Grade 6 Honors English Language Arts Curriculum Maps

Unit of Study: *The Sea of Monsters* by Rick Riordan
Unit of Study: *The Wave* by Todd Strasser
Unit of Study: *Summer of My German Soldier* by Bette Greene
Unit of Study: *Middle School: Worst Years of My Life* by James Patterson
Unit of Study: *A Midsummer Night's Dream* by William Shakespeare
Unit of Study: *Literature Circles*
Unit of Study: *Poetry*
Unit of Study: *Grammar*
Unit of Study: *Vocabulary*

Summer Reading Assignment: Students entering 6th grade Honors English Language Arts are required to select one book from the Summer Reading List provided at the end of 5th grade, and complete a project related to the book of their choice. Students will also read *Chew on This* by Eric Schlosser and Charles Wilson and complete journal questions related to the book.

Grade: 6 Subject: Honors Language Arts Literacy	**Unit of Study:** *The Sea of Monsters* by Rick Riordan
Big Idea/Rationale	• Students will organize information by implementing a variety of graphic organizers and note taking strategies. • Students will make inferences using textual information and supporting evidence. • Students will self-reflect on their comprehension and understanding of the text through journaling and discussions. • Students will have opportunities for practice in reading independently using the Literature Circles model. • Students will explore the rich employment of figurative language, including similes, metaphors, and personification. • Students will compare/contrast other texts with the common theme of survival in the middle school years. • Students will rewrite chapters from a different character's point of view. • Students will compare and contrast texts written by same author. • Students will write in response to literature and collaboratively share observations. • Students will evaluate and reflect on strengths, weaknesses, style of writing, illustrations, plot, and characters. • Students will create a problem-solution essay focusing on the topic of how to deal with a bully. • Students will draft, revise, and edit writing using the Writing Process model, employing the 6 Traits of Effective Writing.
Enduring Understanding (Mastery Objective)	• Inferences are formed through the use of textual information and supporting evidence. • The key literary elements of setting, plot, theme, and characterization structure the fiction genre. • Conflict is essential to the driving of the plot and unfolds through the story. Internal and external conflict are the two main kinds of conflict. • Characters can be developed and evaluated by their appearance, dialogue, actions, and through the reaction of others. • Characters can be individual, developing, or static: all of which can be impacted by the characterization of the author and the point of view. • Point of view is the angle in which the story is told from. The point of view can determine the reliability and credibility of the information given in a text. • The theme in a piece of fiction is its controlling idea or its central insight. It is the author's underlying meaning or main idea. • Themes often explore timeless and universal ideas surrounding human nature and life. • The exploration and examination of relevant social topics in texts. • Information can be organized and learned through the employment of note taking, outlines, and graphic organizers (maps). • The purpose of persuasive writing is to persuade or influence your reader by using supporting evidence. • The writing process is not sequential. Each step can be revisited several times in order to create strong, insightful writing samples.

	- The 6 Traits of Writing is a model that incorporates important components of skillful writing. Each trait (voice, ideas, conventions, organization, word choice, sentence fluency) must be targeted when creating major pieces including literary analysis with support from the text and persuasive writing. - Higher-order thinking questions encourage students to make connections, evaluate existing beliefs, and create perceptive judgments. - Skillful readers continuously make connections while reading. These connections include text to self, text to text, and text to world connections. - Reading comprehension is built on a solid foundation of vocabulary, context, practice, experience, and knowledge of the conventions of genre. - Writing is a process, not a result.
Essential Questions (Instructional Objective)	- How would the novel be different if it was told from the perspective of another character? - How is the setting reflected in the themes of this story? - How does an author develop and create fictional characters? - What are the essential traits of these characters? How are they different and/or similar? - What is the role of symbolism? What are some important symbols? - How can figurative language enrich a text and my own writing? - How do I summarize a longer text? - How do I rewrite a chapter from a different perspective/point of view? - What strategies can a reader use to decode an unfamiliar word? - What is the purpose of persuasive writing? - What are the important elements of problem-solution writing? - How often can I revisit each step of the writing process? - What are the most effective strategies a reader can use to understand a new text? - What techniques are involved in writing narratives, informative texts, and opinion pieces?
Content (Subject Matter)	- Theme: Greek mythology - Theme: Versions of reality - Analytical and close reading skills - Contextual clues and reading strategies - Self-reflection through journaling - The employment of figurative language - The essential traits of characters (similarities and differences) - The importance and purpose of persuasion - Elements of a character sketch - 6 Traits of Writing - Literary elements of setting, plot, and characterization - Variety of sentence types, including independent and dependent clauses and prepositional adverbial phrases
Skills/ Benchmarks (CCSS Standards)	- RL. 6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. - RL. 6.2: Determine a theme or central idea of a text and analyze its development over the course of the text; summarize the text. - RL. 6.3: Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

- RL. 6.4: Determine the meaning of words and phrases as they are used in a text, including figures of speech and the connotations (associations) of particular words and phrases; analyze the impact of a specific word choice on meaning and tone.
- RL. 6.5: Analyze how a particular sentence, chapter, scene, or stanzas fits into the overall structure of the text and contributes to the development of the theme, setting, or plot.
- RL. 6.6: Explain how an author established and develops the point of view of the narrator or speaker in a text.
- RL. 6.7: Compare and contrast the experience of reading a story, poem, or drama to listening to or viewing an audio, video, or live version of the text, including contrasting what they see and hear when reading the text to what they perceive when they listen or watch.
- RL. 6.9: Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.
- RL.6.10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- W.6.1: Write arguments to support claims with clear reasons and relevant evidence.
- W.6.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- W.6.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audiences.
- W.6.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- W.6.9: Draw evidence from literary or informational texts to support analysis, reflection, and research
- SL.6.1: Engage effectively in a range of collaborative discussions (one-on-one and in groups) on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- SL.6.2: Interpret information presented in graphical, oral, visual, or multimodal formats and explain how it contributes to a topic, text, or issue under study.
- SL.6.4: Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
- L.6.1: Observe conventions of grammar and usage when writing or speaking.
- L.6.2: Observe conventions of capitalization, punctuation, and spelling when writing.
- L.6.3: Use language to enhance meaning, convey style, and achieve particular effects when writing or speaking.
- L.6.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibility from a range of strategies.
- L.6.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.6.6: Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary.

Materials and Resources	• *The Sea of Monsters* by Rick Riordan • Dialogue journals • Graphic organizers (compare/contrast) • Summer reading writing response

Grade: 6 Subject: Honors Language Arts Literacy	Unit of Study: *The Wave* by Todd Strasser
Big Idea/Rationale	• Students will explore and examine the following historical, social topics: the appeal of fascism, the individual versus the community, and the desire for power and success. • Students will identify and define the characteristics of the genre of fiction. • Students will investigate the historical background of the Holocaust and Hitler's rise to power. • Students will formulate and chart predictions prior to reading the text. • Students will compare and contrast Ben Ross's social experiment and Hitler's rule of the Nazi party. • Students will distinguish the forms and effects of power in *The Wave* and in *Number the Stars*. • Students will discuss Ben Ross's experiment and decide whether it was detrimental or helpful to his students and school. • Students will create a plot chart to help organize the important literary elements of *The Wave*. • Students will create a character sketch using the standard five paragraph character sketch format. • Students will construct attribute webs for the main character, Ben Ross, of *The Wave*. • Students will compare themes, characters, setting, and ideas across texts and produce evidence of understanding. • Students will write a multi-paragraph expository piece across curricula. • Students will explore base words, roots, and affixes and apply knowledge when decoding unfamiliar words. • Students will self-reflect on their comprehension and understanding of the text through journaling and discussions. • Students will identify and define difficult vocabulary and implement in student writings. • Students will have opportunities for practice in reading independently using the Literature Circles model. • Students will draft, revise, and edit writing using the Writing Process model, employing the 6 Traits of Effective Writing. • Students will practice for the PARCC as part of an imbedded test-prep program within the curriculum.
Enduring Understandings	• Inferences are formed through the use of textual information and supporting evidence. • The key literary elements of setting, plot, and characterization structure the fiction genre. • Conflict is essential to the driving of the plot and unfolds through the story. Internal and external conflict are the two main kinds of conflict. • Characters can be developed and evaluated by their appearance, dialogue, actions, and through the reaction of others. • Characters can be individual, developing, or static: all of which can be impacted by the characterization of the author and the point of view. • Point of view is the angle in which the story is told from. The point of view can determine the reliability and information given in a text.

	• The theme in a piece of fiction is its controlling idea or its central insight. It is the author's underlying meaning or main idea.
	• The exploration and examination of relevant social topics in texts.
	• Information can be organized and learned through the employment of note taking, outlines, and graphic organizers (maps).
	• The purpose of expository writing is to explain, describe, give information, or inform.
	• Unfamiliar words can be decoded by employing the foundational knowledge of base words, roots, and affixes (prefixes and suffixes).
	• The writing process is not sequential. Each step can be revisited several times in order to create strong, insightful writing samples.
	• The 6 Traits of Writing is a model that incorporates important components of skillful writing. Each trait (voice, ideas, conventions, organization, word choice, sentence fluency) must be targeted when creating major pieces including literary analysis with support from the text, character sketch, and creative writing/narrative.
	• Higher-order thinking questions encourage students to make connections, evaluate existing beliefs, and create perceptive judgments.
	• Skillful readers continuously make connections while reading. These connections include text to self, text to text, and text to world connections.
	• Reading comprehension is built on a solid foundation of vocabulary, context, practice, experience, and knowledge of the conventions of genre.
	• Writing is a process, not a result.
Essential Questions	• How does Ben Ross's experiment mirror Hitler's rise to power and anti-Semitism?
	• What conflicts did Ben Ross face when employing the role of teacher and experimenter?
	• How would the novel be different if it was told from the perspective of other characters?
	• How does the contagious spread of power affect these characters comparable to the effect on the Germans? How is this applicable to WWII and Hitler's rise to power?
	• How does an author develop and create fictional characters?
	• What are the characteristics that define the literary genre of fiction?
	• What is the role of symbolism? What are some important symbols?
	• What strategies can a reader use to decode an unfamiliar word?
	• How often can I revisit each step of the writing process?
	• What are the most effective strategies a reader can use to understand a new text?
	• What techniques are involved in writing narratives, informative texts, and opinion pieces?
	• What language choices can a writer make to improve a piece?
	• Which graphic organizers can a writer employ in order to help organize and understand information?
Content (Subject Matter)	• The literary/historical information surrounding The Wave
	• Theme: The appeal of fascism
	• Theme: The desire for power and success
	• Theme: Individualism versus community values
	• Theme: The characterization of cults and youth involvement
	• Analytical and close reading skills (referencing page numbers)
	• Elements of a character sketch
	• 6 Traits of Writing
	• The recurrent steps of the writing process

	• Affixes, base, and root words • Literary elements of setting, plot, and characterization • Variety of sentence types, including independent and dependent clauses and prepositional adverbial phrases
Standards	• RL. 6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. • RL. 6.2: Determine a theme or central idea of a text and analyze its development over the course of the text; summarize the text. • RL. 6.3: Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. • RL. 6.4: Determine the meaning of words and phrases as they are used in a text, including figures of speech and the connotations (associations) of particular words and phrases; analyze the impact of a specific word choice on meaning and tone. • RL. 6.5: Analyze how a particular sentence, chapter, scene, or stanzas fits into the overall structure of the text and contributes to the development of the theme, setting, or plot. • RL. 6.6: Explain how an author established and develops the point of view of the narrator or speaker in a text. • RL. 6.7: Compare and contrast the experience of reading a story, poem, or drama to listening to or viewing an audio, video, or live version of the text, including contrasting what they see and hear when reading the text to what they perceive when they listen or watch. • RL. 6.9: Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics. • RL.6.10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. • W.6.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. • W.6.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. • W.6.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audiences. • W.6.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. • W.6.9: Draw evidence from literary or informational texts to support analysis, reflection, and research • SL.6.1: Engage effectively in a range of collaborative discussions (one-on-one and in groups) on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. • SL.6.2: Interpret information presented in graphical, oral, visual, or multimodal formats and explain how it contributes to a topic, text, or issue under study. • L.6.1: Observe conventions of grammar and usage when writing or speaking. • L.6.2: Observe conventions of capitalization, punctuation, and spelling when writing.

	• L.6.3: Use language to enhance meaning, convey style, and achieve particular effects when writing or speaking. • L.6.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibility from a range of strategies. • L.6.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. • L.6.6: Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary.
Materials/Resources	• Harcourt *Collections* texts; McDougall-Littel *Language of Literature* texts; 6 Traits Writing; *Buckle Down* NJASK 6; released testing materials from the NJDOE; *The Continuum of Literacy Learning* by Fountas and Pinnell • *The Wave* by Todd Strasser • *Hitler Youth* by Susan Bartoletti • http://www.toddstrasser.com/ (background information for Todd Strasser) • http://www.d118.org/middle/staff/library/project_links/wave/webquest_wave.htm (webquest for *The Wave*) • http://owl.english.purdue.edu/owl/resource/587/01/ (helpful hints for the writing process) • http://www.prefixsuffix.com/rootchart.php (chart of English language roots) • http://www.freereading.net/index.php?title=Prefixes_and_Suffixes_Activities (prefixes and suffixes graphic organizers) • http://papyr.com/eforum/messages/6/643.html?1269151533 (articles based on youths and cults) • http://learning.blogs.nytimes.com/2011/09/29/150-questions-to-write-or-talk-about/?nl=learning&emc=learninga1 (Prompts for Journal Writing)

Grade: 6 Subject: Honors Language Arts Literacy	Unit of Study: *Summer of My German Soldier* by Bette Greene
Big Idea/Rationale	• Students will examine and explore the following historical, social topics: the prejudices surrounding race and ethnicity, racism in the Southern United States, individuals in conflict with their society; conflicts between parents and children, and the need for love and self-worth. • Students will investigate the international conflict of World War II and its impact in America. • Students will evaluate the moral question faced by the protagonist (Patty), as well as her credibility as a narrator. • Students will compare and contrast the conflicts faced by Patty and the contemporary conflicts faced by adolescents. • Students will identify and define the characteristics of the genre of fiction. • Students will formulate and chart predictions prior to reading the text. • Students will organize information by implementing a variety of graphic organizers and note taking strategies. • Students will make inferences using textual information and supporting evidence. • Students will choose and defend a position in small groups and independently. • Students will compose a persuasive essay to support Patty's guilt or innocence. • Students will create a plot chart to help systematize the important literary elements of *Summer of My German Soldier*. • Students will prepare, rehearse, and deliver a formal presentation that includes an opening, supportive details, and a closing statement. • Students will explore base words, roots, and affixes and apply knowledge when decoding unfamiliar words. • Students will use contextual clues and the dictionary in order to define new vocabulary. • Students will self-reflect on their comprehension and understanding of the text through journaling and discussions. • Students will have opportunities for practice in reading independently using the Literature Circles model. • Students will draft, revise, and edit writing using the Writing Process model, employing the 6 Traits of Effective Writing.
Enduring Understanding (Mastery Objective)	• Inferences are formed through the use of textual information and supporting evidence. • The key literary elements of setting, plot, theme, and characterization structure the fiction genre. • Conflict is essential to the driving of the plot and unfolds through the story. Internal and external conflict are the two main kinds of conflict. • Characters can be developed and evaluated by their appearance, dialogue, actions, and through the reaction of others. • Characters can be individual, developing, or static: all of which can be impacted by the characterization of the author and the point of view. • Point of view is the angle in which the story is told from. The point of view can determine the reliability and credibility of the information given in a text. • The theme in a piece of fiction is its controlling idea or its central insight. It is the author's underlying meaning or main idea.

	- Themes often explore timeless and universal ideas surrounding human nature and life. - The exploration and examination of relevant social topics in texts. - Information can be organized and learned through the employment of note taking, outlines, and graphic organizers (maps). - The purpose of persuasive writing is to persuade or influence your reader by using supporting evidence. - Formal presentations must be delivered in a logical or sequential order with the inclusion of an opening, supportive details, and a closing statement. - There are set procedures and expectations in a mock court case. - Unfamiliar words can be decoded by employing the foundational knowledge of basewords, roots, and affixes (prefixes and suffixes). - The writing process is not sequential. Each step can be revisited several times in order to create strong, insightful writing samples. - The 6 Traits of Writing is a model that incorporates important components of skillful writing. Each trait (voice, ideas, conventions, organization, word choice, sentence fluency) must be targeted when creating major pieces including literary analysis with support from the text and persuasive writing. - Higher-order thinking questions encourage students to make connections, evaluate existing beliefs, and create perceptive judgments. - Skillful readers continuously make connections while reading. These connections include text to self, text to text, and text to world connections. - Reading comprehension is built on a solid foundation of vocabulary, context, practice, experience, and knowledge of the conventions of genre. - Writing is a process, not a result.
Essential Questions (Instructional Objective)	- Should Patty be loyal to her country or follow her heart? - Why does Patty continuously make-up/embellish stories throughout the novel? - Who is Patty's real mother – Ruth or Pearl? - How do Patty's feelings and relationships change between her and her parents throughout the novel? Who do you think has changed the most? - Was Patty "guilty" for housing a POW? - How would the novel be different if it was told from the perspective of another character? - How is the setting reflected in the themes of this story? - How does an author develop and create fictional characters? - What are the essential traits of these characters? How are they different and/or similar? - What are the characteristics that define the literary genre of historical fiction? - What is the role of symbolism? What are some important symbols? - What strategies can a reader use to decode an unfamiliar word? - What is the purpose of persuasive writing? - What are the important elements of a persuasive writing? - How often can I revisit each step of the writing process? - What are the most effective strategies a reader can use to understand a new text? - What techniques are involved in writing narratives, informative texts, and opinion pieces? - What language choices can a writer make to improve a piece?
Content (Subject Matter)	- The literary/historical information surrounding *Summer of My German Soldier* - Theme: Conflicts between parents and children - Theme: The destructiveness of prejudice and racism

	• Theme: Individuals in conflict with their society • Analytical and close reading skills • Contextual clues and reading strategies • Self-reflection through journaling • The essential traits of characters (similarities and differences) • The components of a formal presentation • The procedures surrounding the court system • The organization and preparation of a mock trial • The importance and purpose of persuasion • Elements of a persuasive essay • 6 Traits of Writing • The recurrent steps of the writing process • Affixes, base, and root words • Literary elements of setting, plot, and characterization • Variety of sentence types, including independent and dependent clauses and prepositional adverbial phrases
Skills/ Benchmarks (CCSS Standards)	• RL. 6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. • RL. 6.2: Determine a theme or central idea of a text and analyze its development over the course of the text; summarize the text. • RL. 6.3: Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. • RL. 6.4: Determine the meaning of words and phrases as they are used in a text, including figures of speech and the connotations (associations) of particular words and phrases; analyze the impact of a specific word choice on meaning and tone. • RL. 6.5: Analyze how a particular sentence, chapter, scene, or stanzas fits into the overall structure of the text and contributes to the development of the theme, setting, or plot. • RL. 6.6: Explain how an author established and develops the point of view of the narrator or speaker in a text. • RL. 6.7: Compare and contrast the experience of reading a story, poem, or drama to listening to or viewing an audio, video, or live version of the text, including contrasting what they see and hear when reading the text to what they perceive when they listen or watch. • RL. 6.9: Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics. • RL.6.10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. • W.6.1: Write arguments to support claims with clear reasons and relevant evidence. • W.6.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. • W.6.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audiences. • W.6.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

	- W.6.9: Draw evidence from literary or informational texts to support analysis, reflection, and research - SL.6.1: Engage effectively in a range of collaborative discussions (one-on-one and in groups) on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. - SL.6.2: Interpret information presented in graphical, oral, visual, or multimodal formats and explain how it contributes to a topic, text, or issue under study. - SL.6.4: Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. - L.6.1: Observe conventions of grammar and usage when writing or speaking. - L.6.2: Observe conventions of capitalization, punctuation, and spelling when writing. - L.6.3: Use language to enhance meaning, convey style, and achieve particular effects when writing or speaking. - L.6.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibility from a range of strategies. - L.6.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. - L.6.6: Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary.
Materials and Resources	- http://www.bettegreene.com/ (background information for Bette Greene) - http://www.americainwwii.com/ (online magazine that tells the stories of Americans fighting during WWII) - http://owl.english.purdue.edu/owl/resource/587/01/ (helpful hints for the writing process) - http://www.prefixsuffix.com/rootchart.php (chart of English language roots) - http://www.eduplace.com/graphicorganizer/pdf/storymap2_eng.pdf (story map graphic organizer) http://www.hishelpinschool.com/learning/storymap.html (story mapping strategy)

Grade: 6 Subject: Honors Language Arts Literacy	Unit of Study: *Middle School: Worst Years of My Life* by James Patterson
Big Idea/Rationale	• Students will organize information by implementing a variety of graphic organizers and note taking strategies. • Students will make inferences using textual information and supporting evidence. • Students will self-reflect on their comprehension and understanding of the text through journaling and discussions. • Students will have opportunities for practice in reading independently using the Literature Circles model. • Students will explore the rich employment of figurative language, including similes, metaphors, and personification. • Students will compare/contrast other texts with the common theme of survival in the middle school years. • Students will rewrite chapters from a different character's point of view. • Students will compare and contrast Memorial's Code of Conduct to Hills Village's Code of Conduct. • Students will create their own Operation for conquering the rules of our school. • Students will write in response to literature and collaboratively share observations. • Students will evaluate and reflect on strengths, weaknesses, style of writing, illustrations, plot, and characters. • Students will create a problem-solution essay focusing on the topic of how to deal with a bully. • Students will draft, revise, and edit writing using the Writing Process model, employing the 6 Traits of Effective Writing.
Enduring Understanding (Mastery Objective)	• Inferences are formed through the use of textual information and supporting evidence. • The key literary elements of setting, plot, theme, and characterization structure the fiction genre. • Conflict is essential to the driving of the plot and unfolds through the story. Internal and external conflict are the two main kinds of conflict. • Characters can be developed and evaluated by their appearance, dialogue, actions, and through the reaction of others. • Characters can be individual, developing, or static: all of which can be impacted by the characterization of the author and the point of view. • Point of view is the angle in which the story is told from. The point of view can determine the reliability and credibility of the information given in a text. • The theme in a piece of fiction is its controlling idea or its central insight. It is the author's underlying meaning or main idea. • Themes often explore timeless and universal ideas surrounding human nature and life. • The exploration and examination of relevant social topics in texts. • Information can be organized and learned through the employment of note taking, outlines, and graphic organizers (maps). • The purpose of persuasive writing is to persuade or influence your reader by using supporting evidence. • The writing process is not sequential. Each step can be revisited several times in order to create strong, insightful writing samples.

	• The 6 Traits of Writing is a model that incorporates important components of skillful writing. Each trait (voice, ideas, conventions, organization, word choice, sentence fluency) must be targeted when creating major pieces including literary analysis with support from the text and persuasive writing. • Higher-order thinking questions encourage students to make connections, evaluate existing beliefs, and create perceptive judgments. • Skillful readers continuously make connections while reading. These connections include text to self, text to text, and text to world connections. • Reading comprehension is built on a solid foundation of vocabulary, context, practice, experience, and knowledge of the conventions of genre. • Writing is a process, not a result.
Essential Questions (Instructional Objective)	• How would the novel be different if it was told from the perspective of another character? • How is the setting reflected in the themes of this story? • How does an author develop and create fictional characters? • What are the essential traits of these characters? How are they different and/or similar? • What is the role of symbolism? What are some important symbols? • How can figurative language enrich a text and my own writing? • How do I summarize a longer text? • How do I rewrite a chapter from a different perspective/point of view? • What strategies can a reader use to decode an unfamiliar word? • What is the purpose of persuasive writing? • What are the important elements of problem-solution writing? • How often can I revisit each step of the writing process? • What are the most effective strategies a reader can use to understand a new text? • What techniques are involved in writing narratives, informative texts, and opinion pieces?
Content (Subject Matter)	• Theme: Growing up/survival • Theme: Individuals in conflict with their society • Analytical and close reading skills • Contextual clues and reading strategies • Self-reflection through journaling • The employment of figurative language • The essential traits of characters (similarities and differences) • The importance and purpose of persuasion • Elements of a problem-solution essay • 6 Traits of Writing • Literary elements of setting, plot, and characterization • Variety of sentence types, including independent and dependent clauses and prepositional adverbial phrases
Skills/ Benchmarks (CCSS Standards)	• RL. 6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. • RL. 6.2: Determine a theme or central idea of a text and analyze its development over the course of the text; summarize the text. • RL. 6.3: Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

- RL. 6.4: Determine the meaning of words and phrases as they are used in a text, including figures of speech and the connotations (associations) of particular words and phrases; analyze the impact of a specific word choice on meaning and tone.
- RL. 6.5: Analyze how a particular sentence, chapter, scene, or stanzas fits into the overall structure of the text and contributes to the development of the theme, setting, or plot.
- RL. 6.6: Explain how an author established and develops the point of view of the narrator or speaker in a text.
- RL. 6.7: Compare and contrast the experience of reading a story, poem, or drama to listening to or viewing an audio, video, or live version of the text, including contrasting what they see and hear when reading the text to what they perceive when they listen or watch.
- RL. 6.9: Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.
- RL.6.10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- W.6.1: Write arguments to support claims with clear reasons and relevant evidence.
- W.6.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- W.6.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audiences.
- W.6.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- W.6.9: Draw evidence from literary or informational texts to support analysis, reflection, and research
- SL.6.1: Engage effectively in a range of collaborative discussions (one-on-one and in groups) on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- SL.6.2: Interpret information presented in graphical, oral, visual, or multimodal formats and explain how it contributes to a topic, text, or issue under study.
- SL.6.4: Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
- L.6.1: Observe conventions of grammar and usage when writing or speaking.
- L.6.2: Observe conventions of capitalization, punctuation, and spelling when writing.
- L.6.3: Use language to enhance meaning, convey style, and achieve particular effects when writing or speaking.
- L.6.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibility from a range of strategies.
- L.6.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.6.6: Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary.

Materials and Resources	• *Middle School: Worst Years of My Life* by James Patterson • Dialogue journals • Memorial's Code of Conduct (student behavior) • Graphic organizers (open-mind portrait, my home page, t-chart, operation:_____) • Mid-year reflection (portfolio)

Grade: 6 Subject: Honors Language Arts Literacy	**Unit of Study:** *A Midsummer Night's Dream* by William Shakespeare
Big Idea/Rationale	• Students will examine the historical context surrounding the Elizabethan Era. • Students will explore the many facets of William Shakespeare's life (education, family, works, and reputation). • Students will identify and define the characteristics of the play genre. • Students will make inferences using textual information and supporting evidence. • Students will identify and analyze the elements of plot, setting, and characterization. • Students will define the literary terms immersed in the play genre: images, metaphors, sensory phrases, alliteration, assonance, repeated syllables. • Students will create a literary response using support and details from the text (personal investigation). • Students will chart character traits through the implementation of graphic organizers and note taking strategies. • Students will create personal connections by responding to the following prompts: Compare a student's dream to the play's dream, Identify with Hermia's dilemma, Compare Bottom with a personal friend/family member, Compare the conflict between Hermia and Helena with an existing relationship. • Students will present a culminating performance of a selected scene which will demonstrate their understanding of inflection and staging. • Students will prepare, rehearse, and deliver a formal presentation in a logical or sequential order. • Students will have opportunities for practice in reading independently using the Literature Circles model. • Students will draft, revise, and edit writing using the Writing Process model, employing the 6 Traits of Effective Writing.
Enduring Understanding (Mastery Objective)	• Inferences are formed through the use of textual information and supporting evidence. • The elements of drama can be categorized into three major areas: literary elements, technical elements, and performance elements. • The plot is the series of events that takes place in a play. There are five stages in plot structure: exposition, rising action, climax, falling action; and resolution • Conflict is essential to the driving of the plot and unfolds through the story. Internal and external conflict are the two main kinds of conflict. • Characters can be developed and evaluated by their appearance, dialogue, actions, and through the reaction of others. • Characters can be individual, developing, or static: all of which can be impacted by the characterization of the author and the point of view. • Point of view is the angle in which the story is told from. The point of view can determine the reliability and credibility of the information given in a text. • The theme is a controlling idea or central insight. It is the author's underlying meaning or main idea. • Themes often explore timeless and universal ideas surrounding human nature and life. • The exploration and examination of relevant social topics in texts. • Information can be organized and learned through the employment of note taking, outlines, and graphic organizers (maps).

	- The purpose of drama and staging is to share the human experience and pass down tradition and culture. - Formal presentations must be delivered in a logical or sequential order with inflection. - The writing process is not sequential. Each step can be revisited several times in order to create strong, insightful writing samples. - The 6 Traits of Writing is a model that incorporates important components of skillful writing. Each trait (voice, ideas, conventions, organization, word choice, sentence fluency) must be targeted when creating major pieces including literary analysis with support from the text. - Higher-order thinking questions encourage students to make connections, evaluate existing beliefs, and create perceptive judgments. - Skillful readers continuously make connections while reading. These connections include text to self, text to text, and text to world connections. - Reading comprehension is built on a solid foundation of vocabulary, context, practice, experience, and knowledge of the conventions of genre. - Writing is a process, not a result.
Essential Questions (Instructional Objective)	- What is the purpose of the fairies? How do they influence the play? - Why did Shakespeare use the setting of nighttime and woods? - What are some of the magical transformations in this play? - What do dreams represent? What is the power of dreams? - What is the significance of the play's title? - Is the play a comedy or a tragedy? - How does Shakespeare reference Greek mythology? - How does Shakespeare create the format of a play within a play? - What part does friendship play? Is loyalty important? - What are the essential traits of these characters? How are they different and/or similar? - What are the literary elements that define the play/drama genre? - What is the role of symbolism? What are some important symbols? - What strategies can a reader use to decode an unfamiliar word? - How can I use support from the text to create a cohesive literary analysis? - How often can I revisit each step of the writing process? - What are the most effective strategies a reader can use to understand a new text? - What techniques are involved in writing narratives, informative texts, and opinion pieces? - What language choices can a writer make to improve a piece?
Content (Subject Matter)	- The historical context of the Elizabethan Era - The life of William Shakespeare (works, reputation, family) - Greek mythological allusions - Theatrical practices of Shakespeare's London - The elements of character and play genre - The significance of plot development - The themes of magic, dreams, and the supernatural - The framework of a play within a play - Analytical and close reading skills - Contextual clues and reading strategies - Self-reflection through journaling - 6 Traits of Writing - The recurrent steps of the writing process

	• Literary analysis with support from the text (literary response)
	• The components of performance and staging
	• Delivering a formal presentation in logical or sequential order
	• Literary terms immersed in the play genre: images, metaphors, sensory phrases, alliteration, assonance, repeated syllables
Skills/ Benchmarks (CCSS Standards)	• RL. 6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
	• RL. 6.2: Determine a theme or central idea of a text and analyze its development over the course of the text; summarize the text.
	• RL. 6.3: Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
	• RL. 6.4: Determine the meaning of words and phrases as they are used in a text, including figures of speech and the connotations (associations) of particular words and phrases; analyze the impact of a specific word choice on meaning and tone.
	• RL. 6.5: Analyze how a particular sentence, chapter, scene, or stanzas fits into the overall structure of the text and contributes to the development of the theme, setting, or plot.
	• RL. 6.6: Explain how an author established and develops the point of view of the narrator or speaker in a text.
	• RL. 6.7: Compare and contrast the experience of reading a story, poem, or drama to listening to or viewing an audio, video, or live version of the text, including contrasting what they see and hear when reading the text to what they perceive when they listen or watch.
	• RL.6.10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
	• W.6.1: Write arguments to support claims with clear reasons and relevant evidence.
	• W.6.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
	• W.6.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audiences.
	• W.6.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
	• W.6.9: Draw evidence from literary or informational texts to support analysis, reflection, and research
	• SL.6.1: Engage effectively in a range of collaborative discussions (one-on-one and in groups) on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
	• SL.6.4: Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
	• L.6.1: Observe conventions of grammar and usage when writing or speaking.
	• L.6.2: Observe conventions of capitalization, punctuation, and spelling when writing.
	• L.6.3: Use language to enhance meaning, convey style, and achieve particular effects when writing or speaking.

	• L.6.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibility from a range of strategies.
	• L.6.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
	L.6.6: Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary.
Materials and Resources	• http://www.folger.edu/template.cfm?cid=2781 (Folger edition)
	• http://www.mccarter.org/Education/midsummer-nights-dream/html/midsummerprint.pdf (an additional resource guide)
	• http://www.glencoe.com/sec/literature/litlibrary/pdf/midsummer_nights_dream.pdf (Glencoe Literature Library study guide)
	• http://shakespeare.mit.edu/midsummer/ (list of scenes)
	• http://www.youtube.com/playlist?list=PL65B252134206BB6A&feature=plcp (helpful YouTube videos)

Grade: 6 Subject: Honors Language Arts Literacy	**Unit of Study:** *Literature Circles*
Big Idea/Rationale	• Students will make choices about the literature that they read. • Students will read aloud daily in order to improve reading skills such as decoding and the use of context clues. • Students will have the opportunity to form their own conclusions to questions. • Students will be able to discuss texts (book chats) cooperatively. • Students will be able to employ the structured, varied roles of a reader. • Students will complete student-centered activities to reinforce their transactional experience of a text. • Students will interact in a positive learning community and create meaning-making literacy experiences. • Students will identify and explain the essential elements of a story. • Students will decode unfamiliar words and reflect on their journey to self-discovery. • Students will be held accountable for their roles and participation. • Students will read from a variety of genres and note the differences and similarities. • Students will form personal, textual, and global connections while reading. • Students will practice their reading comprehension skills and reflect on their weaknesses/strengths as a reader. • Students will assess individual and group participation through the use of checklists, reflections, and debriefing. • Students will complete formal and informal assessments that will foster quality responses to the text. • Students will maneuver through literature with the guidance of "Skill of the Day" and "Question of the Day". • Students will have opportunities for practice in reading independently using the Literature Circles model.
Enduring Understanding (Mastery Objective)	• Higher-order thinking questions encourage students to make connections, evaluate existing beliefs, and create perceptive judgments. • Reading is a transactional experience that requires readers to find their own meaning and connections to a text. Meaning is not found in the text or a reader's head. • Skillful readers continuously make connections while reading. These connections include text to self, text to text, and text to world connections. • Inferences are formed through the use of textual information and supporting evidence. • The key literary elements of a story are the characters, themes, settings, and plot structure. • Conflict is essential to the driving of the plot and unfolds through the story. Internal and external conflict are the two main kinds of conflict. • Characters can be developed and evaluated by their appearance, dialogue, actions, and through the reaction of others. • Characters can be individual, developing, or static: all of which can be impacted by the characterization of the author and the point of view. • Point of view is the angle in which the story is told from. The point of view can determine the reliability and credibility of the information given in a text.

	• The theme in a piece of writing is its controlling idea or its central insight. It is the author's underlying meaning or main idea. • Themes often explore timeless and universal ideas surrounding human nature and life. • There are many valued interpretations and reactions to a single text. • The exploration and examination of relevant social topics in texts. • Reading comprehension is built on a solid foundation of vocabulary, context, practice, experience, and knowledge of the conventions of genre. • Writing is a process, not a result.
Essential Questions (Instructional Objective)	• How can a reader identify the main idea of a story? • What are the traits of a character? • How do character roles impact the overall meaning of the story? • What does it mean to sequence a story? • How many connections can you make to the story? (triangle) • Which connection is the most purposeful for you? • How do we summarize a novel or a short story? • How do we discover the meaning of unfamiliar words in a text? • What are the differences among the parts of speech (nouns, verbs, adjectives, adverbs)? • What is the role of point of view and how can readers identify the point of view in a story? • What are the essential elements of a story? • What are some activities that a reader can complete in order to demonstrate their understanding of a story? • How can a reader reflect on what he/she has read? • What are the most effective strategies a reader can use to understand a new text? • What are the different literary genres? How do these genres differ, but also show similarities? • What techniques are involved in writing short stories and novels? • What language choices can a writer make to improve a piece?
Content (Subject Matter)	• Elements of a story: characters, setting, theme and plot • Literary genres: fiction, non-fiction, memoir, poetry, informational • Reading comprehension skills: identifying the main idea, characterization, sequencing, making connections, retelling • Awareness of synonyms, antonyms, and word meaning • Syntax and different parts of speech: nouns, verbs, adjectives, adverbs • Procedures and purpose of literature circles • Student roles employed in literature circles • How to discuss a text cooperatively and critically • Individual responsibility of assigned role • How to decode unfamiliar vocabulary • Book chats • The variety of ways to respond to writing (Creative Teaching Press) • The transactional experience of reading • How to be a reflective reader
Skills/ Benchmarks (CCSS Standards)	• RL. 6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. • RL. 6.2: Determine a theme or central idea of a text and analyze its development over the course of the text; summarize the text.

- RL. 6.3: Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
- RL. 6.4: Determine the meaning of words and phrases as they are used in a text, including figures of speech and the connotations (associations) of particular words and phrases; analyze the impact of a specific word choice on meaning and tone.
- RL. 6.5: Analyze how a particular sentence, chapter, scene, or stanzas fits into the overall structure of the text and contributes to the development of the theme, setting, or plot.
- RL. 6.6: Explain how an author established and develops the point of view of the narrator or speaker in a text.
- RL. 6.7: Compare and contrast the experience of reading a story, poem, or drama to listening to or viewing an audio, video, or live version of the text, including contrasting what they see and hear when reading the text to what they perceive when they listen or watch.
- RL. 6.9: Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.
- RL.6.10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- W.6.1: Write arguments to support claims with clear reasons and relevant evidence.
- W.6.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- W.6.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audiences.
- W.6.9: Draw evidence from literary or informational texts to support analysis, reflection, and research
- SL.6.1: Engage effectively in a range of collaborative discussions (one-on-one and in groups) on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- SL.6.2: Interpret information presented in graphical, oral, visual, or multimodal formats and explain how it contributes to a topic, text, or issue under study.
- SL.6.4: Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
- L.6.1: Observe conventions of grammar and usage when writing or speaking.
- L.6.2: Observe conventions of capitalization, punctuation, and spelling when writing.
- L.6.3: Use language to enhance meaning, convey style, and achieve particular effects when writing or speaking.
- L.6.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibility from a range of strategies.
- L.6.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
  L.6.6: Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary.

| Materials and Resources | Novels/trade books (depending on reading level) 6 Traits Writing *The Continuum of Literacy Learning* by Fountas and Pinnell http://www.litcircles.org/: Overview/Links to other informational sites http://www.lauracandler.com/strategies/litcircles.php: Strategies on successful Literature Circles http://www.readwritethink.org/classroom-resources/lesson-plans/literature-circles-getting-started-19.html: Lesson on the first days of LC's http://www.litsite.org/index.cfm?section=Teaching-and-Learning&page=Reading-Workbooks&cat=Middle-School&viewpost=2&ContentId=1015 : Activities/Handouts from middle school teacher http://www.litcircles.org/LCMSblurb.html: List of professional books that would be extremely helpful for classroom teachers http://mrcoley.com/litcircles.htm: Handouts of LC roles http://www.mrscowan.com/literaturecircle.htm: Quick reference worksheets/helpful advice from classroom teacher http://www.webenglishteacher.com/litcircles.html: Links to Literature Circle sites http://www.saskschools.ca/curr_content/bestpractice/litcircles/assessment.html http://www.heinemann.com/shared/onlineresources/E00702/minilessons.pdf: Mini-lessons for Literature Circle text (Daniels & Steineke) |

Grade: 6 Subject: Honors Language Arts Literacy	Unit of Study: *Poetry*
Big Idea/Rationale	• Students will build and increase their confidence in the reading and writing of poetry. • Students will identify the feelings and experiences associated with and evoked from poetry. • Students will read poetry for a variety of purposes: to appreciate the Classics and Multicultural Literature, to discover personal meaning, and to find enjoyment and fun. • Students will explore poetry and what it means to them by responding to prompts and sentence starters. • Students will analyze poetry with a focus on word patterns, word choice, and language. • Students will work collaboratively to examine the interconnected relationship captured between poetry and the human condition. • Students will discover the diversity of voices and perspectives represented in poetry. • Students will analyze song lyrics in order to identify the significance of voice, pitch, and rhythm (all of which are present in poetry). • Students will investigate poems that use language in unique ways and those that create pictures or help readers visualize. • Students will respond to poetry using a Dialogue Journal. • Students will create a poem mobile with stanzas cut apart and hung together will illustrations. • Students will identify words, phrase, punctuation, and form that support literal observations. • Students will learn how to read aloud a poem with the mindfulness of voice tone, pitch, body language, and attention to punctuation. • Students will read poetry aloud with an expressive voice, using punctuation as a road map. • Students will analyze poetry that is relatable and personal to their own lives. • Students will read poetry in order to connect themes across the content areas and enhance student understanding. • Students will expressively respond to poetry through performance/acting out and inventing movements to accompany lines and stanzas. • Students will explore the genre of Poetry Slam and perform several readings. • Students will compete in a Poetry Slam where he or she will be required to perform a three minute poetry performance. • Students will perform a cold reading of a poem in order to assess analytical skills and understanding. • Students will create a poem exploring their experiences as a middle school student.
Enduring Understanding (Mastery Objective)	• Poetry is a genre that can be used in every subject and read at every age. • Poetry stimulates critical thinking, encourages creative thinking, and celebrates diversity. • The purpose of reading and writing poetry is to experience and enjoy it. Reading poetry is like coloring with one hundred and eighty crayons instead of the customary eight.

	- The personal connections that are evoked from poetry help us further enjoy poetry and relate to the poet. - There are many forms and subgenres in poetry. - A poem does not have to rhyme in order to be considered poetry. - A poet's language helps us create images and pictures (visualization). - Word patterns, word choice, and language influence how we respond and react to a poem. - Punctuation serves as a road map because it informs us of when to stop and when to pause. - Song lyrics and poetry share many similarities, including voice, pitch, and rhythm. - The performance of poetry is meant to be theatrical and entertaining. - It is important to read poetry in order to write it well (How to Eat a Poem).
Essential Questions (Instructional Objective)	- What is the purpose of reading poetry? - How are feelings and emotions evoked from poetry? - Why is poetry considered an "art form"? - How can one analyze poetry using annotations? - What are the similarities between song lyrics and poetry? - How do you read a poem aloud? - How do you write and annotate on a poem? - How do you feel when you read a poem? - How do you know when to stop and/or pause when reading a poem? - What is the voice, pitch, and rhythm in a poem? - What part does word choice, and language play in a poem? - What are some formats and subgenres within poetry? - What is a Poetry Slam? - How do you begin to write a poem? - How can you form personal connections to poetry? - What are some ways that you can respond to poetry?
Content (Subject Matter)	- An appreciation and enjoyment for poetry - The feelings and emotions associated with poetry - Purpose of poetry - Ways to respond to poetry - Forms of poetry - Associations between song lyrics and poetry - Analysis/close reading of poetry - How to read a poem - Images and pictures embedded in poetry - The influence of word patterns, word choice, and language - Elements of performing a poem - The new genre of Poetry Slam - An exploration of educational websites on poetry
Skills/ Benchmarks (CCSS Standards)	- RL. 6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. - RL. 6.2: Determine a theme or central idea of a text and analyze its development over the course of the text; summarize the text. - RL. 6.3: Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

	- RL. 6.4: Determine the meaning of words and phrases as they are used in a text, including figures of speech and the connotations (associations) of particular words and phrases; analyze the impact of a specific word choice on meaning and tone. - RL. 6.5: Analyze how a particular sentence, chapter, scene, or stanzas fits into the overall structure of the text and contributes to the development of the theme, setting, or plot. - RL. 6.6: Explain how an author established and develops the point of view of the narrator or speaker in a text. - RL. 6.7: Compare and contrast the experience of reading a story, poem, or dram to listening to or viewing an audio, video, or live version of the text, including contrasting what they see and hear when reading the text to what they perceive when they listen or watch. - RL.6.9: Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. - RL.6.10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. - SL.6.1: Engage effectively in a range of collaborative discussions (one-on-one and in groups) on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. - SL.6.4: Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. - L.6.1: Observe conventions of grammar and usage when writing or speaking. - L.6.2: Observe conventions of capitalization, punctuation, and spelling when writing. - L.6.3: Use language to enhance meaning, convey style, and achieve particular effects when writing or speaking. - L.6.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibility from a range of strategies. - L.6.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. - L.6.6: Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary.
Materials and Resources	- Elizabeth Swados, Hey You C'mere! A poetry slam - The New York Times Bestseller, *Poetry Speaks to Children* - The American Poetry & Literacy Project, *How to Eat a Poem* - Gary Mex Glazner, *Poetry Slam: The Competitive Art of Performance Poetry* - Elliot, Dupuis (2002), *Young Adult Literature in the Classroom*, Chapters 8 & 9 - Temple, Martinez, & Yokota (2012), *Children's Books in Children's Hands*, Chapter 14 - http://www.readwritethink.org/files/resources/Ep25Handout.pdf: List of poem books for teens and preteens - http://www.readwritethink.org/classroom-resources/lesson-plans/using-classic-poetry-challenge-900.html?tab=1#tabs: Lesson plan for imitating or "trying on" poetic styles

- http://www.readwritethink.org/classroom-resources/calendar-activities/april-national-poetry-month-20478.html: Information about Poetry Month and list of helpful websites
- http://www.readwritethink.org/files/resources/interactives/word_mover/words.01.html: "Move Over" Poetry Activity
- http://www.readwritethink.org/classroom-resources/lesson-plans/reading-performance-understanding-fluency-28.html: The Reading Performance Project: Understanding fluency through oral interpretation
- http://www.readwritethink.org/classroom-resources/lesson-plans/building-classroom-community-through-807.html?tab=4#tabs: Building classroom community through the writing of acrostic poems (students research acrostic poems and create one for a classmate)

Grade: 6 Subject: Honors Language Arts Literacy	Unit of Study: *Grammar*
Big Idea/Rationale	• Students will explore the powerful role of grammar in reading and writing. • Students will develop knowledge and understanding of grammar. • Students will develop abilities to make use of the grammar in their own writing. • Students will study/explore the way that published authors' use grammar. • Students will learn the correct rules for capitalization. • Students will learn how to correctly place and utilize periods, question marks, commas, exclamation points, semicolons, colons, hyphens, parentheses, apostrophes, and dashes in writing. • Students will proofread writings for correct use of capitalization and punctuation. • Students will have opportunities for practice in reading independently using the independent reading and journaling model.
Enduring Understanding (Mastery Objective)	• Reading comprehension is built on a solid foundation of vocabulary, context, practice, experience, and knowledge of the conventions of genre. • Making connections among different pieces of writing leads to greater comprehension and deeper understanding. • Writing is a process, not a result. • Knowledge of proper grammar is important to make one's self better understood to others when writing.
Essential Questions (Instructional Objective)	• How can I use punctuation to strengthen tone and sophistication in my writing? • How can I use an ellipsis in my daily journaling and short story writing? • What techniques are involved in writing narratives, informative/explanatory texts, and arguments? • What language choices can a writer make to improve a piece? • What strategies can be best used to proofread a piece of writing? • How do I give effective feedback while peer-editing? • How does grammar impact my reading comprehension?
Content (Subject Matter)	• Correctly use punctuation and capitalization in all types of writing completed in class. • Keep a writing portfolio of work samples for teacher/student discussion and review • Revise and edit drafts by rereading for content and organization, usage, sentence construction, mechanics and word choice • Use a variety of sentences types correctly, including combinations of independent and dependent clauses, prepositional and adverbial phrases, and varied sentence openings to develop an lively and effective personal style • Incorporate varied sentence structure and correct grammar when speaking • Consult rubric for writing guidance and support
Skills/ Benchmarks (CCSS Standards)	• L.6.1: Observe conventions of grammar and usage when writing or speaking. • L.6.2: Observe conventions of capitalization, punctuation, and spelling when writing. • L.6.3: Use language to enhance meaning, convey style, and achieve particular effects when writing or speaking.

	• L.6.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibility from a range of strategies.
Materials and Resources	Overhead w/transparencies; Punctuation & Capitalization notes; McDougal Littell Grammar, Usage, and Mechanics workbook http://www.eduplace.com/cgi-bin/schtemplate.cgi?template=/rdg/hme/enrichment/index.thtml&grades=6_8&alt=6-8 (Houghton Mifflin)

Grade: 6 Subject: Honors Language Arts Literacy	Unit of Study: *Vocabulary*
Big Idea/Rationale	• Students will explore and identify word parts, including root words, prefixes, and suffixes, through a variety of hands-on activities. • Students will study unfamiliar words in the context of a sentence and/or longer text. • Students will have opportunities for practice in reading independently using the independent reading and journaling model. • Students will define new words to increase vocabulary & better understand in-class readings. • Students will explore synonyms, antonyms, and multiple meanings of advanced vocabulary words. • Students will utilize new vocabulary words in writing assignments and in-class discussions.
Enduring Understanding (Mastery Objective)	• Reading comprehension is built on a solid foundation of vocabulary, context, practice, experience, and knowledge of the conventions of genre. • Writing is a process, not a result.
Essential Questions (Instructional Objective)	• How can the selection of words create a tone and/or mood in our writing? • How can one decode an unfamiliar word simply by using word parts? • What techniques are involved in writing narratives, informative/explanatory texts, and arguments? • What language choices can a writer make to improve a piece? • How can writing be improved through an increase of one's vocabulary? • How can an increased vocabulary improve one's ability to understand a novel? • How can we authentically incorporate new vocabulary words into our daily writing and conversations?
Content (Subject Matter)	• Define and use new vocabulary words as related to in-class novels • Define and use new vocabulary words related to cross-curricular subjects, including geography, math, science, and history
Skills/ Benchmarks (CCSS Standards)	• RL. 6.4: Determine the meaning of words and phrases as they are used in a text, including figures of speech and the connotations (associations) of particular words and phrases; analyze the impact of a specific word choice on meaning and tone. • L.6.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibility from a range of strategies. • L.6.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. • L.6.6: Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary.
Materials and Resources	Vocabulary notes & practice worksheets; Sadlier Vocabulary Workshop: Level A; vocabularyworkshop.com (parent/student/teacher resource)