

**Westbrook Public Schools
Language Arts Curriculum
Grade 6**

Unit: Character Transformation	Anticipated Length: 9 weeks
Reading Standards	
6Voc Vocabulary	
6Voc.3 Define vocabulary critical to the meaning of content-area texts and use that knowledge to interpret the texts	
6RC Reading Comprehension	
6RC.1b Use cueing system and context clues to determine meanings of words. (MSV = Meaning: Does it have a similar meaning?; Syntax: Is it the same part of speech?; Visual: Does it look visually similar?)	
6RC.1c Make and support judgments about text	
6RC.2a State both literal and/or inferred main ideas.	
6RC.2b Identify the type of conflict in a text and recognize how it affects the characters' actions.	
6RC.2c Identify the point of view used (first, second, third or omniscient) and interpret how point of view influences the text, e.g., how would a story change if the point of view changed.	
6RC.2d Explain the influence of setting (historical context) on mood, character and plot.	
6RC.2e Summarize information, including introduction and closing statements, main idea, most important supporting text-based facts, details and/or ideas, connections between the key ideas, and in one's own words.	
6RC.2f Describe how major and minor characters change over time.	
6RC.3a Explain the use of foreshadowing and parallel plots to convey meaning.	
6RC.3b Explain the use of flashbacks to convey meaning.	
6RC.3c Explain various subgenres of fiction based on their characteristics, e.g. historical fiction, science fiction, fantasy, myths, legends	
6RC.3d Explain how characters deal with diversity, e.g., culture, ethnicity, age, gender and conflicts of human experience, relating these to real life situations.	
6RC.3e Interpret cause-and-effect relationships, e.g., how the time period of a novel determines a character's behavior.	
6RC.4a Explain how information in a text could be applied to understand a similar situation or concept in another text.	
6RC.5c Understand how social, cultural and historical contexts contribute to an author's perspective	
6RC.5f Decide if the author's ideas are grounded in fact	
6RC.6d Identify and explain the author's purpose for writing a particular text.	
Oral Language Standards	
6LS Listening/Speaking	
6LS.2 Pose questions, listen to the ideas of others, and contribute own information and ideas in group discussions, panel discussions and interviews.	
6LS.4 Analyze how dialects are reflected in slang, jargon and language styles of different groups and individuals.	

Writing Standards

6SP Spelling

6SP.1 Use spelling rules and patterns from previous grades.

6SP.3 Spells grade-appropriate words taught as part of the curriculum, including important content words

6CPU Capitalization/Punctuation/Usage

6CPU.1 Use capitalization, punctuation, and usage rules from previous grades.

6CPU.9 Maintain consistent person.

6CPU.11 Use paragraph conventions, e.g., designated by indentation or block format, skipping lines between paragraphs.

6CPU.14 Use resources to correct own spelling.

6WP.1 Planning

6WP.1a Gather information, using an organizer, from a range of resources to analyze, synthesize, and/or evaluate information to plan writing.

6WP.2 Drafting

6WP.2a Reread text and continue to draft over time.

6WP.2b Makes use of transition words in writing (e.g., *however, therefore*)

6WP.3 Revising

6WP.3a Seek and consider feedback from adults and peers to revise text for content, organization and tone.

6WP.4 Editing

6WP.4a Uses multiple resources, e.g., dictionary, glossary, thesaurus, for proofreading and editing.

6WP.5 Publishing/Presenting

6WP.5a Publish and present final products using a range of graphics and illustrative material

Writing Genres, Traits and Crafts

6WG.1a Expand upon one idea using additional details to create an image.

6WG.1b Uses some literary conventions and devices, such as metaphor and imagery

6WG.3a Write a compare-contrast essay, grouping similarities together and differences together.

6WG.3e Construct introductions using various approaches, e.g., rhetorical question, interesting fact, brief history, captivating moment.

6WG.3f Construct conclusions using various approaches, e.g., summary, interesting fact, echoed introduction.

Knowledge:

Students will know/understand:

- Content area vocabulary
- Cueing systems
- Context clues
- Word meaning
- Judgments of text
- Literal main ideas
- Inferred main ideas
- Types of conflict
- Affect of characters' actions
- Point of view

Skills:

Students will be able to:

- Define and use content area vocabulary
- Interpret texts
- Determine meanings of words
- Make and support judgments
- State main ideas
- Identify types of conflict
- Recognize how conflict affects the characters' actions
- Identify the point of view used
- Interpret how point of view influences text

<ul style="list-style-type: none"> • Setting • Mood • Plot • Introductions • Closing statements • Main ideas • Important text-based facts • Details • Connections between key ideas • Major/minor characters • Foreshadowing • Parallel plots • Flashbacks • Subgenres of fiction: historical fiction, science fiction, fantasy, myths, legends • Diversity: culture, ethnicity, age, gender • Cause-and-effect relationships • Personal connections: text to text, text to self, text to world • Social, cultural, and historical contexts • Author's perspective • Author's purpose • Fact vs. fiction • Group discussions • Panel discussions • Interviews • Questions • Ideas of others • Background knowledge • Dialects • Slang/jargon/language styles • Spelling rules & patterns • Grade-appropriate words • Content words • Capitalization • Punctuation • Usage rules • Consistent person • Paragraph conventions • Spelling resources • The Writing Process • Plan/Graphic Organizer • Draft • Transition words • Revision • Editor • Publication • Reflection • Content • Organization • Tone • Dictionary • Glossary 	<ul style="list-style-type: none"> • Explain influence of setting on mood, character and plot • Summarize information in one's own words • Describe characters' changes over time • Explain how foreshadowing, parallel plots and flashbacks convey meaning • Explain characteristics of fiction subgenres • Explain how characters deal with diversity • Relate diversity to real life situations • Interpret cause-and-effect relationships • Make connections to situations and other texts • Explain why an author sees thing in the context he or she does • Identify fact from fiction • Identify & explain author's purpose of text • Pose questions, listen to ideas of others, and contribute own information and ideas in group discussions, panel discussions and interviews • Analyze how dialects of different groups are reflected • Use spelling rules and patterns • Spells grade appropriate words, including content related words • Use capitalization, punctuation, and usage rules • Maintain consistent person • Use paragraphs conventions • Use resources to correct own spelling • Gather information from resources • Use an organizer to analyze, synthesize, and/or evaluate information to plan writing • Reread text • Draft over time • Use transition words in writing • Seek and consider feedback from editors • Revise text for content, organization and tone • Reflects on writing to demonstrate growth • Uses resources for proofreading and editing • Publish and present final products • Expands upon an idea using details to create an image • Uses literary devices • Write a compare-contrast essay, grouping similarities and differences together • Constructs introductions using effective techniques such as rhetorical questions, interesting fact, brief history and captivating moment • Constructs conclusions using effective techniques such as summaries, interesting facts and echoed introductions.
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<ul style="list-style-type: none"> • Thesaurus • Proofreading • Editing marks • Final products • Graphics • Illustrative material • Details • Image • Literary devices • Metaphor • Imagery • Compare-contrast essay • Introductions • Conclusions 			
<p>Essential Questions:</p> <ul style="list-style-type: none"> • How does power determine a person’s character? • How do circumstances out of one’s control impact individuals and cause them to change? • How have women’s roles changed over time in America? • What is courage? • Under what circumstances is it considered acceptable to disobey authority? • What makes a good friend? 	<p>Unit Questions:</p> <ul style="list-style-type: none"> • In the literature, (for instance, <i>The True Confessions of Charlotte Doyle</i> by Avi) what are the main characters’ primary roles? • In the literature, (for instance, <i>The True Confessions of Charlotte Doyle</i> by Avi) how do the characters change over time physically, in their roles, and in their thoughts and actions? • What are some examples of courage in the literature (for instance, <i>The True Confessions of Charlotte Doyle</i> by Avi)? • What is a hierarchy of power in the literature (for instance, <i>The True Confessions of Charlotte Doyle</i> by Avi)? • How does the choice of narration affect the reader’s interpretation of the text? (for instance, <i>The True Confessions of Charlotte Doyle</i> by Avi, <i>The Wanderer</i> by Sharon Creech) 		
<p>Possible Assessments:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Teacher Created Tests <input checked="" type="checkbox"/> Unit Test <input checked="" type="checkbox"/> Quizzes- vocabulary, grammar, comprehension <input checked="" type="checkbox"/> Others: Essays, ABC Book </td> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> <input type="checkbox"/> Student Presentations <input type="checkbox"/> Entrance/exit slips <input type="checkbox"/> Group Projects </td> </tr> </table>		<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Teacher Created Tests <input checked="" type="checkbox"/> Unit Test <input checked="" type="checkbox"/> Quizzes- vocabulary, grammar, comprehension <input checked="" type="checkbox"/> Others: Essays, ABC Book 	<ul style="list-style-type: none"> <input type="checkbox"/> Student Presentations <input type="checkbox"/> Entrance/exit slips <input type="checkbox"/> Group Projects
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<p>Benchmark Assessments:</p> <ol style="list-style-type: none"> 1. Teacher created unit test focusing on vocabulary, story elements, character traits, and transformation. Format: Multiple Choice and Open-ended Questions 2. Expository essay answering the question, “How does the main character of the primary text change over time?” 			

Performance Task: Children’s Picture Book	<input checked="" type="checkbox"/> Required <input type="checkbox"/> Optional
<p>Goal: To create an ABC picture book using vocabulary and literary terminology from the primary text.</p> <p>Role: You are a children’s author</p> <p>Audience: Author of primary text, book publisher, children</p> <p>Situation: You have been asked by the author of the primary text to compose an ABC picture book and submit it to his or her publisher for review as a companion text.</p> <p>Standards for Success: writing process, vocabulary, spelling, capitalization, punctuation, grammar, reading comprehension, illustrative materials.</p> <p>The author of this book has asked you to create a companion book to go along with his or her novel. The author is asking you to create an illustrated ABC book that uses key concepts and literary terms from his or her novel. In order to complete this you will need to use an organizer to plan out each letter of the alphabet. The vocabulary words you choose should be relevant to the story and each word should be used in an original, meaningful sentence. Additionally, you will need to illustrate each page of your book. Your finished piece should be bound and must include a cover page, twenty-six alphabet pages, an author page, and your writing process pieces. (See attached) Remember, the author is hoping to send your book to his or her publisher so that it could be published for children to purchase and enjoy</p>	
<p>Assessment Techniques:</p> <ul style="list-style-type: none"> • The WMS writing rubric is used to grade expository essays • The CMT Reading rubric for open-ended questions for short answer responses. • Teacher-created rubric 	
<p>Technology Integration:</p> <ul style="list-style-type: none"> • SMART Board • Internet sites • Videos • Audio cassettes 	
<p>Resources/Materials:</p> <ul style="list-style-type: none"> • Texts: <ul style="list-style-type: none"> ○ <i>The True Confessions of Charlotte Doyle</i> - Avi, ○ Nancy Boyle answer frames ○ Various books about women who have broken into traditional male careers such as Amelia Earhart, Sandra Day O’Connor ○ <i>The Wanderer</i> – Sharon Creech (companion text) ○ <i>The Mutiny on Board HMS Bounty</i> -William Bligh, • Internet Sites: <ul style="list-style-type: none"> ○ www.avi-author.com ○ http://www.quia.com/rr/36492.html ○ http://www.quia.com/jg/91953.html ○ http://www.mysticseaport.org ○ http://staff.lcmrschool.com/RMT/Reihm/reihmweb/cdpracticetest_files/frame.htm#slide0018.htm ○ http://kids.mysterynet.com/ ○ http://www.oldprints.co.uk/prints/fashion/fashion.htm ○ http://languagearts56.wikispaces.com/Charlotte+Doyle+Webquesthttp://library.thinkquest.org/6169/ssch.htm 	

- <http://www.socialstudiesforkids.com/articles/worldhistory/mutinyonthebounty.htm>
- <http://octopus.gma.org/Tidings/myths/sea.html>
- <http://www.maritimeheritage.org/newtale/womenatsea.html>
- http://www.patinsproject.com/universal_design_for_learning_project_files/tzouanakis_lesson2.pdf
<http://www.kidsreads.com/authors/au-avi.asp>
- http://www.glencoe.com/sec/literature/litlibrary/pdf/true_confessions.pdf
- <http://www.grafton.k12.wi.us/johnlong/discovery/CharlotteDoyle.htm>
- <http://www.classzone.com/novelguides/litcons/true/guide.cfm>

- **Videos/DVD (Multimedia):**

- *Pirates of the Caribbean* (video clips)
- *Charles W. Morgan* (youtube.com video)
- Avi author video clip

- **Speakers:**

- **Field Trip:** Mystic Seaport: “Life in a Seaport Town” tour

- **Graphic organizers:**

- Venn diagrams
- Decision-making charts
- Character log
- Expository essay organizer
- Types of Conflict

- **Other:** Audiocassette of *The True Confessions of Charlotte Doyle*

Sample Lessons/Learning Activities:

- Anticipatory Activities: Students are introduced to the text of *The True Confessions of Charlotte Doyle* by looking at multiple cover illustrations, reading the back cover and “An Important Warning”, learning about the author, and scrutinizing the title. Students use these to make predictions about plot, characters and setting.
- Genre: Students identify the genre of the book and support it using evidence from the text.
- Students find evidence of point-of-view in the text. They will rewrite a scene from the text utilizing a different point-of-view.
- Students will create a character log of each main character, describing him/her using bullet notes.
- Students will explore and support character traits for several characters throughout the text.
- Students will identify author’s purpose for using literary elements in the literature.
- Students will identify types of conflict in the literature and connect the concept of conflict to their own lives.
- Students will create their ideal friend, using several character traits.
- Students will discuss situations in which it is appropriate to disobey authority and when it is not appropriate.
- Students will write a compare and contrast expository essay describing how the main character has changed physically, mentally and through his/her actions.

- Students will create chapter titles using quotation marks. They will cite evidence from the text to support their title choices.
- Students will analyze and utilize appropriate vocabulary from the selected novel.

Westbrook Public Schools
English Curriculum
Grade 6

Unit: Human Equality	Anticipated Length: 9 weeks
Reading Standards	
6Voc Vocabulary	
6Voc.1 Use word origins to determine the meaning of unknown words.	
6Voc.2 Use abstract, derived root words, prefixes and suffixes from Greek and Latin to analyze the meaning of complex words, e.g., <i>process</i> , <i>procession</i> .	
6Voc.3 Define vocabulary critical to the meaning of content-area texts and use that knowledge to interpret the texts, e.g., <i>property</i> in science or social studies.	
6RC Reading Comprehension	
6RC.1a Select appropriate strategies for different reading purposes, e.g., skim/scan for big ideas, close reading for details, inferring information from graphs, charts, maps, blueprints, computer manuals, and science and mathematical data.	
6RC.1b Use cueing system and context clues to determine meanings of words.	
6RC.1c Make and support judgments about text.	
6RC.2a State both literal and/or inferred main ideas.	
6RC.2b Identify the type of conflict in a text and recognize how it affects the characters' actions.	
6RC.2c Identify the point of view used (first, second, third or omniscient) and interpret how point of view influences the text, e.g., how would a story change if the point of view changed.	
6RC.2d Explain the influence of setting (historical context) on mood, character and plot.	
6RC.2e Summarize information, including introduction and closing statements, main idea, most important supporting text-based facts, details and/or ideas, connections between the key ideas, and in one's own words.	
6RC.2f Describe how major and minor characters change over time.	
6RC.3b Explain the use of flashbacks to convey meaning.	
6RC.3d Explain how characters deal with diversity, e.g., culture, ethnicity, age, gender and conflicts of human experience, relating these to real life situations.	
6RC.3e Interpret cause-and-effect relationships, e.g., how the time period of a novel determines a character's behavior.	
6RC.4a Explain how information in a text could be applied to understand a similar situation or concept in another text.	
6RC.5a Explain the impact of literary devices on meaning, e.g., flashback, tone, bias, dialect, irony/satire, and use of fragments.	
6RC.5b Evaluate the author's use of various techniques to influence readers' perspectives, e.g., appeal of characters in a graphic novels and picture books, logic and credibility of plots and settings, use of figurative language.	
6RC.5c Understand how social, cultural and historical contexts contribute to an author's perspective	
6RC.5d Draw a conclusion about how text might be useful to someone.	
6RC.5f Decide if the author's ideas are grounded in fact.	
6RC.6a Choose a variety of genres to read, hear, view and write for personal enjoyment.	

- 6RC.6c** Set and monitor reading goals making adjustments and corrections as needed.
6RC.6d Identify and explain the author’s purpose for writing a particular text.

Oral Language Standards

6LS Listening/Speaking

- 6LS.1** Speak with clarity, voice, and fluency to communicate ideas, judgments and opinions in oral presentations, speeches and performances.
6LS.2 Pose questions, listen to the ideas of others, and contribute own information and ideas in group discussions, panel discussions and interviews.
6LS.3 Make oral presentations that show appropriate consideration of audience, purpose and information to be conveyed.
6LS.4 Analyze how dialects are reflected in slang, jargon and language styles of different groups and individuals.

Writing Standards

6SP Spelling

- 6SP.1** Use spelling rules and patterns from previous grades.
6SP.2 Use multiple strategies to spell.
Examples:
 - visual patterns, e.g., *tough/enough/rough, right/night*
 - homophones, e.g., *read* and *reed*
 - affixes, e.g., *in-, im-, -spect, -fer*
 - roots, e.g., *biology, telegraph***6SP.3** Spells grade-appropriate words taught as part of the curriculum, including important content words
6SP.4 Spells many common homophones correctly (e.g., *its, it’s; know, no; your, you’re*)
6SP.5 Uses knowledge about morphology and structural analysis in spelling grade-appropriate words, including important content words

6CPU Capitalization/Punctuation/Usage

- 6CPU.1** Use capitalization, punctuation, and usage rules from previous grades.
6CPU.3 Use commas in appositives, e.g., *Bob, the dog, were fun.*
6CPU.4 Use commas to set off direct address, e.g., *Mom, may I go to the movies?*
6CPU.5 Use apostrophe to show quotation within a quotation in dialogue, e.g., *He said, “Mom said, ‘Clean your room.’”*
6CPU.6 Use parentheses, e.g., *A hypothesis (prediction) is a critical component of a scientific investigation.*
6CPU.7 Use a semicolon between two independent clauses connected by a conjunctive adverb, e.g., *I studied late into the night; consequently, I passed the test.*
6CPU.11 Use paragraph conventions, e.g., designated by indentation or block format, skipping lines between paragraphs.
6CPU.12 Provide detailed labeling, captions, headings, and subheadings when appropriate.
6CPU.13 Cite sources according to prescribed format
6CPU.14 Use resources to correct own spelling.

6WP.1 Planning

- 6WP.1a** Gather information, using an organizer, from a range of resources to analyze, synthesize, and/or evaluate information to plan writing.

6WP.2 Drafting

- 6WP.2a** Reread text and continue to draft over time.

6WP.3 Revising

6WP.3a Seek and consider feedback from adults and peers to revise text for content, organization and tone.

6WP.4 Editing

6WP.4a Use multiple resources, e.g., dictionary, glossary, thesaurus, for proofreading and editing.

6WP.5 Publishing/Presenting

6WP.5a Publish and present final products using a range of graphics and illustrative material , e.g., photos, diagrams, threefold display, informational posters, artifacts, models, maps, comic book, newspaper article

6WG Writing Genres, Traits and Crafts

6WG.2a Write a memoir.

6WG.3b Write an informational report using cause-and-effect structure.

6WG.3c Write an informational piece with a spatial order or chronological order.

6WG.4a Write a persuasive piece using “least to most important” arguments.

6WG.4b Write a persuasive piece that incorporates research and information, e.g., resume, cover letter, speech

Knowledge:

Students will know/understand:

- Word origins
- Root words
- Prefixes
- Suffixes
- Content area vocabulary
- Reading strategies
 - skim/scam for big ideas
 - predicting
 - note taking
 - illustrations
 - glossary/index/table of contents
 - inferring information from maps, timelines, newspaper articles
- Cueing system
- Context clues
- Word meanings
- Judgments about text
- Literal main ideas
- Inferred main ideas
- Types of conflict
- Effect of characters’ actions
- Point of view
- Setting
- Mood
- Characters (major/minor)
- Plot
- Introductions
- Closing statements
- Main ideas
- Important text-based facts
- Details

Skills:

Students will be able to:

- Determine the meaning of unknown words
- Analyze the meaning of complex words
- Define and use content area vocabulary
- Interpret texts
- Select reading strategy based on purpose
 - graphs
 - maps
 - timelines
 - newspaper article
 - poem
- Use cuing system and context clues to determine meanings of words
- Make and support judgments about text
- State main ideas
- Identify types of conflict
- Recognize how conflict affects the characters’ actions
- Identify the point of view used
- Interpret how point of view influences text
- Explain influence of setting on mood, character and plot
- Summarize information in one’s own words
- Describe characters’ changes overtime
- Explain the use of flashbacks to convey meaning
- Explain how characters deal with diversity

<ul style="list-style-type: none"> • Personal connections: text to text, text to self, text to world • Flashbacks • Diversity <ul style="list-style-type: none"> ○ ethnicity ○ culture ○ physical • Cause and effect relationships • Literary devices <ul style="list-style-type: none"> ○ flashbacks ○ humor ○ dialect ○ irony • Readers' perspectives • Social, cultural historical contexts • Author's perspective • Conclusion • Fact vs. fiction • Genres • Reading goals • Author's purpose • Clarity • Voice • Fluency • Judgments • Opinions • Oral presentations • Speeches • Performances • Audience & purpose • Dialects • Slang/jargon/language styles • Spelling rules & patterns • Spelling strategies <ul style="list-style-type: none"> ○ homophones ○ roots ○ prefixes, suffixes • Content words • Morphology • Structural analysis • Capitalization • Punctuation • Usage rules • Commas • Appositives • Apostrophe • Quotation • Dialogue • Parentheses • Semicolon • Independent clauses • Conjunctive adverb • Paragraph conventions 	<ul style="list-style-type: none"> • Interpret cause-and-effect relationships • Make connections to situations and other texts • Explain the impact of literary devices on meaning • Evaluate author's use of techniques to influence readers' perspectives <ul style="list-style-type: none"> ○ Credibility of plots and setting ○ Use of figurative language • Explain why an author sees things in the context he or she does • Draw conclusions about usefulness of text • Identify fact vs. fiction • Choose variety of genres for personal enjoyment • Set, monitor and adjust reading goals • Identify & explain author purpose • Speak effectively to communicate ideas • Pose questions, listen to ideas of others, and contribute own information and ideas in group discussions, panel discussions and interviews • Make oral presentations that show appropriate consideration of audience, purpose and information to be conveyed • Analyze how dialects of different groups are reflected • Use spelling rules, patterns & strategies • Use capitalization, punctuation and usage rules from previous grades • Use commas in appositives and to set off direct addresses • Use apostrophe to show quotation within a quotation in dialogue • Use parentheses • Use a semicolon between two independent clauses connected by a conjunctive adverb • Use paragraph conventions • Use resources to correct spelling • Uses knowledge of morphology and structural analysis to spell age-appropriate content words using visual patterns, homophones, affixes & roots • Gather information from resources • Use an organizer to analyze, synthesize, and/or evaluate information to plan writing • Reread text • Draft over time • Use transition words in writing
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<ul style="list-style-type: none"> ○ indentation ○ block format ○ skipping lines between paragraphs • Labeling, captions, headings, subheadings • Format for Citing Sources/Works Cited • Spelling resources • The Writing Process • Plan/Graphic Organizer • Draft • Transition words • Revision • Feedback • Content • Organization • Tone • Editor • Dictionary • Glossary • Thesaurus • Publication • Final products • Graphics/Illustrative material • Memoir • Informational report • Cause-and-effect structure • Spatial order/chronological order • Persuasive piece • “Least to most important” arguments • Research 	<ul style="list-style-type: none"> • Seek and consider feedback from editors • Revise text for content, organization and tone • Use resources for proofreading and editing • Publish and present final products using graphics • Write a memoir • Write a cause-and-effect informational report • Write an informational piece with either spatial or chronological order • Write a persuasive piece using “least to most important” arguments • Write a persuasive piece that incorporates research and information
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<p>Essential Questions:</p> <ul style="list-style-type: none"> • What are your basic human rights? • When is breaking the law justified? • Is there racial equality in our country today? • Does everything happen for a reason? • What is a hero? 	<p>Unit Questions:</p> <ul style="list-style-type: none"> • What role did slavery play in our country’s history? Why were there slaves? When? Where? • How have African-Americans in the United States struggled for social justice? • What factors helped set the stage for the Civil Rights Movement? • What are racism, prejudice, and discrimination? • What makes someone a ‘bully’ in real life and in literature? (for instance, <i>The Watsons Go to Birmingham-1963</i> by Christopher Paul Curtis) • How can the strength and love of a family help its members through difficult times in the literature? (for instance, <i>The Watsons Go to Birmingham-1963</i> by Christopher Paul Curtis)
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Possible Assessments:

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|---|--|
| <input checked="" type="checkbox"/> Teacher Created Tests | <input checked="" type="checkbox"/> Student Presentations |
| <input checked="" type="checkbox"/> Unit Tests | <input type="checkbox"/> Entrance/exit slips |
| <input checked="" type="checkbox"/> Quizzes | <input type="checkbox"/> Group Projects |
| <input checked="" type="checkbox"/> Others: Resource-based learning project | <input checked="" type="checkbox"/> Enrichment Menu of Activities (attached) |

Benchmark Assessments:

1. Two teacher created unit tests:
 - a. Multiple-choice: vocabulary, literary elements, literal interpretation of text
 - b. Open-ended: short responses to inferential questions, using the text to support answers
2. Resource-based learning project exploring the topics of slavery and racial inequality in our country, as well as globally. This is completed in conjunction with the World Geography teacher.

Performance Task: Resource-based learning project **Required** **Optional**

Goal: To create a display for “The Civil Rights Museum” depicting a particular person, place or event relevant to the topic of racial equality.

Role: You are a museum curator

Audience: Museum goers, Museum Director

Situation: You have been asked by the museum director to research and create a display on a specific aspect of racial inequality as it applies globally.

Product, Performance, Purpose: Research paper, timeline, illustrations in the form of a museum-style display. These should be combination of three-dimensional objects as well as artwork, photographs, newspaper clippings, and documents created by you. Each artifact must include a well-written description to accompany it.

Standards for Success: Research skills, writing process, vocabulary, spelling, capitalization, punctuation, grammar, reading comprehension, illustrative materials.

Imagine that the director of a museum has asked you to research the impact of racial inequality on our society. Your task is to design a display for museum patrons, based on research of a particular person, place, or event. Use your resource-based learning planning packet to record your research. Your display should include both relevant facts and illustrations to inform your audience. You will need to present your findings to the museum director and a small focus group before it made available to the public. Be prepared to answer questions they might have!

Technology Integration:

- SMART Board
- Internet sites
- DVDs
- CDs

Resources/Materials:

- **Texts:**
 - *The Watsons Go to Birmingham-1963* by Christopher Paul Curtis
 - *If a Bus Could Talk* by Faith Ringgold
 - *Happy Birthday, Martin Luther King, Jr.* by Jean Marzollo

- *The Cay* by Theodore Taylor
- *The Story of Ruby Bridges* by Robert Coles
- “The Story of Echo and Narcissus” a Greek Myth
- “Where Monsters Can Grow” poem
- **Internet Sites:**
 - (Christopher Paul Curtis Biography & Interviews)
<http://www.randomhouse.com/features/christopherpaulcurtis/christophercurtis.htm>
 - (Online *Watsons* quiz) <http://www.triv.net/html/Users4/u11332.htm>
 - (Rosa Parks website) <http://www.rosaparks.org/>
 - (MLK website) <http://www.martinlutherking.org/>
 - (16th Street Baptist Church Bombing)
<http://afroamhistory.about.com/od/16thstreetbaptistchurch/a/16streetbombing.htm>
 - <http://www.edupaperback.org/showauth.cfm?authid=52>
 - <http://www.kidsreads.com/authors/au-curtis-christopher-paul.asp>
 - <http://www.randomhouse.com/features/christopherpaulcurtis/christophercurtis.htm>
 - <http://www.cityofflint.com/> (Flint, Michigan)
 - <http://www.informationbirmingham.com/> (Birmingham, Alabama)
 - http://kidshealth.org/teen/your_mind/problems/bullies.html (bullying)
 - <http://www.allpar.com/history/chrysler-years/1945-1948.html> (1940’s automobiles)
- **Videos/DVD (Multimedia):**
 - *The Civil Rights Movement* (DVD)
 - *Four Little Girls* (DVD video clips)
 - CD of *The Watsons Go to Birmingham-1963*
 - *Ruby Bridges* (DVD)
 - Motown music CD/videos
 - “Birmingham Sunday” lyrics/video (poem/song) performed by Joan Baez,
- **Field Trip:** Chamber Theater performance of *A Color of Justice* (when available)
- **Graphic Organizers:**
 - KWL, Figurative Language
 - Conflict
 - Personal Connections
 - Character Log, Timelines
 - Note taking templates
 - Works cited templates
- **Other:** Civil Rights Timeline (teacher-created)
- **Review Games:**
 - BINGO
 - Scattergories
 - Jeopardy

Sample Lessons/Learning Activities:

- Anticipation Activities: Anticipation Guide, Historical Pre-assessment, African-American History timeline
- Resource-based learning project: Students will research global racial inequality
- Genre: Students identify the genre of the primary text and support it using evidence from the text
- Students will make personal connections both orally and in writing

- Students will identify the types of conflict characters encounter
- Students will identify, analyze and utilize various types of figurative language from the primary text, companion texts and in their own writing
- Students will explore the concept of symbolism as it relates to the primary text as well as companion texts
- Students will explore the concept of theme as it relates to the primary text as well as companion texts.
- Students will write a memoir based on an important event in their lives.
- Students will engage in a research-based learning project where they will utilize note-taking skills, synthesize information, write in a variety of genres, cite sources, and present findings.

**Westbrook Public Schools
Language Arts Curriculum
Grade 6**

Unit: Poetry	Anticipated Length: 9 weeks
Reading Standards	
6Voc Vocabulary 6Voc.3 Define vocabulary critical to the meaning of content-area texts and use that knowledge to interpret the texts	
6RC Reading Comprehension 6RC.1c Make and support judgments about text. 6RC.2a State both literal and/or inferred main ideas. 6RC.2c Identify the point of view used (first, second, third or omniscient) and interpret how point of view influences the text, e.g., how would a story change if the point of view changed. 6RC.3c Explain various subgenres of fiction based on their characteristics, e.g., poetry 6RC.4a Explain how information in a text could be applied to understand a similar situation or concept in another text. 6RC.5a Explain the impact of literary devices on meaning, e.g., flashback, tone, bias, dialect, irony/satire, and use of fragments 6RC.5b Evaluate the author's use of various techniques to influence readers' perspectives, e.g., appeal of characters in a graphic novels and picture books, logic and credibility of plots and settings, use of figurative language. 6RC.5e Create literal and inferential questions based on text to extend meaning. 6RC.6d Identify and explain the author's purpose for writing a particular text.	
Oral Language Standards	
6LS Listening/Speaking 6LS.1 Speak with clarity, voice, and fluency to communicate ideas, judgments and opinions in oral presentations, speeches and performances. 6LS.2 Pose questions, listen to the ideas of others, and contribute own information and ideas in group discussions, panel discussions and interviews. 6LS.4 Relate the speaker's verbal, e.g., tone, word choice, pitch, and nonverbal cue to convey meaning	
Writing Standards	
6SP Spelling 6SP.1 Use spelling rules and patterns from previous grades.	
6CPU Capitalization/Punctuation/Usage 6CPU.1 Use capitalization, punctuation, and usage rules from previous grades. 6CPU.14 Use resources to correct own spelling	
6WP.1 Planning 6WP.1a Gather information, using an organizer, from a range of resources to analyze, synthesize, and/or evaluate information to plan writing.	

6WP.2 Drafting

6WP.2a Reread text and continue to draft over time.

6WP.3 Revising

6WP.3a Seek and consider feedback from adults and peers to revise text for content, organization and tone.

6WP.4 Editing

6WP.4a Use multiple resources, e.g., dictionary, glossary, thesaurus, for proofreading and editing.

6WP.5 Publishing/Presenting

6WP.5a Publish and present final products using a range of graphics and illustrative material , e.g., photos, diagrams, threefold display, informational posters, artifacts

6WP.6 Reflecting

6WP.6a Use criteria to choose and defend choices for writing portfolio; select pieces that demonstrate growth.

6WG Writing Genres. Traits and Crafts

6WG.1a Expand upon one idea using additional details to create an image.

6WG.1b Uses some literary conventions and devices, such as metaphor and imagery

6WG.5a Write such poems as an ode, a carpe diem, and a tanka

6WG.5b Write a couplet.

Knowledge:

Students will know/understand:

- Content-area vocabulary
- Judgments about texts
- Literal main ideas
- Inferred main ideas
- Point of view
- Subgenre of fiction: poetry
- Personal connections:
 - Text to text
 - Text to self
 - Text to world
- Literary devices/techniques
 - Use of fragments
 - Figurative language
 - Symbolism
 - Onomatopoeia
 - Alliteration
 - Refrain
 - Rhyming patterns
 - Free verse
 - Stanza
 - Mood
 - Rhythm
- Readers' perspective
- Literal questions
- Inferential questions
- Author's purpose
- Clarity
- Voice

Skills:

Students will be able to:

- Define and use content area vocabulary
- Interpret texts
- Make and support judgments about texts
- State main ideas
- Identify point of view used
- Interpret how point of view influences text
- Explain characteristics of poetry
- Make connections to situations and other texts
- Explain impact of literary devise on meaning
- Evaluate author's use of literary techniques to influence readers' perspective
- Create literal and inferential questions of text
- Identify & explain author's
- Speak effectively to communicate ideas
- Pose questions, listen to ideas of others, and contribute own information and ideas in group discussions
- Utilize and relate verbal and nonverbal cues of a speaker to convey meaning
- Use spelling rules & patterns from previous grades
- Uses capitalization, punctuation, and usage rules from previous grades
- Uses resources for editing and revising

<ul style="list-style-type: none"> • Fluency • Judgments • Opinions • Oral presentations • Speeches • Performances • Group discussions • Verbal/nonverbal cues of speaker <ul style="list-style-type: none"> ○ Tone ○ Word choice ○ Pitch ○ Speed ○ Volume • Spelling rules & patterns • Capitalization • Punctuation • Usage rules • Spelling resources • The Writing Process • Plan/Graphic Organizer • Draft • Transition words • Revision • Feedback • Content • Organization • Tone • Editor • Dictionary • Glossary • Thesaurus • Publication • Final products • Graphics/Illustrative material • Writing Portfolio • Sensory imagery • Literary conventions & devices <ul style="list-style-type: none"> ○ Metaphor ○ Simile • Types of poetry <ul style="list-style-type: none"> ○ Free verse ○ Two voice ○ Haiku ○ Tanka ○ Ode • Couplet 	<ul style="list-style-type: none"> • Gather information from resources • Use an organizer to analyze, synthesize, and/or evaluate information to plan writing • Reread text • Draft over time • Use transition words in writing • Seek and consider feedback from editors • Revise text for content, organization and tone • Use resources for proofreading and editing • Publish and present final products using graphics • Use criteria to choose and defend pieces for writing portfolio that demonstrate growth • Use additional details to expand upon one idea • Uses literary conventions and devices such as metaphors and similes • Write a variety of poems on various subjects • Write a poem with couplets
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<p>Essential Questions:</p> <ul style="list-style-type: none"> • What is poetry? • What importance does poetry have in your life? • How are your own life experiences a foundation for creating poetry? 	<p>Unit Questions:</p> <ul style="list-style-type: none"> • How is poetry used in our everyday world? • What are poetic devices? • What poetic techniques most effectively communicate an author’s intended message? • What do music and poetry have in common? • How does an author’s background affect his or her writing in the form of poetry? 						
<p>Possible Assessments:</p> <table border="0"> <tr> <td><input checked="" type="checkbox"/> Teacher Created Tests</td> <td><input checked="" type="checkbox"/> Student Presentations</td> </tr> <tr> <td><input checked="" type="checkbox"/> Quizzes</td> <td><input checked="" type="checkbox"/> Group Projects</td> </tr> <tr> <td><input checked="" type="checkbox"/> Others: Poetry Compositions</td> <td></td> </tr> </table>		<input checked="" type="checkbox"/> Teacher Created Tests	<input checked="" type="checkbox"/> Student Presentations	<input checked="" type="checkbox"/> Quizzes	<input checked="" type="checkbox"/> Group Projects	<input checked="" type="checkbox"/> Others: Poetry Compositions	
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<input checked="" type="checkbox"/> Quizzes	<input checked="" type="checkbox"/> Group Projects						
<input checked="" type="checkbox"/> Others: Poetry Compositions							
<p>Benchmark Assessments:</p> <ol style="list-style-type: none"> 1. Teacher created test focusing on poetic terms and interpretation of figurative language, author’s purpose and structural make-up of various poems. 2. Student-authored poems written about their own life experiences as well as experiences of fictional characters and important historical figures studied throughout the year. 							
<p>Performance Task #1: Poetry Performances</p>	<p><input checked="" type="checkbox"/> Required Optional</p>						
<p>Goal: To be well-received by the audience at a poetry reading in the Middle School Cafe</p> <p>Role: You are a coffee house poet at ‘open mic’ night</p> <p>Audience: Coffee house patrons (Middle School Café)</p> <p>Situation: You must select a poem that you feel a strong personal connection to and analyze it. Read it aloud several times with appropriate emphasis and emotion until you have memorized it.</p> <p>Product, Performance, Purpose: Students will perform their selected poems and explain why they chose it. They will also give a brief overview of the author’s background and explain what they believe the author’s purpose of the selected poem is. You may dress up for this performance and/or bring in a prop to accentuate your points.</p> <p>Standards for Success: Students must explain in writing why they selected this poem as well as what they feel the author’s purpose of the poem is. Students must perform the poem using their communication and dramatic arts skills. They will be assessed using a rubric for oral presentations. Criteria will include nonverbal skills, vocal skills, and content.</p> <p>The owner of a local bookstore has invited you to ‘open mic’ night to share a poem by one of your favorite authors. You must select a poem that you feel a strong emotional connection to and recite it to an audience of your peers. You will need to begin your performance with an explanation of why you chose the poem that you did as well as a brief overview of the author and why he/she wrote this poem.</p>							

Performance Task #2: Poetry Videos	<input type="checkbox"/> Required	<input checked="" type="checkbox"/> Optional
<p>Goal: To have your musical video selected to be aired on the new telecommunication channel, “PTV: Poetry Television”.</p> <p>Role: You are a videographer who has been hired to create a PowerPoint presentation to accompany poem.</p> <p>Audience: Viewers of the new telecommunication channel “PTV: Poetry Television”. Song selections must be approved by the “producer” (a.k.a teacher) to make sure the lyrics are appropriate for your intended audience.</p> <p>Situation: Use the poem you have selected for the Poetry Performance, or one you have written, and create a Power Point presentation to illustrate your interpretation of the poem.</p> <p>Product, Performance, Purpose: Students may work individually or in small groups to analyze a poem line by line. They will then create a storyboard that depicts what each line of the poem represents. Students will then create a Power Point Presentation, incorporating sound and music. Audio must include a dramatic reading of the selected poem as it relates to the video/Power Point presentation</p> <p>Standards for Success: A Power Point Presentation will be submitted and presented by each student or each groups of students and will be assessed using the teacher-created Poetry Power Point Presentation rubric.</p> <p>You have been selected by a newly developed television network to create a PowerPoint Presentation of a poem written by either a favorite author or yourself. You will need to analyze each line of the poem and create a storyboard to organize your thoughts before filming. Additionally, you will need to select appropriate music to accompany your Power Point presentation. If selected, your presentation will be turned into a music video starring your favorite singer/songwriter.</p>		
<p>Assessment Techniques</p> <ul style="list-style-type: none"> • The CMT Reading rubric for open-ended questions for short answer responses • Teacher-created rubric for oral performances of poems • Self-assessments by students: video and/or audiotape students as they perform readings of selected poems 		
<p>Technology Integration:</p> <ul style="list-style-type: none"> • Audio and video recording of student performances • SMART board: video clips of authors, poetry performances • Internet sites • Microsoft Power Point 		
<p>Resources/Materials:</p> <ul style="list-style-type: none"> • Texts: <ul style="list-style-type: none"> ○ <i>Poetry for Young People</i> (series) ○ <i>Poems to Enjoy</i> by Dorothy Pettit ○ “Annabel Lee” by Edgar Allan Poe ○ <i>Twilight Comes Twice</i> by Ralph Fletcher ○ Various anthologies and picture books; song lyrics from various musical artists. • Internet Sites: <ul style="list-style-type: none"> ○ http://www.poetry4kids.com ○ http://teacher.scholastic.com/writewit/poetry/index.htm ○ http://www.poetryexpress.org/ 		

- <http://www.youngpoets.org/Contest.htm>
- <http://www.squidoo.com/k12interactivepoetry>
- <http://www.kn.pacbell.com/wired/fil/pages/listpoetrymr14.html>
- <http://www.rhymezone.com/>
- <http://www.poets.org/page.php/prmID/58>
- http://www.kristinegeorge.com/swimming_upstream.html
- <http://www.readwritethink.org>
- <http://poetryalive.com/>

- **Videos/DVD (Multimedia):**

- Music videos by popular artists
- CDs of popular music
- Collection of instrumental music

- **Speakers:** Possible speakers include members of the music faculty

- **Other:** Photographs of nature, Assortment of inanimate objects

Sample Lessons/Learning Activities:

- Select several popular songs to play to the class and provide each student with copies of the lyrics. Have student bring in their own favorite songs and printed lyrics to share with the class in small groups. Analyze the lyrics for various poetic devices.
- Provide student with a glossary of poetic terms such as alliteration, free verse, couplet, haiku, concrete, nonsense, two voice, tanka, ode, simile, metaphor, personification, imagery, stanza, rhyme, refrain, rhythm. Over the course of several lessons, introduce and analyze various poems that display these characteristics.
- Students will search newspapers, magazines and appropriate websites to find examples of poetic elements. They should cut these out and make a bulletin board display with each poetic term defined and students' examples underneath.
- Students will read and analyze appropriate picture books/novels that are written in poetic form. Sample titles include *My Great Aunt Arizona*, *Twilight Comes Twice*, *Out of the Dust*, *Heartbeat*, *Hate that Cat*.
- Students will engage in writing a variety of poems such as an ode, a carpe diem, a tanka, and a couplet based on the topic of their choice.
- Students will analyze a nature photograph and create a poem using a variety of poetic elements.
- Students will create poems written in 1st person from the perspective of another person, inanimate object, or animal. Examples of narrators might include a student's pet dog, a baseball used in a winning game, a student's grandmother.
- Students will examine various poets' biographies and determine how life experiences shape a person's writing.

**Westbrook Public Schools
Language Arts Curriculum
Grade 6**

Unit: Short Fiction	Anticipated Length: 9 weeks
Reading Standards	
6Voc Vocabulary	
<p>6Voc.1 Use word origins to determine the meaning of unknown words.</p> <p>6Voc.2 Use abstract, derived root words, prefixes and suffixes from Greek and Latin to analyze the meaning of complex words, e.g., <i>process</i>, <i>procession</i>.</p>	
6RC Reading Comprehension	
<p>6RC.1a Select appropriate strategies for different reading purposes, e.g., skim/scan for big ideas, close reading for details, inferring information from graphs, charts, maps, blueprints, computer manuals, and science and mathematical data.</p> <p>6RC.1b Use cueing system and context clues to determine meanings of words.</p> <p>6RC.1c Make and support judgments about text.</p> <p>6RC.2a State both literal and/or inferred main ideas.</p> <p>6RC.2b Identify the type of conflict in a text and recognize how it affects the characters' actions.</p> <p>6RC.2c Identify the point of view used (first, second, third or omniscient) and interpret how point of view influences the text, e.g., how would a story change if the point of view changed.</p> <p>6RC.2d Explain the influence of setting (historical context) on mood, character and plot.</p> <p>6RC.2e Summarize information, including introduction and closing statements, main idea, most important supporting text-based facts, details and/or ideas, connections between the key ideas, and in one's own words.</p> <p>6RC.2f Describe how major and minor characters change over time.</p> <p>6RC.3a Explain the use of foreshadowing and parallel plots to convey meaning.</p> <p>6RC.3c Explain various subgenres of fiction based on their characteristics, e.g., science fiction, fantasy, myths, legends, historical fiction</p> <p>6RC.3e Interpret cause-and-effect relationships, e.g., how the time period of a novel determines a character's behavior.</p> <p>6RC.4a Explain how information in a text could be applied to understand a similar situation or concept in another text.</p> <p>6RC.5a Explain the impact of literary devices on meaning, e.g., flashback, tone, bias, dialect, irony/satire, and use of fragments.</p> <p>6RC.5e Create literal and inferential questions based on text to extend meaning.</p> <p>6RC.6a Choose a variety of genres to read, hear, view and write for personal enjoyment.</p> <p>6RC.6d Identify and explain the author's purpose for writing a particular text.</p>	
Oral Language Standards	
6LS Listening / Speaking	
<p>6LS.2 Pose questions, listen to the ideas of others, and contribute own information and ideas in group discussions, panel discussions and interviews.</p>	

Writing Standards

6SP Spelling

6SP.1 Use spelling rules and patterns from previous grades.

6SP.2 Use multiple strategies to spell.

6CPU Capitalization/Punctuation/Usage

6CPU.1 Use capitalization, punctuation, and usage rules from previous grades.

6CPU.2 Capitalize languages, races, nationalities, religions, organizations, buildings, historical events.

6CPU.3 Use commas in appositives, e.g., *Bob, the dog, were fun.*

6CPU.4 Use commas to set off direct address, e.g., *Mom, may I go to the movies?*

6CPU.5 Use apostrophe to show quotation within a quotation in dialogue, e.g., *He said, "Mom said, 'Clean your room.'"*

6CPU.7 Use a semicolon between two independent clauses connected by a conjunctive adverb, e.g., *I studied late into the night; consequently, I passed the test.*

6CPU.8 Show agreement of pronoun and its referent, e.g., *A person needs his or her own space.*

6CPU.9 Maintain consistent person.

6CPU.10 Use parallel construction when listing verbs particularly in informational and technical writing.

Parallel: *A scientist observes, hypothesizes, and analyzes.*

Not parallel: *A scientist observes, hypothesized, and analyzed.*

6CPU.11 Use paragraph conventions, e.g., designated by indentation or block format, skipping lines between paragraphs.

6CPU.14 Use resources to correct own spelling.

Writing Process:

6WP.1 Planning

6WP.1a gather information, using an organizer, from a range of resources to analyze, synthesize, and/or evaluate information to plan writing.

6WP.2 Drafting

6WP.2a Reread text and continue to draft over time.

6WP.3 Revise

6WP.3a Seek and consider feedback from adults and peers to revise text for content, organization and tone.

6WP.4 Editing

6WP.4a use multiple resources, e.g., dictionary, glossary, thesaurus, for proofreading and editing.

6WP.5 Publishing/Presenting

6WP.5a publish and present final products using a range of graphics and illustrative material, e.g., photos, diagrams, threefold display, informational posters, artifacts

6WP.6 Reflecting

6WP.6a use criteria to choose and defend choices for writing portfolio; select pieces that demonstrate growth.

Writing Genres, Traits, Crafts:

6WG.1a Expand upon one idea using additional details to create an image.

6WG.2b Write a mystery with elements, e.g., clues, suspense, red herring.

6WG.3a Write a compare-contrast essay, grouping similarities together and differences together.
6WG.3d Write in forms associated with specific tasks or careers, e.g., application for student body office, presentation software as a visual aid, police report, detective log

Knowledge:

Students will know/understand:

- Word origins
- Root words
- Prefixes
- Suffixes
- Reading strategies
 - Predict
 - Evaluate
 - Clarify
 - Connect
 - Summarize
- Cueing system
- Context clues
- Word meanings
- Judgments about text
- Literal main ideas
- Inferred main ideas
- Types of conflict
 - Character v. character
 - Character v. self
 - Character v. society/world
- Cause of characters' actions
- Point of view
- Setting
- Mood
- Major/minor characters
- Plot
- Introductions
- Closing statements
- Main ideas
- Important text-based facts
- Details
- Foreshadowing
- Parallel Plots
- Subgenres of fiction: science fiction, fantasy, myths, legends, historical fiction, realistic fiction, mysteries
- Cause-and-effect relationships
- Personal connections: text to text, text to self, text to world
- Literary devices
 - Flashback
 - Dialect
 - Bias
 - Irony
- Literal & inferential questions
- Genres
- Author's purpose

Skills:

Students will be able to:

- Determine the meaning of unknown words
- Analyze the meaning of complex words
- Select reading strategy based on purpose
- Use cueing system and context clues to determine meanings of words
- Make and support judgments about texts
- State main ideas
- Identify types of conflict
- Recognize how conflict affects characters' actions
- Identify point of view
- Interpret how point of view influences text
- Explain influence of setting on mood, character and plot
- Summarize information in one's own words
- Explain characters' changes over time
- Explain how foreshadowing and parallel plots convey meaning
- Explain characteristics of fiction subgenres
- Interpret cause-and-effect relationships
- Make connections to situations in text
- Explain how literary devices impact meaning of a text
- Compose literal and inferential questions of text
- Select, read, hear, view and write a variety of genres for personal enjoyment
- Identify & explain author's purpose of text
- Pose questions, listen to ideas of others, and contribute own information and ideas in group discussions, panel discussions and interviews
- Use spelling rules, patterns and strategies
- Use capitalization rules
- Use commas in appositives and to set off a direct address
- Punctuate dialogue using quotation marks and apostrophes
- Combine independent clauses connected by a conjunctive adverb using a semicolon
- Show agreement of pronoun and its referent
- Maintain consistent person
- Use parallel construction when listing verbs
- Use paragraph conventions
- Use resources to correct own spelling

<ul style="list-style-type: none"> • Group discussions • Panel discussions • Interviews • Questions • Spelling rules, patterns & strategies • Capitalization • Punctuation • Usage rules • Commas • Appositives • Direct address • Quotation • Dialogue • Semicolon • Independent clauses • Conjunctive adverb • Pronoun • Referent • Consistent person • Parallel construction • Paragraph conventions • Spelling resources • The Writing Process • Plan • Organizer • Draft • Revision • Editor • Dictionary • Thesaurus • Proofreading marks • Glossary • Publication • Presentation • Graphics/Illustrative materials • Writing portfolio • Imagery • Details • Mystery • Compare-contrast • Expository forms • Tasks and/or careers 	<ul style="list-style-type: none"> • Gather information from resources • Use an organizer to analyze, synthesize and/or evaluate information to plan writing • Reread text • Draft over time • Seek and consider feedback from editors • Revise text for content, organization and tone • Use resources for proofreading & editing • Publish and present final products using illustrative material • Evaluate and select choices for writing portfolio that demonstrate growth • Use imagery to expand upon one idea • Write a mystery • Compose a compare-contrast essay • Group similarities and differences together • Write in a format specific to a task or career <ul style="list-style-type: none"> ○ Police report ○ Detective log ○ Resume ○ Application
<p>Essential Questions:</p> <ul style="list-style-type: none"> • How do works of fiction make our lives more meaningful? • How do works of fiction help us understand ourselves and others? • What makes a good short story? • What is the most important theme of this story? 	<p>Unit Questions:</p> <ul style="list-style-type: none"> • What are the components of a short story? • What are the subgenres of fiction? • What do good readers do every time they read? • Compare and contrast short stories and novels.

Possible Assessments:		
<input checked="" type="checkbox"/> Teacher Created Tests <input checked="" type="checkbox"/> Quizzes <input checked="" type="checkbox"/> Narrative writing		
Benchmark Assessments:		
<ol style="list-style-type: none"> 1. Teacher created test focusing on various forms and components of short fiction: myths, legends, short stories, mysteries. Format: multiple choice and open-ended questions. 2. Narrative writing of a mystery using clues, suspense, red herring and suspects. 		
Performance Task:	<input type="checkbox"/> Required	<input type="checkbox"/> Optional
Goal		
Role		
Audience		
Situation		
Product		
Assessment Techniques:		
<ul style="list-style-type: none"> • WMS Writing Rubric • CMT Reading rubric for open-ended questions • Teacher –created rubric 		
Technology Integration:		
<ul style="list-style-type: none"> • Internet sites • SMART board • Video • Audio cassettes 		
Resources/Materials:		
<ul style="list-style-type: none"> • Texts: <ul style="list-style-type: none"> ○ “The Monkey’s Paw” ○ “The Legend of Sleepy Hollow” ○ “The Necklace” ○ The Tell Tale Heart” ○ “The Flowers” by Alice Walker ○ Aesop’s fables ○ Myths • Internet Sites: <ul style="list-style-type: none"> ○ http://www.poemuseum.org/, http://www.hwlongfellow.org/ ○ http://www.maupassant.com/, http://www.online-literature.com/ ○ http://fiction.eserver.org/short/aesop_fables.html ○ http://www.sleepyhollowcemetery.org/sleepy_country.html ○ http://teacher.scholastic.com/writewit/bookrev/ ○ http://www.chambertheatre.com/ourshows/encore • Videos/DVD (Multimedia): <ul style="list-style-type: none"> ○ “The Legend of Sleepy Hollow” DVD & audio cassette ○ “The Necklace” VHS ○ Simpson’s clips of “The Tell Tale Heart” 		

- “The Monkey’s Paw”
- Evening with Edgar Allan Poe DVD

- **Speakers:** Youth Officer
- **Other:** Chamber Theater field trip

Sample Lessons/Learning Activities:

- Complete anticipation activity on short fiction. Topics should include information about authors, themes, characters, conflict, narration, and differences between short fiction and other works of fiction.
- Read several Aesop’s fables and Greek myths. Use these short pieces of literature to identify the element of *theme*.
- Review the elements of fiction: setting, conflict, point of view, plot, character, theme
- Introduce plot components of short fiction: exposition, rising action, climax, falling action, resolution
- Read “The Flowers” by Alice Walker. Identify the elements and components of short fiction in this short story.
- Introduce elements specific to mystery: clues, suspense, red herring, suspect, alibi, motive
- Research authors of short fiction and identify how their life experiences influence their writing. (e.g., Guy de Maupassant, Edgar Allan Poe, Henry Wadsworth Longfellow, W. W. Jacobs)
- After reading “The Tell Tale Heart” discuss with students the physiology behind lying/guilt.
- Invite the school’s Youth Officer in as a guest speaker. Ask him/her to give an overview of how a detective might gather clues, question witnesses/suspects, and determine motives.
- While reading “The Legend of Sleepy Hollow”, students should use context clues to visualize what the town of Sleepy Hollow looks like and create a map. The map must include a title, legend, labels of key places. (Collaborate with World Geography teacher)

**Westbrook Public Schools
Language Arts Curriculum
Grade 6**

Unit: Independent Reading Project	Anticipated Length: 5 weeks (Recommended to be taught simultaneously with Short Fiction Unit)
Reading Standards	
6RC Reading Comprehension	
<p>6RC.1c Make and support judgments about text.</p> <p>6RC.5g Evaluate the credibility, accuracy and bias of informational text, including Internet sites, electronic recordings, visuals and other technology resources.</p> <p>6RC.6b Recommend books to others and explain the reason for the recommendation.</p> <p>6RC.6c Set and monitor reading goals making adjustments and corrections as needed.</p>	
Oral Language Standards	
6LS Listening / Speaking	
<p>6LS.2 Pose questions, listen to the ideas of others, and contribute own information and ideas in group discussions, panel discussions and interviews.</p>	
Writing Standards	
6CPU Capitalization/Punctuation/Usage	
<p>6CPU.13 Cite sources according to prescribed format.</p>	
6WP.5 Publishing/Presenting	
<p>6WP.5a Publish and present final products using a range of graphics and illustrative material, e.g., photos, diagrams, threefold display, informational posters, artifacts</p>	
6WG Writing Genres, Traits and Crafts	
<p>6WG.4b Write a persuasive piece that incorporates research and information, e.g., book review</p>	
Knowledge: <i>Students will know/understand:</i>	Skills: <i>Students will be able to:</i>
<ul style="list-style-type: none"> • Judgments about text • Bias of informational text: Internet sites, electronic recordings, visuals • Book recommendation • Reading Goals • Group discussions • Panel discussions • Interviews • Works cited format • Publication 	<ul style="list-style-type: none"> • Make and support judgments about text • Evaluate credibility, accuracy and bias of informational text • Explain recommendation of books to others • Set, monitor and adjust reading goals • Pose questions, listen to ideas of others, and contribute own information and ideas in group discussions, panel discussions and interviews • Cite sources using prescribed format

<ul style="list-style-type: none"> • Presentation • Final Product • Graphics/Illustrative Materials • Persuasive writing • Book Review • Research 	<ul style="list-style-type: none"> • Publish and present final products using illustrative materials • Write a persuasive piece (book review) that incorporates research and information 		
<p>Essential Questions:</p> <ul style="list-style-type: none"> • What is quality literature? • Would I recommend this book to another individual? Why or why not? • How do I decide what book to read when given the opportunity? How do previous books I have read impact the decisions I make in the future when selecting a book? • What is the most important theme of this novel? • How do the characters and/or events in this novel connect to my own personal experiences? 	<p>Unit Questions:</p> <ul style="list-style-type: none"> • What genre elements does your book possess? • How does an author’s background affect the characters, setting and plot of a novel? • How do the use of genre, character descriptions, setting, and narration contribute to a novel’s appeal? • How does the author use symbolism in this novel? • What types of conflict do the characters encounter in this novel? • What types of figurative language does the author include? 		
<p>Possible Assessments:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Teacher Created Tests <input type="checkbox"/> Unit Tests <input type="checkbox"/> Quizzes <input checked="" type="checkbox"/> Others: Book Review </td> <td style="width: 50%; vertical-align: top;"> <input checked="" type="checkbox"/> Student Presentations <input type="checkbox"/> Entrance/exit slips <input type="checkbox"/> Group Projects <input checked="" type="checkbox"/> Independent Reading Project Packet </td> </tr> </table>		<input type="checkbox"/> Teacher Created Tests <input type="checkbox"/> Unit Tests <input type="checkbox"/> Quizzes <input checked="" type="checkbox"/> Others: Book Review	<input checked="" type="checkbox"/> Student Presentations <input type="checkbox"/> Entrance/exit slips <input type="checkbox"/> Group Projects <input checked="" type="checkbox"/> Independent Reading Project Packet
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<p>Benchmark Assessment: Independent Reading Project packet focusing on literary elements found in quality literature & monitoring of reading progress in student-selected novel.</p>			
<p>Performance Task: Independent Reading Project (IRP)</p>	<p><input checked="" type="checkbox"/> Required <input type="checkbox"/> Optional</p>		
<p>Goal: To have the piece of literature you have selected qualify as a nominee for Connecticut’s Nutmeg Book Award.</p> <p>Role: Book reviewer</p> <p>Audience: Connecticut’s Nutmeg Book Award Committee</p> <p>Situation: You strongly believe the book you have read and reviewed possesses all of the characteristics required to be nominated to for this year’s Nutmeg Book Award.</p> <p>Product, Performance, Purpose: You will select a work of fiction that interests you. As you read you will evaluate this piece of literature using several literary elements such as characters, setting, genre, conflict, genre, theme, figurative language, and personal connections. You will use these elements to compose a book review and then create a presentation to the Nutmeg Book Award Committee in hopes they will select your book as a nominee.</p> <p>Standards for Success: Students must score an 85% on the teacher-created Nutmeg Book Award rubric in order to meet the criteria for nomination of their books. A score of 75-84% will receive an honorable mention.</p>			

You are a book reviewer assigned to read a work of fiction. You must read this novel, determine its literary worth using a variety of elements, and present your findings to the Connecticut Nutmeg Book Award Committee for consideration. If selected, this novel will become a nominee to be later voted on by Connecticut students.

Performance Task: Summer Reading

Required

Optional

Goal: To revise the current Summer Reading Project for Westbrook Middle School.

Role: You are a language arts teacher at Westbrook Middle School working in collaboration with the other language arts teachers in your department.

Audience: WMS principal. If accepted, WMS students & parents.

Situation: The language arts teachers have been asked by the principal to revise Westbrook Middle School's Summer Reading Project.

Product, Performance, Purpose: Cover letter describing what constitutes quality literature, themes of various genres of fiction, list of appropriate titles to accompany suggested themes, performance task, and scoring rubric.

Standards for Success: Collaboration, writing process

As a Westbrook Middle School language arts teacher, you have been given the task to revise the current WMS Summer Reading Project. Work collaboratively with the other language arts teachers in your department to identify what you feel constitutes quality literature. In addition, compose a list of appropriate book titles that meet the criteria of quality literature. Your list should be broken down by the underlying themes that you have identified. Your department must submit to the principal a sample Summer Reading Project that will ultimately be sent home to students. This project must include a letter to students explaining what quality literature is, a list of themes and books identified, and a creative project that students must complete along with a scoring rubric for that project.

Assessment Techniques:

- Teacher-created rubric for Independent Reading Project
- Teacher-created rubric for Nutmeg Book Award book review

Technology Integration:

- SMART board
- On-line book review tutorial (<http://teacher.scholastic.com/writewit/bookrev/>)
- E-mail authors questions regarding their background and/or specific questions about novel
- Illustrative Material: Power Point presentation, video clips of author interviews and/or novel
- Word processing software
- Persuasion Map: http://www.readwritethink.org/materials/persuasion_map/

Resources/Materials:

- **Texts:**
 - *The Watsons Go to Birmingham* (model text)
 - Appropriate student-selected & teacher approved novels. These must be appropriate in terms of age, content, and reading level for each student.
- **Internet Sites:**
 - <http://teacher.scholastic.com/writewit/bookrev/>
 - <http://www.nutmegaward.org/>
 - <http://www.lettersaboutliterature.org/home>
 - <http://www.scholastic.com/kids/stacks/authors/all.htm>

- <http://www.randomhouse.com/teens/authors/>
- <http://us.penguin.com/static/pages/authors/authors-browse.html>
- http://www.readwritethink.org/lessons/lesson_view.asp?id=137
- http://www.readwritethink.org/materials/persuasion_map/

- **Graphic Organizers/Handouts:**
 - Independent Reading Project
 - Works Cited template
- **Videos/DVD (Multimedia):**
- **Speakers:** Library Media Specialist (booktalk)
- **Other:**

Sample Lessons/Learning Activities:

- Schedule a “Book Talk” with the school’s library media specialist to highlight and promote a variety of genres that are considered to be award-worthy books. Have student select a book based on their interest and reading level.
- Distribute and review guidelines and time frame of Independent Reading Project. Students and parents must sign that they have read and understand these. Have student write the dates of the four reading checks in their agenda books, along with the number of sections they must have completed by each of these dates.
- Using *The Watsons Go to Birmingham* as the model text, read a biography about Christopher Paul Curtis. Use this biography to complete “Section1: Author Information” together. Share with students appropriate websites that would contain author information. Discuss reliability and accuracy of websites and citing sources.
- As students move through the various sections of the Independent Reading Project, model lessons based on *The Watsons Go to Birmingham*. Once a week, assess students’ progress in reading as well as completing the literary elements section. As the teacher conferences with each student, students should work independently on their IRPs.
- Once students have finished sections 1-11, they should be introduced to the format of writing a book review. Show student a model book review for *The Watsons Go to Birmingham*. Additional websites with samples include <http://teacher.scholastic.com/writewit/bookrev/>, http://www.readwritethink.org/lessons/lesson_view.asp?id=137, http://www.readwritethink.org/materials/persuasion_map/
- Draft, edit, and revise book reviews.
- Discuss effective persuasive techniques students may want to incorporate into their presentation: stating a claim, using big names, using author reputation, creating an emotional plea
- Share presentation skills. Non-verbal: eye contact, body language, poise. Verbal skills: enthusiasm, clarity/fluency. Content: subject knowledge, organization, and mechanics.
- Students will present their books to the class, which has been transformed into the Nutmeg Award Committee. Students may use their book reviews in conjunction with illustrative models to convince the committee that their books should be selected as a Nutmeg nominee.