

Pine Hill Public Schools Curriculum

Content Area:		English Language Arts	
Course Title/ Grade Level:		Grade Six	
Unit 1:	Elements of Fiction/Non Fiction Conventions of Writing	Month:	September – October 6 weeks
Unit 2:	Comparing Literature and Informational Text	Month:	November – December 6 weeks
Unit 3:	Analyzing and Responding to Literature and Informational Text	Month:	January 4 weeks
Unit 4:	History through Literature and Informational Text	Month:	February – March 4 weeks
Unit 5:	Responding to Informational Text	Month:	April 3 weeks
Unit 6:	Utilizing a Range of Disciplines	Month:	May –June 6 weeks
BOE Approval Date:		July 17, 2012	

Unit Title: Elements of Fiction/Non Fiction Conventions of Writing		Unit #: 1
Course or Grade Level: Six		Length of Time: 6 Weeks
Pacing	September - October	
Essential Questions	<p>Reading</p> <ul style="list-style-type: none"> • What is the relationship between fiction and non fiction? • What do we know about various genres of literature? • How do elements of literature interact and affect comprehension? • How does one develop strategies for reading comprehension? <p>Writing</p> <ul style="list-style-type: none"> • Why are organization and style important in helping the audience understand the purpose and meaning of text? • How do conventions of writing affect the clarity and organization of written communication? • How does vocabulary contribute to the ability to read, write, listen, and speak more effectively? • How do you present claims and findings to generate effective discussions with peers? • How do you analyze the validity of claims and findings and evaluate their purpose? 	
Content	<p>Reading</p> <ul style="list-style-type: none"> • Genres of Literature - fiction, nonfiction, poetry, drama, science fiction, fantasy, historical fiction, informational text • Elements of Fiction, Non Fiction, and Informational Text • Reading for a variety of purposes • Reading Strategies • Structural Analysis of Literature <p>Writing</p> <ul style="list-style-type: none"> • Grammar - Parts of Speech (Nouns, Pronouns, Verbs, Adjectives, Adverbs) • Writing Conventions (punctuation, capitalization, sentence structure, paragraph form, essay form) • Vocabulary • Engage in a range of collaborative discussions with peers. • Present information to peers for discussion and evaluation. • Analyze the purpose of information being presented and evaluate the motive behind its presentation. 	
Skills	<p>Reading</p> <ul style="list-style-type: none"> • Distinguish and compare elements of different genres: fiction, nonfiction, poetry, drama, science fiction, fantasy, historical fiction, informational text • Identify and Analyze Elements of Literature: setting, plot, theme, characters, conflict, point-of-view, exposition, rising action, climax, falling action) • Research and summarize author background • Organize internal and external elements of text to build comprehension (i.e. author background, genre, elements of literature,) • Read beyond the printed text to understand the stated or implied message or theme. <p>Writing</p> <ul style="list-style-type: none"> • Define and apply parts of speech (Nouns, Pronouns, Verbs, Adjectives, Adverbs, Prepositions, Conjunctions, Interjections, Gerunds, Participles) • Demonstrate understanding of and apply a variety of sentence structures to writing: simple, compound, complex, and compound-complex. • Demonstrate understanding of and apply punctuation when writing: use commas to separate ideas in a series. • Recognize Genre and Organization of Writing • Exchange information, understand feedback from others (both verbal and non-verbal), respond to questions, use feedback to evaluate contributions, and explain the main idea in a one on one, teacher directed, or peer group discussion by relating and retelling information. 	
Assessments	<ul style="list-style-type: none"> • Reading • STAR Reading Assessment • Formative assessments • AR Tests • Comprehension Tests 	

	<p>Vocabulary tests Illustrating text ideas Graphic Organizers</p> <ul style="list-style-type: none"> • Response Journal (real life connections to literature) • Writing • Formative assessments (grammar/punctuation tests, DOL, vocabulary, Expository, Persuasive, Narrative Writing) • Summative Writing Assessments
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Nonlinguistic representations of key concepts – story map, character sketches, graphs, graphic organizers, webs, plot diagrams, symbols, models • Note-taking organizers • Direct Instruction • Small Group Instruction • Multi-sensory approach • Cooperative Learning • Pneumatic Devices • Smart Board Activities • STAR Reading Benchmarks
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Social Studies: Geography, Social Context, Historical Context • Science: Life, Physical and Earth • Health: Health and Wellness Issues • Math: Consumer Math
Lesson resources / Activities	<p>Novels: <i>Tuck Everlasting</i> by Natalie Babbitt <i>Hatchet</i> by Gary Paulson <i>Egypt Game</i> by Zilpha Keatley Snyder <i>Maniac McGee</i> by Jerry Spinelli</p> <ul style="list-style-type: none"> • Various nonfiction informational text for reinforcement (<i>newseum.org</i>, <i>Scholastic SCOPE Magazine</i>) • <i>Language Network</i> – McDougal Littell (Yellow, Grade 6) • <i>Language of Literature</i> – McDougal Littell (Yellow, Grade 6) • <i>Vocabulary for Achievement</i> – Great Source • <i>Empowering Writers Narrative Guide</i> – Empowering Writers • <i>Lessons That Change Writers</i> – Nancie Atwell, Heinemann Press • <i>Collaborative Learning Activities</i>
ELA Common Core Standards	
Grade: Six	
<p>Strand: Reading Standards for Literature 6-12 (RL) Reading Standards for Informational Text 6-12 (RI) Writing Standards 6-12 (W) Speaking and Listening Standards 6-12 (SL) Language Standards 6-12 (L)</p>	
Category:	#. Standard:
<ul style="list-style-type: none"> • Key Ideas and Details • Craft and Structure • Integration of Knowledge and Ideas • Range of Reading and Level of Text Complexity • Text Types and Purposes • Production and Distribution of Writing 	<p>RL6:2,3,4,10 RI6: 2,4,5,10 W6:4,5,9.b,10 SL6: 1.a.b.c.d,2,3,6 L6:1.a.b.d.e,2.b, 3.a, 4.a.b.c.d,5.a.b,6</p>

<ul style="list-style-type: none"> • Research to Build and Present Knowledge • Range of Writing • Comprehension and Collaboration • Presentation of Knowledge and Ideas • Conventions of Standard English • Knowledge of Language • Vocabulary Acquisition and Use 	
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Career and College Readiness Anchor Standards for Reading: Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, Range of Reading and Level of Text Complexity

Career and College Readiness Anchor Standards for Writing: Text Types and Purposes, Production and Distribution of Writing, Research to Build and Present Knowledge, Range of Writing

Career and College Readiness Anchor Standards for Speaking and Listening: Comprehension and Collaboration, Presentation of Knowledge and Ideas

Career and College Readiness Anchor Standards for Language: Conventions of Standards English, Knowledge of Language, Vocabulary Acquisition and Use

[21st Century Themes](#)

X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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[21st Century Skills](#)

X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		

**Pine Hill Public Schools
English Language Arts Curriculum**

Unit Title: Comparing Literature and Informational Text		Unit #: 2
Course or Grade Level: Six		Length of Time: 6 Weeks
Pacing	November - December	
Essential Questions	Reading <ul style="list-style-type: none"> • What is the relationship between fiction and non fiction? • What do we know about various genres of literature? • How do elements of literature interact and affect comprehension? • How does one develop strategies for reading comprehension? 	

	<p>Writing</p> <ul style="list-style-type: none"> • Why are organization and style important in helping the audience understand the purpose and meaning of text? • How do conventions of writing affect the clarity and organization of written communication? • How does vocabulary contribute to the ability to read, write, listen, and speak more effectively?
Content	<p>Reading</p> <ul style="list-style-type: none"> • Genres of Literature - fiction, nonfiction, poetry, drama, science fiction, fantasy, historical fiction, informational text • Elements of Fiction, Non Fiction, and Informational Text • Reading for a variety of purposes • Reading Strategies • Structural Analysis of Literature • Author’s Craft <p>Writing</p> <ul style="list-style-type: none"> • Grammar - Parts of Speech (Nouns, Pronouns, Verbs, Adjectives, Adverbs) • Writing Conventions (punctuation, capitalization, sentence structure, paragraph form, essay form) • Narrative, Expository, and Persuasive Writing • Vocabulary • Engage in a range of collaborative discussions with peers. • Present information to peers for discussion and evaluation. • Analyze the purpose of information being presented and evaluate the motive behind its presentation.
Skills	<p>Reading</p> <ul style="list-style-type: none"> • Analyze author’s craft including vocabulary, tone, voice, imagery, and figurative language. • Organize internal and external elements of text to build comprehension (i.e. author background, genre, elements of literature,) • Read beyond the printed text to understand the stated or implied message or theme. • Use reading/thinking strategies to demonstrate comprehension of text: <ul style="list-style-type: none"> -activate background knowledge prior to reading -pose questions prior to, during, and after reading -predict and read to validate predictions • Use graphic organizers to organize and summarize text. • Describe cause/effect relationships and their impact on plot. <p>Writing</p> <ul style="list-style-type: none"> • Differentiate attributes of different forms of writing: Narrative, Expository, Persuasive • Use commas to separate coordinate adjectives in a sentence • Engage in a range of collaborative discussions with peers. • Present information to peers for discussion and evaluation. • Analyze the purpose of information being presented and evaluate the motive behind its presentation.
Assessments	<ul style="list-style-type: none"> • Reading • STAR Reading Assessment • Formative assessments <ul style="list-style-type: none"> AR Tests Comprehension Tests Vocabulary tests Illustrating text ideas Graphic Organizers • Response Journal (real life connections to literature) • 4 pt. Reading Response Rubric • Writing • Formative assessments (grammar/punctuation tests, DOL, vocabulary, Expository, Persuasive, Narrative Writing) • Summative Writing Assessments (Narrative, Expository, Persuasive) • 6 pt. Writing Rubric

Interventions / differentiated instruction	<ul style="list-style-type: none"> • Nonlinguistic representations of key concepts – story map, character sketches, graphs, graphic organizers, webs, plot diagrams, symbols, models • Note-taking organizers • Direct Instruction • Small Group Instruction • Multi-sensory approach • Cooperative Learning • Pneumatic Devices • Smart Board Activities • STAR Reading Benchmarks
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Social Studies: Geography, Social Context, Historical Context • Science: Life, Physical and Earth • Health: Health and Wellness Issues • Math: Consumer Math
Lesson resources / Activities	<ul style="list-style-type: none"> • Various nonfiction informational text for reinforcement (<i>newseum.org</i>, Scholastic <i>SCOPE Magazine</i>) • <i>Language Network</i> – McDougal Littell (Yellow, Grade 6) • <i>Language of Literature</i> – McDougal Littell (Yellow, Grade 6) • <i>Vocabulary for Achievement</i> – Great Source • <i>Empowering Writers Narrative Guide</i> – Empowering Writers • <i>Lessons That Change Writers</i> – Nancie Atwell, Heinemann Press • <i>Writing with SPICE</i> – Mike DeVono • <i>Collaborative Learning Activities</i>
ELA Common Core Standards	
Grade: Six	
<p>Strand: Reading Standards for Literature 6-12 (RL) Reading Standards for Informational Text 6-12 (RI) Writing Standards 6-12 (W) Speaking and Listening Standards 6-12 (SL) Language Standards 6-12 (L)</p>	
Category: <ul style="list-style-type: none"> • Key Ideas and Details • Craft and Structure • Integration of Knowledge and Ideas • Range of Reading and Level of Text Complexity • Text Types and Purposes • Production and Distribution of Writing • Research to Build and Present Knowledge • Range of Writing • Comprehension and Collaboration • Presentation of Knowledge and Ideas • Conventions of Standard English • Knowledge of Language 	#. Standard: RL6:1,2,3,6,10 RI6: 1,2,3,4,5,6,8,9,10 W6:4,5,6,9.a.b,10 SL6: 1.a.b.c.d,2,3,6 L6:1.a.b.c.d.e,2.a.b, 3.a, 4.a.b.c.d,5.a.b.c,6

• Vocabulary Acquisition and Use							
Career and College Readiness Anchor Standards for Reading: Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, Range of Reading and Level of Text Complexity Career and College Readiness Anchor Standards for Writing: Text Types and Purposes, Production and Distribution of Writing, Research to Build and Present Knowledge, Range of Writing Career and College Readiness Anchor Standards for Speaking and Listening: Comprehension and Collaboration, Presentation of Knowledge and Ideas Career and College Readiness Anchor Standards for Language: Conventions of Standards English, Knowledge of Language, Vocabulary Acquisition and Use							
<u>21st Century Themes</u>							
X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy	X	Health Literacy
<u>21st Century Skills</u>							
X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
X	Media Literacy		ICT Literacy	X	Life and Career Skills		

Pine Hill Public Schools	
English Language Arts Curriculum	
Unit Title: Analyzing and Responding to Literature and Informational Text	Unit #: 3
Course or Grade Level: Six	Length of Time: 4 Weeks
Pacing	January
Essential Questions	Reading <ul style="list-style-type: none"> • How does the selection of genre shape the author’s message?

	<ul style="list-style-type: none"> • How do elements of literature interact and affect comprehension? • How does one develop strategies for reading comprehension? <p>Writing</p> <ul style="list-style-type: none"> • Why are organization and style important in helping the audience understand the purpose and meaning of text? • How do conventions of writing affect the clarity and organization of written communication? • How does vocabulary contribute to the ability to read, write, listen, and speak more effectively?
Content	<p>Reading</p> <ul style="list-style-type: none"> • Genres of Literature - fiction, nonfiction, poetry, drama, science fiction, fantasy, historical fiction, informational text • Elements of Fiction, Non Fiction, and Informational Text • Reading for a variety of purposes • Reading Strategies • Structural Analysis of Literature • Author’s Craft <p>Writing</p> <ul style="list-style-type: none"> • Grammar - Parts of Speech (Nouns, Pronouns, Verbs, Adjectives, Adverbs) • Writing Conventions (punctuation, capitalization, sentence structure, paragraph form, essay form) • Narrative, Expository, and Persuasive Writing • Vocabulary
Skills	<p>Reading</p> <ul style="list-style-type: none"> • Analyze author’s craft including vocabulary, tone, voice, imagery, and figurative language. • Organize internal and external elements of text to build comprehension (i.e. author background, genre, elements of literature,) • Read beyond the printed text to understand the stated or implied message or theme. • Use reading/thinking strategies to demonstrate comprehension of text: <ul style="list-style-type: none"> -activate background knowledge prior to reading -pose questions prior to, during, and after reading -predict and read to validate predictions • Use graphic organizers to organize and summarize text. • Paraphrase and summarize main ideas in text. • Explore topics beyond the printed text for understanding. • Respond to text with precise language and specific details - QUASI: question, understand, answer, support, insight • Infer ideas and draw conclusions based on textual evidence. • Identify the author(s) stated or implied purpose(s) for writing a specified text. • Analyze elements of author’s style including word choice, sentence structure, imagery, language patterns, and literary devices <p>Writing</p> <ul style="list-style-type: none"> • Engage in a range of collaborative discussions with peers. • Present information to peers for discussion and evaluation. • Determine and support connotative and denotative meanings with textual evidence. • Identify, compare and contrast, and apply elements of Narrative, Expository, and Persuasive Writing • Apply conventions of writing to written work. • Develop arguments to support claims, develop text to convey main ideas and information in expository pieces, and develop plots, characters, setting etc. to develop a narrative story line.
Assessments	<ul style="list-style-type: none"> • Reading • STAR Reading Assessment • Formative assessments <ul style="list-style-type: none"> AR Tests Comprehension Tests Vocabulary tests Illustrating text ideas Graphic Organizers • Response Journal (real life connections to literature) • 4 pt. Reading Response Rubric

	<ul style="list-style-type: none"> • Writing • Formative assessments (grammar/punctuation tests, DOL, vocabulary, Expository, Persuasive, Narrative Writing) • Summative Writing Assessments (Narrative, Expository, Persuasive) • 6 pt. Writing Rubric
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Nonlinguistic representations of key concepts – story map, character sketches, graphs, graphic organizers, webs, plot diagrams, symbols, models • Note-taking organizers • Direct Instruction • Small Group Instruction • Multi-sensory approach • Cooperative Learning • Pneumatic Devices • Smart Board Activities • STAR Reading Benchmarks
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Social Studies: Geography, Social Context, Historical Context • Science: Life, Physical and Earth • Health: Health and Wellness Issues • Math: Consumer Math
Lesson resources / Activities	<ul style="list-style-type: none"> • Various nonfiction informational text for reinforcement (<i>newseum.org</i>, <i>Scholastic SCOPE Magazine</i>) • <i>Language Network</i> – McDougal Littell (Yellow, Grade 6) • <i>Language of Literature</i> – McDougal Littell (Yellow, Grade 6) • <i>Vocabulary for Achievement</i> – Great Source • <i>Empowering Writers Narrative Guide</i> – Empowering Writers • <i>Lessons That Change Writers</i> – Nancie Atwell, Heinemann Press • <i>Writing with SPICE</i> – Mike DeVono • <i>Collaborative Learning Activities</i>
ELA Common Core Standards	
Grade: Six	
Strand: Reading Standards for Literature 6-12 (RL) Reading Standards for Informational Text 6-12 (RI) Writing Standards 6-12 (W) Speaking and Listening Standards 6-12 (SL) Language Standards 6-12 (L)	
Category:	#. Standard:
<ul style="list-style-type: none"> • Key Ideas and Details • Craft and Structure • Integration of Knowledge and Ideas • Range of Reading and Level of Text Complexity • Text Types and Purposes • Production and Distribution of Writing • Research to Build and Present Knowledge • Range of Writing • Comprehension and Collaboration • Presentation of 	RL6:1,2,3,4,5,6,7,9,10 RI6: 1,2,3,4,5,6,8,9,10 W6:1.a.b.c.d.e,2.a.b.c.d.e.f.,3.a.b.c.d.e,4,5,6,7,8,9.a.b,10 SL6: 1.a.b.c.d,2,3,4,5,6 L6:1.a.b.c.d.e,2.a.b, 3.a, 4.a.b.c.d,5.a.b,c,6

Knowledge and Ideas <ul style="list-style-type: none"> • Conventions of Standard English • Knowledge of Language • Vocabulary Acquisition and Use 	
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Career and College Readiness Anchor Standards for Reading: Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, Range of Reading and Level of Text Complexity
Career and College Readiness Anchor Standards for Writing: Text Types and Purposes, Production and Distribution of Writing, Research to Build and Present Knowledge, Range of Writing
Career and College Readiness Anchor Standards for Speaking and Listening: Comprehension and Collaboration, Presentation of Knowledge and Ideas
Career and College Readiness Anchor Standards for Language: Conventions of Standards English, Knowledge of Language, Vocabulary Acquisition and Use

[21st Century Themes](#)

X	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy	X	Health Literacy
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[21st Century Skills](#)

X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
X	Media Literacy		ICT Literacy	X	Life and Career Skills		

Pine Hill Public Schools
English Language Arts Curriculum

Unit Title: History through Literature and Informational Text		Unit #: 4
Course or Grade Level: Six		Length of Time: 4 Weeks
Pacing	February - March	
Essential Questions	<p>Reading</p> <ul style="list-style-type: none"> • How does literature reflect the time period in which it was written? • How do elements of literature interact and affect comprehension? • How does one develop strategies for reading comprehension? <p>Writing</p> <ul style="list-style-type: none"> • Why are organization and style important in helping the audience understand the purpose and meaning of text? • How do conventions of writing affect the clarity and organization of written communication? • How do writers select from various writing styles to find their voice? • How does vocabulary contribute to the ability to read, write, listen, and speak more effectively? 	
Content	<p>Reading</p> <ul style="list-style-type: none"> • Genres of Literature - fiction, nonfiction, poetry, drama, science fiction, fantasy, historical fiction, informational text • Elements of Fiction, Non Fiction, and Informational Text • Reading for a variety of purposes • Reading Strategies • Structural Analysis of Literature • Author's Craft <p>Writing</p> <ul style="list-style-type: none"> • Grammar - Parts of Speech (Nouns, Pronouns, Verbs, Adjectives, Adverbs) • Writing Conventions (punctuation, capitalization, sentence structure, paragraph form, essay form) • Narrative, Expository, and Persuasive Writing • Vocabulary • Research 	
Skills	<p>Reading</p> <ul style="list-style-type: none"> • Analyze the purpose of information being presented and evaluate the motive behind its presentation. • Compare and contrast historical fiction to information text on same time period. • Respond to text with precise language and specific details - QUASI: question, understand, answer, support, insight • Read and demonstrate comprehension of a variety of informational text. • Use non linguistic representations to demonstrate comprehension. • Explain prior knowledge before reading. • Infer ideas and draw conclusions based on textual evidence • Respond to text with precise language and specific details - QUASI: question, understand, answer, support, insight <p>Writing</p> <ul style="list-style-type: none"> • Determine and support connotative and denotative meanings with textual evidence. • Engage in a range of collaborative discussions with peers. • Present information to peers for discussion and evaluation. • Identify, compare and contrast, and apply elements of Narrative, Expository, and Persuasive Writing • Develop arguments to support claims, develop text to convey main ideas and information in expository pieces, and develop plots, characters, setting etc. to develop a narrative story line. • Conduct research to gather, select, and organize information for a specific purpose 	
Assessments	<ul style="list-style-type: none"> • Reading • STAR Reading Assessment • Formative assessments • AR Tests 	

	<p>Comprehension Tests Vocabulary tests Illustrating text ideas Graphic Organizers</p> <ul style="list-style-type: none"> • Response Journal (real life connections to literature) • 4 pt. Reading Response Rubric • Writing • Formative assessments (grammar/punctuation tests, DOL, vocabulary, Expository, Persuasive, Narrative Writing) • Summative Writing Assessments (Narrative, Expository, Persuasive) • 6 pt. Writing Rubric
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Nonlinguistic representations of key concepts – story map, character sketches, graphs, graphic organizers, webs, plot diagrams, symbols, models • Note-taking organizers • Direct Instruction • Small Group Instruction • Multi-sensory approach • Cooperative Learning • Pneumatic Devices • Smart Board Activities • STAR Reading Benchmarks
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Social Studies: Geography, Social Context, Historical Context • Science: Life, Physical and Earth • Health: Health and Wellness Issues • Math: Consumer Math
Lesson resources / Activities	<p>Novels <i>Daniel's Story</i> by Carol Matas <i>Number the Stars</i> by Lois Lowry</p> <ul style="list-style-type: none"> • Various nonfiction informational text for reinforcement (<i>newseum.org</i>, <i>Scholastic SCOPE Magazine</i>) • <i>Language Network</i> – McDougal Littell (Yellow, Grade 6) • <i>Language of Literature</i> – McDougal Littell (Yellow, Grade 6) • <i>Vocabulary for Achievement</i> – Great Source • <i>Empowering Writers Narrative Guide</i> – Empowering Writers • <i>Lessons That Change Writers</i> – Nancie Atwell, Heinemann Press • <i>Writing with SPICE</i> – Mike DeVono • <i>Collaborative Learning Activities</i>
ELA Common Core Standards	
Grade: Six	
<p>Strand: Reading Standards for Literature 6-12 (RL) Reading Standards for Informational Text 6-12 (RI) Writing Standards 6-12 (W) Speaking and Listening Standards 6-12 (SL) Language Standards 6-12 (L)</p>	
Category:	#. Standard:
<ul style="list-style-type: none"> • Key Ideas and Details • Craft and Structure • Integration of Knowledge and Ideas • Range of Reading and Level of Text Complexity • Text Types and Purposes 	<p>RL6:1,2,3,4,5,6,7,9,10</p> <p>RI6: 1,2,3,4,5,6,7,8,9,10</p> <p>W6:1.a.b.c.d.e,2.a.b.c.d.e.f.,3.a.b.c.d.e,4,5,6,7,8,9.a.b,10</p> <p>SL6: 1.a.b.c.d,2,3,4,5,6</p> <p>L6:1.a.b.c.d.e,2.a.b, 3.a, 4.a.b.c.d,5.a.b.c,6</p>

<ul style="list-style-type: none"> • Production and Distribution of Writing • Research to Build and Present Knowledge • Range of Writing • Comprehension and Collaboration • Presentation of Knowledge and Ideas • Conventions of Standard English • Knowledge of Language • Vocabulary Acquisition and Use 	
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Career and College Readiness Anchor Standards for Reading: Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, Range of Reading and Level of Text Complexity

Career and College Readiness Anchor Standards for Writing: Text Types and Purposes, Production and Distribution of Writing, Research to Build and Present Knowledge, Range of Writing

Career and College Readiness Anchor Standards for Speaking and Listening: Comprehension and Collaboration, Presentation of Knowledge and Ideas

Career and College Readiness Anchor Standards for Language: Conventions of Standards English, Knowledge of Language, Vocabulary Acquisition and Use

[21st Century Themes](#)

X	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy	X	Health Literacy
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[21st Century Skills](#)

X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
X	Media Literacy	X	ICT Literacy	X	Life and Career Skills		

Pine Hill Public Schools
English Language Arts Curriculum

Unit Title: Responding to Informational Text		Unit #: 5
Course or Grade Level: Six		Length of Time: 3 Weeks
Pacing	April	
Essential Questions	<p>Reading</p> <ul style="list-style-type: none"> • How does comparing and contrasting themes from various types of literature increase understanding of a topic? • How do elements of literature interact and affect comprehension? • How does one develop strategies for reading comprehension? <p>Writing</p> <ul style="list-style-type: none"> • Why are organization and style important in helping the audience understand the purpose and meaning of text? • How do conventions of writing affect the clarity and organization of written communication? • How do writers select from various writing styles to find their voice? • How does vocabulary contribute to the ability to read, write, listen, and speak more effectively? 	
Content	<p>Reading</p> <ul style="list-style-type: none"> • Genres of Literature - fiction, nonfiction, poetry, drama, science fiction, fantasy, historical fiction, informational text • Elements of Fiction, Non Fiction, and Informational Text • Reading for a variety of purposes • Reading Strategies • Structural Analysis of Literature • Author's Craft <p>Writing</p> <ul style="list-style-type: none"> • Grammar - Parts of Speech (Nouns, Pronouns, Verbs, Adjectives, Adverbs) • Writing Conventions (punctuation, capitalization, sentence structure, paragraph form, essay form) • Narrative, Expository, and Persuasive Writing • Vocabulary 	
Skills	<p>Reading</p> <ul style="list-style-type: none"> • Analyze the purpose of information being presented and evaluate the motive behind its presentation. • Use reading/thinking strategies to demonstrate comprehension of text: <ul style="list-style-type: none"> -activate background knowledge prior to reading -pose questions prior to, during, and after reading -predict and read to validate predictions • Use graphic organizers to organize and summarize text. • Paraphrase and summarize main ideas in text. • Explore topics beyond the printed text for understanding. • Respond to text with precise language and specific details - QUASI: question, understand, answer, support, insight • Infer ideas and draw conclusions based on textual evidence. • Identify the author(s) stated or implied purpose(s) for writing a specified text. <p>Writing</p> <ul style="list-style-type: none"> • Engage in a range of collaborative discussions with peers. • Present information to peers for discussion and evaluation. • Identify, compare and contrast, and apply elements of Expository, and Persuasive Writing • Develop arguments to support claims, develop text to convey main ideas and information in expository and persuasive writing. • Apply conventions of writing to written work. 	

Assessments	<ul style="list-style-type: none"> • Reading • STAR Reading Assessment • Formative assessments <ul style="list-style-type: none"> AR Tests Comprehension Tests Vocabulary tests Illustrating text ideas Graphic Organizers • Response Journal (real life connections to literature) • 4 pt. Reading Response Rubric • Writing • Formative assessments (grammar/punctuation tests, DOL, vocabulary, Expository, Persuasive, Narrative Writing) • Summative Writing Assessments (Narrative, Expository, Persuasive) • 6 pt. Writing Rubric
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Nonlinguistic representations of key concepts – story map, character sketches, graphs, graphic organizers, webs, plot diagrams, symbols, models • Note-taking organizers • Direct Instruction • Small Group Instruction • Multi-sensory approach • Cooperative Learning • Pneumatic Devices • Smart Board Activities • STAR Reading Benchmarks
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Social Studies: Geography, Social Context, Historical Context • Science: Life, Physical and Earth • Health: Health and Wellness Issues • Math: Consumer Math
Lesson resources / Activities	<ul style="list-style-type: none"> • Various nonfiction informational text for reinforcement (<i>newseum.org</i>, <i>Scholastic SCOPE Magazine</i>) • <i>Language Network</i> – McDougal Littell (Yellow, Grade 6) • <i>Language of Literature</i> – McDougal Littell (Yellow, Grade 6) • <i>Vocabulary for Achievement</i> – Great Source • <i>Empowering Writers Narrative Guide</i> – Empowering Writers • <i>Lessons That Change Writers</i> – Nancie Atwell, Heinemann Press • <i>Writing with SPICE</i> – Mike DeVono • <i>Collaborative Learning Activities</i>
ELA Common Core Standards	
Grade: Six	
Strand: Reading Standards for Literature 6-12 (RL) Reading Standards for Informational Text 6-12 (RI) Writing Standards 6-12 (W) Speaking and Listening Standards 6-12 (SL) Language Standards 6-12 (L)	
Category: <ul style="list-style-type: none"> • Key Ideas and Details • Craft and Structure • Integration of Knowledge and Ideas • Range of Reading and Level of Text Complexity • Text Types and 	#. Standard: RI6: 1,2,3,4,5,6,7,8,9,10 W6:1.a.b.c.d.e,2.a.b.c.d.e.f,4,5,6,7,8,9.a.b,10 SL6: 1.a.b.c.d,2,3,4,5,6 L6:1.a.b.c.d.e,2.a.b, 3.a, 4.a.b.c.d,5.a.b,c,6

Purposes <ul style="list-style-type: none"> • Production and Distribution of Writing • Research to Build and Present Knowledge • Range of Writing • Comprehension and Collaboration • Presentation of Knowledge and Ideas • Conventions of Standard English • Knowledge of Language • Vocabulary Acquisition and Use 	
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Career and College Readiness Anchor Standards for Reading: Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, Range of Reading and Level of Text Complexity
Career and College Readiness Anchor Standards for Writing: Text Types and Purposes, Production and Distribution of Writing, Research to Build and Present Knowledge, Range of Writing
Career and College Readiness Anchor Standards for Speaking and Listening: Comprehension and Collaboration, Presentation of Knowledge and Ideas
Career and College Readiness Anchor Standards for Language: Conventions of Standards English, Knowledge of Language, Vocabulary Acquisition and Use

<u>21st Century Themes</u>							
X	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy	X	Health Literacy
<u>21st Century Skills</u>							
X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
X	Media Literacy	X	ICT Literacy	X	Life and Career Skills		

Pine Hill Public Schools
English Language Arts Curriculum

Unit Title: Utilizing a Range of Disciplines		Unit #: 6
Course or Grade Level: Six		Length of Time: 6 Weeks
Pacing	May - June	
Essential Questions	<p>Reading</p> <ul style="list-style-type: none"> • How does comparing and contrasting themes from various types of literature increase understanding of a topic? • How do elements of text interact and affect comprehension? • How does one develop strategies for reading comprehension? <p>Writing</p> <ul style="list-style-type: none"> • Why are organization and style important in helping the audience understand the purpose and meaning of text? • How do conventions of writing affect the clarity and organization of written communication? • How do writers select from various writing styles to find their voice? • How does vocabulary contribute to the ability to read, write, listen, and speak more effectively? 	
Content	<p>Reading</p> <ul style="list-style-type: none"> • Genres of Literature - fiction, nonfiction, poetry, drama, science fiction, fantasy, historical fiction, informational text • Elements of Fiction, Non Fiction, and Informational Text • Reading for a variety of purposes • Reading Strategies • Structural Analysis of Literature • Author's Craft <p>Writing</p> <ul style="list-style-type: none"> • Grammar - Parts of Speech (Nouns, Pronouns, Verbs, Adjectives, Adverbs) • Writing Conventions (punctuation, capitalization, sentence structure, paragraph form, essay form) • Narrative, Expository, and Persuasive Writing • Vocabulary 	
Skills	<ul style="list-style-type: none"> • Reading • Analyze the purpose of information being presented and evaluate the motive behind its presentation. • Use reading/thinking strategies to demonstrate comprehension of text: <ul style="list-style-type: none"> -activate background knowledge prior to reading -pose questions prior to, during, and after reading -predict and read to validate predictions • Use graphic organizers to organize and summarize text. • Paraphrase and summarize main ideas and events in text. • Explore topics beyond the printed text for understanding. • Respond to text with precise language and specific details - QUASI: question, understand, answer, support, insight • Infer ideas and draw conclusions based on textual evidence. • Identify the author(s) stated or implied purpose(s) for writing a specified text. • Writing • Engage in a range of collaborative discussions with peers. • Present information to peers for discussion and evaluation. • Identify, compare and contrast, and apply elements of Narrative, Expository, and Persuasive Writing • Develop arguments to support claims, develop text to convey main ideas and information in expository and persuasive writing. • Apply conventions of writing to written work. • Develop arguments to support claims, develop text to convey main ideas and information in expository pieces, and develop plots, characters, setting etc. to develop a narrative story line. • Conduct research to gather, select, and organize information for a specific purpose 	

	<ul style="list-style-type: none"> • Present research in a product that utilizes a variety of text and multimedia components.
Assessments	<ul style="list-style-type: none"> • Reading • STAR Reading Assessment • Formative assessments <ul style="list-style-type: none"> AR Tests Comprehension Tests Vocabulary tests Illustrating text ideas Graphic Organizers • Response Journal (real life connections to literature) • 4 pt. Reading Response Rubric • Writing • Formative assessments (grammar/punctuation tests, DOL, vocabulary, Expository, Persuasive, Narrative Writing) • Summative Writing Assessments (Narrative, Expository, Persuasive) • 6 pt. Writing Rubric
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Nonlinguistic representations of key concepts – story map, character sketches, graphs, graphic organizers, webs, plot diagrams, symbols, models • Note-taking organizers • Direct Instruction • Small Group Instruction • Multi-sensory approach • Cooperative Learning • Pneumatic Devices • Smart Board Activities • STAR Reading Benchmarks
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Social Studies: Geography, Social Context, Historical Context • Science: Life, Physical and Earth • Health: Health and Wellness Issues • Math: Consumer Math
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Category:	#. Standard:

<ul style="list-style-type: none"> • Key Ideas and Details • Craft and Structure • Integration of Knowledge and Ideas • Range of Reading and Level of Text Complexity • Text Types and Purposes • Production and Distribution of Writing • Research to Build and Present Knowledge • Range of Writing • Comprehension and Collaboration • Presentation of Knowledge and Ideas • Conventions of Standard English • Knowledge of Language • Vocabulary Acquisition and Use 	<p>RL6:1,2,3,4,5,6,7,9,10</p> <p>RI6: 1,2,3,4,5,6,7,8,9,10</p> <p>W6:1.a.b.c.d.e,2.a.b.c.d.e.f.,3.a.b.c.d.e,4,5,6,7,8,9.a.b,10</p> <p>SL6: 1.a.b.c.d,2,3,4,5,6</p> <p>L6:1.a.b.c.d.e,2.a.b, 3.a, 4.a.b.c.d,5.a.b.c,6</p>
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Career and College Readiness Anchor Standards for Reading: Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, Range of Reading and Level of Text Complexity

Career and College Readiness Anchor Standards for Writing: Text Types and Purposes, Production and Distribution of Writing, Research to Build and Present Knowledge, Range of Writing

Career and College Readiness Anchor Standards for Speaking and Listening: Comprehension and Collaboration, Presentation of Knowledge and Ideas

Career and College Readiness Anchor Standards for Language: Conventions of Standards English, Knowledge of Language, Vocabulary Acquisition and Use

[21st Century Themes](#)

X	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy	X	Health Literacy
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[21st Century Skills](#)

X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
X	Media Literacy	X	ICT Literacy	X	Life and Career Skills		