

Paulsboro Schools



Curriculum

Language Arts Literacy

Grade 6

2011 - 2012

*** For adoption by all regular education programs
Board Approved: April 2012
as specified and for adoption or adaptation by**

Superintendent

Dr. Frank Scambia

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Paulsboro Schools Mission Statement

The mission of the Paulsboro School District is to provide each student educational opportunities to assist in attaining their full potential in a democratic society.

Our instructional programs will take place in a responsive, community based school system that fosters respect among all people.

Our expectation is that all students will achieve the New Jersey Core Curriculum Content Standards (NJCCCS) at every grade level.

INTRODUCTION, PHILOSOPHY OF EDUCATION, AND EDUCATIONAL GOALS

Introduction/Philosophy:

Introduction/philosophy: The philosophy of the Paulsboro School District Language Arts Literacy Program is to provide students with a multitude of educational opportunities and 21st century skills necessary for the lifelong learning. The educational program takes into account the physical, social, and emotional needs of every student. We recognize that students come to school with prior knowledge and learn best when they can communicate views effectively through reading, writing, listening, thinking, and viewing the world in which we live. Emphasis on language is placed on authentic, problem/ project based situations that provide opportunities for students to interact with new understandings which they link to prior knowledge. Through open-ended activities, students engage in interdisciplinary studies based where they are and take their learning as far as possible. Because of the global and ever changing nature of our society, the Language Arts Literacy Program will engage students with the experiences necessary to develop the threshold skills of critical thinking, strategizing, communicating, and acting democratically in the world.

Educational Goals: <Language Arts Literacy
Students will be able to

1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes
2. Comprehend, understand, analyze, evaluate, critique, and respond to messages form various formats.
3. Investigate, research, and synthesize information from various media sources.

Educational Goals (taken from NJCCCS)

New Jersey State Department of Education Core Curriculum Content Standards

A note about Science Standards and Cumulative Progress Indicators:

The New Jersey Core Curriculum Content Standards for **Science** were revised in **2009**. The Cumulative Progress Indicators (CPI's) referenced in this curriculum guide refer to these new standards and may be found in the Curriculum folder on the district servers. A complete copy of the new Core Curriculum Content Standards for Mathematics may also be found at:

<http://www.njcccs.org/search.aspx>

clicking on this link will take you here:

The screenshot shows the 'Standards Search Criteria' section of the NJCCCS website. It includes a search bar at the top right, navigation links like 'NJ Home' and 'Services A to Z', and a 'Download Options' box on the right. The main search area has several dropdown menus and checkboxes for selecting content area, grade level, and standards. Callouts provide instructions for each of these elements.

Standards Search Criteria

- Select Format Option:** Standards Learning Progressions/Horizontal Matrix
- Select Content Area:** Science
- Select Grade(s):** Preschool through 9 - 12
- Select Standard(s):**
 - All
 - 5.1- Science Practices 5.3- Life Science
 - 5.2- Physical Science 5.4- Earth Systems Science
- Select Strand(s):** [Empty dropdown]

Download Options

- 21st Century Units
- Classroom Application Documents (CADs)

* Content Area selection required. All options are not applicable to Units or CADs at this time.

Keyword Site Search

Keyword: [Input field] Search

Callouts:

- Pick your content area (points to 'Select Content Area')
- Select the grade level you're working on here (points to 'Select Grade(s)')
- Select all to see all the standards that apply (points to 'Select Standard(s)')
- Click search to start process (points to 'Search' button)
- Find CPI's, assessments, and resources here (points to 'Download Options')

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New Jersey State Department of Education Core Curriculum Content Standards

A note about Science Standards and Cumulative Progress Indicators:

The New Jersey Core Curriculum Content Standards for **Science** were revised in **2009**. The Cumulative Progress Indicators (CPI's) referenced in this curriculum guide refer to these new standards and may be found in the Curriculum folder on the district servers. A complete copy of the new Core Curriculum Content Standards for Mathematics may also be found at:

<http://www.njcccs.org/search.aspx>

The next portion of this document deals with identifying the Essential questions, Enduring Understanding and Conceptual Understandings. These are the big ideas, important concepts that you want students to leave with.... The things they need to know in order to master the concept being taught. You can find these essential questions in the NJCCCS at the website above

We took a guess and assumed that each quarter, or marking period, would have about 4 big ideas to cover. You may have more or less. You can add or delete boxes as necessary.

Content Area		Science	
Standard		5.1 Science Practices: All students will understand that science is both a body of knowledge and an evidence-based, model-building enterprise that continually extends, refines, and revises knowledge. The four Science Practices strands encompass the knowledge and reasoning skills that students must acquire to be proficient in science.	
Strand		A. Understand Scientific Explanations : Students understand core concepts and principles of science and use measurement and observation tools to assist in categorizing, representing, and interpreting the natural and designed world.	
end of grade	Content Statement	CPI#	Cumulative Progress Indicator (CPI)
P	Who, what, when, where, why, and how questions form the basis for young learners' investigations during sensory explorations, experimentation, and focused inquiry.	5.1.P.A.1	Display curiosity about science objects, materials, activities, and longer-term investigations in progress.
4	Fundamental scientific concepts and principles and the links between them are more useful than discrete facts.	5.1.4.A.1	Demonstrate understanding of the interrelationships among fundamental concepts in the physical, life, and Earth systems sciences.

Enduring understanding

Essential Question

Educational goal

Conceptual understanding

Scope and Sequence Map

Quarter 1

Big Idea 1:

The ability to read a variety of text requires independence, comprehension and fluency.

Big Idea 2: Writing is the process of communicating in print for a variety of audiences and purposes.

Big Idea 3:

Oral language and listening is a tool for communicating, thinking and learning to gain understanding.

Big Idea 4:

A media literate person can evaluate how words, images and sounds influence a message.

Quarter 2

Big Idea 1:

The ability to read a variety of text requires independence, comprehension and fluency.

Big Idea 2: Writing is the process of communicating in print for a variety of audiences and purposes.

Big Idea 3:

Oral language and listening is a tool for communicating, thinking and learning to gain understanding.

Big Idea 4:

A media literate person can evaluate how words, images and sounds influence a message.

Scope and Sequence Map

Quarter 3

Big Idea 1:

The ability to read a variety of text requires independence, comprehension and fluency.

Big Idea 2: Writing is the process of communicating in print for a variety of audiences and purposes.

Big Idea 3:

Oral language and listening is a tool for communicating, thinking and learning to gain understanding.

Big Idea 4:

A media literate person can evaluate how words, images and sounds influence a message.

Quarter 4

Big Idea 1:

The ability to read a variety of text requires independence, comprehension and fluency.

Big Idea 2: Writing is the process of communicating in print for a variety of audiences and purposes.

Big Idea 3:

Oral language and listening is a tool for communicating, thinking and learning to gain understanding.

Big Idea 4:

A media literate person can evaluate how words, images and sounds influence a message.

Subject/ Grade level: LAL 6	Suggested days of instruction: 45	
<p>Quarter 1 Objective/ Cluster Concept/ Cumulative Progress Indicators The student will be able to:</p> <p>RL.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>RI.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p> <p>L.6.4.a. Use context (e.g., the</p>	<p>Big Idea 1: The ability to read a variety of texts requires independent, comprehension, and fluency.</p> <p>Goals:</p> <ol style="list-style-type: none"> 1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes 2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats. 3. Investigate, research, and synthesize information from various media sources. <p>Suggested Readings- Theme: Literature – Research Project (1) 1. Literature (2-3) 2. Informational (1-2) 3. Extended Text- Literature (1)</p> <p>Additional Resources: -dictionary</p> <ul style="list-style-type: none"> - McGraw Hill Treasures series - Launching Reading Workshop (Lucy Calkins) - Guiding Readers and Writers Grades 3-6 (Fountas & Pinnell) - Paulsboro School District Grade 6 Science and Social Studies Curriculum Guides - Library - Literacy Coach - Leveled books 	
	<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. How can you quote text to support analysis of text and inferences from text? 2. How does figurative language and connotative meanings affect meaning of words or phrases? 3. How can you quote informational text to support analysis and inferences from text? 4. What is central idea of the informational text and how is it conveyed through details? 6. What do you do when you do not know the meaning of a word or words? 	<p>Sample Learning Activities:</p> <ul style="list-style-type: none"> -Interactive read alouds -Reader response journal -Guided reading -Reader’s workshop -Think/Pair/Share -Reciprocal teaching skills -Student directed word wall

overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

L.6.4.b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience*, *auditory*, *audible*).

L.6.4.c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

L.6.4.d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Enduring Understanding:

1. Good readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text.
2. Good readers compare, infer, synthesize, and make connections (text to text, text to word, text to self) to make text personally relevant and useful.
3. Good readers gather and critique information from different sources for specific purposes on similar subjects.

Intervention Materials/ Strategies:

- Compass Odyssey
- BSI/ Resource Push In Support (tier 2)
- Small Group Instruction/Leveled Readers
- Flexible grouping

ELL:

- leveled readers
- after school support (tier 3)
- classroom modifications

Assessment Models:

Formative:

Guided reading/ conferencing
Reading Response Journal
Teacher observation

Summative:

Treasures comprehension test
MAP Test (Lexile) benchmark
NJ ASK

Subject/ Grade level: LAL 6	Suggested days of instruction: 45	
<p>Quarter 1 Objective/ Cluster Concept/ Cumulative Progress Indicators The student will be able to:</p> <p>W.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>W.6.3.a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>W.6.3.b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>W.6.3.c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>W.6.3.d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>W.6.3.e. Provide a conclusion that</p>	Big Idea 2: Writing is the process of communicating in print for a variety of audiences and purposes.	
	<p>Goals:</p> <ol style="list-style-type: none"> 1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes 2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats. 3. Investigate, research, and synthesize information from various media sources. 	
	<p>Writing about Text: Focus on Arguments (4-6 analyses)</p> <ul style="list-style-type: none"> - Research Project (1) - Narrative Writing (1-2) <p>Additional Resources:</p> <ul style="list-style-type: none"> -McGraw Hill Treasures Series -Library - NJ Holistic Scoring Rubric -Dictionary -Literacy Coach -Launching Writing Workshop (Lucy Calkins) -Loudenslager computer lab 	
	<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. How can we write a detailed story using well-structured event sequence? 2. How would you describe the writing process? 3. How do you write a report drawing on several sources to answer a question? 4. How do you organize relevant information from multiple credible sources and quote/paraphrase data/conclusions while citing sources? 5. What evidence can you find in the text to support your analysis, reflection, or research? 	<p>Sample Learning Activities:</p> <p>Writer's Workshop Peer and teacher conferences Guided writing Teacher model writing process Student directed word wall</p> <p>Assessment Models:</p> <p>Formative: Writing journal Conference with teacher</p> <p>Summative: Rubric assessments of published pieces Portfolio Pre/post district writing samples</p>

follows from the narrated experiences or events.

W.6.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W.6.8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.6.9.a. Apply *grade 6 Reading standards* to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to

Enduring Understanding:

1. Good writers compare, infer, synthesize, and make connections (text to text, text to word, text to self) to make text personally relevant and useful.
2. Good writers gather and critique information from different sources for specific purposes on similar subjects.
3. Good writers need to know that words powerfully affect meaning.

Intervention Materials/ Strategies:

- Compass Odyssey
- BSI/ Resource Push In Support (tier 2)
- Small Group Instruction/Leveled Readers
- Flexible grouping

ELL:

- leveled readers
- after school support (tier 3)
- classroom modifications

similar themes and topics”).

W.6.9.b. Apply *grade 6 Reading standards* to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).

Subject/ Grade level: LAL 6	Suggested days of instruction: 45	
<p>Quarter 1 Objective/ Cluster Concept/ Cumulative Progress Indicators The student will be able to:</p> <p>SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>SL.6.1.a.Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>SL.6.1.b.Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>SL.6.1.c.Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>SL.6.1.d.Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and</p>	Big Idea 3: Oral language and listening are tools for communicating, thinking, and learning.	
	<p>Goals:</p> <ol style="list-style-type: none"> 1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes 2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats. 3. Investigate, research, and synthesize information from various media sources. 	
	<p>Suggested Readings- Theme: Literature</p> <ol style="list-style-type: none"> 1. Literature (2-3) 2. Informational texts (1-2) 3. Extended Text- Literature (1) 	
	<p>Additional Resources:</p> <ul style="list-style-type: none"> - McGraw Hill Treasures series - Dictionary - Guiding Readers and Writers Grades 3-6 (Fountas & Pinnell) - Launching Reading Workshop (Lucy Calkins) - Paulsboro School District Grade 6 Science and Social Studies Curriculum Guides - Library - Literacy Coach - Leveled books 	
<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. How are the rules for discussion followed? 2. How do you know when a speaker has supported an argument with relevant information? 3. Why do we use pronouns when in a conversation? 	<p>Sample Learning Activities:</p> <p>Oral presentations Reader's Theater Think/Pair/Share Guided Reading/ Literature Discussion Groups Debate Retell story from another point of view</p> <p>Assessment Models:</p> <p>Formative: Teacher observation</p> <p>Summative: Teacher observation notes</p>	

paraphrasing.

SL.6.3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.6.1.a.Ensure that pronouns are in the proper case (subjective, objective, possessive).

L.6.1.b.Use intensive pronouns (e.g., *myself*, *ourselves*).

L.6.1.c.Recognize and correct inappropriate shifts in pronoun number and person.*

L.6.1.d.Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*

L.6.1.e.Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*

Enduring Understanding:

1. Speaking, discussion, and inquiry enhance vocabulary and reading comprehension.
2. Speaking is a rehearsal process for developing written ideas.
3. Spoken contributions to discussion assist in the development of individual ideas, new hypotheses, and perspectives.
4. The formation of spoken messages is built on reading, listening, viewing, and writing.

Intervention Materials/ Strategies:

- Compass Odyssey
- BSI/ Resource Push In Support (tier 2)
- Small Group Instruction/Leveled Readers

ELL:

- leveled readers
- after school support (tier 3)
- classroom modifications

Subject/ Grade level: LAL 6	Suggested days of instruction: 45		
<p>Quarter 2 Objective/ Cluster Concept/ Cumulative Progress Indicators The student will be able to:</p> <p>RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>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.</p> <p>RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p> <p>RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>L.6.3. Use knowledge of language and its conventions when writing,</p>	Big Idea 1: The ability to read a variety of texts requires independent, comprehension, and fluency.		
	Goals:		
	<table border="1"> <tr> <td data-bbox="611 380 2060 565"> <ol style="list-style-type: none"> 1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes 2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats. 3. Investigate, research, and synthesize information from various media sources. </td> </tr> </table>		<ol style="list-style-type: none"> 1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes 2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats. 3. Investigate, research, and synthesize information from various media sources.
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<p>Suggested Readings- Theme: Informational – Research Project (1)</p> <p>1. Literature (3-5) 2. Informational (1-2) 3. Extended Text- Informational (1)</p>			
<p>Additional Resources: -dictionary</p> <ul style="list-style-type: none"> - McGraw Hill Treasures series - Launching Reading Workshop (Lucy Calkins) - Guiding Readers and Writers Grades 3-6 (Fountas & Pinnell) - Paulsboro School District Grade 6 Science and Social Studies Curriculum Guides - Library - Literacy Coach - Leveled books 			
<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. What is central idea of the informational text and how is it conveyed through details? 2. How do the characters change as the plot unfolds? 3. How are key individuals, events, or ideas presented in the text? 4. How does figurative language and connotative meanings affect meaning of words or phrases? 5. Why are there differences in language when writing, speaking, reading, or listening? 	<p>Sample Learning Activities:</p> <ul style="list-style-type: none"> -Interactive read alouds -Reader response journal -Guided reading -Reader's workshop -Think/Pair/Share -Reciprocal teaching skills -Student directed word wall 		

speaking, reading, or listening.

L.6.3.a.Vary sentence patterns for meaning, reader/listener interest, and style.*

L.6.3.b.Maintain consistency in style and tone.*

Enduring Understanding:

1. Good readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text.
2. Good readers compare, infer, synthesize, and make connections (text to text, text to word, text to self) to make text personally relevant and useful.
3. Good readers gather and critique information from different sources for specific purposes on similar subjects.

Intervention Materials/ Strategies:

- Compass Odyssey
- BSI/ Resource Push In Support (tier 2)
- Small Group Instruction/Leveled Readers
- Flexible grouping

ELL:

- leveled readers
- after school support (tier 3)
- classroom modifications

Assessment Models:

Formative:

Guided reading/ conferencing
Reading Response Journal
Teacher observation

Summative:

Treasures comprehension test
MAP Test (Lexile) benchmark
NJ ASK

Subject/ Grade level: LAL 6	Suggested days of instruction: 45	
<p>Quarter 2 Objective/ Cluster Concept/ Cumulative Progress Indicators The student will be able to:</p> <p>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.</p> <p>W.6.2.a.Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>W.6.2.b.Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>W.6.2.c.Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>W.6.2.d.Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	Big Idea 2: Writing is the process of communicating in print for a variety of audiences and purposes.	
	<p>Goals:</p> <ol style="list-style-type: none"> 1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes 2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats. 3. Investigate, research, and synthesize information from various media sources. 	
	<p>Writing about Text: Focus on Inform & Explain (4-6 analyses)</p> <ul style="list-style-type: none"> - Research Project (1) - Narrative Writing (1-2) <p>Additional Resources:</p> <ul style="list-style-type: none"> -McGraw Hill Treasures Series -Library - NJ Holistic Scoring Rubric -Dictionary -Literacy Coach -Launching Writing Workshop (Lucy Calkins) -Loudenslager computer lab 	
	<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. How can you clearly examine text through selection, organization, and analysis of relevant content when writing? 2. How do you write a report drawing on several sources to answer a question? 3. How do you organize relevant information from multiple credible sources and quote/paraphrase data/conclusions while citing sources? 4. What evidence can you find in the text to support your analysis, reflection, or research? 5. What is the purpose of using capitalization, punctuation, and spelling when writing? 	<p>Sample Learning Activities:</p> <p>Writer's Workshop Peer and teacher conferences Guided writing Teacher model writing process Student directed word wall</p> <p>Assessment Models:</p> <p>Formative: Writing journal Conference with teacher</p> <p>Summative: Rubric assessments of published pieces Portfolio Pre/post district writing samples</p>

Establish and maintain a formal style.

W.6.2.e. Provide a concluding statement or section that follows from the information or explanation presented.

W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W.6.8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.6.9.a. Apply *grade 6 Reading standards* to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).

W.6.9.b. Apply *grade 6 Reading*

Enduring Understanding:

1. Good writers compare, infer, synthesize, and make connections (text to text, text to word, text to self) to make text personally relevant and useful.
2. Good writers gather and critique information from different sources for specific purposes on similar subjects.
3. Good writers need to know that words powerfully affect meaning.

Intervention Materials/ Strategies:

- Compass Odyssey
- BSI/ Resource Push In Support (tier 2)
- Small Group Instruction/Leveled Readers
- Flexible grouping

ELL:

- leveled readers
- after school support (tier 3)
- classroom modifications

standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).

L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.6.2.a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*

L.6.2.b. Spell correctly.

Subject/ Grade level: LAL 6	Suggested days of instruction: 45	
Quarter 2 Objective/ Cluster Concept/ Cumulative Progress Indicators The student will be able to: SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	Big Idea 3: Oral language and listening are tools for communicating, thinking, and learning.	
	Goals: <ol style="list-style-type: none"> 1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes 2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats. 3. Investigate, research, and synthesize information from various media sources. 	
	Suggested Readings- Theme: Informational 1. Literature (2-3) 2. Informational (1-2) 3. Extended Text- Informational (1) Additional Resources: <ul style="list-style-type: none"> - McGraw Hill Treasures series - Dictionary - Guiding Readers and Writers Grades 3-6 (Fountas & Pinnell) - Launching Reading Workshop (Lucy Calkins) - Paulsboro School District Grade 6 Science and Social Studies Curriculum Guides - Library - Literacy Coach - Leveled books 	
	Essential Questions: <ol style="list-style-type: none"> 1. How can you interpret information presented in diverse media by explaining how it contributes to a topic, text or issue? Enduring Understanding: <ol style="list-style-type: none"> 1. Speaking, discussion, and inquiry enhance vocabulary and reading comprehension. 2. Speaking is a rehearsal process for developing written ideas. 3. The formation of spoken messages is built on reading, listening, viewing, and writing. Intervention Materials/ Strategies: <ul style="list-style-type: none"> - Compass Odyssey - BSI/ Resource Push In Support (tier 2) - Small Group Instruction/Leveled Readers 	Sample Learning Activities: Oral presentations Reader's Theater Guided Reading/ Literature Discussion Groups Debate Retell story from another point of view Assessment Models: Formative: Teacher observation Summative: Teacher observation notes ELL: -levelled readers -after school support (tier 3) -classroom modifications

Subject/ Grade level: LAL 6	Suggested days of instruction: 45	
<p>Quarter 2 Objective/ Cluster Concept/ Cumulative Progress Indicators The student will be able to:</p> <p>W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</p>	Big Idea 4: A media literate person can evaluate how words, images, and sounds influence a message.	
	<p>Goals:</p> <ol style="list-style-type: none"> 1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes 2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats. 3. Investigate, research, and synthesize information from various media sources. 	
	<p>Suggested Readings- Theme: Informational</p> <p>1. Literature (3-5) 2. Informational (1-2) 3. Extended Text (1)</p>	
	<p>Additional Resources:</p> <ul style="list-style-type: none"> -McGraw Hill Treasures Series -Library -Gloucester County AVA -Dictionary -Literacy Coach -Leveled Books -Listening Station (CD player and/or IPod) - Netbook computers/ printer -Compass Odyssey 	
<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. How does technology assist you during the writing process? <p>Enduring Understanding:</p> <ol style="list-style-type: none"> 2. Messages are delivered through a variety of print and non-print mediums. 3. Visual images support comprehension and learning (to include illustrations, photographs, graphs, maps, diagrams, charts, inserts, and computer icons). 4. A strategic reader uses all presented graphics/images to enhance the intended message. 	<p>Sample Learning Activities:</p> <ul style="list-style-type: none"> -Teacher model writing process -Tiered based projects -Compass Odyssey writing portfolio -Movie/Video related to topic <p>Assessment Models:</p> <p>Formative:</p> <ul style="list-style-type: none"> -conference <p>Summative:</p> <ul style="list-style-type: none"> -rubric scores of published pieces 	

Subject/ Grade level: LAL 6	Suggested days of instruction: 45	
<p>Quarter 3 Objective/ Cluster Concept/ Cumulative Progress Indicators The student will be able to:</p> <p>RL.6.5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p> <p>RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.</p> <p>RI.6.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p> <p>RI.6.6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p> <p>L.6.5. Demonstrate understanding of figurative language, word</p>	Big Idea 1: The ability to read a variety of texts requires independent, comprehension, and fluency.	
	<p>Goals:</p> <ol style="list-style-type: none"> 1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes 2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats. 3. Investigate, research, and synthesize information from various media sources. 	
	<p>Suggested Readings- Theme: Literature – Research Project (1) 1. Literature (3-5) 2. Informational (1-2) 3. Extended Text (1)</p> <p>Additional Resources: -dictionary</p> <ul style="list-style-type: none"> - McGraw Hill Treasures series - Launching Reading Workshop (Lucy Calkins) - Guiding Readers and Writers Grades 3-6 (Fountas & Pinnell) - Paulsboro School District Grade 6 Science and Social Studies Curriculum Guides - Library - Literacy Coach - Leveled books 	
<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. How does the sentence, chapter, scene, or stanza affect the development of the theme, setting, or plot of the text? 2. Why are different stories narrated in first, second, and third person? 3. How does the sentence, chapter, scene, or stanza affect the development of the theme, setting, or plot of the informational text? 4. How can you determine the author's point of view? 5. What is an example of figurative language? 	<p>Sample Learning Activities:</p> <ul style="list-style-type: none"> -Interactive read alouds -Reader response journal -Guided reading -Reader's workshop -Think/Pair/Share -Reciprocal teaching skills -Student directed word wall 	

relationships, and nuances in word meanings.

L.6.5.a. Interpret figures of speech (e.g., personification) in context.

L.6.5.b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.

L.6.5.c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy*, *scrimping*, *economical*, *unwasteful*, *thrifty*).

Enduring Understanding:

1. Good readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text.
2. Good readers compare, infer, synthesize, and make connections (text to text, text to word, text to self) to make text personally relevant and useful.
3. Good readers gather and critique information from different sources for specific purposes on similar subjects.

Intervention Materials/ Strategies:

- Compass Odyssey
- BSI/ Resource Push In Support (tier 2)
- Small Group Instruction/Leveled Readers
- Flexible grouping

ELL:

- leveled readers
- after school support (tier 3)
- classroom modifications

Assessment Models:

Formative:

Guided reading/ conferencing
Reading Response Journal
Teacher observation

Summative:

Treasures comprehension test
MAP Test (Lexile) benchmark
NJ ASK

Subject/ Grade level: LAL 6	Suggested days of instruction: 45	
<p>Quarter 3 Objective/ Cluster Concept/ Cumulative Progress Indicators The student will be able to:</p> <p>W.6.1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>W.6.1.a.Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>W.6.1.b.Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>W.6.1.c.Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p>W.6.1.d.Establish and maintain a formal style.</p> <p>W.6.1.e.Provide a concluding statement or section that follows from the argument presented.</p> <p>W.6.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific</p>	Big Idea 2: Writing is the process of communicating in print for a variety of audiences and purposes.	
	Goals:	
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	<p>Writing about Text: Focus on Inform & Explain (4-6 analyses)</p> <ul style="list-style-type: none"> - Research Project (1) - Narrative Writing (1-2) <p>Additional Resources:</p> <ul style="list-style-type: none"> -McGraw Hill Treasures Series -Library - NJ Holistic Scoring Rubric -Dictionary -Literacy Coach -Launching Writing Workshop (Lucy Calkins) -Loudenslager computer lab 	
	<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. How can you use clear reasons and relevant evidence to support claims? 2. How would you describe the writing process? 3. How do you write a report drawing on several sources to answer a question? 4. How do you organize relevant information from multiple credible sources and quote/paraphrase data/conclusions while citing sources? 5. What evidence can you find in the text to support your analysis, reflection, or research? 6. Why do we use pronouns when in a conversation? 	<p>Sample Learning Activities:</p> <p>Writer’s Workshop Peer and teacher conferences Guided writing Teacher model writing process Student directed word wall</p> <p>Assessment Models:</p> <p>Formative: Writing journal Conference with teacher</p> <p>Summative: Rubric assessments of published pieces Portfolio Pre/post district writing samples</p>

expectations for writing types are defined in standards 1–3 above.)

W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W.6.8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.6.9.a. Apply *grade 6 Reading standards* to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).

W.6.9.b. Apply *grade 6 Reading standards* to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and

Enduring Understanding:

1. Good writers compare, infer, synthesize, and make connections (text to text, text to word, text to self) to make text personally relevant and useful.
2. Good writers gather and critique information from different sources for specific purposes on similar subjects.
3. Good writers need to know that words powerfully affect meaning.

Intervention Materials/ Strategies:

- Compass Odyssey
- BSI/ Resource Push In Support (tier 2)
- Small Group Instruction/Leveled Readers
- Flexible grouping

ELL:

- leveled readers
- after school support (tier 3)
- classroom modifications

evidence from claims that are not”).

L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.6.1.a.Ensure that pronouns are in the proper case (subjective, objective, possessive).

L.6.1.b.Use intensive pronouns (e.g., *myself*, *ourselves*).

L.6.1.c.Recognize and correct inappropriate shifts in pronoun number and person.*

L.6.1.d.Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*

L.6.1.e.Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*

Subject/ Grade level: LAL 6	Suggested days of instruction: 45	
<p>Quarter 3 Objective/ Cluster Concept/ Cumulative Progress Indicators The student will be able to:</p> <p>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.</p> <p>SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p>	Big Idea 3: Oral language and listening are tools for communicating, thinking, and learning.	
	<p>Goals:</p> <ol style="list-style-type: none"> 1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes 2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats. 3. Investigate, research, and synthesize information from various media sources. 	
	<p>Suggested Readings- Theme: Literature</p> <p style="text-align: center;">1. Literature (2-3) 2. Informational (1-2) 3. Extended Text (1)</p> <p>Additional Resources:</p> <ul style="list-style-type: none"> - McGraw Hill Treasures series - Dictionary - Guiding Readers and Writers Grades 3-6 (Fountas & Pinnell) - Launching Reading Workshop (Lucy Calkins) - Paulsboro School District Grade 5 Science and Social Studies Curriculum Guides - Library - Literacy Coach - Leveled books 	
	<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. How can you accentuate main ideas/themes by presenting claims/findings, sequencing ideas logically and using pertinent descriptions, facts, and details? 2. How can you clarify information with multimedia components and visual displays? <p>Enduring Understanding:</p> <ol style="list-style-type: none"> 1. Speaking, discussion, and inquiry enhance vocabulary and reading comprehension. 2. Speaking is a rehearsal process for developing written ideas. 3. The formation of spoken messages is built on reading, listening, viewing, and writing. 	<p>Sample Learning Activities:</p> <p>Oral presentations Reader's Theater Guided Reading/ Literature Discussion Groups Debate Teacher model read aloud</p> <p>Assessment Models:</p> <p>Formative: Teacher observation</p> <p>Summative: Teacher observation notes</p> <p>ELL:</p> <ul style="list-style-type: none"> -leveled readers -after school support (tier 3) -classroom modifications

Subject/ Grade level: LAL 6	Suggested days of instruction: 45												
Quarter 3 Objective/ Cluster Concept/ Cumulative Progress Indicators The student will be able to: W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	Big Idea 4: A media literate person can evaluate how words, images, and sounds influence a message.												
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Subject/ Grade level: LAL 6	Suggested days of instruction: 45	
<p>Quarter 4 Objective/ Cluster Concept/ Cumulative Progress Indicators The student will be able to:</p> <p>RL.6.7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.</p> <p>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.</p> <p>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.</p> <p>RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words</p>	Big Idea 1: The ability to read a variety of texts requires independent, comprehension, and fluency.	
	<p>Goals:</p> <ol style="list-style-type: none"> 1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes 2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats. 3. Investigate, research, and synthesize information from various media sources. 	
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<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. How is the text you read similar and different to the same story when you listen or watch the story? 2. How are stories in varying forms & genres similar and different? 3. How can you integrate information in different media formats to exhibit understanding of a topic or issue? 4. How can you distinguish from claims that are supported by reasons and evidence from claims that are not when evaluating an argument? 5. How did each author present events? How is it similar and different to a different author? 	<p>Sample Learning Activities:</p> <ul style="list-style-type: none"> -Interactive read alouds -Reader response journal -Guided reading -Reader’s workshop -Think/Pair/Share -Reciprocal teaching skills -Student directed word wall 	

to develop a coherent understanding of a topic or issue.

RI.6.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

RI.6.9. Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

RI.6.10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Enduring Understanding:

1. Good readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text.
2. Good readers compare, infer, synthesize, and make connections (text to text, text to word, text to self) to make text personally relevant and useful.
3. Good readers gather and critique information from different sources for specific purposes on similar subjects.

Intervention Materials/ Strategies:

- Compass Odyssey
- BSI/ Resource Push In Support (tier 2)
- Small Group Instruction/Leveled Readers
- Flexible grouping

ELL:

- leveled readers
- after school support (tier 3)
- classroom modifications

Assessment Models:

Formative:

Guided reading/ conferencing
Reading Response Journal
Teacher observation

Summative:

Treasures comprehension test
MAP Test (Lexile) benchmark
NJ ASK

Subject/ Grade level: LAL 6	Suggested days of instruction: 45	
<p>Quarter 4 Objective/ Cluster Concept/ Cumulative Progress Indicators The student will be able to:</p> <p>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.</p> <p>W.6.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	Big Idea 2: Writing is the process of communicating in print for a variety of audiences and purposes.	
	<p>Goals:</p> <ol style="list-style-type: none"> 1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes 2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats. 3. Investigate, research, and synthesize information from various media sources. 	
	<p>Writing about Text: Focus on Arguments (4-6 analyses)</p> <ul style="list-style-type: none"> - Research Project (1) - Narrative Writing (1-2) <p>Additional Resources:</p> <ul style="list-style-type: none"> -McGraw Hill Treasures Series -Library - NJ Holistic Scoring Rubric -Dictionary -Literacy Coach -Launching Writing Workshop (Lucy Calkins) -Loudenslager computer lab 	
	<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. Why is planning, revising, and editing important to the writing process? 2. How do you pace your writing to complete a task? <p>Enduring Understanding:</p> <ol style="list-style-type: none"> 1. Good writers compare, infer, synthesize, and make connections (text to text, text to word, text to self) to make text personally relevant and useful. 2. Good writers gather and critique information from different sources for specific purposes on similar subjects. 3. Good writers need to know that words powerfully affect meaning. <p>Intervention Materials/ Strategies:</p> <ul style="list-style-type: none"> - Compass Odyssey - BSI/ Resource Push In Support (tier 2) - Small Group Instruction/Leveled Readers 	<p>Sample Learning Activities:</p> <p>Writer's Workshop Peer and teacher conferences Guided writing Teacher model writing process Student directed word wall</p> <p>Assessment Models:</p> <p>Formative: Writing journal Conference with teacher</p> <p>Summative: Rubric assessments of published pieces Portfolio Pre/post district writing samples</p> <p>ELL:</p> <ul style="list-style-type: none"> -leveled readers -after school support (tier 3) -classroom modifications

Subject/ Grade level: LAL 6	Suggested days of instruction: 45		
<p>Quarter 4 Objective/ Cluster Concept/ Cumulative Progress Indicators The student will be able to:</p> <p>SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	Big Idea 3: Oral language and listening are tools for communicating, thinking, and learning.		
	Goals:		
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<p>Suggested Readings- Theme: Informational</p> <p>1. Literature (2-3) 2. Informational (1-2) 3. Extended Text (1)</p> <p>Additional Resources:</p> <ul style="list-style-type: none"> - McGraw Hill Treasures series - Dictionary - Guiding Readers and Writers Grades 3-6 (Fountas & Pinnell) - Launching Reading Workshop (Lucy Calkins) - Paulsboro School District Grade 6 Science and Social Studies Curriculum Guides - Library - Literacy Coach - Leveled books 			
<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. When do you use formal and informal English? 2. How can you speak using words and phrases while gathering vocabulary knowledge? <p>Enduring Understanding:</p> <ol style="list-style-type: none"> 1. Speaking, discussion, and inquiry enhance vocabulary and reading comprehension. 2. Speaking is a rehearsal process for developing written ideas. 3. The formation of spoken messages is built on reading, listening, viewing, and writing. 	<p>Sample Learning Activities:</p> <p>Oral presentations Reader's Theater Guided Reading/ Literature Discussion Groups Debate Retell story from another point of view</p> <p>Assessment Models:</p> <p>Formative: Teacher observation</p> <p>Summative: Teacher observation notes</p> <p>ELL:</p> <ul style="list-style-type: none"> -leveled readers -after school support (tier 3) -classroom modifications 		

Subject/ Grade level: LAL 6	Suggested days of instruction: 45												
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Sixth Grade Benchmarks

Reading Benchmarks	Writing Benchmarks
Recognize central idea or theme	Develop introductory paragraph that includes an interesting hook
Recognize supporting detail	Establish purpose and show awareness of audience
Connect with prior knowledge	Write a clear thesis statement
Determine author or reader's purpose	Organize events in logical sequence with transitions
Using appropriate reading strategies	Show evidence of pre-writing
Identify and analyze: Text type, Literary forms, Elements, Devices, Patterns of organization	Elaborate and develop topic with appropriate supporting details
Form opinions and conclusions	Maintain a single focus and sense of unity; stays on topic
Self-assess one's own reading strategies and responses to text	Develop a closing paragraph that restates thesis and summarizes
Make inferences and predict	Leave reader with a sense of resolution on issue or topic
Understand new vocabulary	Apply literary elements, figurative language, sensory imagery, and poetic devices (where appropriate)
Recognize persuasion	Use correct verb tense, consistent point of view, descriptive and varied word choice
Use context clues to enhance comprehension	Vary sentence beginnings, structure, length, and type
Extrapolate information	Expand use of compound complex sentences
Ask relevant questions to enhance comprehension	Use dialogue appropriately
Distinguish information as relevant/irrelevant/fact/opinion	Format paragraphs correctly
Interpret literary devices	Incorporate conventions of standard English
	Collect, organize, and discuss favorite writing samples and save into a portfolio

