



# **ROCHELLE PARK SCHOOL DISTRICT**

## **Midland School #1 English Language Arts Curriculum Grade 6**

### **Rochelle Park Mission Statement**

We envision an educational community, which inspires and empowers all students to become self-sufficient and to thrive in a complex, global society.

### **Rochelle Park Vision Statement**

- ❖ Establish and maintain a shared responsibility among home, school, and the greater community which fosters student learning, accountability, and citizenship.
- ❖ To provide curricula that enables all students to meet or exceed current national, state, and local standards.
- ❖ We will utilize a variety of formative and summative assessments in order to differentiate and guide instruction.
- ❖ The district, as a Professional Learning Community, will provide on-going professional development training and opportunities for collaboration among faculty and staff.



# ROCHELLE PARK SCHOOL DISTRICT

## PACING CHART

<b>Unit</b>	<b>Time Frame</b>
<b>Unit 1: Reading Informational/ Argumentative Writing</b>	<b>6 weeks</b>
<b>Unit 2: Reading Literature / Narrative Writing</b>	<b>8 weeks</b>
<b>Unit 3: Reading Informational / Explanatory Writing</b>	<b>8 weeks</b>
<b>Unit 4: Reading Literature / Fictional Narrative Writing</b>	<b>8 weeks</b>
<b>Unit 5: Reading Informational and Literature / Informational and Narrative Writing</b>	<b>6 weeks</b>



# ROCHELLE PARK SCHOOL DISTRICT

## Educational Technology

**Indicators: 8.1.8.A.2; 8.1.8.B.1; 8.1.8.D.1; 8.1.8.D.2; 8.1.8.D.4; 8.1.8.D.5; 8.1.8.E.1**

- Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
- Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).
- Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.
- Demonstrate the application of appropriate citations to digital content.
- Assess the credibility and accuracy of digital content.
- Understand appropriate uses for social media and the negative consequences of misuse.
- Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

## 21<sup>st</sup> Century Life and Careers Skills

**Indicators: 9.1.8.B.5; 9.1.8.B.6; 9.1.8.B.5**

- Explain the effect of the economy on personal income, individual and family security, and consumer decisions.
- Evaluate the relationship of cultural traditions and historical influences on financial practice.



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## Career Ready Practices

**Indicators: CRP2, CRP4, CRP6, CRP7, CRP11, CRP12**

- Apply appropriate academic and technical skills.
- Communicate clearly and effectively and with reason
- Demonstrate creativity and innovation.
- Employ valid and reliable research strategies.
- Use technology to enhance productivity
- Work productively in teams while using cultural global competence.



# ROCHELLE PARK SCHOOL DISTRICT

## Midland School #1 English Language Arts Curriculum

### Grade 6

### Unit 1

<b>Grade: 6</b>	<b>Content: English Language Arts</b>
<b>Topic: Reading Informational/ Writing Argument</b>	<b>Time Frame: 8 weeks</b>
<p><b><u>NJSLS Progress Indicators:</u></b>          RI.6.1, RI.6.2,RI.6.3, RI.6.4, RI.6.5, RI.6.6, RI 6.7, RI 6.8. RI 6.9, RI 6.10. W.6.1a-e, W.6.4, W.6.5, W.6.6, W.6.7, W.6.8, W.6.9 a-b. , W.6.10.,SL.6.1b.,SL.6.1c.,SL.6.1d.,SL.6.2SL.6.3, SL.6.6; L.6.3 ,L.6.1a. L.6.1b.L.6.1b.L.6.2a.,L.6.2a.,L.6.2b.,L.6.4, L.6.4a.,L.6.4b.,L.6.4c.d.,L.6.6</p>	

<b>Enduring Understandings</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>• Reading informational text is a process that includes applying a variety of strategies to comprehend, interpret and evaluate texts critically.</li> <li>• Knowledge of textual and graphic features aid in text comprehension</li> <li>• Structural elements such as context, meaningful order of ideas, transitional elements, and conclusion all help make meaning clear for the reader.</li> </ul>	<ul style="list-style-type: none"> <li>• What impact does being able to synthesize, analyze, and evaluate informational texts have on a person’s understanding of a complex topic?</li> <li>• How do writers of informational texts use examples and evidence effectively to convince a reader of their claim?</li> <li>• How can I evaluate claims made in informational texts and reconcile competing claims from multiple sources?</li> <li>• What are the different forms of informational/explanatory</li> </ul>



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- References from texts provide evidence to support judgments made about why and how the text was developed and considers the content, organization, and form.
- All citizens need to critically consider messages provided through a variety of media in order to make informed decisions.
- The effectiveness of argumentative writing relies on the strength of the claims and the supporting details and how effectively the author explains the evidence and establishes a link between the claim and the evidence.
- Writers develop and present arguments and support their claims using evidence and explanation drawn from reliable sources.
- Standard grammar and usage are important in making meaning clear to the reader
- Writers need to document sources/give credit for the ideas of others.
- Speakers adapt speech to a variety of contexts and tasks.
- Speaking and listening skills improve communication and understanding

texts and how are they organized?

- How do graphics and text features add to or detract from informational text?
- How and why do I let my reader know where my information came from?
- How do I keep track of all of my sources and notes? Why is this necessary?
- What is an argument?
- What criteria makes an argument effective?
- How can arguments affect change?
- How can the writing process strengthen your writing?
- How can I use technology to share my writing with others?
- How and why are structure and mechanics important to writing?
- What effect does word choice have on my writing?
- How do improved listening and speaking skills foster clear communication?

## Knowledge and Skills

### Reading: Informational

#### Students will be able to:

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



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- Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- 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.
- Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
- 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.
- 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.
- Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
- By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

## **Writing: Argument/Research**

### **Students will be able to:**

- Write arguments to support claims with clear reasons and relevant evidence.
  - Introduce claim(s) and organize the reasons and evidence clearly.
  - Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
  - Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
  - Establish and maintain a formal/academic style, approach, and form.
  - Provide a concluding statement or section that follows from the argument presented.
- Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)



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- 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.
- 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.
- Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- 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.
- 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.
- Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## **Speaking and Listening**

### **Students will be able to:**

- 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.
  - Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
  - Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
  - Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.





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- Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
- Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).
- Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate

## Language

### **Students will be able to:**

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - Ensure that pronouns are in the proper case (subjective, objective, possessive).
  - Use intensive pronouns (e.g., *myself*, *ourselves*).
  - Recognize and correct inappropriate shifts in pronoun number and person.
  - Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
  - Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
  - Spell correctly.
- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
  - Maintain consistency in style and tone.



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Assessments	Resources
<ul style="list-style-type: none"><li>● Teacher Observation (whole class instruction and/or discussion)Small-group instruction</li><li>● Textbook Worksheets</li><li>● Reader’s/Writer’s Workshop/Centers</li><li>● Guided Reading</li><li>● Short constructed response questions</li><li>● Rubrics</li><li>● Quizzes</li><li>● Journals</li><li>● Essays</li><li>● Quick writes</li><li>● Summative chapter tests</li><li>● Benchmark Assessments</li><li>● Projects</li><li>● Portfolio</li><li>● Exit Slips</li><li>● Do-Nows</li><li>● Graphic Organizers</li><li>● Presentations</li><li>● Powerpoints</li><li>● Webquests</li><li>● Fishbowl Discussions</li></ul>	<p><b><u>Reading:</u></b></p> <ul style="list-style-type: none"><li>● <b>Textbook: Prentice Hall Literature: Language and Literacy ©2010</b></li><li>● <b><i>The Seven Habits of Highly Effective Teens</i> by Sean Covey</b><ul style="list-style-type: none"><li>○ Possible Argument/Persuasive Texts - Research for argument paper</li><li>○ <a href="#">Is Homework Good For Kids: Here's what the Research Says - Time Magazine</a></li><li>○ <a href="#">Research Spotlight on Homework</a></li><li>○ <a href="#">Why Homework Should be Balanced</a> - Edutopia</li></ul></li><li>● <b>Newsela articles</b><ul style="list-style-type: none"><li>○ text structure (compare/contrast, cause/effect, problem/solution, explanatory, sequential)</li><li>○ citing evidence</li><li>○ main idea/details</li></ul></li><li>● <b>Scholastic Magazine articles</b></li><li>● <b>Independent Reading: Biography/Autobiography</b></li></ul> <p><b><u>Poetry</u></b> Selected poetry should be read and discussed daily/weekly in an effort to:</p> <ul style="list-style-type: none"><li>● instill a love of poetry</li><li>● expose students to various poets</li><li>● explore poetic form and structure</li></ul>



# ROCHELLE PARK SCHOOL DISTRICT

- Literature Circles
- Book Clubs
- Homework/Classwork
- Anecdotal Notes
- Student Conferencing (student-student and student-teacher)
- Peer Assessment
- Self-Assessment
- Computer-Based Assessments:
  - IXL
  - Kahoot!
  - Measuring Up Live
  - Actively Learn

- identify literary devices
- discuss universal themes
- analyze for meaning
- become more fluent speakers and more attentive listeners

*Poetry for Young People Series*, Sterling Publishing, 2006 (Author include Langston Hughes, Emily Dickinson, Maya Angelou, Wallace Stevens, Robert Frost, Robert Louis Stevenson, Carl Sandburg, Walt Whitman, William Carlos Williams, and several more poets)

**Writing:** Argument - The Homework Debate

- Nancie Atwell *Lessons that Change Writers*
- Units of Study in Argument, Information, and Narrative Writing, Grade 8 (Calkins)
- Vocabulary Workshop Level A



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Differentiated Instruction		Interdisciplinary Connections
RTI/ELL	Enrichment	
<ul style="list-style-type: none"><li>● Menu activities</li><li>● Extra time for assigned tasks</li><li>● Multi-sensory approach to instruction, assignments, and activities</li><li>● Adjust length of assignment</li><li>● Multiple response strategies</li><li>● Repeat, clarify, or reword directions</li><li>● Small group instruction</li><li>● Read directions aloud</li><li>● Consistent routine</li><li>● Mini-breaks between tasks</li><li>● Provide warning for transitions</li><li>● Frequent feedback</li><li>● Modify/Diversify resources (ex: Newsela)</li><li>● Modify level of learning tasks</li></ul>	<ul style="list-style-type: none"><li>● Frequent feedback</li><li>● Modify/Diversify resources (ex: Newsela)</li><li>● Modify level of learning tasks</li><li>● Menu activities</li><li>● Adjust length of assignment</li><li>● Extension activities</li><li>● High-level thinking and analysis questions and discussions</li><li>● Independent student options</li><li>● Advanced vocabulary opportunities</li></ul>	<p><u>Biography Research:</u> While studying the elements of non-fiction text, students will independently read a biography on a person who has positively contributed to our g and identify 2- 3 "Habits The research will allow students to explore the types of contributions people have made to our societies across many domains.</p>



# ROCHELLE PARK SCHOOL DISTRICT

**Midland School #1**  
**English Language Arts Curriculum**  
**Grade 6**  
**Unit 2**

<b>Grade: 6</b>	<b>Content: English Language Arts</b>
<b>Topic: Literature/Narrative Writing</b>	<b>Time Frame: 8 weeks</b>
<b><u>NJSLS Progress Indicators:</u></b> RL.6.1, RL.6.2, RL6.3, RL6.4, RL6.5, RL6.6, RL6.7, W.6.3a, W.6.3b, W.6.3c, W.6.4, W.6.5, W.6.6, W.6.9a, W.6.10, SL6.1, SL.6.1a, SL.6.1b, SL6.2, SL.6.6, L.6.1a, L.6.1b, L.6.2a, L.6.2b, L.6.4b, L.6.4c.d., L.6.6	

<b>Enduring Understandings</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>● Literature is an opportunity to explore life and experiences through a different perspective.</li> <li>● Readers develop a deeper understanding through reflection of text.</li> <li>● Literary techniques such as sound, figurative language, and graphics enrich originality in text.</li> <li>● The author’s purpose in narrative text is delineated through the use of tone, mood, plot, development, and theme.</li> </ul>	<ul style="list-style-type: none"> <li>● What are the characteristics or elements that cause a piece of literature to endure?</li> <li>● How do readers analyze text closely and respond to various aspects of literary texts by citing evidence?</li> <li>● What elements are needed to develop and write an effective narrative?</li> <li>● What is the purpose of narrative writing and how do I organize and develop my thinking?</li> </ul>



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- Writing is a process.
- Authors write with a purpose that is supported and enhanced through various organizational structures and patterns.
- Written communication and proper grammar mechanics promote fluency of communication.
- Writers have a purpose for writing.
- Speakers adapt speech to a variety of contexts and tasks.
- Speaking and listening skills improve communication and understanding.

- How can the writing process strengthen your writing?
- How can I use technology to share my writing with others?
- How do I pace my writing as it relates to the task and purpose?
- How and why are structure and mechanics important to writing?
- What effect does word choice have on my writing?
- How do improved listening and speaking skills foster clear communication?
- Why do I adapt my communication to different purposes and audiences?

## Knowledge and Skills

### Students will be able to:

- Cite textual evidence to support analysis of what the text says as well as inferences made from the text
- 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 judgements
- 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
- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone.
- 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.
- Explain how an author develops the point of view of the narrator or speaker in a text.



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- Compare and contrast the experience of reading a story, drama, or poem to listen 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.
- 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; organizer an event sequence that unfolds naturally and logically.
  - Use narrative techniques, such as dialogue, pacing, and description to develop experiences, events, and/or characters.
  - Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
  - Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
  - Provide a conclusion that follows from the narrated experiences or events.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 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.
- Using 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 single sitting.
- Draw evidence from literary or informational text to support analysis, reflection, and research.
  - Apply grade 6 Reading standards to literature in terms of their approaches to similar themes and topics.
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.
- 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.
  - Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
  - Pose and respond to specific questions with elaboration and details by making comments that contribute to the topic, text, or issue under discussion.



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- Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- Interpret information presented in diverse media and formats (visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements
  - Spell correctly.
- Use knowledge of language and its conventions when writing, speaking, reading or listening.
  - Vary sentence patterns for meaning, reader/listener interest, and style.
  - Maintain consistency in style and tone
- 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 as a clue to the meaning of a word or phrase.
  - Use common grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (audience, auditory, audible)
  - Consult reference materials (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.
  - Verify the preliminary determination of the meaning of a word or phrases
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
  - Interpret figures of speech
  - use the relationship between particular words to better understand each of the words.
  - Distinguish among the connotations (associations) of words with similar denotations (definitions)
- 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 expression.





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Assessments	Resources
<ul style="list-style-type: none"><li>● <a href="#">Reading Level Benchmark Assessments</a> The Reading and Writing Project</li><li>● <a href="#">Benchmark Assessment:</a> Achieve the Core ELA Informational Text</li><li>● <a href="#">Benchmark Assessment:</a> NJ Model Curriculum ELA Informational Text</li><li>● Teacher Observation (whole class instruction and/or discussion) Small-group instruction</li><li>● Textbook Worksheets</li><li>● Reader's/Writer's Workshop/Centers</li><li>● Guided Reading</li><li>● Short constructed response questions</li><li>● Rubrics</li><li>● Quizzes</li><li>● Journals</li><li>● Essays</li><li>● Quick writes</li><li>● Summative chapter tests</li><li>● Benchmark Assessments</li><li>● Projects</li><li>● Portfolio</li></ul>	<p><b>Reading:</b></p> <ul style="list-style-type: none"><li>● <b>Textbook: Prentice Hall Literature: Language and Literacy ©2010</b></li><li>● <b>Possible Short Stories for teaching Reading Signposts (Beers &amp; Probst)</b><ul style="list-style-type: none"><li>○ "The All American Slurp" by Lensey Namioka</li><li>○ "The Circuit" by Francisco Jimenez</li><li>○ "Tuesday of the Other June" by Norma Fox Mazer</li><li>○ "Sound of Summer Running" by Ray Bradbury</li><li>○ "Eleven" by Sandra Cisneros</li><li>○ "Priscilla and the Wimps" by Richard Peck</li><li>○ "Flowers and Freckle Cream" by Elizabeth Ellis</li><li>○ "Charles" by Shirely Jackson</li><li>○ "My Grandmother's Hair" by Cynthia Rylant</li><li>○ "Who Are You Today, Maria" by Judith Ortiz Cofer</li></ul></li><li>● <b>Novel Unit: <i>The Great Gilly Hopkins</i></b> by Katherine Paterson</li><li>● <b>Poetry</b> Selected poetry should be read and discussed daily/weekly in an effort to:<ul style="list-style-type: none"><li>○ instill a love of poetry</li><li>○ expose students to various poets</li><li>○ explore poetic form and structure</li><li>○ identify literary devices</li><li>○ discuss universal themes</li></ul></li></ul>



# ROCHELLE PARK SCHOOL DISTRICT

- Exit Slips
- Do-Nows
- Graphic Organizers
- Presentations
- Powerpoints
- Webquests
- Fishbowl Discussions
- Literature Circles
- Book Clubs
- Homework/Classwork
- Anecdotal Notes
- Student Conferencing (student-student and student-teacher)
- Peer Assessment
- Self-Assessment
- Computer-Based Assessments:
  - IXL
  - Kahoot!
  - Measuring Up Live
  - Actively Learn

- analyze for meaning
- become more fluent speakers and more attentive listeners

*Poetry for Young People Series*, Sterling Publishing, 2006  
(Author include Langston Hughes, Emily Dickinson, Maya Angelou, Wallace Stevens, Robert Frost, Robert Louis Stevenson, Carl Sandburg, Walt Whitman, William Carlos Williams, and several more poets)

- **Scholastic Scope Magazine**

**Writing Workshop: Personal Narrative**

- Nancie Atwell *Lessons that Change Writers*
- Units of Study in Argument, Information, and Narrative Writing, Grade 6 (Calkins)

**Language and Word Study**

- Vocabulary Workshop Level A
- [IXL](#) - Language Arts 6th Grade
- [Grammar Skills](#)



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Differentiated Instruction		Interdisciplinary Connections
RTI/ELL	Enrichment	
<ul style="list-style-type: none"> <li>● Menu activities</li> <li>● Extra time for assigned tasks</li> <li>● Multi-sensory approach to instruction, assignments, and activities</li> <li>● Adjust length of assignment</li> <li>● Multiple response strategies</li> <li>● Repeat, clarify, or reword directions</li> <li>● Small group instruction</li> <li>● Read directions aloud</li> <li>● Consistent routine</li> <li>● Mini-breaks between tasks</li> <li>● Provide warning for transitions</li> <li>● Frequent feedback</li> <li>● Modify/Diversify resources (ex: Newsela)</li> <li>● Modify level of learning tasks</li> </ul>	<ul style="list-style-type: none"> <li>● Frequent feedback</li> <li>● Modify/Diversify resources (ex: Newsela)</li> <li>● Modify level of learning tasks</li> <li>● Menu activities</li> <li>● Adjust length of assignment</li> <li>● Extension activities</li> <li>● High-level thinking and analysis questions and discussions</li> <li>● Independent student options</li> <li>● Advanced vocabulary opportunities</li> </ul>	<p><b><u>Social and Emotional Learning:</u></b>  <i>The Great Gilly Hopkins</i> by Katherine Paterson            Themes and topics for discussion and research include the causes and effects of foster care.</p> <p>Additional Resources Include:</p> <ul style="list-style-type: none"> <li>● Social and Emotional Learning through Literature - <a href="#">Bank Street College of Education</a> : "Great children's and young adult literature, like other powerful art forms, enables young people to envision and emotionally connect to events and life experiences that may be the same or quite different than their own. Stories about individuals who have been marginalized because of class, race, gender, family organization, nationality, immigration status, physical, social or mental disorders, gender identification and sexual orientation, for example, allow readers to tap into the universality of such characters, rather than viewing them</li> </ul>



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		<p>as “the other.”</p> <ul style="list-style-type: none"><li>• Possible "Team Building" character education projects could include a charitable contribution to "<a href="#">Together we Rise</a>", a non-profit charity for foster children within the United States.</li></ul>
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# ROCHELLE PARK SCHOOL DISTRICT

## Midland School #1 English Language Arts Curriculum

### Grade 6

### Unit 3

<b>Grade: 6</b>	<b>Content: English Language Arts</b>
<b>Topic: Reading Informational Text/ Writing Informative and Explanatory</b>	<b>Time Frame: 8 weeks</b>
<b><u>NJSLS: Progress Indicators</u></b> RI.6.1, RI.6.2, RI.6.3. RI.6.4, RI.6.5, RI.6.6, RI.6.9, W.6.2 a-f, W.6.4, W.6.5, W.6.6, W.6.7, W.6.8, W.6.9b, W.6.10, SL.6.1a-d, SL.6.2, SL.6.6; L.6.1a-b, L.6.2a-b, L.6.3 L.6.4a-d, L.6.6	

<b>Enduring Understandings</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>• Reading informational text is a process that includes applying a variety of strategies to comprehend, interpret and evaluate texts critically.</li> <li>• References from texts provide evidence to support judgments made about why and how the text was developed and considers the content, organization, and form.</li> <li>• All citizens need to critically consider messages provided through a variety of media in order to make informed decisions.</li> <li>• Knowledge of textual and graphic features aid in text comprehension</li> </ul>	<ul style="list-style-type: none"> <li>• How does informational text impact our lives and our communities?</li> <li>• Why do we read and write informational and procedural texts?</li> <li>• What are the different forms of informational/explanatory texts and how are they organized?</li> <li>• How do graphics and text features add to or detract from informational text?</li> <li>• How and why do I let my reader know where my information came from?</li> </ul>



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- Structural elements such as context, meaningful order of ideas, transitional elements, and conclusion all help make meaning clear for the reader.
- The writing process is a helpful tool in constructing and demonstrating meaning of content (whether personal, expressive, academic, or practical) through writing.
- Standard grammar and usage are important in making meaning clear to the reader
- Writers need to document sources/give credit for the ideas of others.
- Speakers adapt speech to a variety of contexts and tasks.
- Speaking and listening skills improve communication and understanding.

- How do I keep track of all of my sources and notes? Why is this necessary?
- How can the writing process strengthen your writing?
- How can I use technology to share my writing with others?
- How do I pace my writing as it relates to the task and purpose?
- How and why are structure and mechanics important to writing?
- What effect does word choice have on my writing?
- How do improved listening and speaking skills foster clear communication?
- Why do I adapt my communication to different purposes and audiences?

## Student Learning Objectives

### **Reading: Informational**

#### **Students will be able to:**

- Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn in grade 6 text(s).
- Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas.
- Provide an objective summary of the text.
- Analyze how a text makes connections among and distinctions between individuals, ideas and/or events.
- Determine the meaning of words and phrases as they are used in a 6th grade text, including figurative, connotative, and technical meanings.



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- Analyze how a particular sentence, paragraph, chapter or section first into the overall structure of a text and contributes to the development of ideas.
- Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
- 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: Informational**

### **Students will be able to:**

- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection of relevant content.
  - Introduce a topic; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast, and cause/effect.
  - Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
  - Use appropriate transitions to clarify the relationships among ideas and concepts.
  - Establish and maintain a formal style when writing.
  - Use precise language and domain-specific vocabulary to inform about or explain the topic when writing informative/explanatory text.
- Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- 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, focusing on how well purpose has been addressed.
- Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.
  - Apply grade 6 Reading standards to literary nonfiction
- Write routinely over extended time frames (times for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

## **Speaking and Listening**

### **Students will be able to:**



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- 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, follow rules for collegial discussions, pose questions, respond to others' questions and comments with relevant evidence, and acknowledge new information expressed by others, qualifying or justifying their own views in light of the evidence presented.
- Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind a presentation.
- Adapt speech to a variety of contexts

## **Language:**

- Demonstrate command of the conventions of standard English to spell correctly and when writing.
  - Explain the function of pronouns in general and their function in particular sentences.
  - Ensure that pronouns are in the proper case (subjective, objective, possessive.)
  - Use intensive pronouns (myself, ourselves)
  - Use punctuation (comma, ellipsis, dash) to ensure indicate a pause or break.
  - Spell correctly
- Use the knowledge of language and its conventions when writing, speaking, reading, or listening.
  - Vary sentence patterns for meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content.
  - Maintain consistency in style and tone.
- 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.
  - 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.





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Assessments	Resources
<ul style="list-style-type: none"><li>● <a href="#">Benchmark Assessment</a> : Achieve the Core Sample Benchmark / Reading Literature</li><li>● <a href="#">Benchmark Assessment</a> : NJ Model Curriculum / Reading Literature</li><li>● <a href="#">Reading Level Benchmark Assessments</a> The Reading and Writing Project</li><li>● Teacher Observation (whole class instruction and/or discussion)</li><li>● Small-group instruction</li><li>● Textbook Worksheets</li><li>● Reader's/Writer's Workshop/Centers</li><li>● Guided Reading</li><li>● Short constructed response questions</li><li>● Rubrics</li><li>● Quizzes</li><li>● Journals</li><li>● Essays</li><li>● Quick writes</li><li>● Summative chapter tests</li><li>● Benchmark Assessments</li><li>● Projects</li><li>● Portfolio</li><li>● Exit Slips</li><li>● Do-Nows</li><li>● Graphic Organizers</li></ul>	<p><b><u>Reading</u></b></p> <ul style="list-style-type: none"><li>● <b>Textbook: Prentice Hall Literature: Language and Literacy ©2010</b></li><li>● <b>Novel Unit: <i>Claudette Colvin</i></b> by Phillip Hoose</li><li>● <b>Scholastic Scope Articles</b></li><li>● <b>Newsela Articles</b></li><li>● <b>Independent Reading:</b><ul style="list-style-type: none"><li>○ Informational Non-fiction books</li><li>○ Biography - Famous African Americans</li></ul></li></ul> <p><b><u>Poetry</u></b></p> <p>Selected poetry should be read and discussed daily/weekly in an effort to:</p> <ul style="list-style-type: none"><li>● instill a love of poetry</li><li>● expose students to various poets</li><li>● explore poetic form and structure</li><li>● identify literary devices</li><li>● discuss universal themes</li><li>● analyze for meaning</li><li>● become more fluent speakers and more attentive listeners</li></ul> <p><b><i>Poetry for Young People Series</i></b>, Sterling Publishing, 2006 (Author include Langston Hughes, Emily Dickinson, Maya Angelou, Wallace Stevens, Robert Frost, Robert Louis Stevenson, Carl Sandburg, Walt Whitman, William Carlos Williams, and several more poets)</p> <p><b><u>Writing: Informational / Research</u></b></p>



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<ul style="list-style-type: none"> <li>● Presentations</li> <li>● Powerpoints</li> <li>● Webquests</li> <li>● Fishbowl Discussions</li> <li>● Literature Circles</li> <li>● Book Clubs</li> <li>● Homework/Classwork</li> <li>● Anecdotal Notes</li> <li>● Student Conferencing (student-student and student-teacher)</li> <li>● Peer Assessment</li> <li>● Self-Assessment</li> <li>● Computer-Based Assessments:             <ul style="list-style-type: none"> <li>○ IXL</li> <li>○ Kahoot!</li> <li>○ Measuring Up Live</li> <li>○ Actively Learn</li> </ul> </li> </ul>	<p>(explanatory, cause/effect, compare/contrast, problem/solution, literary analysis)</p> <ul style="list-style-type: none"> <li>● Nancie Atwell <i>Lessons that Change Writers</i></li> <li>● Units of Study in Argument, <b>Information</b>, and Narrative Writing, Grade 8 (Calkins)</li> <li>● <a href="#">Middle School Writing Prompts</a></li> </ul> <p><b><u>Language and Word Study</u></b></p> <ul style="list-style-type: none"> <li>● Vocabulary Workshop Level A</li> <li>● <a href="#">Grammar Bytes</a></li> <li>● <a href="#">IXL</a> - Language Arts Exercises</li> </ul>
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Differentiated Instruction		Interdisciplinary Connections
RTI/ELL	Enrichment	
<ul style="list-style-type: none"> <li>● Menu activities</li> <li>● Extra time for assigned tasks</li> </ul>	<ul style="list-style-type: none"> <li>● Frequent feedback</li> <li>● Modify/Diversify resources (ex: Newsela)</li> <li>● Modify level of learning tasks</li> </ul>	<p><b>Research:</b> During the reading of <i>Claudette Colvin</i>, students will engage in a Civil Rights research project. Students will choose a topic,</p>



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<ul style="list-style-type: none"><li>● Multi-sensory approach to instruction, assignments, and activities</li><li>● Adjust length of assignment</li><li>● Multiple response strategies</li><li>● Repeat, clarify, or reword directions</li><li>● Small group instruction</li><li>● Read directions aloud</li><li>● Consistent routine</li><li>● Mini-breaks between tasks</li><li>● Provide warning for transitions</li><li>● Frequent feedback</li><li>● Modify/Diversify resources (ex: Newsela)</li><li>● Modify level of learning tasks</li></ul>	<ul style="list-style-type: none"><li>● Menu activities</li><li>● Adjust length of assignment</li><li>● Extension activities</li><li>● High-level thinking and analysis questions and discussions</li><li>● Independent student options</li><li>● Advanced vocabulary opportunities</li></ul>	<p>engage in the research process, and create "pages" for a class book. Students will explore various informational text features to include in the book (headings, text boxes, index, table of contents, graphics, tables/charts, etc.)</p> <p>Possible resource informational books include:</p> <ul style="list-style-type: none"><li>● <i>The Civil Rights Movement</i> by Jennifer Zeiger</li><li>● <i>Heroes of the Civil War</i> by David Adler</li><li>● <i>Civil Rights Movement</i> by Heather Adamson</li><li>● <i>10 True Tales: Young Civil Rights Heroes</i> by Allan Zullo</li><li>● <i>Extraordinary People of the Civil Rights Movement</i> by Shelia Jackson Hardy</li></ul>
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# ROCHELLE PARK SCHOOL DISTRICT

## Midland School #1 English Language Arts Curriculum Grade 8 Unit 4

<b>Grade: 6</b>	<b>Content: English Language Arts</b>
<b>Topic: Reading Literature/Narrative Writing</b>	<b>Time Frame: 8 weeks</b>
<b><u>NJSLS Progress Indicators:</u></b> RL.6.1, RL.6.2, RL.6.3, RL.6.4, RL.6.5, RL.6.6, RL.6.7, RL.6.9, RL.6.10, W.6.3a, W.6.3b., W.6.3c., W.6.3d, W.6.3e., W.6.4, W.6.5, W.6.6, W.6.7, W.6.8, W.6.9a, W.6.10, SL.6.1(a-d), SL.6.2, SL.6.4, SL.6.5, SL.6.6, L.6.1 (2a-e) L.6.3, L.6.2(a-b, L.6.4(a-d), L.6.5(a-c), L.6.6	

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> <li>• The mystery genre fictional elements such as suspense, red herrings, descriptive mood and language, and strong conclusions.</li> <li>• Drama is a unique literary form written to be performed in front of an audience.</li> <li>• Elements of drama help to bring a story to life.</li> <li>• Writing is a process.</li> <li>• Good writers use a repertoire of strategies that enable them to craft a fictional narrative.</li> <li>• Written communication and proper grammar mechanics promote fluency of communication</li> </ul>	<ul style="list-style-type: none"> <li>• What is are the elements of mystery writing?</li> <li>• Why do people like suspense?</li> <li>• How does an author build suspense in a mystery story?</li> <li>• What is drama and what literary elements (i.e., plot, theme, character, setting, point of view) are utilized in drama?</li> <li>• How does drama differ from other literary genres?</li> <li>• What strategies can writers consider and utilize when writing a fictional narrative?</li> <li>• How do improved listening and speaking skills foster</li> </ul>



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- Speaking and listening skills improve communication and understanding.

- clear communication?
- How and why are structure and mechanics important to writing?

## Knowledge and Skills

### Reading: Literature

#### Students will be able to:

- Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 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
- 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.
- 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.
- 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
- Explain how an author develops the point of view of the narrator or speaker in a text.
- 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.
- Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to



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similar themes and topics.

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

## **Writing: Narratives**

### **Students will be able to:**

- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
  - A. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
  - B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
  - C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
  - D. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
  - E. Provide a conclusion that follows from the narrated experiences or events.
- Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.
- 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.
- 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.
- Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or



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paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

- Draw evidence from literary or informational texts to support analysis, reflection, and research.
  - A. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).
- Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## **Speaking and Listening**

Students will be able to:

- 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.
  - A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
  - B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
  - C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
  - D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
- Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors
- Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.



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- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - A. Ensure that pronouns are in the proper case (subjective, objective, possessive).
  - B. Use intensive pronouns (e.g., myself, ourselves).
  - C. Recognize and correct inappropriate shifts in pronoun number and person.
  - D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
  - E. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
  - A. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
  - B. Spell correctly
- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - A. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
  - B. Maintain consistency in style and tone.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
  - A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
  - B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
  - C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
  - D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
  - A. Interpret figures of speech (e.g., personification) in context.
  - B. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
  - C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy,





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scrimping, economical, un wasteful, thrifty).

- 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.

Assessments	Resources
<ul style="list-style-type: none"> <li>● <a href="#">Benchmark Assessment</a> : Achieve the Core / Literature Assessment</li> <li>● <a href="#">Reading Level Benchmark Assessments</a> The Reading and Writing Project</li> <li>● Teacher Observation (whole class instruction and/or discussion) Small-group instruction</li> <li>● Textbook Worksheets</li> <li>● Reader’s/Writer’s Workshop/Centers</li> <li>● Guided Reading</li> <li>● Short constructed response questions</li> <li>● Rubrics</li> <li>● Quizzes</li> <li>● Journals</li> <li>● Essays</li> <li>● Quick writes</li> <li>● Summative chapter tests</li> <li>● Benchmark Assessments</li> </ul>	<p><b><u>Reading:</u></b></p> <ul style="list-style-type: none"> <li>● <b>Textbook: Prentice Hall Literature: Language and Literacy ©2010</b></li> <li>●</li> </ul> <p><b>Possible resources include:</b></p> <ul style="list-style-type: none"> <li>● <b>Novel Unit: <i>The Westing Game</i></b> by Ellen Raskin</li> <li>● Possible Book clubs: <ul style="list-style-type: none"> <li>○ <i>Three Times Lucky</i> by Shiela Turnage</li> <li>○ <i>When You Reach Me</i></li> <li>○ <i>The Secret Life of Mrs. Finkelman</i> by Ben Winters</li> <li>○ <i>The Graveyard Book</i> by Neil Gaiman</li> <li>○ <i>Strike Three You're Dead</i> by Josh Berk</li> <li>○ <i>Kiki Strike</i> by Kirsten Miller</li> <li>○ <i>Flush</i> by Carl Hiassan</li> <li>○ <i>Fuzzy Mud</i> by Louis Sachar</li> <li>○ <i>Theodore Boone</i> by John Grisham</li> </ul> </li> <li>● Drama <ul style="list-style-type: none"> <li>○ <a href="#">"Monsters are due on Maple Street" by Rod</a></li> </ul> </li> </ul>



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- Projects
- Portfolio
- Exit Slips
- Do-Nows
- Graphic Organizers
- Presentations
- Powerpoints
- Webquests
- Fishbowl Discussions
- Literature Circles
- Book Clubs
- Homework/Classwork
- Anecdotal Notes
- Student Conferencing (student-student and student-teacher)
- Peer Assessment
- Self-Assessment
- Computer-Based Assessments:
  - IXL
  - Kahoot!
  - Measuring Up Live
  - Actively Learn

## Serling

### **Independent Reading: Mysteries (Fiction and/or non-fiction)**

#### **Poetry**

Selected poetry should be read and discussed daily/weekly in an effort to:

- instill a love of poetry
- expose students to various poets
- explore poetic form and structure
- identify literary devices
- discuss universal themes
- analyze for meaning
- become more fluent speakers and more attentive listeners

***Poetry for Young People Series***, Sterling Publishing, 2006 (Author include Langston Hughes, Emily Dickinson, Maya Angelou, Wallace Stevens, Robert Frost, Robert Louis Stevenson, Carl Sandburg, Walt Whitman, William Carlos Williams, and several more poets)

#### **Writing Workshop: Mystery Writing**

- *The Mysteries of Harris Burdick* by Chris Van Allsburg
  - [Picture Prompts](#)
- Nancie Atwell *Lessons that Change Writers*
- Units of Study in Argument, Information, and Narrative Writing, Grade 6 (Calkins)

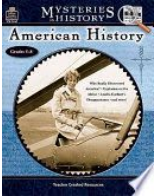
#### **Language and Word Study**

- Vocabulary Workshop Level A
- [Grammar Bytes](#)



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- [IXL](#) - Language Arts Exercises

Differentiated Instruction		Interdisciplinary Connections
RTI/ELL	Enrichment	
<ul style="list-style-type: none"> <li>• Menu activities</li> <li>• Extra time for assigned tasks</li> <li>• Multi-sensory approach to instruction, assignments, and activities</li> <li>• Adjust length of assignment</li> <li>• Multiple response strategies</li> <li>• Repeat, clarify, or reword directions</li> <li>• Small group instruction</li> <li>• Read directions aloud</li> <li>• Consistent routine</li> <li>• Mini-breaks between tasks</li> <li>• Provide warning for transitions</li> <li>• Frequent feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Frequent feedback</li> <li>• Modify/Diversify resources (ex: Newsela)</li> <li>• Modify level of learning tasks</li> <li>• Menu activities</li> <li>• Adjust length of assignment</li> <li>• Extension activities</li> <li>• High-level thinking and analysis questions and discussions</li> <li>• Independent student options</li> <li>• Advanced vocabulary opportunities</li> </ul>	<p><u>Research</u>: Students will research a "History Mystery" and prepare a written and multi-media presentation on one of</p> <p>Possible resources include:</p> <p>Teacher Created Resources:</p> <ul style="list-style-type: none"> <li>• Mysteries in History: Ancient History</li> <li>• Mysteries in History: American History</li> <li>• Mysteries in History: World History</li> </ul> 



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<ul style="list-style-type: none"><li>• Modify/Diversify resources (ex: Newsela)</li><li>• Modify level of learning tasks</li></ul>		<ul style="list-style-type: none"><li>•  History Channel Video</li><li>• <i>National Geographic Mysteries of History Hardcover</i> by <a href="#">Robert Stewart</a> (Author)</li></ul>
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# ROCHELLE PARK SCHOOL DISTRICT

## Midland School

### Grade 6

### English Language Arts Curriculum

### Unit 5

<b>Grade: 6</b>	<b>Content: English Language Arts</b>
<b>Topic: Reading Literature &amp; Information/Writing Literary Argument</b>	<b>Time Frame: 8 weeks</b>
<p><b><u>CCSS Progress Indicators:</u></b>  <b>RL.6.1, RL.6.2, RL.6.3, RL.6.4, RL.6.5, RL.6.6, RL. 6.9 , RL.6.10, R.I.6.1 , R.I.6.2, R.I.6.3, R.I.6.4,R.I.8.5, R.I.6.6,R.I.6.7,R.I.6.8, R.I.6.9, R.I.6.10, W.6.3 (a-e), W.6.4, W.6.5, W.6.6, W.6.10, SL.6.1.(a-d), SL,6.2, SL. 6.4, SL.6.5, SL.6.6, L.6.1 (a-e), L.6.2 (a-b), L.6.3, L.6.4 (a-d), L.6.5(a-c)</b></p>	

<b>Enduring Understandings</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>• Stories that are passed on through the oral tradition illustrate culture while also helping to shape culture.</li> <li>• Fantasy stories use imaginative characters and plots to teach a moral or lesson.</li> <li>• Fantasy authors use made-up worlds and situations to make a statement about and/or satirize the real society that we live in.</li> <li>• Book clubs help students become stronger readers by combining collaborative learning with student centered inquiry.</li> </ul>	<ul style="list-style-type: none"> <li>• In what ways does folklore illustrate the belief systems and customs of the cultures that create them?</li> <li>• What truths about the world does fantasy literature uncover? How does fantasy literature help us better understand ourselves?</li> <li>• What is the purpose of a book club?</li> <li>• What behaviors in a book club will help to elicit and</li> </ul>



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- Readers develop a deeper understanding of text through personal reflection and discussion with peers.
- Standard grammar and usage are important in making meaning clear to the reader
- Writers need to document sources/give credit for the ideas of others.
- Speakers adapt speech to a variety of contexts and tasks.
- Speaking and listening skills improve communication and understanding

sustain meaningful conversations with their peers?

- How will participating in a book club deepen my reading experiences?
- What criteria makes a literary argument effective?
- How can I use technology to share my reading and writing with others?
- How and why are structure and mechanics important to writing?
- What effect does word choice have on my writing?
- How do improved listening and speaking skills foster clear communication?

## Student Learning Objectives

### Reading: Literature

#### Students will be able to:

- Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 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.
- 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.
- 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.
- Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the



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development of the theme, setting, or plot.

- Explain how an author develops the point of view of the narrator or speaker in a text.
- By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

## **Writing: Explanatory and Narrative**

### **Students will be able to:**

- 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 and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.
  - Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
  - Use appropriate transitions to clarify the relationships among ideas and concepts.
  - Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - Establish and maintain a formal/academic style, approach, and form.
  - Provide a concluding statement or section that follows from the information or explanation presented.
- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
  - Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
  - Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
  - Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
  - Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
  - Provide a conclusion that follows from the narrated experiences or events.
- Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)



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- 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.
- 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.
- Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- 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.
- Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## **Speaking and Listening**

### **Students will be able to:**

- 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.
  - Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
  - Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
  - Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing
- Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
- Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
- Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main





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ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).

- Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

## Language

### **Students will be able to:**

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - Ensure that pronouns are in the proper case (subjective, objective, possessive).
  - Use intensive pronouns (e.g., *myself*, *ourselves*).
  - Recognize and correct inappropriate shifts in pronoun number and person.
  - Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
  - Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
  - Spell correctly
- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
  - Maintain consistency in style and tone.
- 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.
  - Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience*, *auditory*, *audible*).
  - 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.
  - 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).



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- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings
  - Interpret figures of speech (e.g., personification) in context.
  - Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
  - Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy*, *scrimping*, *economical*, *unwasteful*, *thrifty*).
- 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.

Assessments	Resources
<ul style="list-style-type: none"> <li>● <a href="#">Benchmark Assessment</a>: NJ Model Curriculum Assessment - Literature</li> <li>● <a href="#">Reading Level Benchmark Assessments</a> The Reading and Writing Project</li> <li>● Teacher Observation (whole class instruction and/or discussion) Small-group instruction</li> <li>● Textbook Worksheets</li> <li>● Reader's/Writer's Workshop/Centers</li> <li>● Guided Reading</li> <li>● Short constructed response questions</li> <li>● Rubrics</li> </ul>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>● <b>Textbook: Prentice Hall Literature: Language and Literacy ©2010</b></li> <li>● <b>Folktales - Possible Texts</b> <ul style="list-style-type: none"> <li>○ "The Three Wishes" by Ricardo E. Algeria</li> <li>○ "The Stone" by Lloyd Alexander</li> <li>○ "The Tiger Who Would Be King" by James Thurber</li> <li>○ "The Ant and the Dove" by Leo Tolstoy</li> <li>○ "The Lion and the Bulls" by Aesop</li> <li>○ Anasi Stories</li> <li>○ Selected stores from Aesop's Fables</li> <li>○ Selected stories from <i>Fables for Our Time</i> by</li> </ul> </li> </ul>



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- Quizzes
- Journals
- Essays
- Quick writes
- Summative chapter tests
- Benchmark Assessments
- Projects
- Portfolio
- Exit Slips
- Do-Nows
- Graphic Organizers
- Presentations
- Powerpoints
- Webquests
- Fishbowl Discussions
- Literature Circles
- Book Clubs
- Homework/Classwork
- Anecdotal Notes
- Student Conferencing (student-student and student-teacher)
- Peer Assessment
- Self-Assessment
- Computer-Based Assessments:
  - IXL

- James Thurber
  - "Cinderella" tales from around the world
- Fantasy Book Clubs
  - *The Lightning Thief* by Rick Riordan
  - *The BFG* by Roald Dahl
  - *Mrs. Frisby and the Rats of NIHM* by Robert C. O'Brien
  - *Things Not Seen* by Andrew Clements
  - *The Lion, the Witch, and the Wardrobe* by C.S. Lewis

## **Independent Reading: Fantasy Book Clubs**

### Poetry

Selected poetry should be read and discussed daily/weekly in an effort to:

- instill a love of poetry
- expose students to various poets
- explore poetic form and structure
- identify literary devices
- discuss universal themes
- analyze for meaning
- become more fluent speakers and more attentive listeners

*Poetry for Young People Series*, Sterling Publishing, 2006 (Author include Langston Hughes, Emily Dickinson, Maya Angelou, Wallace Stevens, Robert Frost, Robert Louis Stevenson, Carl Sandburg, Walt Whitman, William Carlos Williams, and several more poets)

**Writing:** Narrative/Folktales/Pourquoi Tales - Creative Writing



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- Kahoot!
- Measuring Up Live
- Actively Learn

- Nancie Atwell *Lessons that Change Writers*
- Units of Study in Argument, Information, and Narrative Writing, Grade 6 (Calkins)

## **Language and Word Study**

- Vocabulary Workshop Level A
- [Grammar Bytes](#)
- [IXL](#) - Language Arts Exercises



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Differentiated Instruction		Interdisciplinary Connections
RTI/ELL	Enrichment	
<ul style="list-style-type: none"><li>● Menu activities</li><li>● Extra time for assigned tasks</li><li>● Multi-sensory approach to instruction, assignments, and activities</li><li>● Adjust length of assignment</li><li>● Multiple response strategies</li><li>● Repeat, clarify, or reword directions</li><li>● Small group instruction</li><li>● Read directions aloud</li><li>● Consistent routine</li><li>● Mini-breaks between tasks</li><li>● Provide warning for transitions</li><li>● Frequent feedback</li><li>● Modify/Diversify resources (ex: Newsela)</li><li>● Modify level of learning tasks</li></ul>	<ul style="list-style-type: none"><li>● Frequent feedback</li><li>● Modify/Diversify resources (ex: Newsela)</li><li>● Modify level of learning tasks</li><li>● Menu activities</li><li>● Adjust length of assignment</li><li>● Extension activities</li><li>● High-level thinking and analysis questions and discussions</li><li>● Independent student options</li><li>● Advanced vocabulary opportunities</li></ul>	<p><b>Cinderella from Around the World -</b> Students will read various "Cinderella" tales from around the world. Students will research the culture of the originating country and explain its influence within the tale's context.</p>



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