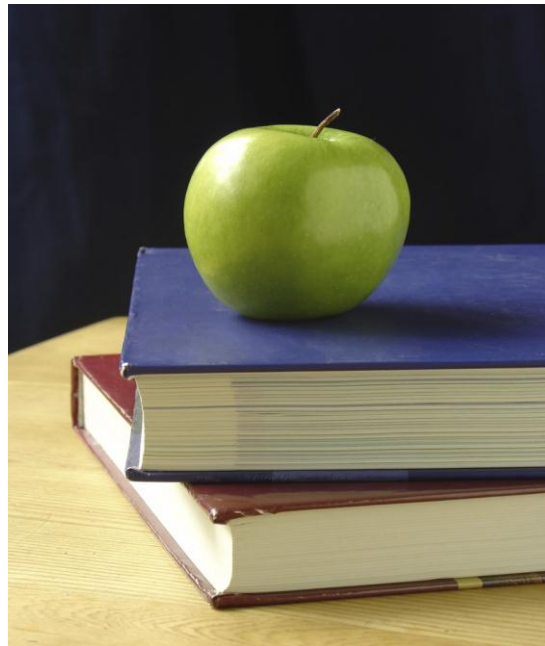




# Wolcott Public Schools

154 Center Street  
Wolcott, Connecticut 06716  
[www.wolcottps.org](http://www.wolcottps.org) – 203-879-8183

**Middle School Curriculum**  
*Grade 6*  
**Language Arts**  
*Reading*



*Children are our Future...*

# *Acknowledgements*

## *Curriculum Writers:*

*Deborah Nicol*

*Nina Mascetti Johnson*

*We acknowledge and celebrate the professionalism, expertise, and diverse perspectives of these teachers. Their contributions to this curriculum enrich the educational experiences of all Wolcott students.*

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*Dr. Gail A. Gilmore*

*Assistant Superintendent*

*Date of Presentation to the Board of Education: April 12, 2010*

*Language Arts – Grade 6 Reading*

## LANGUAGE ARTS – GRADE 6 READING

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### **Mission Statement:**

*The mission of the Wolcott Public Schools is to develop in each student the knowledge, skills, and attitudes necessary to become a productive member of the community and a contributing member to society.*

### **Departmental Philosophy:**

The philosophy of Language Arts at Tyrrell Middle School is to facilitate and teach literacy using a variety of genre. This will ensure that students become life-long, independent learners who will read and think critically and creatively to construct meaning, collaborate, and communicate effectively to discover themselves, their thoughts, their feelings, and their world.

### **Course Description:**

The Language Arts curriculum at Tyrrell Middle School is designed to meet the literacy and communication needs of each student. Students will have experiences with various genre in order to develop effective communication skills in reading, writing, speaking, listening, and viewing using varied exemplary teaching strategies to meet the needs of all students. Emphasis will be placed on the development of metacognition and critical thinking which will enable students to become successful, life-long learners.

# LANGUAGE ARTS – GRADE 6 READING

*Plot: Moments of Truth*

*Literary Focus: Analyzing Plot and Setting*

*Informational Focus: Analyzing a magazine article*

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p><b><u>1. Reading and Responding:</u></b> Students read, comprehend and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts in multimedia formats.</p> <p><b>1.1</b> Students use appropriate strategies before, during and after reading in order to construct meaning.</p> <p><b>1.2</b> Students interpret, analyze and evaluate text in order to extend understanding and appreciation.</p>	<p style="text-align: center;"><b><u>READING COMPREHENSION</u></b></p> <p style="text-align: center;"><b><u>BEFORE &amp; DURING READING</u></b></p> <ul style="list-style-type: none"> <li>• Preview &amp; prediction activities</li> <li>• Journals</li> <li>• Dialoging with text</li> <li>• Select appropriate reading strategies for different purposes</li> <li>• Anticipation Guides</li> <li>• Questioning about text</li> <li>• Collaboration groups</li> <li>• Monitor reading goals and make adjustments</li> </ul> <p style="text-align: center;"><b><u>AFTER READING</u></b></p> <ul style="list-style-type: none"> <li>• Discussion, comprehension questions, open-ended questions</li> <li>• Compare/Contrast characters</li> <li>• Summarize and retell a story</li> <li>• Identify and explain author’s purpose</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Discussion (class, pairs, group)</li> <li>• Journals</li> <li>• Graphic organizers</li> <li>• Post-it notes</li> <li>• Student work (class work, homework, quizzes, tests)</li> </ul> <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Discussion (class, pairs, group)</li> <li>• Student work (class work, homework, quizzes, tests)</li> <li>• Graphic organizers</li> </ul>	<ul style="list-style-type: none"> <li>• HRW Anthology 2000</li> <li>• “Just Once” p. 2</li> <li>• “Foul Shot” p.10</li> <li>• “All Summer In A Day” p. 312</li> <li>• “Suit Helps Girl Enjoy Daylight” p. 321</li> <li>• Graphic Organizers for Active Reading (2000)</li> <li>• Scholastic <i>Storyworks</i> magazine and website</li> <li>• Computer Lab Work</li> </ul>

## **LANGUAGE ARTS – GRADE 6 READING**

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p><b><u>PLOT: MOMENTS OF TRUTH</u></b>  <i>1. Reading &amp; Responding</i>            (Continued)</p> <p><b>1.3</b> Students select and apply strategies to facilitate word recognition and develop vocabulary in order to comprehend text.</p> <p><b>1.4</b> Students communicate with others to create interpretations of written, oral and visual texts.</p>	<p><b><u>VOCABULARY</u></b></p> <ul style="list-style-type: none"> <li>• Contextual clues</li> <li>• Cloze</li> <li>• Semantic mapping</li> </ul> <ul style="list-style-type: none"> <li>• <b><u>Projects</u></b> – Suggested activities: storyboard, retelling, newscast</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion (class, pairs, group)</li> <li>• Teacher observation</li> <li>• Cloze passages</li> <li>• Student work (class work, homework, quizzes, tests)</li> </ul> <ul style="list-style-type: none"> <li>• Student projects</li> </ul>	<ul style="list-style-type: none"> <li>• The Holt Reader (2006)</li> <li>• Holt Adapted Reader (2006)</li> <li>• Holt Reading Solutions (2006)</li> <li>• Vocabulary Development (2006)</li> <li>• Words to Own (2000)</li> <li>• Curriculum Associates Cloze Practice Book</li> <li>• Formal Assessment Selection Tests</li> <li>• Teacher created rubrics</li> <li>• Computer Lab Work</li> </ul>

## **LANGUAGE ARTS – GRADE 6 READING**

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p><b><u>PLOT: MOMENTS OF TRUTH</u></b> (Continued)</p> <p><b><u>2. Exploring and Responding:</u></b> Students read and respond to classical and contemporary texts from many cultures and literary periods.</p> <p><b>2.1</b> Students recognize how literary devices and conventions engage the reader.</p> <p><b>2.2</b> Students explore multiple responses to literature.</p> <p><b>2.3</b> Students recognize and appreciate that contemporary and classical literature has shaped human thought.</p> <p><b>2.4</b> Students recognize that readers and authors are influenced by individual, social, cultural and historical contexts.</p>	<p style="text-align: center;"><b><u>DISCUSSION &amp; COMPREHENSION</u></b> <b><u>ACTIVITIES:</u></b></p> <ul style="list-style-type: none"> <li>• Identify plot, setting, conflict</li> <li>• Analyze setting and the way it influences plot and character</li> <li>• Write a retelling</li> <li>• Open-ended questions</li> </ul>	<ul style="list-style-type: none"> <li>• Student work (class work, homework, quizzes, tests)</li> <li>• Discussion (class, pairs, group)</li> <li>• Written retelling with rubric</li> <li>• Graphic organizers</li> <li>• Formal assessment</li> <li>• Open-ended questions</li> </ul>	<ul style="list-style-type: none"> <li>• HRW Anthology 2000</li> <li>• “Just Once” p. 2</li> <li>• “Foul Shot” p. 10</li> <li>• “All Summer In A Day” p. 312</li> <li>• “Suit Helps Girl Enjoy Daylight” p. 321</li> <li>• Graphic Organizers for Active Reading (2000)</li> <li>• Scholastic <i>Storyworks</i> magazine and website</li> <li>• Computer Lab Work</li> </ul>

## ***LANGUAGE ARTS – GRADE 6 READING***

<b><i>Performance Standards</i></b>	<b><i>Sample Activities</i></b>	<b><i>Assessment Strategies</i></b>	<b><i>Resources</i></b>
<p><b><u>PLOT: MOMENTS OF TRUTH</u></b> (Continued)</p> <p><b><u>3. Communicating with Others:</u></b> Students produce written, oral and visual texts to express, develop and substantiate ideas and experiences.</p> <p><b>3.1</b> Students use descriptive, narrative, expository, persuasive and poetic modes.</p> <p><b>3.2</b> Students prepare, publish and/or present work appropriate to audience, purpose and task.</p>	<ul style="list-style-type: none"> <li>• <b><u>Final projects</u></b> – Suggested activities: storyboard, retelling, newscast</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation of student projects.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher created rubric</li> <li>• Computer Lab Work</li> </ul>

## ***LANGUAGE ARTS – GRADE 6 READING***

<b><i>Performance Standards</i></b>	<b><i>Sample Activities</i></b>	<b><i>Assessment Strategies</i></b>	<b><i>Resources</i></b>
<p><b><u>PLOT: MOMENTS OF TRUTH</u></b> (Continued)</p> <p><b><u>4. Applying English Language Conventions:</u></b> Students apply the conventions of standard English in oral, written and visual communication.</p> <p><b>4.1</b> Students use knowledge of their language and culture to improve competency in English.</p> <p><b>4.2</b> Students speak and write using standard language structures and diction appropriate to audience and task.</p>	<ul style="list-style-type: none"> <li>• Unit written work and final projects</li> </ul>	<ul style="list-style-type: none"> <li>• Student work</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher created rubric</li> <li>• Computer Lab Work</li> </ul>



# LANGUAGE ARTS – GRADE 6 READING

**Characters: The People You’ll Meet**  
**Literary Focus: Analyzing Characters**  
**Informational Focus: Taking Notes and Outlining**

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p><b><u>1. Reading and Responding:</u></b>  <b>Students read, comprehend and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts in multimedia formats.</b></p> <p><b>1.1</b> Students use appropriate strategies before, during and after reading in order to construct meaning.</p> <p><b>1.2</b> Students interpret, analyze and evaluate text in order to extend understanding and appreciation.</p>	<p style="text-align: center;"><b><u>READING COMPREHENSION</u></b></p> <p style="text-align: center;"><b><u>BEFORE &amp; DURING READING</u></b></p> <ul style="list-style-type: none"> <li>• Preview &amp; prediction activities</li> <li>• Verify predictions</li> <li>• Journals</li> <li>• Dialoging with text</li> <li>• Select appropriate reading strategies for different purposes</li> <li>• Anticipation Guides</li> <li>• Questioning about text</li> <li>• Collaboration groups monitor reading goals and make adjustments</li> </ul> <p style="text-align: center;"><b><u>AFTER READING</u></b></p> <ul style="list-style-type: none"> <li>• Discussion, comprehension questions, open-ended questions</li> <li>• Identify conflict (internal/external)</li> <li>• Compare/Contrast characters and the way they deal with conflict</li> <li>• Identify and explain author’s purpose</li> <li>• Create an outline</li> <li>• Take notes</li> <li>• Analyze a text by taking notes</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Discussion (class, pairs, group)</li> <li>• Journals</li> <li>• Graphic organizers</li> <li>• Post it notes</li> <li>• Student work (class work, homework, quizzes, tests)</li> </ul> <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Discussion (class, pairs, group)</li> <li>• Student work (class work, homework, quizzes, tests)</li> <li>• Graphic organizers</li> </ul>	<ul style="list-style-type: none"> <li>• HRW Anthology 2000</li> <li>• “TaNaEka” p. 15</li> <li>• “The Wind People” p. 145</li> <li>• “The Bracelet” p. 356</li> <li>• “Wartime Mistakes Peacetime Apologies” Holt Adapted Reader p.73</li> <li>• Two Japanese Folktales: “The Spider Weaver” and “The Grateful Statues” Holt Reader p. 73</li> <li>• Graphic Organizers for Active Reading (2000)</li> <li>• Scholastic <i>Storyworks</i> magazine and website</li> <li>• Computer Lab Work</li> </ul>

## LANGUAGE ARTS – GRADE 6 READING

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p><b><u>THE PEOPLE YOU’LL MEET</u></b>  <i>1. Reading &amp; Responding</i>            (Continued)</p> <p><b>1.3</b> Students select and apply strategies to facilitate word recognition and develop vocabulary in order to comprehend text.</p> <p><b>1.4</b> Students communicate with others to create interpretations of written, oral and visual texts.</p>	<p><b><u>VOCABULARY</u></b></p> <ul style="list-style-type: none"> <li>• Contextual Clues</li> <li>• Use words in context</li> <li>• Cloze</li> <li>• Understand word origins</li> </ul> <ul style="list-style-type: none"> <li>• <b><u>Project (TaNaEka)</u></b> – Suggested activities: Characterization Collages or Characterization Totem Pole. Plan and explain a coming of age ceremony of your own, research the Kaw or Sioux Indian Culture</li> <li>• <b><u>Project (Bracelet)</u></b> – Suggested activities: Tangram Picture Project</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion (class, pairs, group)</li> <li>• Teacher observation</li> <li>• Cloze passages</li> <li>• Student work (class work, homework, quizzes, tests)</li> </ul> <ul style="list-style-type: none"> <li>• Student projects</li> </ul>	<ul style="list-style-type: none"> <li>• The Holt Reader (2006)</li> <li>• Holt Adapted Reader (2006)</li> <li>• Holt Reading Solutions (2006)</li> <li>• Vocabulary Development (2006)</li> <li>• Words to Own (2000)</li> <li>• Curriculum Associates Cloze Practice book</li> <li>• Formal Assessment Selection Tests</li> <li>• Computer Lab Work</li> </ul> <ul style="list-style-type: none"> <li>• Teacher created rubric(s)</li> <li>• Computer Lab Work</li> </ul>

## **LANGUAGE ARTS – GRADE 6 READING**

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p><b><u>THE PEOPLE YOU’LL MEET</u></b> (Continued)</p> <p><b><u>2. Exploring and Responding:</u></b> Students read and respond to classical and contemporary texts from many cultures and literary periods.</p> <p><b>2.1</b> Students recognize how literary devices and conventions engage the reader.</p> <p><b>2.2</b> Students explore multiple responses to literature.</p> <p><b>2.3</b> Students recognize and appreciate that contemporary and classical literature has shaped human thought.</p> <p><b>2.4</b> Students recognize that readers and authors are influenced by individual, social, cultural and historical contexts.</p>	<p style="text-align: center;"><b><u>DISCUSSION &amp; COMPREHENSION ACTIVITIES:</u></b></p> <ul style="list-style-type: none"> <li>• Analyze plot, setting, conflict including internal/external</li> <li>• Analyze setting and the way it influences plot and character</li> <li>• Analyze character changes over time including how characters deal with cultural traditions, conflict, and cause/effect relationships</li> <li>• Analyze point of view</li> <li>• Explain how textual information relates to character(s) situation(s) in selection(s) and understand how historical contexts contribute to an author’s perspective</li> <li>• Take notes, outline, and summarize</li> </ul>	<ul style="list-style-type: none"> <li>• Student work (class work, homework, quizzes, tests)</li> <li>• Graphic organizers</li> <li>• Final Projects and presentations</li> <li>• Formal Assessment</li> <li>• Open-ended questions</li> </ul>	<ul style="list-style-type: none"> <li>• HRW Anthology 2000</li> <li>• “TaNaEKa” p. 15</li> <li>• “The Wind People” p.145</li> <li>• “The Bracelet” p. 356</li> <li>• “Wartime Mistakes Peacetime Apologies” Holt Adapted Reader p. 50</li> <li>• Two Japanese Folktales: “The Spider Weaver” and “The Grateful Statues” Holt Reader p. 73</li> <li>• Graphic Organizers for Active Reading (2000)</li> <li>• Scholastic <i>Storyworks</i> magazine and website</li> <li>• Computer Lab Work</li> </ul>

## ***LANGUAGE ARTS – GRADE 6 READING***

<b><i>Performance Standards</i></b>	<b><i>Sample Activities</i></b>	<b><i>Assessment Strategies</i></b>	<b><i>Resources</i></b>
<p><b><u>THE PEOPLE YOU’LL MEET</u></b> (Continued)</p> <p><b><u>3. Communicating with Others:</u></b> Students produce written, oral and visual texts to express, develop and substantiate ideas and experiences.</p> <p><b>3.1</b> Students use descriptive, narrative, expository, persuasive and poetic modes.</p> <p><b>3.2</b> Students prepare, publish and/or present work appropriate to audience, purpose and task.</p>	<ul style="list-style-type: none"> <li>• <b><u>Project (TaNaEKa)</u></b> – Suggested activities: Characterization Collages, Characterization Totem Pole. Plan and explain a coming of age ceremony of your own, research the Kaw or Sioux Indian Culture</li> <li>• <b><u>Project (Bracelet)</u></b> – Suggested activities: Tangram Picture Project</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation of student projects.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Created Rubric(s)</li> <li>• Computer Lab Work</li> </ul>

## ***LANGUAGE ARTS – GRADE 6 READING***

<b><i>Performance Standards</i></b>	<b><i>Sample Activities</i></b>	<b><i>Assessment Strategies</i></b>	<b><i>Resources</i></b>
<p><b><u>THE PEOPLE YOU’LL MEET</u></b> (Continued)</p> <p><b><u>4. Applying English Language Conventions:</u></b> Students apply the conventions of standard English in oral, written and visual communication.</p> <p><b>4.1</b> Students use knowledge of their language and culture to improve competency in English.</p> <p><b>4.2</b> Students speak and write using standard language structures and diction appropriate to audience and task.</p>	<ul style="list-style-type: none"> <li>• Unit written work and final projects</li> </ul>	<ul style="list-style-type: none"> <li>• Rubric for final projects.</li> <li>• Student work.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Created Rubric(s)</li> <li>• Computer Lab Work</li> </ul>

# LANGUAGE ARTS – GRADE 6 READING

*Theme: The Heart of the Matter*  
*Literary Focus: Analyzing Theme*  
*Informational Focus: Evaluating Evidence*

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p><b><u>1. Reading and Responding:</u></b>  <b>Students read, comprehend and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts in multimedia formats.</b></p> <p><b>1.1</b> Students use appropriate strategies before, during and after reading in order to construct meaning.</p> <p><b>1.2</b> Students interpret, analyze and evaluate text in order to extend understanding and appreciation.</p>	<p style="text-align: center;"><b><u>READING COMPREHENSION</u></b></p> <p style="text-align: center;"><b><u>BEFORE &amp; DURING READING</u></b></p> <ul style="list-style-type: none"> <li>• Preview &amp; prediction activities</li> <li>• Verify predictions</li> <li>• Journals</li> <li>• Dialoging with text</li> <li>• Select appropriate reading strategies for different purposes</li> <li>• Anticipation Guide</li> <li>• Questioning about text</li> <li>• Collaboration groups</li> <li>• Monitor reading goals and make adjustments</li> </ul> <p style="text-align: center;"><b><u>AFTER READING</u></b></p> <ul style="list-style-type: none"> <li>• Discussion, comprehension questions, open-ended questions</li> <li>• Identify key events &amp; summarize plot</li> <li>• Recognize difference between subject and theme &amp; plot and theme</li> <li>• Make generalizations</li> <li>• Recognize and evaluate evidence</li> <li>• Identify and explain author’s purpose</li> <li>• Take notes</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Discussion (class, pairs, group)</li> <li>• Journals</li> <li>• Graphic organizers</li> <li>• Post it notes</li> <li>• Student work (class work, homework, quizzes, tests)</li> </ul> <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Discussion (class, pairs, group)</li> <li>• Student work (class work, homework, quizzes, tests)</li> <li>• Graphic organizers</li> </ul>	<ul style="list-style-type: none"> <li>• HRW Anthology 2000</li> <li>• “All-American Slurp” p.31</li> <li>• “Coming to America” p.40</li> <li>• “Everybody Is Different, but the Same Too” TE 2006 pp 238-240</li> <li>• “The Emperor’s New Clothes” p. 623</li> <li>• Graphic Organizers for Active Reading (2000)</li> <li>• Scholastic <i>Storyworks</i> magazine and website</li> <li>• Computer Lab Work</li> </ul>

## LANGUAGE ARTS – GRADE 6 READING

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p><b><u>THE HEART OF THE MATTER</u></b>  <i>1. Reading &amp; Responding</i>            (Continued)</p> <p><b>1.3</b> Students select and apply strategies to facilitate word recognition and develop vocabulary in order to comprehend text.</p> <p><b>1.4</b> Students communicate with others to create interpretations of written, oral and visual texts.</p>	<p><b><u>VOCABULARY</u></b></p> <ul style="list-style-type: none"> <li>• Contextual clues</li> <li>• Use prefixes and suffixes to determine word meaning</li> <li>• Cloze</li> <li>• Identify and interpret figurative language.</li> <li>• Interpret idioms</li> </ul> <ul style="list-style-type: none"> <li>• <b><u>Projects:</u></b> Suggested activities: Theme Heart Project, Suitcase Project</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion (class, pairs, group)</li> <li>• Teacher Observation</li> <li>• Cloze Passages</li> <li>• Student work (class work, homework, quizzes, tests)</li> </ul> <ul style="list-style-type: none"> <li>• Student projects</li> </ul>	<ul style="list-style-type: none"> <li>• The Holt Reader (2006)</li> <li>• Holt Adapted Reader (2006)</li> <li>• Holt Reading Solutions (2006)</li> <li>• Vocabulary Development (2006)</li> <li>• Words to Own (2000)</li> <li>• “How to Own a Word: Context Clues” p. 30</li> <li>• “Using Word Parts to Build Meanings” p. 609</li> <li>• “How to Own a Word” p. 622</li> <li>• Curriculum Associates Cloze Practice book</li> <li>• Formal Assessment Selection Tests</li> <li>• Computer Lab Work</li> </ul> <ul style="list-style-type: none"> <li>• Teacher Created Rubric(s)</li> <li>• Computer Lab Work</li> </ul>

## ***LANGUAGE ARTS – GRADE 6 READING***

<b><i>Performance Standards</i></b>	<b><i>Sample Activities</i></b>	<b><i>Assessment Strategies</i></b>	<b><i>Resources</i></b>
<p><b><u>THE HEART OF THE MATTER</u></b> (Continued)</p> <p><b><u>2. Exploring and Responding:</u></b> <b>Students read and respond to classical and contemporary texts from many cultures and literary periods.</b></p> <p><b>2.1</b> Students recognize how literary devices and conventions engage the reader.</p> <p><b>2.2</b> Students explore multiple responses to literature.</p> <p><b>2.3</b> Students recognize and appreciate that contemporary and classical literature has shaped human thought.</p> <p><b>2.4</b> Students recognize that readers and authors are influenced by individual, social, cultural and historical contexts.</p>	<p style="text-align: center;"><b><u>DISCUSSION &amp; COMPREHENSION</u></b> <b><u>ACTIVITIES:</u></b></p> <ul style="list-style-type: none"> <li>• Analyze theme</li> <li>• Analyze folk tales</li> <li>• Analyze character changes over time including how characters deal with cultural traditions, conflict, and cause/effect relationships</li> <li>• Explain how textual information relates to character(s) situation(s) in selection(s) and understand how historical and/or social contexts contribute to an author’s perspective</li> </ul>	<ul style="list-style-type: none"> <li>• Student work (class work, homework, quizzes, tests)</li> <li>• Graphic organizers</li> <li>• Final Projects and presentations</li> <li>• Formal Assessment</li> <li>• Open-ended questions</li> </ul>	<ul style="list-style-type: none"> <li>• HRW Anthology 2000</li> <li>• “All-American Slurp” p. 31</li> <li>• “Coming to America” p. 40</li> <li>• “Everybody Is Different, but the Same Too” TE 2006 pp 238-240</li> <li>• “The Emperor’s New Clothes” p. 623</li> <li>• Graphic Organizers for Active Reading (2000)</li> <li>• Scholastic <i>Storyworks</i> magazine and website</li> <li>• Computer Lab Work</li> </ul>



## ***LANGUAGE ARTS – GRADE 6 READING***

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p><b><u>THE HEART OF THE MATTER</u></b> (Continued)</p> <p><b><u>3. Communicating with Others:</u></b> Students produce written, oral and visual texts to express, develop and substantiate ideas and experiences.</p> <p><b>3.1</b> Students use descriptive, narrative, expository, persuasive and poetic modes.</p> <p><b>3.2</b> Students prepare, publish and/or present work appropriate to audience, purpose and task.</p>	<ul style="list-style-type: none"> <li>• <b><u>Final projects:</u></b> Suggested activities: Theme Heart Project, Suitcase Project</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation of student projects.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Created Rubric(s)</li> <li>• Computer Lab Work</li> </ul>

## ***LANGUAGE ARTS – GRADE 6 READING***

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p><b><u>THE HEART OF THE MATTER</u></b> (Continued)</p> <p><b><u>4. Applying English Language Conventions:</u></b> <b>Students apply the conventions of standard English in oral, written and visual communication.</b></p> <p><b>4.1</b> Students use knowledge of their language and culture to improve competency in English.</p> <p><b>4.2</b> Students speak and write using standard language structures and diction appropriate to audience and task.</p>	<ul style="list-style-type: none"> <li>• Unit written work and final projects</li> </ul>	<ul style="list-style-type: none"> <li>• Student work.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Created Rubric(s)</li> <li>• Computer Lab Work</li> </ul>

# LANGUAGE ARTS – GRADE 6 READING

## *Poetry & The Writer’s Craft*

### *Literary Focus: Analyzing Sound Effects and Figurative Language*

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p><b><u>1. Reading and Responding:</u></b> Students read, comprehend and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts in multimedia formats.</p> <p><b>1.1</b> Students use appropriate strategies before, during and after reading in order to construct meaning.</p> <p><b>1.2</b> Students interpret, analyze and evaluate text in order to extend understanding and appreciation.</p>	<p style="text-align: center;"><b><u>READING COMPREHENSION</u></b></p> <p style="text-align: center;"><b><u>BEFORE &amp; DURING READING</u></b></p> <ul style="list-style-type: none"> <li>• Preview &amp; prediction activities</li> <li>• Verify predictions</li> <li>• Journals</li> <li>• Dialoging with text</li> <li>• Select appropriate reading strategies for different purposes</li> <li>• Anticipation Guide</li> <li>• Questioning about text</li> <li>• Collaboration groups</li> <li>• Monitor reading goals and make adjustments</li> </ul> <p style="text-align: center;"><b><u>AFTER READING</u></b></p> <ul style="list-style-type: none"> <li>• Discussion, comprehension questions, open-ended questions</li> <li>• Make inferences</li> <li>• Identify: sound effects, figures of speech, refrain onomatopoeia, metaphors, extended metaphors, similes, rhyme, rhyme scheme, flashback, imagery, metaphors, and symbolism</li> <li>• Identify and explain author’s purpose</li> <li>• Identify sequence</li> <li>• Take notes</li> <li>• Determine Cause and Effect, irony, and main idea</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Discussion (class, pairs, group)</li> <li>• Journals</li> <li>• Graphic organizers</li> <li>• Post it notes</li> <li>• Student work (class work, homework, quizzes, tests)</li> </ul> <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Discussion (class, pairs, group)</li> <li>• Student work (class work, homework, quizzes, tests)</li> <li>• Graphic organizers</li> </ul>	<ul style="list-style-type: none"> <li>• HRW Anthology 2000</li> <li>• “John Henry” p. 168</li> <li>• “Working on the Railroad” p. 174</li> <li>• “Sound Effects” p.178</li> <li>• “Ankylosaurus” p.180</li> <li>• “Poetry: Seeing Likenesses” p. 183</li> <li>• “The Toaster/The Sidewalk Racer/ Things To Do If You are A Subway/Steam Shovel” p. 185</li> <li>• “Strategies for Reading Poetry” p. 194</li> <li>• “Jimmy Jet and His T.V. Set” p. 200</li> <li>• “Making Inferences” p. 125</li> <li>• “Using Your Imagination” TE 2006 p. 538</li> <li>• Computer Lab Work</li> </ul>

## LANGUAGE ARTS – GRADE 6 READING

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p style="text-align: center;"><b><u>POETRY &amp; THE WRITER’S CRAFT</u></b> <i>1. Reading &amp; Responding</i> (Continued)</p> <p><b>1.3</b> Students select and apply strategies to facilitate word recognition and develop vocabulary in order to comprehend text.</p> <p><b>1.4</b> Students communicate with others to create interpretations of written, oral and visual texts.</p>	<p><b><u>VOCABULARY</u></b></p> <ul style="list-style-type: none"> <li>• Contextual Clues</li> <li>• Use words in context</li> <li>• Synonyms</li> <li>• Drop Silent e when adding suffix</li> <li>• Use words in a description</li> <li>• Cloze</li> <li>• Understand word origins</li> </ul> <ul style="list-style-type: none"> <li>• <b><u>Projects:</u></b> Suggested activities: write various types of poems, poetry kite, create a “Suesslike character,” and other related teacher created projects</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion (class, Pairs, groups)</li> <li>• Teacher Observation</li> <li>• Cloze Passages</li> <li>• Student work (class work, homework, quizzes, tests)</li> </ul> <ul style="list-style-type: none"> <li>• Student projects</li> </ul>	<ul style="list-style-type: none"> <li>• “The Mysterious Mr. Lincoln” p. 126</li> <li>• “A Glory Over Everything” p. 136</li> <li>• “The Fun They Had” p. 205</li> <li>• “Netiquette” p. 210</li> <li>• “Eleven/Once” p. 327</li> <li>• What Do Fish Have to Do with Anything?” p. 366</li> <li>• “The Sneetches” p. 379</li> <li>• Graphic Organizers for Active Reading (2000)</li> <li>• Scholastic <i>Storyworks</i> magazine and website</li> <li>• Computer Lab Work</li> </ul> <ul style="list-style-type: none"> <li>• The Holt Reader (2006)</li> <li>• Holt Adapted Reader (2006)</li> <li>• Holt Reading Solutions (2006)</li> <li>• Vocabulary Development (2006)</li> <li>• Words to Own (2000)</li> <li>• Curriculum Associates Cloze Practice book</li> <li>• Formal Assessment Selection Tests</li> <li>• Teacher created Rubric(s)</li> <li>• Computer Lab Work</li> </ul>

## LANGUAGE ARTS – GRADE 6 READING

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p style="text-align: center;"><b><u>POETRY &amp; THE WRITER’S CRAFT</u></b> (Continued)</p> <p><b><u>2. Exploring and Responding:</u></b> Students read and respond to classical and contemporary texts from many cultures and literary periods.</p> <p><b>2.1</b> Students recognize how literary devices and conventions engage the reader.</p> <p><b>2.2</b> Students explore multiple responses to literature.</p> <p><b>2.3</b> Students recognize and appreciate that contemporary and classical literature has shaped human thought.</p> <p><b>2.4</b> Students recognize that readers and authors are influenced by individual, social, cultural and historical contexts.</p>	<p style="text-align: center;"><b><u>DISCUSSION &amp; COMPREHENSION ACTIVITIES</u></b></p> <ul style="list-style-type: none"> <li>• Analyze poems for: sound effects, figures of speech, refrain, onomatopoeia, metaphors, extended metaphors, similes, rhyme, rhyme scheme</li> <li>• Explain irony, flashback, imagery, metaphors (in prose), and point of view</li> <li>• Analyze different genres of text &amp; take notes</li> <li>• Explain how textual information relates to character(s) situation(s) in selection(s) and understand how historical contexts contribute to an author’s perspective</li> <li>• Take notes, outline, and summarize</li> </ul>	<ul style="list-style-type: none"> <li>• Student work (class work, homework, quizzes, tests)</li> <li>• Graphic organizers</li> <li>• Final Projects and presentations</li> <li>• Formal Assessment</li> <li>• Open-ended questions</li> </ul>	<ul style="list-style-type: none"> <li>• HRW Anthology 2000</li> <li>• “John Henry” p. 168</li> <li>• “Working on the Railroad” p.174</li> <li>• “Sound Effects” p. 178</li> <li>• “Ankylosaurus” p. 180</li> <li>• “Poetry: Seeing Likenesses” p. 183</li> <li>• “The Toaster/The Sidewalk Racer/ Things To Do If You are A Subway/ Steam Shovel” p. 185</li> <li>• “Strategies for Reading Poetry” p. 194</li> <li>• “Jimmy Jet and His TV.Set” p. 200</li> <li>• “Making Inferences” p. 125</li> <li>• “Using Your Imagination” TE 2006 p. 538</li> <li>• “The Mysterious Mr. Lincoln” p. 126</li> <li>• “A Glory Over Everything” p. 136</li> <li>• “The Fun They Had” p. 205</li> <li>• “Netiquette” p. 210</li> <li>• “Eleven/Once” p. 327</li> <li>• “What Do Fish Have to Do with Anything?” p. 366</li> <li>• “The Sneetches” p. 379</li> <li>• Graphic Organizers for Active Reading (2000)</li> <li>• Scholastic <i>Storyworks</i> magazine and website</li> <li>• Computer Lab Work</li> </ul>

## ***LANGUAGE ARTS – GRADE 6 READING***

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p style="text-align: center;"><b><u>POETRY &amp; THE WRITER’S CRAFT</u></b> (Continued)</p> <p><b><u>3. Communicating with Others:</u></b> Students produce written, oral and visual texts to express, develop and substantiate ideas and experiences.</p> <p><b>3.1</b> Students use descriptive, narrative, expository, persuasive and poetic modes.</p> <p><b>3.2</b> Students prepare, publish and/or present work appropriate to audience, purpose and task.</p>	<ul style="list-style-type: none"> <li>• <b><u>Final projects:</u></b> Suggested activities: poems, kites, Seuss characters, and other related teacher created projects</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation of student projects</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Created Rubric(s)</li> <li>• Computer Lab Work</li> </ul>

## ***LANGUAGE ARTS – GRADE 6 READING***

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p style="text-align: center;"><b><u>POETRY &amp; THE WRITER’S CRAFT</u></b> (Continued)</p> <p><b><u>4. Applying English Language Conventions :</u></b> Students apply the conventions of standard English in oral, written and visual communication.</p> <p><b>4.1</b> Students use knowledge of their language and culture to improve competency in English.</p> <p><b>4.2</b> Students speak and write using standard language structures and diction appropriate to audience and task.</p>	<ul style="list-style-type: none"> <li>• Unit written work and final projects</li> </ul>	<ul style="list-style-type: none"> <li>• Student work.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Created Rubric(s)</li> <li>• Computer Lab Work</li> </ul>

# LANGUAGE ARTS – GRADE 6 READING

***Literary Criticism: You Be The Judge***  
***Literary Focus: Responding Critically to Literature***  
***Informational Focus: Chronology***

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p><b><u>1. Reading and Responding:</u></b>  <b>Students read, comprehend and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts in multimedia formats.</b></p> <p><b>1.1</b> Students use appropriate strategies before, during and after reading in order to construct meaning.</p> <p><b>1.2</b> Students interpret, analyze and evaluate text in order to extend understanding and appreciation.</p>	<p style="text-align: center;"><b><u>READING COMPREHENSION</u></b></p> <p style="text-align: center;"><b><u>BEFORE &amp; DURING READING</u></b></p> <ul style="list-style-type: none"> <li>• Preview &amp; prediction activities</li> <li>• Journals</li> <li>• Dialoging with text</li> <li>• Select appropriate reading strategies for different purposes</li> <li>• Anticipation Guide</li> <li>• Questioning about text</li> <li>• Collaboration groups</li> <li>• Monitor reading goals and make adjustments</li> </ul> <p style="text-align: center;"><b><u>AFTER READING</u></b></p> <ul style="list-style-type: none"> <li>• Discussion, comprehension questions, open-ended questions</li> <li>• Use chronology to keep track of events in a narrative text</li> <li>• Identify and explain author’s purpose.</li> <li>• Take notes</li> <li>• Determine Cause and Effect, theme, and main idea</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Discussion (class, pairs, group)</li> <li>• Journals</li> <li>• Graphic organizers</li> <li>• Post it notes</li> <li>• Student work (class work, homework, quizzes, tests)</li> </ul> <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Discussion (class, pairs, group)</li> <li>• Student work (class work, homework, quizzes, tests)</li> <li>• Graphic organizers</li> </ul>	<ul style="list-style-type: none"> <li>• HRW Anthology 2000</li> <li>• “Stray” p. 251</li> <li>• “Mother Doesn’t Want a Dog” p. 255</li> <li>• “Organizers: Finding The Structure” p. 262</li> <li>• “The Flood” p. 263</li> <li>• “Trial by Fire” p. 275</li> <li>• “The Main Idea: What’s It All About” p. 279</li> <li>• Scholastic <i>Storyworks</i> magazine and Website</li> <li>• Computer Lab Work</li> </ul> <ul style="list-style-type: none"> <li>• The Holt Reader (2006)</li> <li>• Holt Adapted Reader (2006)</li> <li>• Holt Reading Solutions (2006)</li> <li>• Vocabulary Development (2006)</li> <li>• Words to Own (2000)</li> <li>• Curriculum Associates Cloze Practice book</li> <li>• Computer Lab Work</li> </ul>



## ***LANGUAGE ARTS – GRADE 6 READING***

<b><i>Performance Standards</i></b>	<b><i>Sample Activities</i></b>	<b><i>Assessment Strategies</i></b>	<b><i>Resources</i></b>
<p><b><u>YOU BE THE JUDGE</u></b>  <i>1. Reading &amp; Responding</i>            (Continued)</p> <p><b>1.3</b> Students select and apply strategies to facilitate word recognition and develop vocabulary in order to comprehend text.</p> <p><b>1.4</b> Students communicate with others to create interpretations of written, oral and visual texts.</p>	<p><b><u>VOCABULARY</u></b></p> <ul style="list-style-type: none"> <li>• Contextual clues</li> <li>• Use words in context</li> <li>• Cloze</li> <li>• Analyze words that require and do not require a double consonant when adding a suffix</li> <li>• Analyze concrete and abstract words in the story</li> </ul> <p>• <b><u>Projects:</u></b> Suggested activities:            Animal PowerPoint project, Animal Concrete poem, compare/contrast texts essay</p>	<ul style="list-style-type: none"> <li>• Discussion (class, pairs, group)</li> <li>• Teacher Observation</li> <li>• Cloze Passages</li> <li>• Student work (class work, homework, quizzes, tests)</li> </ul> <p>• Student projects</p>	<ul style="list-style-type: none"> <li>• Formal Assessment Selection Tests</li> <li>• Computer Lab Work</li> </ul> <p>• Teacher Created Rubric(s)</p> <ul style="list-style-type: none"> <li>• Computer Lab Work</li> </ul>

## **LANGUAGE ARTS – GRADE 6 READING**

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p style="text-align: center;"><b><u>YOU BE THE JUDGE</u></b> (Continued)</p> <p><b><u>2. Exploring and Responding:</u></b> Students read and respond to classical and contemporary texts from many cultures and literary periods.</p> <p><b>2.1</b> Students recognize how literary devices and conventions engage the reader.</p> <p><b>2.2</b> Students explore multiple responses to literature.</p> <p><b>2.3</b> Students recognize and appreciate that contemporary and classical literature has shaped human thought.</p> <p><b>2.4</b> Students recognize that readers and authors are influenced by individual, social, cultural and historical contexts.</p>	<p style="text-align: center;"><b><u>DISCUSSION &amp; COMPREHENSION</u></b> <b><u>ACTIVITIES:</u></b></p> <ul style="list-style-type: none"> <li>• Understand social perspectives and how they contribute to authors perspectives</li> <li>• Analyze different genres of text: short story, poem, magazine article, and true narrative by comparing and contrasting</li> <li>• Analyze cause/effect, theme, and main idea</li> <li>• Explain how textual information relates to character(s) situation(s) in selection(s) and understand how social contexts contribute to an author’s perspective</li> <li>• Take notes, outline, and summarize</li> </ul>	<ul style="list-style-type: none"> <li>• Student work (class work, homework, quizzes, tests)</li> <li>• Graphic organizers</li> <li>• Final projects and presentations</li> <li>• Formal assessment</li> <li>• Open-ended questions</li> </ul>	<ul style="list-style-type: none"> <li>• HRW Anthology 2000</li> <li>• “Stray” p. 251</li> <li>• “Mother Doesn’t Want a Dog” p. 255</li> <li>• “Organizers: Finding The Structure” p. 262</li> <li>• “The Flood” p. 263</li> <li>• “Trial by Fire” p. 275</li> <li>• “The Main Idea: What’s It All About” p. 279</li> <li>• Graphic Organizers for Active Reading (2000)</li> <li>• Scholastic <i>Storyworks</i> magazine and website</li> <li>• The Holt Reader (2006)</li> <li>• Holt Adapted Reader (2006)</li> <li>• Holt Reading Solutions (2006)</li> <li>• Vocabulary Development (2006)</li> <li>• Words to Own (2000)</li> <li>• Curriculum Associates Cloze Practice Book</li> <li>• Computer Lab Work</li> </ul>

## ***LANGUAGE ARTS – GRADE 6 READING***

<b><i>Performance Standards</i></b>	<b><i>Sample Activities</i></b>	<b><i>Assessment Strategies</i></b>	<b><i>Resources</i></b>
<p><b><u>YOU BE THE JUDGE</u></b> (Continued)</p> <p><b><u>3. Communicating with Others:</u></b> Students produce written, oral and visual texts to express, develop and substantiate ideas and experiences.</p> <p><b>3.1</b> Students use descriptive, narrative, expository, persuasive and poetic modes.</p> <p><b>3.2</b> Students prepare, publish and/or present work appropriate to audience, purpose and task.</p>	<ul style="list-style-type: none"> <li>• <b><u>Final projects:</u></b> Suggested Activities: Animal PowerPoint, animal collage, and other related teacher created projects</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation of student projects.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Created Rubric(s)</li> <li>• Computer Lab Work</li> </ul>

## ***LANGUAGE ARTS – GRADE 6 READING***

<b><i>Performance Standards</i></b>	<b><i>Sample Activities</i></b>	<b><i>Assessment Strategies</i></b>	<b><i>Resources</i></b>
<p><b><u>YOU BE THE JUDGE</u></b> (Continued)</p> <p><b><u>4. Applying English Language Conventions :</u></b> <b>Students apply the conventions of standard English in oral, written and visual communication.</b></p> <p><b>4.1</b> Students use knowledge of their language and culture to improve competency in English.</p> <p><b>4.2</b> Students speak and write using standard language structures and diction appropriate to audience and task.</p>	<ul style="list-style-type: none"> <li>• Unit written work and final projects</li> </ul>	<ul style="list-style-type: none"> <li>• Student work.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Created Rubric(s)</li> <li>• Computer Lab Work</li> </ul>

# LANGUAGE ARTS – GRADE 6 READING

## Novel Unit

### Literary Focus: Reading, Interpreting, Making Connections to Text

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p><b><u>1. Reading and Responding:</u></b> Students read, comprehend and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts in multimedia formats.</p> <p><b>1.1</b> Students use appropriate strategies before, during and after reading in order to construct meaning.</p> <p><b>1.2</b> Students interpret, analyze and evaluate text in order to extend understanding and appreciation.</p>	<p style="text-align: center;"><b><u>READING COMPREHENSION</u></b></p> <p style="text-align: center;"><b><u>BEFORE &amp; DURING READING</u></b></p> <ul style="list-style-type: none"> <li>• Preview &amp; prediction activities</li> <li>• Journals</li> <li>• Dialoging with text</li> <li>• Anticipation Guides</li> <li>• Questioning about text</li> <li>• Collaboration groups</li> <li>• Monitor reading goals and make adjustments</li> <li>• Literature Circle discussions</li> </ul> <p style="text-align: center;"><b><u>AFTER READING</u></b></p> <ul style="list-style-type: none"> <li>• Discussion, comprehension questions</li> <li>• Literature Circle Discussions</li> <li>• Open-ended questions including making connections to text (text to self, text to text, text to world, as applies)</li> <li>• Identify literary elements as they apply to selected novels TBD by teacher.</li> <li>• Summarize story</li> <li>• Identify and explain author’s purpose</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Discussion (class, pairs, group)</li> <li>• Journals</li> <li>• Graphic organizers</li> <li>• Post-it notes</li> <li>• Student work (class work, homework, quizzes, tests)</li> </ul> <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Discussion (class, pairs, group)</li> <li>• Graphic organizers</li> <li>• Student work (class work, homework, quizzes, tests)</li> </ul>	<ul style="list-style-type: none"> <li>• Novels TBD by teachers based on levels of students, unit choice, and availability.</li> <li>• Teacher created Rubric(s) for novel activities.</li> <li>• Computer Lab Work</li> </ul> <ul style="list-style-type: none"> <li>• Selected Novel Unit Resources</li> <li>• Computer Lab Work</li> </ul>

## ***LANGUAGE ARTS – GRADE 6 READING***

<b><i>Performance Standards</i></b>	<b><i>Sample Activities</i></b>	<b><i>Assessment Strategies</i></b>	<b><i>Resources</i></b>
<p style="text-align: center;"><b><u>NOVEL UNIT</u></b>  <i>1. Reading &amp; Responding</i>            (Continued)</p> <p><b>1.3</b> Students select and apply strategies to facilitate word recognition and develop vocabulary in order to comprehend text.</p> <p><b>1.4</b> Students communicate with others to create interpretations of written, oral and visual texts.</p>	<p><b><u>VOCABULARY</u></b></p> <ul style="list-style-type: none"> <li>• Contextual Clues</li> <li>• Cloze</li> </ul> <ul style="list-style-type: none"> <li>• <b><u>Projects</u></b> – TBD by teacher depending on novel selection</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion (class, pairs, group)</li> <li>• Teacher observation</li> <li>• Cloze passages</li> <li>• Student work (class work, homework, quizzes, tests)</li> </ul> <ul style="list-style-type: none"> <li>• Student projects</li> </ul>	<ul style="list-style-type: none"> <li>• Selected Novel Unit Resources</li> <li>• Computer Lab Work</li> </ul>

## ***LANGUAGE ARTS – GRADE 6 READING***

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p style="text-align: center;"><b><u>NOVEL UNIT</u></b> (Continued)</p> <p><b><u>2. Exploring and Responding:</u></b> <b>Students read and respond to classical and contemporary texts from many cultures and literary periods.</b></p> <p><b>2.1</b> Students recognize how literary devices and conventions engage the reader.</p> <p><b>2.2</b> Students explore multiple responses to literature.</p> <p><b>2.3</b> Students recognize and appreciate that contemporary and classical literature has shaped human thought.</p> <p><b>2.4</b> Students recognize that readers and authors are influenced by individual, social, cultural and historical contexts.</p>	<p style="text-align: center;"><b><u>DISCUSSION &amp; COMPREHENSION ACTIVITIES:</u></b></p> <ul style="list-style-type: none"> <li>• Literature Circle discussions</li> <li>• Explain/Analyze literary elements as they apply to selected novels TBD by teacher</li> <li>• Open-ended questions including making connections to text (text to self, text to text, text to world, as applies)</li> </ul>	<ul style="list-style-type: none"> <li>• Student work (class work, homework, quizzes, tests)</li> <li>• Graphic organizers</li> <li>• Formal assessment</li> <li>• Open-ended questions</li> </ul>	<ul style="list-style-type: none"> <li>• Novels TBD by teachers based on levels of students, unit choice, and availability.</li> <li>• Teacher created Rubric(s) for novel activities.</li> <li>• Computer Lab Work</li> <li>• Selected Novel Unit Resources</li> <li>• Computer Lab Work</li> </ul>

## ***LANGUAGE ARTS – GRADE 6 READING***

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p style="text-align: center;"><b><u>NOVEL UNIT</u></b> (Continued)</p> <p><b><u>3. Communicating with Others:</u></b> Students produce written, oral and visual texts to express, develop and substantiate ideas and experiences.</p> <p><b>3.1</b> Students use descriptive, narrative, expository, persuasive and poetic modes.</p> <p><b>3.2</b> Students prepare, publish and/or present work appropriate to audience, purpose and task.</p>	<ul style="list-style-type: none"> <li>• <b><u>Final projects</u></b> – TBD by teacher depending on novel selection</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation of student projects.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Created Rubric(s)</li> <li>• Computer Lab Work</li> </ul>



## ***LANGUAGE ARTS – GRADE 6 READING***

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p style="text-align: center;"><b><u>NOVEL UNIT</u></b> (Continued)</p> <p><b><u>4. Applying English Language Conventions:</u></b> Students apply the conventions of standard English in oral, written and visual communication.</p> <p><b>4.1</b> Students use knowledge of their language and culture to improve competency in English.</p> <p><b>4.2</b> Students speak and write using standard language structures and diction appropriate to audience and task.</p>	<ul style="list-style-type: none"> <li>• Unit written work and final projects</li> </ul>	<ul style="list-style-type: none"> <li>• Student work</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Created Rubric(s)</li> <li>• Computer Lab Work</li> </ul>

# LANGUAGE ARTS – GRADE 6 READING

## Pacing Guide

### *Elements of Literature Introductory Course 2000*

Holt, Rinehart, Winston

**September:** .....Begin: Plot: Moments of Truth

*Just Once* p. 2

*Foul Shot* p. 10

*All Summer In a Day* p. 312

*Suit Helps Girl Enjoy Daylight* p. 321

**October:** .....Finish: Plot: Moments of Truth & Begin: Characters: The People You'll Meet

*TaNāEka* p. 15

*The Wind People* p. 15

*The Bracelet* p. 356

*Wartime Mistakes Peacetime Apologies (Holt Adapted Reader)* p. 50

*Two Japanese Folktales: The Spider Weaver & The Grateful Statues (Holt Reader)* p. 73

**November:** .....Finish: Characters: The People You'll Meet

**December:** .....Begin: Theme: The Heart of the Matter

*All American Slurp* p. 31

*Coming to America* p. 40

*Everybody Is Different, but the Same Too TE 2006* pp.238-240

*The Emperor's New Clothes* p. 623

**January:** .....Finish Theme: The Heart of the Matter & Begin: Poetry & The Writer's Craft

*John Henry* p. 168

*Working on the Railroad* p. 174

*Ankylosaurus* p. 180

*The Toaster/The Sidewalk Racer/Things to Do if You are a Subway/Steam Shovel* p. 185

*Jimmy Jet and His T.V. Set* p. 200

*The Sneetches* p. 379

**February:** .....Continue: Poetry & The Writer's Craft

**March:** .....Finish: Poetry & The Writer's Craft

**April:** .....Begin: Literary Criticism: You Be the Judge

*Stray* p. 251

*Mother Doesn't Want a Dog* p. 255

*The Flood* p. 262

*Trial By Fire* p. 263

**May:** .....Finish: Literary Criticism: You Be the Judge & Begin: Novel Unit

*Novels and Teacher Resources are located in the Tyrrell Middle School Media Center*

**June:** .....Finish: Novel Unit

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## **Essential Questions**

1. What is the genre of a piece of literature?
2. What is the text structure of a piece of literature?
3. What literacy elements are used in this piece of literature?
4. How do you use Reading Skills and Strategies to understand a piece of literature?
5. How does reading various types of literature help you understand yourself and the world?
6. How can you understand, discuss, and respond to a piece of literature?
7. Can you identify and apply the proper graphic organizer?
8. How do you use vocabulary strategies to understand written text?

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## **Skills Objectives**

### **VOCABULARY**

#### **Students will be able to...**

1. Use context clues to determine word meaning
2. Use word origins and affixes to determine meaning of unknown words

### **READING**

#### **Students will be able to...**

1. Make predictions & inferences
2. Verify predictions
3. Retell story events
4. Summarize plot
5. Analyze plot, setting & characters
6. Identify Main Idea and Theme
7. Compare/Contrast texts
8. Select & use appropriate graphic organizers
9. Make generalizations
10. Evaluate evidence and conclusions
11. Distinguish between fact and opinion
12. Make connections: text to self, text to text, text to world
13. Analyze poetry
14. Respond critically to literature

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## **Assessments**

[That are aligned to the curriculum – this will be done through the data teams throughout the year – no need to do them now, I just wanted to let you know where they will go in the curriculum, as we complete them. Thank you.]