

RUTHERFORD PUBLIC SCHOOLS

GRADE 6

**ENGLISH LANGUAGE ARTS
CURRICULUM**

2016

Revision Approved by the RBOE: June 15, 2015

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INTRODUCTION

This curriculum will provide students with the opportunity to develop their viewing, listening, speaking and writing skills. Learning will be an interactive process involving both teachers and students. Students will not only master skills, but apply and utilize these skills in other areas of their studies.

Students will learn to view media with a critical eye as well as understand and use persuasive techniques employed in advertising. They will have an opportunity to use active listening skills in a variety of situations. Students will learn the skills that will enable them to speak in a clear and concise manner for different audiences and purposes. Students will understand that writing is both a process and a product. While exploring different writing forms, students will also learn mechanics and spelling. This course will encourage students in developing the aptitude and ability needed to construct meaning from written, audio, and visual text. Various learning experiences will provide students with opportunities to employ decoding and comprehension skills through discovering, clarifying and evaluating ideas. This course will encourage active involvement in the process of getting meaning beyond the literal, and will build up to and incorporate the higher level thinking skills necessary for the students to analyze, synthesize and evaluate.

Skilled reading is constructive, fluent and strategic. In order for reading to be relevant, students will be encouraged to draw upon background knowledge and prior experiences. In addition, independent silent reading, will be incorporated into the reading program. The ultimate goal of the reading curriculum is to produce readers who are thoughtful and purposeful. Reading is a skill that continues to improve through practice rather than learned though skills taught in isolation.

NEW JERSEY STUDENT LEARNING STANDARDS

The New Jersey Student Learning Standards define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.

Students advancing through the grades are expected to meet each year's grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the standards.

The NJSLs may be viewed here: <http://www.state.nj.us/education/cccs/2016/ela/>

COURSE OUTLINE

- Writing Process
 - Prewriting
 - Drafting
 - Revising
 - Editing
 - Publishing
- Writing as a Product
 - Narrative
 - Expository
 - Descriptive
 - Informative
 - Persuasive

- Report writing
- Poetry
- Writing for different purposes
- Writing for different audiences
- Exposure to literary devices (ex. simile, metaphor, dialogue, personification, onomatopoeia) and application at the sentence level
- Mechanics, Spelling, and Handwriting
 - Varied sentence structure from simple to complex
 - Grammar
 - Usage
 - Punctuation
 - Capitalization
 - Spelling
 - Handwriting-legibility in cursive or manuscript
- Vocabulary
 - knowledge of roots, prefixes and suffixes
 - synonyms, antonyms, and analogies
 - spelling
- Media
 - recognize and apply persuasive language and techniques in advertising
 - classify television programs according to genre, purpose, demographics and point of view
 - evaluate various media forms
- Communication
 - examine different forms of both verbal and non-verbal communication
 - use visual aids, media, and/or technology to enhance communication
- Listening
 - critique oral selections for speaker's choice of language, supporting ideas.
 - take notes and respond with pertinent questions to an oral presentation
- Speaking
 - participate in small groups and whole class discussion
 - support a position in an organized manner and accept the opinions of others
 - present an oral presentation with central theme, logical sequences, main ideas, supporting details to an audience of peers
 - Use verbal and non-verbal elements to maintain audience focus during an oral presentation
- Medieval Theme
 - Understand concepts of print
 - Improve decoding and word recognition skills
 - Improve fluency
 - Apply a variety of reading strategies (before, during, and after reading) (9.1.4.)
 - Focus on building higher level vocabulary and concept development
 - Develop higher level comprehension skills
 - Create a response to text
 - Apply inquiry and research based skills
 - Participate in small group and whole class discussion regarding material read
 - Utilize questioning techniques to enhance discussions
 - Contribute to discussions in appropriate ways
 - Become conscious of word choice through participation in discussions
 - Complete an oral presentation related to a theme
 - Show active listening during presentations and group discussions

- Improve listening comprehension
- Demonstrate listening comprehension through oral and written responses
- Construct meaning from a visual source of technology
- Develop a better understanding of how we live with media

- Points of View
 - Apply a variety of reading strategies (before, during, and after reading)
 - Focus on building higher level vocabulary and concept development
 - Develop higher level comprehension skills
 - Create a response to text
 - Apply inquiry and research based skills
 - Participate in small group and whole class discussion regarding material read
 - Utilize questioning techniques to enhance discussions
 - Contribute to discussions in appropriate ways
 - Become conscious of word choice through participation in discussions
 - Complete an oral presentation related to a theme
 - Show active listening during presentations and group discussions
 - Improve listening comprehension
 - Demonstrate listening comprehension through oral and written responses
 - Construct meaning from a visual source of technology

- Coming of Age
 - Apply a variety of reading strategies (before, during, and after reading)
 - Focus on building higher level vocabulary and concept development
 - Develop higher level comprehension skills
 - Create a response to text
 - Apply inquiry and research based skills
 - Participate in small group and whole class discussion regarding material read
 - Utilize questioning techniques to enhance discussions
 - Contribute to discussions in appropriate ways
 - Become conscious of word choice through participation in discussions
 - Show active listening during presentations and group discussions
 - Improve listening comprehension
 - Demonstrate listening comprehension through oral and written responses
 - Constructing meaning from a visual source of technology
 - Develop a better understanding of how we live with media

- Greek Mythology Theme
 - Apply a variety of reading strategies (before, during, and after reading)
 - Focus on building higher level vocabulary and concept development
 - Develop higher level comprehension skills
 - Create a response to text
 - Apply inquiry and research based skills
 - Participate in small group and whole class discussion regarding material read
 - Utilize questioning techniques to enhance discussions
 - Contribute to discussions in appropriate ways
 - Become conscious of word choice through participation in discussions
 - Complete an oral presentation related to a theme
 - Show active listening during presentations and group discussions

- Improve listening comprehension
- Demonstrate listening comprehension through oral and written responses
- Construct meaning from a visual source of technology
- Develop a better understanding of how we live with media

PROFICIENCY LEVEL

This curriculum is appropriate for all students in Grade 6.

METHODS OF ASSESSMENT

Student progress and achievements are assessed through a variety of formal and informal methods of assessment that include, but are not limited to, the following:

- Formal
 - Published tests
 - Teacher-made tests
 - Individual student writing portfolios
 - Homework
 - Class work
 - Class participation
 - Projects
 - Short Constructed Response
 - Standardized Testing Rubrics
 - Standardized tests
- Informal
 - Teacher observation
 - Peer evaluation
 - Teacher/student feedback
 - Class discussion
 - Self, peer, teacher collaborative feedback
 - Portfolios
 - Group/individual reports
 - Activity sheets/workbooks (publisher/teacher-made)
 - Supplemental activities.
- Teacher/Curriculum Assessment will be conducted according to the following statement: The subject teacher(s) and the English Language Arts supervisor will be in contact throughout the academic year concerning curriculum assessment. Teachers are encouraged to make suggestions for improving and changing the curriculum. The supervisor will also request an annual meeting to solicit suggestions for modifications and changes, especially in regard to meeting state approved standards.

GROUPING

Grade 6 English classes are heterogeneously grouped classes; therefore no level placement criteria apply to this course of study.

ARTICULATION/SCOPE AND SEQUENCE/TIME FRAME

Grade 6 English Language Arts is a full year course.

RESOURCES

- Speakers
 - Teachers are encouraged to contact community groups, parents, and organizations to obtain speakers to enhance the curriculum with the approval of the administration.
- References
 - Teachers may contact the English Language Arts department office and the school and local libraries for additional resources. Nearby colleges and other organizations may also be excellent resources.
- Technology
 - Use of technology will conform to the following New Jersey Core Curriculum Content Standards: (8.1.8.A.1) (8.1.8.A.2) (8.1.8.A.3) (8.1.8.A.4) (8.1.8.A.5) (8.1.8.B.1) (8.1.8.D.1) (8.1.8.D.2) (8.1.8.D.3) (8.1.8.E.1)
 - Students shall use computers to complete research and for word processing. Teachers shall use appropriate technology to enhance lessons. Students shall use computers for independent practice of developing skills and as part of the writing process.
- Supplies and Materials
 - Audio/video equipment for viewing and listening may be required.
 - In addition, art supplies for projects may also be needed.
- Textbooks
 - *Writer's Craft*, McDougall, Littel
 - *Growing Your Vocabulary: Learning from Latin and Greek Roots*. 2008. Prestwick House.
- Supplemental Reading/Texts
 - *Reading Milestones*, Pro-Ed
 - Computer software
 - Internet resources
 - Dictionaries
 - Videos/DVDs/CD's
 - Supplemental readings which enhance the curriculum may be included at teacher discretion.
 - *Poetry Everywhere* by Jack Collom and Sheryll Noethe
 - *The House on Mango Street* by Sandra Cisneros
 - *When I Was Your Age, Volume One: Original Stories About Growing Up*, Amy Ehrlich (Editor)
- Required Trade books
 - *Midnight Magic*, Avi (Medieval Theme)
 - *Walk Two Moons*, Creech (Points of View Theme)
 - *The Ghost in the Tokiado Inn*, Hobbler (Coming of Age Theme)
 - *D'Aulaire's Book of Greek Myths*, D'Aulaire (Greek Mythology Theme)
- Optional Readings/Suggested Titles
- **Medieval Theme**
 - *Parsafals Page*
 - *Rowanhood, Outlaw Girl of Sherwood Forest*
 - *Squire, His Knight and His Lady*
 - *Catherine, Called Birdy*
 - *The Midwife's Apprentice*
 - *Merlin's Mistake*
 - *I am Mordred*
- **Points of View Theme**
 - *Flipped*
 - *The Giver*

- *Gathering Blue*
- *Maniac Magee*
- *Holes*
- **Coming of Age Theme**
 - *Year of Impossible Goodbyes*
 - *Homeless Bird*
 - *Chinese Cinderella*
 - *Masada: The Last Fortress*
 - *Samir and Yontan*
- **Greek Mythology Theme**
 - *Zeus: Lord of the Sky*
 - *Heracles: Mightiest of Mortals*
 - *Heroes and Monsters of Greek Myth*
 - *Favorite Greek Myths*
 - *Adventures of Ulysses*
 - *Hercules*
 - *Tales of Ancient Greece,*
 - *The Golden Fleece*
 - *Mightiest of Mortals*
 - *A Fair Wind for Troy*
 - *Lord of the Sky*
 - *Apollo, Lord of the Sun*
 - *Two Queens of Heaven*
 - *Athena, Warrior Goddess*
 - *Odysseus in the Serpent Maze*
 - *The Trojan War*
 - *Favorite Greek Myths*
- **Fantasy Theme**
 - *So You Want to be a Wizard*
 - *The Golden Compass*
 - *A Wizard of Earthsea*
 - *Islandia*
 - *The Thief Lord*
 - *The Bad Beginning*
- **Short Story Theme**
 - *Lost and Found*
 - *Coming of Age in America: A Multicultural Anthology*
 - *Join In: Multiethnic Short Stories*
 - *American Street: A Multicultural Anthology*

Additions and/or deletions to this list may be made periodically at teacher discretion with approval of the principal(s) and/or the supervisor of English Language Arts.

METHODOLOGIES

A wide variety of methodologies will be used. The following are suggestions, not limitations, as to how the program may be implemented and facilitated. Codes refer to the New Jersey Core Curriculum Content Standards for 21st Century Life and Careers – Career Ready Practices (2014).

- Cooperative learning groups CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12

- Differentiated instruction methods CRP2, CRP6, CRP8, CRP10
- Workshop approach CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Individual assignments CRP2, CRP4
- Whole class instruction CRP2, CRP4
- Small group instruction CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Technology-aided instruction CRP2, CRP4, CRP8, CRP11
- Peer-to-peer instruction CRP1, CRP4, CRP9, CRP12

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career and life success. By end of grade 8, students will be able to:

9.2.8.B.1 – Research careers and determine attributes of career success.

9.2.8.B.2 – Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an education plan.

9.2.8.B.3 – Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

9.2.8.B.4 – Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

9.2.8.B.5 – analyze labor market trends using state and federal labor market information and other resources available online.

9.2.8.B.6 – Demonstrate understanding of the necessary preparation of legal requirements to enter the workforce.

9.2.8.B.7 – Evaluate the impact of online activities and social media on employer decisions.

SUGGESTED ACTIVITIES

- Students will keep a daily journal. Teachers may want to give students a journal prompt several times a week.
- Each Friday have a different “Poet of the Week”. Students will select and read a poem to the class and explain why they selected that poem.
- During the descriptive writing workshop, have students create travel brochures on a real or imaginary place.
- Students will rewrite a familiar fairy tale from another character’s point of view.
- Working with the librarian, research local topics in local newspapers. Have students write letters to the editor for the persuasive writing workshop.
- Create a product and ad campaign for the product including slogan, jingle, hook and commercial. If possible videotape the commercials.
- Literature circles
- Reflective journals
- Traditional comprehension tests
- Theme-related projects

INTERDISCIPLINARY CURRICULUM COORDINATION

The Grade 6 English Language Arts curriculum has numerous possibilities for interdisciplinary connections. Writing can be connected with social studies, science, and reading classes and assignments will be coordinated by the subject teachers whenever possible. Project work and research report writing can be connected with all disciplines.

DIFFERENTIATING INSTRUCTION FOR STUDENTS WITH SPECIAL NEEDS

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways as they celebrate students' prior knowledge. By providing appropriately challenging learning, teachers can maximize success for all students.

Examples of Strategies and Practices that Support:

Students with Disabilities

- Use of visual and multi-sensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Gifted & Talented Students

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven
- Real-world problems and scenarios

English Language Learners

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
 - word walls
 - sentence frames
 - think-pair-share
 - cooperative learning groups
 - teacher think-alouds

PROFESSIONAL DEVELOPMENT

Teachers will continue to improve their expertise by participating in a variety of professional development opportunities made available by the Board of Education and other organizations.

COMMON WRITING TERMINOLOGY

Term	Meaning
Writing Process	
Prewriting	Gathering Ideas
Drafting	Writing a Draft
Revising	Revising for Content
Editing	Editing for Grammar
Publishing	Producing Final Product
Creating Final Draft	Producing Final Product
Writing Terms	
Introduction	Introductory Paragraph/Statement
Hook	Attention Grabber
Thesis Statement	Statement of Purpose
Body Paragraph(s)	Reasoning Paragraph(s)
Topic Sentence	Introduction of Paragraph-Specific Content
Evidence	Supporting Details
Closing Sentence	Conclusion of Paragraph-Specific Content
Call to Action	What Should the Reader Do?
Conclusion	Concluding Paragraph
Exposition	Background/Characters/ Setting
Conflict	Internal and/or External
Rising Action	The events that lead to the climax
Climax	The pinnacle moment
Falling Action	The events that lead to the resolution
Resolution	The final outcome
Writing Genres	
Opinion	Grades K – 5
Argument	Grades 6 – 12
Informational/Explanatory	Grades K – 12
Narrative	Grades K – 12
Research	Grades K – 12

GRAMMAR AND CONVENTIONS SCOPE AND SEQUENCE

Skills By Grade Level	K	1	2	3	4	5	6	7	8
Capitalization		X	X	X	X	X	X	X	X
Days of the Week	X	X	X	X	X	X	X	X	X
First Letter of a Sentence	X	X	X	X	X	X	X	X	X
First Letter of First, Middle and Last Names	X	X	X	X	X	X	X	X	X
Geographic Places		X	X	X	X	X	X	X	X
Holidays		X	X	X	X	X	X	X	X
In Dialogue				X	X	X	X	X	X
Letter Salutations/Closings			X	X	X	X	X	X	X
Months of the Year	X	X	X	X	X	X	X	X	X
Proper Nouns	X	X	X	X	X	X	X	X	X
The Word "I"	X	X	X	X	X	X	X	X	X
Titles		X	X	X	X	X	X	X	X
Uppercase and Lowercase Letters	X	X	X	X	X	X	X	X	X
Grammar – Parts of Speech									
Adjectives	X	X	X	X	X	X	X	X	X
Adverbs			X	X	X	X	X	X	X
Compound Words		X	X	X	X	X	X	X	X
Conjunctions				X	X	X	X	X	X
Interjections					X	X	X	X	X
Modifiers	X	X	X	X	X	X	X	X	X
Nouns	X	X	X	X	X	X	X	X	X
Participles					X	X	X	X	X
Perfect/Past Perfect Tense	X	X	X	X	X	X	X	X	X
Plural Words	X	X	X	X	X	X	X	X	X
Prepositional Phrases						X	X	X	X
Prepositions						X	X	X	X
Pronouns			X	X	X	X	X	X	X
Tense	X	X	X	X	X	X	X	X	X
Verbs	X	X	X	X	X	X	X	X	X
Punctuation									
Apostrophe Use (contractions; possessives)			X	X	X	X	X	X	X
Colon/Semicolon			X	X	X	X	X	X	X
Comma (dialogue)			X	X	X	X	X	X	X
Comma (in a series)		X	X	X	X	X	X	X	X
Ellipses			X	X	X	X	X	X	X
End marks (period, question mark, exclamation point)	X	X	X	X	X	X	X	X	X
Parentheses					X	X	X	X	X
Punctuating Dialogue			X	X	X	X	X	X	X
Quotation Marks			X	X	X	X	X	X	X

CURRICULUM MAP

September	October	November	December	January
<p>Theme: Point of View</p> <p>Required novel: <i>Walk Two Moons</i></p> <p>Skills: Apply variety of reading strategies before, during & after</p> <p>Main idea</p> <p>Response journals</p> <p>Assessments: Various teacher generated assignments</p>	<p>Theme: Point of View</p> <p>Optional reading novel or supplemental books (teacher choice)</p> <p>Skills: Inquiry and research skills</p> <p>Comprehension skills.</p> <p>Literature circles</p> <p>Assessments: Project (teacher choice)</p>	<p>Theme: Point of View continued /begin Coming of Age Theme</p> <p>Required novel: <i>The Ghost in the Tokado Inn</i></p> <p>Skills: Vocabulary development</p> <p>Distinguish between major and minor details</p> <p>Assessments: Various teacher generated assignments</p>	<p>Theme: Coming of Age continued</p> <p>Skills: Characterization</p> <p>Making inferences</p> <p>Open ended responses</p> <p>Predicting</p> <p>Assessments: Various teacher generated assignments</p>	<p>Theme: Coming of Age continued:</p> <p>Optional reading novel or supplemental books (teacher choice)</p> <p>Skills: Compare and contrast</p> <p>Main ideas and supporting details</p> <p>Open ended responses</p> <p>Assessments: Postage stamp</p> <p>Project with</p>

February	March	April	May	June
<p>Theme: Coming of Age/Greek Mythology</p> <p>Skills: Develop higher level thinking skills</p> <p>Figurative Language</p> <p>Assessments: Literature circles</p>	<p>Theme: Continue with Greek Mythology</p> <p>Novel: D'Aulaire's Greek Myths</p> <p>Skills: Utilize questioning techniques to enhance discussion</p> <p>Assessments: Greek masks</p>	<p>Theme: Greek Mythology Theme/Medieval</p> <p>Skills: Making inferences and drawing conclusions</p> <p>Assessments: Various teacher generated assignments</p>	<p>Theme: Greek Mythology/Medieval continues</p> <p><i>Novel:</i> <i>Midnight Magic</i></p> <p>Skills: Small group discussions</p> <p>Inquiry and research skills</p> <p>Oral presentations skills</p> <p>Written responses to text</p> <p>Assessments: Shield project</p>	<p>Theme: Medieval</p> <p>Optional Titles: Medieval supplemental books</p> <p>Skills: Compare and contrast, main idea and supporting details</p> <p>Literature circles</p> <p>Assessments: Various teacher generated assignments</p>

GRADE 6 WRITING SCOPE AND SEQUENC

Month	Genre/Type of Writing	Assessment/Publish	Notes
September	Informational	Literary Analysis Task	
October	Informational	Informational Essay	
November	Narrative – Realistic Fiction	Realistic Fiction Narrative	
December	Narrative – Realistic Fiction	Narrative Writing Task	
January	Argument	Research Simulation Task	
February	Argument	Argument Essay - Research Project	
March	Review all types		
April	Descriptive Writing	Poems	
May	Research project	Medieval Research Project- Final PowerPoint	
June	Narrative	Personal Narrative writing and activities	

