

Unit 1 Launching				
Main Idea: Classroom Procedures Pretesting Summer Reading Foundations: Sentence structure, launching reading and writing workshop			Project: N/A Tests/Quizzes: Pretests Vocabulary: N/A G.U.M.: Capitalization, punctuation, and spelling; sentence structure	
Essential Questions	Learning Objectives	Content	Activities	Standards
Is the reading level of the student maintained or increased through summer reading?	<ul style="list-style-type: none"> Students will advance literacy or academic performance by engaging students in reading and reading related activities. Students will foster a level of independent reading. Students will increase or maintain reading comprehension/literary skills through independent summer reading. Students will increase ability to interpret and analyze information independently. 	<ul style="list-style-type: none"> Achieve 3000 	<ul style="list-style-type: none"> Quiz Open-ended question responses Summaries Achieve 3000 activities Multiple choice responses Stretch exercises 	<ul style="list-style-type: none"> W6.2 W6.6 RI6.1 RI6.2 RI6.3 RI6.4 RI6.5 RI6.6 RI6.8 L6.2 L6.3 L6.4 L6.5 L6.6
What are the processes used for a well-organized, efficient, and productive learning environment? - How does the use of correct capitalization	<ul style="list-style-type: none"> Students will review classroom syllabus. Students will become aware of expectations and requirements of the reading program and complete launching criteria. Students will set up 	<ul style="list-style-type: none"> Syllabus Chart with class rules/expectations Independent reading books Reading notebooks with necessary personalization supplies Graffiti wall with post-its Chart/worksheet on selecting just right books Reading logs 	<ul style="list-style-type: none"> Discuss syllabus. Mini-lesson: Selecting a Just Right Book Mini-lesson: Stop and Jot Review 	<ul style="list-style-type: none"> SL6.1 L6.3 W6.4

<p>and punctuation affect one’s ability to communicate effectively? - How does a variety of sentences help a writer craft an effective piece of writing?</p>	<p>yearly writing folders.</p> <ul style="list-style-type: none"> • Students will read independently to build reading stamina. • Students will understand collegial rules of discussions such as sustaining focus on main ideas, having quality in responses, including textual references, demonstrating preparedness, etc. • Students will identify and create a complete sentence, differentiating it from fragments and run-ons. • Students will identify and create sentences as a combination of clauses and identify clauses as independent/dependent • Student will be able to identify and create all types of simple sentences: imperative, declarative, interrogative, and exclamatory including simple subjects, simple predicates; compound subjects, compound 	<ul style="list-style-type: none"> • Worksheet for journal responses and book talks • Worksheets on collegial tasks including timekeeper, checker, reporter, recorder, facilitator, etc. (centergrovek-12.inus) • Writing folders • <i>Writer’s Choice</i> text • PowerPoint presentations on clauses, types of sentences, nouns, verbs, topic sentences, detailed sentences, and paragraph writing • Websites including Perdue Owl, Time for Writing, and Gamequarium • Isbe.net – Collegial Rules 	<p>worksheets on reading responses.</p> <ul style="list-style-type: none"> • Use reading logs. • Write journal responses. • Discuss book talks. • Complete exercises in books and worksheets. • Write sentence strips. • Create original writing pieces. 	
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	<p>predicates, natural and inverted word order.</p> <ul style="list-style-type: none">• Students will write three different types of compound sentences, including the use of coordinating conjunctions, punctuations, and conjunctive adverbs.• The student will define, identify, and use nouns and verbs as subjects and predicates.• Students will identify and use all types of nouns including but not limited to common, proper, concrete, abstract, possessive, and collective.• Students will identify and use all types of verbs.• Students will identify and use capitalization and punctuation necessary for complete sentences.• Student will incorporate types of sentences into paragraphs consisting of four to eight sentences, using and			
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	identifying topic and detailed sentences.			
What are the levels in language arts with which the student has entered the sixth grade classroom?	<ul style="list-style-type: none"> Students’ levels will be ascertained by the use of the preassessments in the area of language arts, focusing on reading and writing. 	<ul style="list-style-type: none"> Achieve 3000 School wide level writing pretest 	<ul style="list-style-type: none"> Reading pretest Writing pretest Achieve 3000 activities 	<ul style="list-style-type: none"> RI6.1 RI6.2 RI6.3 RI6.4 RI6.5 RI6.6 W6.4
Unit 2: Realistic and Adventure Fiction/Holes				
Main Idea: Literary Elements		Project: Various; Under Activities		
Character Education		Tests/Quizzes: Under Activities		
Novel		Vocabulary: Academic and Domain Specific		
Writing as a process		G.U.M.: Capitalization, punctuation, and spelling (cont.)		
Essential Questions	Learning Objectives	Content	Activities	Standards
<p>How does setting reveal character?</p> <p>-</p> <p>How does the author use literary elements to invoke interest?</p> <p>-</p> <p>How do people grow and change to adapt to difficult situations?</p> <p>-</p>	<ul style="list-style-type: none"> Students will use and produce evidence of deductive reasoning while reading to answer critical thinking questions. Student will use the following vocabulary strategies to aid in the knowledge of unknown words: A) Use of context B) Definition and/or synonyms C) Use of conjunction to recognize relationships, knowledge of prefix, suffixes, and roots D) Use of reference materials 	<ul style="list-style-type: none"> <i>Holes</i> by Louis Sachar Making games such as Memory/Concentration/Guess Who/I Spy/20 Questions/ Pictionary/ Hangman/ Deduction Reasoning examples Basic-Mathematics.com/Inductive Reasoning examples Vocabulary lists Online dictionaries, thesaurus BluePlantbiomes.org “How Do I Become a Park Ranger?” - Nps.gov “Civil Rights-Jim Crow Laws” – Ducksters.com “Chief Joseph’s Speech” nezperce.com “Westward Expansion Timeline”— Ducksters.com “Westward Expansion Impact Upon American Indians” – 	<ul style="list-style-type: none"> Read novel. Dig holes to start a garden or plant in school. Research ancestor history and create own family tree. Create inventions inspired by Stanley's father. Draw a detailed map of Camp Green Lake. Write a letter 	<ul style="list-style-type: none"> RL6.1 RL6.2 RL6.3 RL6.4 RL6.5 RL6.6 RL6.7 RL6.9 W6.1 W6.2 L6.2 L6.4 L6.5 L6.6 RI6.1 RI6.2 RI6.3 RI6.4 RI6.5 RI6.6

	<ul style="list-style-type: none"> • Students will improve vocabulary, comprehension, and use of literary skills by reading orally/silently. • Students will identify author's purpose to persuade, to entertain, or to inform. • Student will identify what a setting is and components that make up a setting. • Students will apply setting to the book <i>Holes</i>. • Student will answer open-ended questions in RACERS format. • Students will close-read for details and take notes for evidence. • Students will utilize technological skills with writing. • Student will identify literary devices, which include theme, flashback, characterization, and storyline as it applies to reading. • Student will define characterization and 	<p>FallsRiversSchools.org</p> <ul style="list-style-type: none"> • Free printable graphic organizers at Studenthandouts.com, eduplace.com, teachervision.com, Scholastic.com • External vs. Internal Conflicts Doe.virginia.gov • “A Reading Guide to <i>Holes</i>,” Scholastic.com • Discovery School – Palindrome Use • “Homelessness in America” – <i>Junior Scholastic</i>, March 6, 2000—Alexandra Hanson-Harding • <i>Holes</i> Activity Ideas and Lesson Plans – Static.squarespace.com • Character map at EducationOasis.com • Internet website resources such as the Columbus Zoo, the Smithsonian Zoo, and the United States Geological Survey's Field Guide for Reptile and Amphibians of Coastal South California • Setting inference, theme worksheets at Resource Room http://www.resourceroom.net/comprehension/literature/holes/ • Docseward.com – Gila Monster website • Aesop’s Fable—“The Tortoise and the Hare;” Perseverance-theme • Models of different kinds of writing • Achieve 3000 • Independent reading books 	<p>to Stanley at camp or finish Stanley’s letter to his mother.</p> <ul style="list-style-type: none"> • Act out favorite scenes from the book. • Hold a mock trial to see if jury would convict Stanley of stealing Livingston's shoes. • Complete worksheet Artifacts in a Bag. • Complete palindrome worksheet. • Complete superstitions worksheet. • Complete writing exercises. • Complete vocabulary exercises. • Learning logs • Complete 	<ul style="list-style-type: none"> • SL6.1 • SL6.2 • SL6.3 • SL6.4 • SL6.5 • SL6.6
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	<p>how it applies to the character Stanley.</p> <ul style="list-style-type: none"> • Student and partner will present their findings about Stanley to the class. • Students will understand the terms internal and external conflicts. • Students will summarize the story <i>Holes</i>. • Students will define and identify examples of similes and metaphors. • Student and partner will draw inferences from text. • Students will compare and contrast book to movie. • Students will use cause and effect to understand the chronological order of events. • Students will read nonfiction on the desert biome, becoming a park ranger, reptiles and amphibians in a desert biome, Jim Crow Laws and the 		<p>setting inference, theme worksheets.</p> <ul style="list-style-type: none"> • Quote analysis • Complete conflict worksheet. • Complete comprehension questions. • Complete vocabulary sentences. • Complete storyline graphic organizer. • Visit zoo websites. • Use of Venn diagram for comparison and contrast of animals in a desert biome. • Discuss Jim Crow Laws, people involved, events and places. • Distribute and read 	
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	<p>American South, westward expansion and Chief Joseph's speech "Words of Surrender."</p> <ul style="list-style-type: none"> • Students will demonstrate difference between primary and secondary sources. • Students will reflect on the Native American experience during westward expansion and how it applies to civil rights. • Students will visit animal sites to become more informed of the living beings in a desert biome. • Students will cite evidence from the text to support opinions and answer questions as well as infer outcomes. • Students will view all writing as a process: prewriting, drafting, revising, editing, publishing. • Students will realize prewriting includes: brainstorming, 		<p>models of different types of writing.</p> <ul style="list-style-type: none"> • Utilize graphic organizers for stages of the writing process. • Discuss meaning from handout of internal and external conflicts. • Review papers in text on letter format. • Select topic to practice writing process. • Achieve 3000 activities • Write journal responses. • 	
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	<p>gathering information, selecting information, expanding a topic, using graphic organizers, drafting elaborates, focuses sequences and paces information with the use of transitions to maintain fluency.</p> <ul style="list-style-type: none">• Students will realize revising includes: makes changes based on knowledge of traits, points of view, and style while seeking input of others to improve writing.• Students will realize editing includes: conferencing, making corrections in writing conventions and publishing to create a final product written, oral, or multimedia appropriate to the audience.• Students will review proper letter-writing format.			
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Unit 3: Narrative Writing	
Main Idea: Writing a narrative Dialogue	Project: Essay Tests/Quizzes: Under Activities

Use of reference materials, such as dictionaries Technology		Vocabulary: Academic and Domain Specific G.U.M.: Modifiers		
Essential Questions	Learning Objectives	Content	Activities	Standards
<p>How do the defining elements differentiate between each genre of writing?</p> <p>–</p> <p>What can we learn about ourselves through our own personal writing?</p> <p>-</p> <p>Why does using the writing process make one a better writer?</p>	<ul style="list-style-type: none"> • Student will select a purpose and an audience for writing a personal narrative. • Students will choose a structure such as chronological order, flashback sequence, nonfiction, fiction, or reflective mode. • Students will develop storyline, characterization, conflict, resolution, and point of view. • Students will brainstorm ideas, use appropriate vocabulary and sentence structure, revise, edit, and publish. • Students will select methods such as "Show Don't Tell" and "Let People Talk." • Students will practice writing grammatically correct dialogue. • Students will effectively show tone of author in narrative. • Students will use appropriate literary devices within narrative. 	<ul style="list-style-type: none"> • Examples from state websites— Ode.state.or.us • AchievetheCore.org—"Black Mountains of Dust" • Utilize State of New Jersey writing prompts at state.nj.us • "My First Talent Show" – TimeforKids.com • Graphic organizers for narrative writing at Scholastic.com • Worksheets on modifiers • <i>Writer's Choice</i> text • NJASK workbook • <i>Reader's Choice</i> text • "Narrative Writing" PowerPoint presentation – Slideshare.net • Achieve 3000 	<ul style="list-style-type: none"> • Complete worksheets on dialogue writing. • Complete storyline graphic organizers. • Research and model literary devices such as similes, metaphors, flashbacks, and tone. • View slideshow of examples of "Show Don't Tell" and "Let People Talk." • Utilize lists of descriptive verbs and adjectives. • Complete assignments using dictionaries and 	<ul style="list-style-type: none"> • L6.1 • L6.2 • L6.3 • L6.4 • L6.5 • W6.3 • W6.4 • W6.5 • W6.6 • RL6.1 • RL6.2 • RL6.3 • RL6.4 • RL6.6

	<ul style="list-style-type: none"> • Students will use descriptive verbs and adjectives when writing. • Students will identify and use in appropriate situations the following adjectives: common, proper, demonstratives, indefinites, and predicate. • Students will use other modifiers such as adverbs and prepositional phrases. • Students will use appropriate capitalization and punctuation in all writing. • Student will develop the point of view of narrator or speaker of the text. 		<p>thesauruses.</p> <ul style="list-style-type: none"> • Complete textbook activities. • Model examples of narrative writing. • Brainstorm ideas for narrative writing. • Complete graphic organizer on narrative writing. • Write narrative. • Revise and edit narrative. • Conference with teacher. • Publish narrative by typing on computer. • Share narrative with class/group. • Complete text book exercises on modifier unit of adjectives, 	
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			<ul style="list-style-type: none"> adverbs, and prepositions. Achieve 3000 activities 	
Unit 4: Persuasive Writing				
Main Idea: What is an argument? Using MLA format Understanding informational texts Transitions			Project: Essay Tests/Quizzes: Under Activities Vocabulary: Academic and Domain Specifics	
Essential Questions	Learning Objectives	Content	Activities	Standards
How can persuasive writing be crafted, so it motivates and influences a reaction from its audience?	<ul style="list-style-type: none"> Students will read closely to determine what text is, to make logical inferences, and cite textual evidence. Students will evaluate arguments and specific claim and judge validity of evidence. Students will read and comprehend informational text proficiently. Students will write arguments to support claims using valid reasoning. Students will produce clear and coherent writing appropriate to audience. Students will plan, revise, edit, and rewrite to strengthen writing. Students will use relevant information from multiple 	<ul style="list-style-type: none"> ELA Common Core Standards—Writer’s Workshop Unit of Study 6th Grade Anchor Chart—TheCurriculumCorner.com Amaesd.org—Examples of persuasive writing and graphic organizers; Oakland Schools’ Persuasive Essay Writing Unit 3 Sixth Grade Persuasive Writing Guided Teaching Lessons at Vusddocs.vacavilleusd.org <i>Writer’s Choice</i> text <i>Reader’s Choice</i> text NJASK workbook Utilize State of New Jersey writing prompts at state.nj.us 	<ul style="list-style-type: none"> Complete fact vs. opinion worksheet. Define What is an argument? View PowerPoint on What is an argument? Use Argument Concepts anchor chart. Use graphic organizers. Read models of argument paragraphs. Dissect writing prompts. 	<ul style="list-style-type: none"> W6.1 W6.4 W6.5 W6.6 W6.7 W6.8 W6.9 W6.10 L6.2 L6.3 L6.4c L6.6 SL6.4 SL6.5 SL6.6 RI6.1 RI6.7 RI6.8 RI6.9

	<p>sources, avoiding plagiarism by paraphrasing or quoting.</p> <ul style="list-style-type: none"> • Students will write routinely for many different tasks, purposes, and audiences. • Students will identify purpose of author to persuade. • Students will utilize transitions effectively. • Students will chose words carefully for emphasis. • Students will publish and present writing. 		<ul style="list-style-type: none"> • Brainstorm ideas and select topic. • Locate credible sources on the Internet. • Review what makes a credible source. • Go over how to cite using the MLA format. • Complete persuasion map. • Turn persuasion map into rough draft. • Check to see that evidence includes reasons, personal experience, statistics, confirmed facts, and expert research. • Cite resources. • Revise and 	
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			<ul style="list-style-type: none"> edit. Rewrite, publish, and present. 	
Unit 5: Drama/Fantasy Fiction				
Main Idea: Myths and Legends Drama and fantasy genres Bullying Characterization		Project: Family Coat of Arms Tests/Quizzes: Under Activities Vocabulary: Academic and Domain Specific G.U.M.: Pronouns		
Essential Questions	Learning Objectives	Content	Activities	Standards
Why are myths and legends important to one’s culture? - How does the novel help a reader to gain insight into character development? - How can one prevent bullying? - How does the ability to recognize and use the correct forms of pronouns in a sentence help an author write more effectively?	<ul style="list-style-type: none"> Students will understand that there are stages within a storyline that follow a journey in <i>Freak the Mighty</i>. Students will understand how writers use established structures to create a new text. Students will understand the definition of a literary hero. Students will understand the development of characters during the course of a novel. Students will understand archetypes and the language of knightly deeds. Students will relate the exploits of Max and Kevin to Knight Arthur and Arthurian legends. Students will identify the 	<ul style="list-style-type: none"> Middle school article on bullying “Bullying-Something Every School Suffers From” Nonfiction article “Tips from Dyslexic Students for Dyslexic Students” Morquio Syndrome <i>Freak the Mighty</i> novel Article on Arthurian Legend Article on Knights of the Round Table Article on Knights’ Code of Chivalry Achieve 3000 Vocabulary lists Vocabulary sentences Questions Article on Biotic Body Parts Venn diagram of Family Shields “Heraldry Symbols and Their Meanings”— Familytreesandcrests.com New York State Coat of Arm- Dos.ny.gov Coat of Arms at Educators.medievaltimes.com Definition of literary hero— 	<ul style="list-style-type: none"> Think Pair Share discussion on knighthood and bullying Numbered Heads- discussion on knighthood and bullying Test and quizzes on novel Complete worksheets. Discussions on nonfiction articles Complete comprehension questions. Analyze direct quotations. Complete graphic 	<ul style="list-style-type: none"> RL6.1 RL6.2 RL6.3 RL6.4 RL6.5 RL6.7 RL6.9 RL6.1 RI6.1 RI6.2 RI6.4 RI6.7 RI6.9 SL6.1 SL6.2 L6.2 L6.3a L6.4 L6.5 L6.6 W6.4

	<p>theme and analyze elements of a storyline such as introduction, rising action, climax, falling action, resolution.</p> <ul style="list-style-type: none"> • Students will write evidence from the text that supports exposition. • Students will identify works in association with traits of King Arthur, such as chivalry, loyalty, courage, valor, dexterity, medieval, gallant, etc. • Students will use direct quotations to analyze characterization in storyline. • Students will compare and contrast book to movie as well as book to poem. • Students will integrate pictures of King Arthur and the Knights of the Round Table to further their understanding of knighthood. • Students will define academic and general specific words from the text. • The student will use pronouns in a grammatically correct manner including but not 	<p>dictionary.com</p> <ul style="list-style-type: none"> • Possible trip to Medieval Times • List of personality traits • Independent reading books • Poem: “King Arthur and the Half-Man” 	<p>organizer on The Legend of the Round Table.</p> <ul style="list-style-type: none"> • Characterization worksheet on Kevin and Max-personality differences and similarities. • Define vocabulary words and complete vocabulary sentences. • Read articles on Arthurian Legends, Knights of the Round Table, and Knights’ Code of Chivalry. • Analyze conflict in story. • Compare different characters in the book to King Arthur and the Round Table. 	
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	<p>limited to personal, possessive, intensive, and vague.</p> <ul style="list-style-type: none"> • Students will create sentences and identify all types of pronouns and ensure proper antecedent pronoun agreement. • Students will increase comprehension by answering questions citing evidence from the text. • Students will group to discuss heraldry symbols and their meanings and individually draw their family coat of arms. 		<ul style="list-style-type: none"> • Read article on bionic body parts. • Draw <i>Freak the Mighty</i> comic script where Kevin and Max have different adventures in which they slay different kinds of dragons. • Complete Venn diagram on different personalities of main characters. • Read poem and compare poem to book. • Make a family code of arms with possibility of visiting Medieval Times. • Achieve 3000 activities • Write journal responses. 	
<p>Unit 6: Poetry</p>				

Main Idea: Different types of poetry Analyze different poem media Literary devices in poetry		Project: Write original poem Tests/Quizzes: Under Activities Vocabulary: Literary Device Terminology; Academic G.U.M.: Interjections		
Essential Questions	Learning Objectives	Content	Activities	Standards
<p>How can one utilize life experiences as a foundation for creative and expressive thinking?</p> <p>-</p> <p>How are the form and conventions of poetry different from other forms of writing and reading?</p>	<ul style="list-style-type: none"> • Students will be introduced poems and poets. • Students will read a wide variety of poetry and analyze poetry for meaning. • Students will make connections from poems to students’ lives. • Students will express thoughts and ideas through discussions, writing, and illustrating. • Students will compare and contrast listening, reading, and watching videos of poems. • Students will listen for understanding. • Students will listen and respond read alouds. • Students will learn poetic terminology such as rhythm, rhyme, meter, couplet, rhyme scheme, free verse, etc. • Students will write poetry to communicate information, express emotions, and appreciate the art. 	<ul style="list-style-type: none"> • “How to Eat a Poem” by Eve Merriam • “Life Doesn’t Frighten Me” by Maya Angelou • Poetry by Shel Silverstein “Where the Sidewalk Ends,” “Bear in There” • Free verse poems- “Clouds of Birds,” “Little Helpless Hopping Cricket,” “Gumballs,” “My Kitchen Floor” • Figurative language • Poetic devices • Poetry vocabulary • Examples of cinquain poems, haikus, and quatrains at harsbstaff.ednet.nsca • Acrostic poems at acrosticpoems.org • Narrative poem-“Paul Revere’s Ride” • Lyrical poem-“Ode to Joy” by Buster Baxter • Limerick poem-“Hickory Dickory Dock” • Biographies of poets • YouTube video of poems • <i>Writer’s Choice</i> text • <i>Reader’s Choice</i> text • Worksheets • Independent reading books 	<ul style="list-style-type: none"> • Define poetry. • Read biographies of well-known poets such as Maya Angelou, Shel Silverstein, Langston Hughes, etc. • Take notes on the major types of poetry- narrative and lyric. • Define literary devices used in poetry, identify in poems and use in own creations. • Read models of different types of poems including narrative, lyric, free verse, cinquain, quatrain, acrostic, haiku, 	<ul style="list-style-type: none"> • RI6.2 • RI6.3 • RI6.4 • RI6.5 • RL6.1 • RL6.2 • RL6.4 • RL6.5 • RL6.6 • L6.2 • L6.4a • L6.5b • W6.4 • W6.6 • SL6.1 • SL6.6

	<ul style="list-style-type: none"> • Students will edit, revise, publish, and present original poetry using technology. • Students will define vocabulary words and phrases within poem to understand their meanings. • Students will define literary devices used in poetry, identify them, and use them within their own poetry writing. • Students will use interjections as necessary to show excitement or emotion. 		<p>limerick, etc.</p> <ul style="list-style-type: none"> • Read examples of poetry, analyze for meaning and structure. • Write original poetry of teacher’s discretion and present to class or in small groups. • Listen to poetry; read for intonation, pausing for punctuation, and emotion. • Compare and contrast listening, reading, and watching videos of poems for better understanding and enjoyment. • Complete exercises in text. Write journal responses. 	
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Main Idea: Suspense Citations Summaries		Project: Research Paper Tests/Quizzes: Under Activities Vocabulary: Literary Device Terminology; Academic G.U.M.: Capitalization, Punctuation, Citations		
Essential Questions	Learning Objectives	Content	Activities	Standards
<p>What inspires the artist within?</p> <p>-</p> <p>What is the value of art?</p> <p>-</p> <p>How does where we have been and where we are going, make us who we are today?</p> <p>-</p>	<ul style="list-style-type: none"> • Students will demonstrate understanding on four levels: factual, interpretive, critical, and personal. • Students will read silently and orally the book <i>The Mixed-Up Files of Mrs. Basil E. Frankweiler</i>. • Students will answer questions to demonstrate knowledge and understanding of events, characters, theme development, point of view, predict and draw conclusions. • Students will identify character traits of major characters such as Mrs. Frankweiler and Saxonberg. • Students will use literary devices while focusing on suspense. • Students will compare ending of story to <i>Cinderella</i>. • Students will enrich vocabulary by defining and using in sentences. 	<ul style="list-style-type: none"> • Novel <i>The Mixed-Up Files of Mrs. Basil E. Frankweiler</i> by E.L.Konigsburg • A Guide for Using From <i>The Mixed-Up Files of Mrs. Basil E. Frankweiler</i> in the Classroom by Mari Lu Robbin, Cheryl Buhler, and Penelope Mendiveal (book) • Literature Unit on Scholastic.com • Questions to Talk About and Recall on Scholastic.com • Online visits of art museum and biographies of famous artists • Online visit to New York City • Biography of E.L.Konigsburg • Vocabulary lists and sentences • <i>Cinderella</i>, the movie • Variety of online resources for article research • Websites including Perdue Owl and Time for Writing • National Library Association regarding MLA Format • “The Legacy of an Author Lingers at the Met” by Liz Robbins • “The Mixed-Up Files Issues” – Museum Kids from the Metropolitan Museum of Art; metmuseum.org • “A \$225 Sculpture May Be a 	<ul style="list-style-type: none"> • Read biography of author and look for evidence of life in work. • Read novel. • Complete comprehension questions. • Predict story’s meaning. • Visit art museums online and read biographies of famous artists. • Take an online tour of NYC. • Research Renaissance, Michelangelo, and purpose of art. • Complete vocabulary lists and vocabulary sentences. • Complete color my word, categorize 	<ul style="list-style-type: none"> • RL6.1 • RL6.2 • RL6.3 • RL6.4 • RL6.6 • RL6.7 • RL6.9 • RL6.10 • L6.3 • L6.4 • L6.5 • L6.6 • W6.2 • W6.4 • W6.5 • W6.6 • W6.8 • W6.9 • W6.10 • SL6.3 • SL6.4 • SL6.5 • SL6.6 • RI6.1 • RI6.2 • RI6.7

	<ul style="list-style-type: none"> • Students will use descriptive verbs, adjectives, adverbs in sequential order to describe an object. • Students will understand events in the story in sequential order. • Students will learn how to narrow topics for research paper. • Students will determine specific topic appropriate to audience. • Students will research topic using multimedia. • Students will evaluate resources. • Students will incorporate specialized vocabulary. • Students will write using text structure to fit purpose and audience. • Students will choose words and details that add clarity to writing. • Students will use a variety of sentences and descriptive language that supports the theme. • Students will revise, edit, publish, present, and identify • claims not supported in the evidence. • Students will use computer 	<p>Master’s Worth \$500.000” by Milton Esterow, October 26, 1965, <i>The New York Times</i> article</p> <ul style="list-style-type: none"> • MrsChewmarschuReads.blogspot.com • Independent reading books 	<p>words, art history lesson based on domain-specific words.</p> <ul style="list-style-type: none"> • Complete reader response journal. • Go online to tour events in history such as life in ancient Egypt. • Design individual mark to designate work, such as Michelangelo. • Write an article about an unusual item and its use in history. • Cite <i>New York Times’</i> articles about statue using MLA format. • Summarize article from <i>The New York Times</i>. • Choose a topic from the story such as Michelangelo, 	
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	<p>technology to aid in drafting, editing, revising, and publishing.</p> <ul style="list-style-type: none"> • Students will understand the value of copyright/plagiarism. • Students will use information from a variety of valid sources to support thesis. • Students will identify sources. • Students will understand valid resources. • Students will use technology to research and communicate. • Students will communicate effectively through reading and writing. • Students will compare and contrast film to book. • Student will read high-end novel independently. 		<p>types of sculpture, art museums, major sculptures, Renaissance, and art mysteries for Sixth Grade research project.</p> <ul style="list-style-type: none"> • Watch end of the movie <i>Cinderella</i>. • Discuss/Compare and contrast film to book. • Write journal responses. 	
Unit 8: Achieve 3000				
Main Idea: Year Round Nonfiction Integrated into all units		Project: Incorporating RACERS into open-ended response		
		Tests/Quizzes: Under Activities		
		Vocabulary: Academic and Domain Specifics		
Essential Questions	Learning Objectives	Content	Activities	Standards
How can reading nonfiction help us to explore and understand our world? -	<ul style="list-style-type: none"> • Student will acquire strong content knowledge from informational text by using higher order thinking skills, argue effectively with support evidence, and 	<ul style="list-style-type: none"> • Achieve 3000 	<ul style="list-style-type: none"> • Answer open-ended questions in the form of RACERS. • Use literary 	<ul style="list-style-type: none"> • RI6.1 • RI6.2 • RI6.3 • RI6.4 • RI6.5

<p>Why do we use various text features and structure in nonfiction? - How does understanding the author’s purpose help us learn new information? -</p>	<p>communicate effectively when writing and speaking.</p> <ul style="list-style-type: none"> • Students will increase reading lexile level and by end of the year, read complex writing with proficiency. • Students will understand and utilize nonfiction vocabulary. • Students will define and use specialized vocabulary. • Students will understand author’s point of view. • Students will comprehend nonfiction information. • Students will analyze arguments presented in various formats. • Students will question the validity of arguments. • Students will derive information from nonfiction articles, differentiated to students’ own levels. • Students will respond to close reading by answering questions. • Students will discuss and debate topics from articles. • Students will write to argue, inform, or narrate. • Students will use literary devices. • Students will identify word parts. 		<p>devices such as theme, storyline, cognitive and figure meaning, point of view, quotations, compare and contrast to different point of views of the same theme/other media</p> <ul style="list-style-type: none"> • Students will complete quizzes and stretch exercises by using online program. • Read two nonfiction articles and complete questions and activities stated. 	<ul style="list-style-type: none"> • RI6.6 • RI6.7 • RI6.8 • RI6.9 • RI6.10 • W6.4
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	<ul style="list-style-type: none"> • Students will make, confirm and revise predictions, used to develop theories. • Students will draw conclusions and make inferences. • Students will identify main idea of text. • Students will summarize supporting details of text. • Students will identify organizational patterns of structure, such as compare and contrast, cause and effect, problem/solution. • Students will identify use of figurative language. • Students will differentiate between fact and opinion. • Students will identify persuasive techniques. • Students will choose words wisely to persuade. • Students will demonstrate comprehension of a variety of nonfiction text. • Students will complete two articles weekly. 			
Unit 9: Standardized Test				
Main Idea: Magazine, Newspaper, and Nonfiction Articles Critical Thinking RACERS format		Project: Narrative, Information, and Persuasive Writing Tests/Quizzes: Under Activities Vocabulary: Academic and Domain Specific G.U.M.: Everything		
Essential Questions	Learning Objectives	Content	Activities	Standards

<p>Are the sixth graders prepared to succeed on the standardized tests?</p>	<ul style="list-style-type: none"> • Students will read fiction and nonfiction selections for understanding. • Students will analyze language use in question. Example-terminology • Students will paraphrase question to know what exactly is being asked. • Students will answer in RACERS format in an open-ended response. • Students will recognize types of questions such as analytical, comparative, categorical, definitional, inferential, sequential, and predictive, and answer accordingly. • Students will read and analyze model examples of NJASK open-ended responses, narrative, informational, and persuasive essays. • Students will discuss scores and the rationale behind them. • Students will practice writing using NJASK prompts in timed environments and revise, edit, and score composition to better understand grading requirements and 	<ul style="list-style-type: none"> • State websites • Doe.nj.us • Doe.or.in.us • NJASK Workbook • Worksheets on consistent errors • <i>Writer’s Choice</i> text • <i>Reader’s Choice</i> text • Commonly misused words list • Achieve 3000 • Students’ writings • Models • Compositional risks 	<ul style="list-style-type: none"> • Review test taking strategies. • Take timed tests in both reading and writing. • Review worksheets on consistent errors. • Learn from lessons on sections of writing: introduction, body, conclusion, topic sentences, detail sentences, vocabulary, transitions, varied sentence structure, compositional risks. • Use different types of descriptions including descriptive verbs, adjectives, adverbs, and prepositional 	<ul style="list-style-type: none"> • RL6.1 • RL6.2 • RL6.3 • RL6.4 • RL6.5 • RL6.6 • RI6.1 • RI6.2 • RI6.3 • RI6.4 • RI6.5 • RI6.6 • L6.1 • L6.2 • L6.3 • L6.4 • L6.5 • L6.6 • W6.1 • W6.2 • W6.3 • W6.4 • W6.5
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	standards.		phrases used as modifiers. <ul style="list-style-type: none">• Achieve 3000 activities• Revise and edit writing by students during timed tests and by class after practice session is complete.	
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