note that the Common Core State Standards provide for College and Career Readiness Anchor Standards in Reading, Writing, Speaking and Listening, which are listed specifically at the beginning of each section of the grade-level standards and then infused throughout the grade-level standards. For specific College and Career Readiness Anchor Standards, see http://www.corestandards.org/the-standards/english-language-arts-standards</p>	
Learning Targets	
Content Standards: RL – Reading Literature, RI – Reading Informational, W – Writing, SL – Speaking and Listening, L – Language	
Number	Common Core Standard for Mastery
	READING: LITERATURE – Key Ideas and Details
RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RL.6.3	Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
	READING: LITERATURE – Craft and Structure
RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
RL.6.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
RL.6.6	Explain how an author develops the point of view of the narrator or speaker in a text.

	READING: LITERATURE – Integration of Knowledge and Ideas
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 and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
	READING: INFORMATIONAL TEXT – Key Ideas and Details
RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RI.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
	READING: INFORMATIONAL TEXT – Craft and Structure
RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
RI.6.5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
RI.6.6	Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.
	READING: INFORMATIONAL TEXT – Integration of Knowledge and Ideas
RI.6.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
RI.6.8	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
RI.6.9	Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
	WRITING – Text Types and Purposes
W.6.1a	Write arguments to support claims with clear reasons and relevant evidence. Introduce claim(s) and organize the reasons and evidence clearly.
W.6.1b	Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
W.6.1c	Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
W.6.1d	Establish and maintain a formal style.
W.6.1e	Provide a concluding statement or section that follows from the argument presented.
W.6.2a	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic; organize ideas, concepts, and information, using strategies such as

	definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
W.6.2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
W.6.2c	Use appropriate transitions to clarify the relationships among ideas and concepts.
W.6.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
W.6.2e	Establish and maintain a formal style.
W.6.2f	Provide a concluding statement or section that follows from the information or explanation presented.
W.6.3a	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.
W.6.3b	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
W.6.3c	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
W.6.3d	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
W.6.3e	Provide a conclusion that follows from the narrated experiences or events
	WRITING – Production and Distribution of Writing
W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences
	SPEAKING AND LISTENING – Comprehension and Collaboration
SL.6.1a	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. Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

SL.6.1b	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
SL.6.1c	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
SL.6.1d	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
SL.6.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, and orally) and explain how it contributes to a topic, text, or issue under study.
SL.6.3	Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
	SPEAKING AND LISTENING - Presentation of Knowledge and Ideas
SL.6.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
SL.6.5	Include multimedia components (e.g., graphics, images, music, and sound) and visual displays in presentations to clarify information.
SL.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
	LANGUAGE – Conventions of Standard English
L.6.1a	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, and possessive).
L.6.1b	Use intensive pronouns (e.g., myself, ourselves).
L.6.1c	Recognize and correct inappropriate shifts in pronoun number and person.
L.6.1d	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
L.6.1e	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
L.6.2a	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.
L.6.2b	Spell correctly.
	LANGUAGE - Knowledge of Language
L.6.3a	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Vary sentence patterns for meaning, reader/listener interest, and style.
L.6.3b	Maintain consistency in style and tone.
	LANGUAGE – Vocabulary Acquisition and Use
L.6.4a	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.

	Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
L.6.4b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
L.6.4c	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
L.6.4d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.6.5a	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., personification) in context.
L.6.5b	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
L.6.5c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).
L.6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
	21ST CENTURY LIFE AND CAREER STANDARDS
9.1.8	21st-Century Life & Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
9.3.8	Career Awareness, Exploration, and Preparation All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • How are literary elements used in poetry? • When, how and why do you use inductive and deductive reasoning? • How do reading comprehension strategies increase reading fluency? • How do students demonstrate command of the conventions of Standard English grammar and usage when writing or speaking? 	<p>Unit Enduring Understandings</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Poets use literary elements to enhance their writing. • A reader uses inductive and deductive reasoning in order to analyze and evaluate a text. • Using a variety of reading comprehension strategies increases reading fluency. • Writers use knowledge of language and its conventions when writing, speaking, reading, or listening.
<p>Unit Objectives</p> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> • The literary elements used in poetry. • Inductive and deductive reading strategies. • A variety of reading comprehension strategies. • The conventions of Standard English grammar and usage when writing or speaking. 	<p>Unit Objectives</p> <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Use the literary elements used in poetry. • Analyze and evaluate a text using inductive and deductive reading strategies. • Evaluate a text and formulate conclusions using a variety of reading comprehension strategies. • Apply the conventions of Standard English grammar and usage when writing or speaking.

OCEAN COUNTY ENGLISH LANGUAGE ARTS CURRICULUM
Evidence of Learning

Formative Assessments

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- Projects
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- Graphic organizers
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- Reader/writer workshops
- Rubric assessments
- Peer editing
- Self evaluation through portfolio process
- Teacher conferences
- Pair and share activities
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- Open-ended questions
- Note-taking

Summative Assessments

- Novel/unit projects
- End of unit assessments
- State assessments
- Writing tasks

Modifications (ELLs, Special Education, Gifted and Talented)

- Study groups (homogeneous and heterogeneous)
- Differentiated instruction based on student level
- Tiered learning
- Follow all IEP modifications/504 plan

Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:

- Novels and short stories including historical fiction, adventure, mystery, myths, science fiction, realistic fiction, allegory, parody, satire, graphic novels
- Nonfiction and everyday text including essays, speeches, biographies/autobiographies, scientific and historical accounts, digital/paper sources, newspaper and magazine articles
- Poems
- Video clips
- Writing rubrics (NJ Holistic or 6+1 Traits)
- Teacher-created materials
- Reading and writing workshop programs supported by district
- Technology including computers, SmartBoards, Webquests, etc.
- Textbooks
- MLA Resources
- Ocean County AVA Media Resources
- (http://www.corestandards.org/assets/Appendix_B.pdf) Lists of optional texts
- (http://commoncore.org/maps/index.php/maps/grades/grade_6/) Exemplar Units

- www.readwritethink.org – Language arts lesson plans
- www.writingfix.com – Lessons and resources for 6+1 writing traits
- www.scholastic.com – Reading resources
- www.enotes.com – Subscription-only site for various literary resources
- www.smartexchange.com – Smartboard lessons
- www.readworks.org – Lessons for literary elements

Contributing Districts:

Barnegat, Berkeley, Brick, Lakewood, Long Beach Island, Manchester, Ocean Township, Pinelands, Plumstead, Point Pleasant Beach, Point Pleasant Boro, Stafford Township

Teacher Notes:

- In addition to the Unit focus, the expectation is that multi-genre studies will be integrated into each unit.
- Infuse various literary genres throughout this unit.
- Start a writing portfolio for each student.
- The following foundational skills should be developed continuously throughout the year:

Reading:

- Make use of schema
- Reread for clarification
- Seeking meaning of unknown vocabulary
- Make and revise predictions
- Draw conclusions
- Make connections: text to text, text to self, text to world

Writing

- Use written and oral English appropriate for various purposes and audiences.
- Create and develop texts that include the following text features:
 - Development: the topic, theme, stand/perspective, argument or character is fully developed
 - Organization: the text exhibits a discernible progression of ideas
 - Style: the writer demonstrates a quality of imagination, individuality, and a distinctive voice
 - Word choice: the words are precise and vivid
- Create and develop texts that include the following language conventions:
 - Sentence formation: sentences are complete and varied in length and structure
 - Conventions: appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text.

IMPORTANT NOTE: If you are in a school where many or all teachers are setting up proficient reader classrooms, you will no longer need this monthly timeline. When your kids come to you with a great working understanding of a strategy, you will only need to fine-tune with harder texts. That will give you more time to work on the more difficult strategies like determining importance and synthesis. And remember, THERE IS NO ORDER FOR TEACHING THESE STRATEGIES. Since we use them all at once anyway, create a timeline that works for you.

1. Children will [use a variety of fix-up strategies](#) to read unfamiliar words. Students will learn to pronounce words, determine meanings in context, and figure out words using knowledge of root words, prefixes and suffixes, among other strategies. They will learn to figure out the meaning of an unfamiliar word. Sometimes that results from figuring out how to pronounce the word. Sometimes that is by inferring from context. Of the two skills, students need to know that figuring out the meaning is more important.
2. Children will deepen their comprehension by [accessing their prior knowledge](#) before reading a selection. While reading, they will learn to [make connections](#) from the text to themselves, the text to other texts and movies, and the text to world. By recognizing what is unknown in the text and thinking about what is known from personal experience, other texts and the world, the reader will build confidence in using personal connections to get meaning from what was originally unknown. By explaining how these connections help them understand the text, their comprehension will improve.
3. Students will build on their knowledge of [retelling](#) to recall important details. Students will learn to discern what is most important to use in the retelling.
4. Students will learn to [summarize](#) a small selection in as few words as possible. Students will break longer selections into smaller parts and summarize as they read. By summarizing in this headline-writing fashion, students will begin to sort out main ideas from details of the text.
5. Students will learn to [ask questions](#) before, during and after reading and to seek answers to deepen their understanding of the text. By bringing their own questions to small groups, students will examine what they don't know and get help in comprehending.
6. Students will learn to [visualize](#) the details of a text. They will use other sensory images like dramatizing and drawing to help them better understand what they are reading.
7. Children will learn to [infer \(and predict\)](#) information before, during, and after reading. Children will learn to distinguish between inferences, assumptions, and opinions by backing up their conclusions with evidence.
8. Children will be able to [discriminate what is important from what is not](#). Children will be able to use this information to [determine main ideas and themes](#) of texts.
9. Students will stop often while reading to [synthesize](#) the information gained from texts to form opinions, change perspectives, develop new ideas, find evidence, and, in general, enhance a personal understanding of the concepts presented in a text.

OCEAN COUNTY ENGLISH LANGUAGE ARTS CURRICULUM	
Unit Overview	
Content Area: English Language Arts	
Unit Title: Unit 5 - Literature: Folk Tales, Legends, Myths, Dramas, and Reflective Writing	
Target Course/Grade Level: 6 th	
<p>Unit Summary : Unit 5 explores the required skills for the successful comprehension of folk tales, legends, myths and dramas. Reflective writing tasks are constructed effectively through the writing process. Portfolio development is completed in this unit</p> <p>Primary Interdisciplinary Connections: Reading Standards for Literacy in History/Social Studies 6-12 and Reading Standards for Literacy in Science and Technical Subjects 6-12 can be accessed through the following link: http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf</p> <p>21st Century Themes: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and genetics. For further clarification see NJ World Class Standards Introductions at www.njcccs.org.</p> <p>College and Career Readiness: Note that the Common Core State Standards provide for College and Career Readiness Anchor Standards in Reading, Writing, Speaking and Listening, which are listed specifically at the beginning of each section of the grade-level standards and then infused throughout the grade-level standards. For specific College and Career Readiness Anchor Standards, see http://www.corestandards.org/the-standards/english-language-arts-standards</p>	
Learning Targets	
Content Standards: RL – Reading Literature, RI – Reading Informational, W – Writing, SL – Speaking and Listening, L – Language	
Number	Common Core Standard for Mastery
	READING: LITERATURE – Key Ideas and Details
RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RL.6.3	Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
	READING: LITERATURE – Craft and Structure
RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
RL.6.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

RL.6.6	Explain how an author develops the point of view of the narrator or speaker in a text.
	READING: LITERATURE – Integration of Knowledge and Ideas
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 and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
	READING: LITERATURE – Range of Reading and Level of Text Complexity
RL.6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
	READING: INFORMATIONAL TEXT – Key Ideas and Details
RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
	WRITING – Text Types and Purposes
W.6.3a	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.
W.6.3b	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
W.6.3c	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
W.6.3d	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
W.6.3e	Provide a conclusion that follows from the narrated experiences or events
	WRITING – Production and Distribution of Writing
W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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.
	WRITING – Range of Writing
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

	SPEAKING AND LISTENING – Comprehension and Collaboration
SL.6.1a	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. Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SL.6.1b	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
SL.6.1c	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
SL.6.1d	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
SL.6.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, and orally) and explain how it contributes to a topic, text, or issue under study.
SL.6.3	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
	SPEAKING AND LISTENING – Presentation of Knowledge and Ideas
SL.6.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
SL.6.5	Include multimedia components (e.g., graphics, images, music, and sound) and visual displays in presentations to clarify information.
SL.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
	LANGUAGE – Conventions of Standard English
L.6.1a	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, and possessive).
L.6.1b	Use intensive pronouns (e.g., myself, ourselves).
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L.6.2a	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.
L.6.2b	Spell correctly.

	LANGUAGE – Knowledge of Language
L.6.3a	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Vary sentence patterns for meaning, reader/listener interest, and style.
L.6.3b	Maintain consistency in style and tone.
	LANGUAGE – Vocabulary Acquisition and Use
L.6.4a	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. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
L.6.4b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
L.6.4c	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
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L.6.5a	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., personification) in context.
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9.1.8	21st-Century Life & Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
9.3.8	Career Awareness, Exploration, and Preparation All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • How are literary elements used in folk tales, legends, myths, and dramas? • How can we learn to appreciate our similarities and differences through literature? • How can reading a variety of materials broaden your understanding of the world and self? • How does reflection make me a better writer? • How do students demonstrate command of the conventions of Standard English grammar and usage when writing or speaking? 	<p>Unit Enduring Understandings</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Authors use literary elements and techniques to enhance their writing. • Similarities and differences in works of fiction mirror similarities and differences in real life. • People bring their own cultural identities, beliefs, and traditions into everyday encounters. • Writing is a multi-step process that authors employ in order to produce a quality piece of work. • Writers use knowledge of language and its conventions when writing, speaking, reading, or listening.
<p>Unit Objectives</p> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> • Literary elements and techniques of different genres of folk tales, legends, myths, and dramas. • Similarities and differences exist in literature regardless of age or ethnicity. • A variety of reading comprehension strategies. • The more you read the better reader you become. • That self editing through proofreading and revising helps to improve their craft. • The conventions of Standard English grammar and usage when writing or speaking. 	<p>Unit Objectives</p> <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Identify and analyze literary elements and techniques in folk tales, legends, myths, and dramas. • Evaluate their own similarities and differences in comparison with characters in literature. • Read a wide range of literature by different authors, and from many time periods, cultures, and genres to build an understanding of the human experience. • Evaluate a text and formulate conclusions using a variety of reading comprehension strategies. • Formulate a published piece of writing. • Apply the conventions of Standard English grammar and usage when writing or speaking.

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- www.writingfix.com – Lessons and resources for 6+1 writing traits
- www.scholastic.com – Reading resources

- www.enotes.com – Subscription-only site for various literary resources
- www.smartexchange.com – Smartboard lessons
- www.readworks.org – Lessons for literary elements

Contributing Districts:

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Teacher Notes:

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9. Students will stop often while reading to [synthesize](#) the information gained from texts to form opinions, change perspectives, develop new ideas, find evidence, and, in general, enhance a personal understanding of the concepts presented in a text.

In this unit, students select a fictional story with a courageous character and pair it with related informational text from the same historical time period.

Overview

Students can choose stories about a variety of circumstances in which people acted with tremendous courage: in times of slavery, instances of shipwrecks, or during the days of unfair child labor practices. Students recognize that acts of courage may have an everlasting effect on others. In this unit, students have the opportunity to refine their definition of courage by examining how characters—real and fictional—grow from the obstacles they overcome. After reading about outwardly courageous people, students consider quiet acts of courage, and class discussions reveal the importance of those people who often remain unnoticed or behind the scenes. Students examine how language and vocabulary enhance the reader’s experience, cite specific passages of text to justify their thoughts, and critically examine the artistic licenses often taken in historical fiction. The culminating project for this unit is for students to write and publish their own stories of courageous characters.

ESSENTIAL QUESTION



How are acts of courage revealed in literature and informational text?

TERMINOLOGY

- antagonist
- character development
- protagonist

Summary

Students can choose stories about a variety of circumstances in which people acted with tremendous courage: in times of slavery, instances of shipwrecks, or during the days of unfair child labor practices. Students recognize that acts of courage may have an everlasting effect on others. In this unit, students have the opportunity to refine their definition of courage by examining how characters—real and fictional—grow from the obstacles they overcome. After reading about outwardly courageous people, students consider quiet acts of courage, and class discussions reveal the importance of those people who often remain unnoticed or behind the scenes. Students examine how language and vocabulary enhance the reader’s experience, cite specific passages of text to justify their thoughts, and critically examine the artistic licenses often taken in historical fiction. The culminating project for this unit is for students to write and publish their own stories of courageous characters.

Focus Standards: These Focus Standards have been selected for the unit from the Common Core State Standards.

- **RL.6.9:** Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
- **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 and judgments.
- **W.6.1:** Write arguments to support claims with clear reasons and relevant evidence.
- **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.
- **SL.6.2:** Interpret information presented in diverse formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
- **L.6.3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Suggested Student Objectives:

- Define “courage.”
- Read a variety of literature and informational text about challenging events and experiences.
- Compare and contrast stories with courageous characters.
- Write a variety of responses to literature and informational text.
- Perform a favorite scene from *The People Could Fly* or other story for classmates.
- Read informational text to provide a historical context for the setting of a story with courageous characters.
- Write an opinion paper about a challenging event studied.
- Continue defining relationships between words (e.g., courage, courageous, courageousness; conviction, convince, etc.).
- Participate in group discussions.

Suggested Works:

**Based on district approved available resources

Novels

Anthology Readings

Magazine Selections (Scope, Action, Time for Kids, etc)

Poetry

Drama

Informational Text

Web Sources

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Sample Activities and Assessments:

Class Discussion

What is meant by the word “courage?” Look up the word in a dictionary (in print or online) and write your ideas down on a Post-It note. (*Teacher Note: Answers may include the quality of mind or spirit that enables a person to face difficulty, danger, pain, or sorrow.*) Let’s create a class word map of the word “courage.” As you find examples of courage in texts read during this unit, write them on Post-It notes and add them to our word map. (SL.6.1a, b, c, d)

Literary Response

While reading one of the stories about a courageous character, keep notes in your journal about:

- What obstacles does he/she overcome and how does he/she does it?
- How does the protagonist respond to different events?
- What/who is the antagonist?
- Does the character grow in the novel, or was he/she always “courageous”?
- What does the protagonist learn about him/herself?

You may have the opportunity to share your ideas with a partner before class discussion. Be sure to write down the page numbers of relevant information, or mark your text with Post-It notes, so you can go back and cite the text during class discussion. (RL.6.2, RL.6.3, RI.6.8)

Class Discussion

How do stories you have read in the past provide insight into courageous characters? How are these stories alike? Different? Cite specific information from the text read to justify your response. (RL.6.9, SL.6.1a, b, c, d, RL.6.1)

Literature Response

Create a Venn diagram in your journal of a courageous character compared with a non-courageous, or cowardly, character. The differences between courageous and cowardly characters seem obvious, but are there ways in which these characters are similar? Discuss your insights with a partner. (RL.6.1, RL.6.3, RL6.6)

Journal Response/Start a Blog

Does courage always require overt acts of bravery? What are other ways of thinking about courageous characters? Read about this blog: <http://athousandcheeringstrangers.weebly.com/index.html> and this blog post: <http://mothereseblog.com/2010/05/10/random-acts-of-courage/>. Write your ideas in your journal and share them with a partner. Then, work with classmates to create your own class blog about unrecognized courageous characters, either in literature or real life. (RI.6.8, W.6.4, W.6.9a, b)

Dramatization/Fluency

Choose an emotional passage from a story we’ve read that exemplifies a character’s courageousness. Work with classmates to present it as a dramatic reading. After the reading, ask your classmates to point

out language that enhanced meaning, conveyed style, and helped achieve a feeling of strong emotion. (SL.6.6, RL.6.4, L.6.5a, b, c)

Literary Response

After reading one of the stories with a courageous character, write about how the character had “the courage to follow his/her convictions.” What were his/her convictions? What was the challenge faced by following them? Be sure to cite specific examples from the text to justify your response. (W.6.9a, RL.6.3)

Informational Text Response

Read a variety of stories and interviews from the same time period (i.e., Titanic survivors or slaves, or children who worked during the Depression, etc.). How are their accounts similar? Different? Why would accounts of the same event vary? Trace and evaluate the specific claims in a text, and decide if they are sound and if there is sufficient evidence to support the claims. Write responses in your journal, and share with a partner who read about the time period. (RI.6.5, RI.6.6, W.6.8, W.6.9a, b, RI.6.8, SL.6.2)

Fact or Fiction Graphic Organizer

Historical fiction gets its name from the idea that the story is based on true events, but the author is free to modify events to make a good story. Read informational text about the historical setting behind the story read, and create a T-chart or Venn diagram in your journal outlining historical facts and historical fiction from the story. Cite specific information from the texts read, or mark your book with Post-It notes, to justify your response. (RL.6.9, RI.6.2, RI.6.5, RI.6.6)

Oral Presentation

Choose a story to read, summarize, and present to the class. Part of the presentation should include the meaning of the story, the qualities of the courageous character, and how the dialect affects the story. (L.6.3a,b, L.6.1e, SL.6.6)

Essay (Option 1)

Survivors from the *Titanic* reported that musicians on the ship played music to keep the passengers calm as the crew loaded lifeboats. None of the band members survived the sinking. A newspaper at the time reported, "The part played by the orchestra on board the Titanic in her last dreadful moments will rank among the noblest in the annals of heroism at sea." Do you think this was an act of courage? Why or why not? Write an argument that supports your claim based on what you learned about your own courageous character. Include clear reasons and relevant evidence from texts read. (W.6.1a, b, c, d, e, SL.6.4, RL.6.4, W.6.4)

Essay (Option 2) – Poem attached

The poem “Casabianca” by Felicia Dorothea Hemans was based on a true incident. In your opinion, was she courageous or crazy? Write an argument that supports your claim based on what you learned about your own courageous character. Include clear reasons and relevant evidence from texts read. (W.6.1a, b, c, d, e, SL.6.4, W.6.4, L.6.2a, b)

Word Study

Keep an index card file of words studied while reading about courageous characters. Keeping the words on index cards will help you when we sort words by prefix, suffix, root words, meaning, country of origin, spelling feature, etc. Focus on words that help describe the overt and quiet courageousness of characters and historical figures. (e.g., bravery, conviction, oppression, etc.) (Note: This will be an ongoing activity all year long.) (RI.6.4, RL.6.4, L.6.4a, b, c, d)

Class Discussion

One reason for storytelling, art, and music is to help people to push through sorrow and pain. Choose selections from this unit and talk with a partner about if and how the character from your story would find comfort in this creative form of expression. (SL.6.1, SL.6.4)

Reflective Essay

Write your own essay of an exemplary courageous character. Include some graphics or visuals that demonstrate the setting (either historical or present day), and publish it so that others can enjoy it. Write an introduction that answers the essential question: “How are acts of courage revealed in literature and informational text?” (W.6.6, W.6.4, W.6.3a, b, c, d, e, L.6.1a, b, c, d, L.6.2a, b, SL.6.6)

Additional Resources:

: A Hypertext Writing Experience (ReadWriteThink) (W.6.3)

In this unit, students meet in literature circles to read an adventure story and then combine both reading and writing skills to write an original “choose your own adventure” story.

Families in Bondage (National Endowment for the Humanities) (RL.6.9)

This two-part lesson plan draws on letters written by African Americans in slavery and by free blacks to loved ones still in bondage, singling out a few among the many slave experiences to offer students a glimpse into slavery and its effects on African-American family life.

Slave Narratives: Constructing U.S. History Through Analyzing Primary Sources (National Endowment for the Humanities) (RI.6.7)

In these activities, students research narratives from the Federal Writers' Project and describe the lives of former African slaves in the U.S.—both before and after emancipation.

Susan B. Anthony voted on this date in 1872, leading to her arrest (ReadWriteThink) (RI.6.3)

This lesson addresses two of the most important lessons that we can draw from Susan B. Anthony's experiences: To understand the effects of prejudice and to appreciate the courage of acting on one's convictions.

Heroes Around Us (ReadWriteThink) (RL.6.2)

In this lesson, students will explore the distinction between a hero and an idol.

Titanic: The RMS *Titanic* sank on this day in 1912 (ReadWriteThink)

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This lesson provides some websites to help build students' background knowledge about the *Titanic*.

Spirituals (National Endowment for the Humanities)

This lesson plan introduces students to the role that spirituals have played in African American history and religion.

Africans in America (PBS)

This is a website that contains information about a four-part PBS series. For each era, you'll find a historical Narrative, a Resource Bank of images, documents, stories, biographies, and commentaries, and a Teacher's Guide for using the content of the Web site and television series in U.S. history courses.

In Motion: The African-American Migration Experience (Schomburg Center for Research in Black Culture, The New York Public Library)

Note: This interactive resource presents a new interpretation of African-American history, one that focuses on the self-motivated activities of peoples of African descent to remake themselves and their worlds.

CASABIANCA *by: Felicia Dorothea Hemans (1793-1835)*

THE boy stood on the burning deck
Whence all but him had fled;
The flame that lit the battle's wreck
Shone round him o'er the dead.

Yet beautiful and bright he stood,
As born to rule the storm;
A creature of heroic blood,
A proud, though childlike form.

The flames rolled on -- he would not go
Without his father's word;
That father, faint in death below,
His voice no longer heard.

He called aloud -- "Say, father, say,
If yet my task is done?"
He knew not that the chieftain lay
Unconscious of his son.

"Speak, father!" once again he cried,
"If I may yet be gone!"
And but the booming shots replied,
And fast the flames rolled on.

Upon his brow he felt their breath,
And in his waving hair,
And looked from that lone post of death
In still, yet brave despair.

And shouted but once more aloud,
"My father! must I stay?"
While o'er him fast, through sail and shroud,
The wreathing fires made way.

They wrapt the ship in splendor wild,
They caught the flag on high,
And streamed above the gallant child,
Like banners in the sky.

There came a burst of thunder sound--
The boy -- oh! where was he?
Ask of the winds that far around

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