Pine Hill Public Schools Curriculum						
Content A	rea:	English Language	Arts			
Course Tit	le/ Grade Level:	Grade Six				
Unit 1: Elements of Fiction/Non Fiction Conventions of Writing			Month:	September – October 6 weeks		
Unit 2:	Comparing Literate Informational Text	ıre and	Month:	November – December 6 weeks		
Unit 3:	Analyzing and Resp and Informational	onding to Literature Γext	Month:	January 4 weeks		
Unit 4:	History through Lit Informational Text	erature and	Month:	February – March 4 weeks		
Unit 5:	Responding to Info	rmational Text	Month:	April 3 weeks		
Unit 6: Utilizing a Range of Disciplines			Month:	May –June 6 weeks		
Date Creat	Date Created or Revised: June 2012 J. Cochran/ H. Daunoras/ P. Dunleavy/ L. Myers					
BOE Appr	BOE Approval Date: July 17, 2012					

	Pine Hill Pr	ıblic Schools							
	English Language Arts Curriculum								
Unit Title: F									
	Conventions of Writing		Unit #: 1						
	ade Level: Six	Length of Time: 6 Weeks							
Pacing	September - October	Zength of Time. O Weeks							
_	Reading								
Essential Questions	 • What is the relationship between fiction and non fiction? • What do we know about various genres of literature? • How do elements of literature interact and affect comprehension? • How does one develop strategies for reading comprehension? • Writing • Why are organization and style important in helping the audience understand the purpose and meaning of text? 								
	 How do conventions of writing affect the cl How does vocabulary contribute to the abi How do you present claims and findings to How do you analyze the validity of claims and 	lity to read, write, listen, and spear generate effective discussions wi	k more effectively? th peers?						
Content	 Reading Genres of Literature - fiction, nonfiction, poetry, drama, science fiction, fantasy, historical fiction, informational text Elements of Fiction, Non Fiction, and Informational Text Reading for a variety of purposes Reading Strategies Structural Analysis of Literature Writing Grammar - Parts of Speech (Nouns, Pronouns, Verbs, Adjectives, Adverbs) Writing Conventions (punctuation, capitalization, sentence structure, paragraph form, essay form) Vocabulary Engage in a range of collaborative discussions with peers. Present information to peers for discussion and evaluation. 								
Skills	 Analyze the purpose of information being Reading Distinguish and compare elements of differer fantasy, historical fiction, informational text. Identify and Analyze Elements of Literature exposition, rising action, climax, falling action, climax, falling action, rising action, climax, falling action. Research and summarize author background. Organize internal and external elements of the elements of literature, the elements of the elements of literature, the elements of literature, the elements of literature, the elements of literature, the elements of the elements of literature, the elements of literature exposition, climax, falling action, information, elements of literature, the elements of	ent genres: fiction, nonfiction, poekt ext setting, plot, theme, characters, ortion) l ext to build comprehension (i.e. and the stated or implied message or the tronouns, Verbs, Adjectives, Adversariety of sentence structures to we nectuation when writing: use comming a from others (both verbal and non dexplain the main idea in a one or	try, drama, science fiction, conflict, point-of-view, uthor background, genre, neme. rbs, Prepositions, Conjunctions, riting: simple, compound, nas to separate ideas in a seriesverbal), respond to questions,						

Assessments	• Reading					
	• STAR Reading Assessment					
	• Formative assessments					
	AR Tests					
	Comprehension Tests					
	Vocabulary tests					
	Illustrating text ideas					
	Graphic Organizers					
	• Response Journal (real life connections to literature)					
	• Writing					
	• Formative assessments (grammar/punctuation tests, DOL, vocabulary, Expository, Persuasive, Narrative Writing)					
	• Summative Writing Assessments					
Interventions /	• Nonlinguistic representations of key concepts – story map, character sketches, graphs, graphic organizers,					
differentiated	webs, plot diagrams, symbols, models					
instruction	• Note-taking organizers					
msu ucuon	• Direct Instruction					
	• Small Group Instruction					
	• Multi-sensory approach					
	• Cooperative Learning					
	• Pneumatic Devices					
	• Smart Board Activities					
	• STAR Reading Benchmarks					
Tradora	Social Studies: Geography, Social Context, Historical Context					
Inter-	• Science: Life, Physical and Earth					
disciplinary	Health: Health and Wellness Issues					
Connections	Math: Consumer Math					
	Novels:					
Lesson	Tuck Everlasting by Natalie Babbitt					
resources /	Hatchet by Gary Paulson					
Activities	Egypt Game by Zilpha Keatley Snyder					
	Maniac McGee by Jerry Spinelli					
	• Various nonfiction informational text for reinforcement (newseum.org, Scholastic SCOPE Magazine)					
	• Language Network – McDougal Littell (Yellow, Grade 6)					
	• Language of Literature – McDougal Littell (Yellow, Grade 6)					
	• Vocabulary for Achievement – Great Source					
	• Empowering Writers Narrative Guide – Empowering Writers					
	• Lessons That Change Writers – Nancie Atwell, Heinemamm Press					
	• Collaborative Learning Activities					
	ELA Common Core Standards					
G 1 G						
Grade: Six						
Strand: Readin	g Standards for Literature 6-12 (RL)					
	g Standards for Informational Text 6-12 (RI)					
	Writing Standards 6-12 (W)					
_	ng and Listening Standards 6-12 (SL)					
	ge Standards 6-12 (L)					
Category:	#. Standard:					

RL6:2,3,4,10 **Key Ideas and Details Craft and Structure** RI6: 2,4,5,10 Integration of **Knowledge and Ideas** W6:4,5,9.b,10 Range of Reading and **Level of Text Complexity** SL6: 1.a.b.c.d,2,3,6 **Text Types and** L6:1.a.b.d.e,2.b, 3.a, 4.a.b.c.d,5.a.b,6 Purposes **Production and Distribution of Writing** Research to Build and **Present Knowledge** Range of Writing Comprehension and Collaboration **Presentation of Knowledge and Ideas** Conventions of Standard English **Knowledge of Language Vocabulary Acquisition** and Use

Career and College Readiness Anchor Standards for Reading: Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, Range of Reading and Level of Text Complexity

Career and College Readiness Anchor Standards for Writing: Text Types and Purposes, Production and Distribution of Writing, Research to Build and Present Knowledge, Range of Writing

Career and College Readiness Anchor Standards for Speaking and Listening: Comprehension and Collaboration, Presentation of Knowledge and Ideas

	21st Century Themes							
X	Global Awareness		Financial, Economic,		Civic Literacy		Health Literacy	
			Business, and Entrepreneurial		-		·	
			Literacy					
	21 st Century Skills							
X	Creativity and	X	Critical Thinking and Problem	X	Communication and		Information Literacy	
	Innovation		Solving		Collaboration			
	Media Literacy ICT Literacy Life and Career Skills							

Pine Hill Public Schools								
	English Language Arts Curriculum							
Unit Title: Co	omparing Literature and Informational T	ext	Unit #: 2					
Course or Grad	le Level: Six	Length of Time: 6 Weeks						
Pacing	November - December							
Essential	Reading							
Questions	• What is the relationship between fiction and non fiction?							
	What do we know about various genres of li							
	 How do elements of literature interact and a How does one develop strategies for reading 	•						
	Writing	g comprehension?						
	Why are organization and style important in text?	helping the audience understand th	e purpose and meaning of					
	 How do conventions of writing affect the cla 	arity and organization of written con	mmunication?					
	How does vocabulary contribute to the ability	-						
Content	Reading							
	Genres of Literature - fiction, nonfiction, po informational text	etry, drama, science fiction, fantasy	y, historical fiction,					
	• Elements of Fiction, Non Fiction, and Inform	national Text						
	 Reading for a variety of purposes 							
	• Reading Strategies							
	Structural Analysis of LiteratureAuthor's Craft							
	Writing							
	• Grammar - Parts of Speech (Nouns, Pronou	ins, Verbs, Adjectives, Adverbs)						
	• Writing Conventions (punctuation, capitali	•	h form, essay form)					
	Narrative, Expository, and Persuasive Writ	ing						
	• Vocabulary							
	Engage in a range of collaborative discussiPresent information to peers for discussion							
	 Analyze the purpose of information being j 		ehind its presentation					
Skills	Reading	resented and evaluate the motive of	enna its presentation.					
SKIIIS	• Analyze author's craft including vocabulary.	tone, voice, imagery, and figurative	e language.					
	• Organize internal and external elements of to							
	elements of literature,)							
	 Read beyond the printed text to understand t Use reading/thinking strategies to demonstra 		me.					
	-activate background knowledge pri							
	-pose questions prior to, during, and	•						
	-predict and read to validate predict							
	Use graphic organizers to organize and su							
	• Describe cause/effect relationships and th	eir impact on plot.						
	WritingDifferentiate attributes of different forms	of writing: Narrative Expository E	Percuacive					
	Use commas to separate coordinate adject		Cisuasive					
	 Engage in a range of collaborative discussi 							
	 Present information to peers for discussion 	and evaluation.						
	Analyze the purpose of information being j	presented and evaluate the motive b	ehind its presentation.					
Assessments	• Reading							
	STAR Reading AssessmentFormative assessments							
	AR Tests							
	Comprehension Tests							

		Vocabulary tests				
		Illustrating text ideas				
		Graphic Organizers				
	• Response	Journal (real life connections to literature)				
	• 4 pt. Read	ing Response Rubric				
	• Writing					
	• Formative Writing)	assessments (grammar/punctuation tests, DOL, vocabulary, Expository, Persuasive, Narrative				
	• Summativ	e Writing Assessments (Narrative, Expository, Persuasive)				
	• 6 pt. Writi	ng Rubric				
Interventions / differentiated		stic representations of key concepts – story map, character sketches, graphs, graphic organizers, ot diagrams, symbols, models				
		ng organizers				
instruction	• Direct Ins					
		oup Instruction				
		sory approach				
	Cooperative	• • • • • • • • • • • • • • • • • • • •				
	Pneumatic					
		ard Activities				
		ading Benchmarks				
Inter-		dies: Geography, Social Context, Historical Context				
disciplinary		ife, Physical and Earth				
Connections		ealth and Wellness Issues				
Connections		onsumer Math				
Lesson	• Various n	onfiction informational text for reinforcement (newseum.org, Scholastic SCOPE Magazine)				
resources /		ge Network – McDougal Littell (Yellow, Grade 6)				
Activities		e of Literature – McDougal Littell (Yellow, Grade 6)				
Acuvilles		ry for Achievement – Great Source				
		ing Writers Narrative Guide – Empowering Writers				
	*	hat Change Writers – Nancie Atwell, Heinemamm Press				
		ith SPICE – Mike DeVono				
	U	tive Learning Activities				
		ELA Common Core Standards				
Grade: Six						
Strond: Dood!-	og Standard	s for Literature 6-12 (RL)				
	O					
	_	s for Informational Text 6-12 (RI)				
Writin	g Standards	6-12 (W)				
Speaki	Speaking and Listening Standards 6-12 (SL)					
Langua	age Standar	ds 6-12 (L)				
Category:		#. Standard:				
 Key Ideas and Details 		RL6:1,2,3,6,10				
~		111.0.1949.09U910				
		RI6: 1,2,3,4,5,6,8,9,10				
• Integration o		<u> </u>				
Knowledge and		W6:4,5,6,9.a.b,10				
• Range of Rea	_	11 0.7,0,0,7.0.0,10				
Level of Text (SL6: 1.a.b.c.d,2,3,6				
a 'll'and 'll'anna an ai	al	i				

L6:1.a.b.c.d.e,2.a.b, 3.a, 4.a.b.c.d,5.a.b.c,6

Text Types and Purposes

Production and Distribution of Writing Research to Build and **Present Knowledge**

- Range of Writing
- Comprehension and Collaboration
- Presentation of Knowledge and Ideas
- Conventions of Standard English
- Knowledge of Language
- Vocabulary Acquisition and Use

Career and College Readiness Anchor Standards for Reading: Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, Range of Reading and Level of Text Complexity

Career and College Readiness Anchor Standards for Writing: Text Types and Purposes, Production and Distribution of Writing, Research to Build and Present Knowledge, Range of Writing

Career and College Readiness Anchor Standards for Speaking and Listening: Comprehension and Collaboration, Presentation of Knowledge and Ideas

Career and College Readiness Anchor Standards for Language: Conventions of Standards English, Knowledge of Language, Vocabulary Acquisition and Use

	Eurgaage, vocabulary requisition and ese								
	21st Century Themes								
X	Global Awareness		Financial, Economic,	X	Civic Literacy	X	Health Literacy		
			Business, and Entrepreneurial						
			Literacy						
	21st Century Skills								
X	Creativity and	X	Critical Thinking and Problem	X	Communication and	X	Information Literacy		
	Innovation Solving Collaboration								
X									

Pine Hill Public Schools
English Language Arts Curriculum

Unit Title: A	nalyzing and Responding to Literature an	d Informational Text	Unit #: 3				
Course or Gra	nde Level: Six	Length of Time: 4 Weeks					
Pacing	January						
Essential Questions	 Reading How does the selection of genre shape the author's message? How do elements of literature interact and affect comprehension? How does one develop strategies for reading comprehension? Writing Why are organization and style important in helping the audience understand the purpose and meaning of text? How do conventions of writing affect the clarity and organization of written communication? How does vocabulary contribute to the ability to read, write, listen, and speak more effectively? 						
Content	Reading • Genres of Literature - fiction, nonfiction, poinformational text • Elements of Fiction, Non Fiction, and Informational text • Reading for a variety of purposes • Reading Strategies • Structural Analysis of Literature • Author's Craft Writing • Grammar - Parts of Speech (Nouns, Pronormating Conventions (punctuation, capitality) • Narrative, Expository, and Persuasive Writing • Vocabulary	rmational Text uns, Verbs, Adjectives, Adverbs) zation, sentence structure, paragr					
Skills	 Reading Analyze author's craft including vocabulary Organize internal and external elements of to elements of literature,) Read beyond the printed text to understand to Use reading/thinking strategies to demonstrate activate background knowledge pringer propose questions prior to, during, and predict and read to validate predict use graphic organizers to organize and summarize main ideas in Explore topics beyond the printed text for Respond to text with precise language and insight Infer ideas and draw conclusions based or Identify the author(s) stated or implied put and literary devices Writing Engage in a range of collaborative discussion Present information to peers for discussion Determine and support connotative and determine and sup	he stated or implied message or to the comprehension of text: for to reading after reading ions summarize text. It understanding. If specific details - QUASI: quest on textual evidence. In the comprehension of text: It understanding to the comprehension of text. In the comprehension of text: It with the comprehension (i.e. and text.) It with the comprehension (i.e. and text.) It with the comprehension of text: It	ion, understand, answer, support, ext. ure, imagery, language patterns,				
	 Identify, compare and contrast, and apply e Apply conventions of writing to written we Develop arguments to support claims, dever pieces, and develop plots, characters, setting 	elements of Narrative, Expository ork. Plop text to convey main ideas and	d information in expository				

Assessments	• Reading						
	STAR Reading Assessment						
	• Formative assessments						
	AR Tests						
	Comprehension Tests						
	Vocabulary tests						
	Illustrating text ideas						
	Graphic Organizers						
	• Response Journal (real life connections to literature)						
	• 4 pt. Reading Response Rubric						
	• Writing						
	• Formative assessments (grammar/punctuation tests, DOL, vocabulary, Expository, Persuasive, Narrative Writing)						
	• Summative Writing Assessments (Narrative, Expository, Persuasive)						
	• 6 pt. Writing Rubric						
Interventions /	• Nonlinguistic representations of key concepts – story map, character sketches, graphs, graphic organizers,						
differentiated	webs, plot diagrams, symbols, models						
instruction	Note-taking organizers						
	Direct Instruction						
	Small Group Instruction						
	Multi-sensory approach						
	Cooperative Learning						
	• Pneumatic Devices						
	Smart Board Activities						
	STAR Reading Benchmarks						
Inter-	Social Studies: Geography, Social Context, Historical Context						
disciplinary	Science: Life, Physical and Earth						
Connections	Health: Health and Wellness Issues						
Connections	Math: Consumer Math						
Lesson	• Various nonfiction informational text for reinforcement (newseum.org, Scholastic SCOPE Magazine)						
resources /	• Language Network – McDougal Littell (Yellow, Grade 6)						
Activities	• Language of Literature – McDougal Littell (Yellow, Grade 6)						
Activities	Vocabulary for Achievement – Great Source						
	• Empowering Writers Narrative Guide – Empowering Writers						
	• Lessons That Change Writers – Nancie Atwell, Heinemamm Press						
	Writing with SPICE – Mike DeVono						
	Collaborative Learning Activities						
	ELA Common Core Standards						
Grade: Six							
Graue: Six							
G. 1 D 11	g Standards for Literature 6-12 (RL)						

Reading Standards for Informational Text 6-12 (RI)

Writing Standards 6-12 (W)

Speaking and Listening Standards 6-12 (SL)

Language Standards 6-12 (L)

Category:	#. Standard:
• Key Ideas and Details	RL6:1,2,3,4,5,6,7,9,10
Craft and Structure	
• Integration of	RI6: 1,2,3,4,5,6,8,9,10
Knowledge and Ideas	W6:1.a.b.c.d.e,2.a.b.c.d.e.f.,3.a.b.c.d.e,4,5,6,7,8,9.a.b,10
Range of Reading and	vv 0.1.a.b.c.u.c,2.a.b.c.u.c.1.,3.a.b.c.u.c,4,3,0,7,0,7.a.b,10
Level of Text Complexity	SL6: 1.a.b.c.d,2,3,4,5,6
Text Types and	

Purposes	
• Production and	L6:1.a.b.c.d.e,2.a.b, 3.a, 4.a.b.c.d,5.a.b.c,6
Distribution of Writing	
 Research to Build and 	
Present Knowledge	
Range of Writing	
• Comprehension and	
Collaboration	
• Presentation of	
Knowledge and Ideas	
• Conventions of	
Standard English	
Knowledge of Language	
• Vocabulary Acquisition	
and Use	

Career and College Readiness Anchor Standards for Reading: Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, Range of Reading and Level of Text Complexity

Career and College Readiness Anchor Standards for Writing: Text Types and Purposes, Production and Distribution of Writing, Research to Build and Present Knowledge, Range of Writing

Career and College Readiness Anchor Standards for Speaking and Listening: Comprehension and Collaboration, Presentation of Knowledge and Ideas

	21st Century Themes								
X	Global Awareness	X	Financial, Economic,	X	Civic Literacy	X	Health Literacy		
			Business, and Entrepreneurial						
			Literacy						
	21 st Century Skills								
X	X Creativity and X Critical Thinking and Problem X Communication and X Information Literacy								
	Innovation Solving Collaboration								
X									

Pine Hill Public Schools								
English Language Arts Curriculum								
Unit Title: History through Literature and Informational Text Unit #: 4								
Course or Grade Level: Six Length of Time: 4 Weeks								
Pacing	February - March							
Essential	Reading							
Questions		e time period in which it was written?						
		interact and affect comprehension?						
	_	ies for reading comprehension?						
	Writing	a important in halving the audience on denoted 4th annual and massing of						
	text?	e important in helping the audience understand the purpose and meaning of						
		g affect the clarity and organization of written communication?						
		rious writing styles to find their voice?						
		ate to the ability to read, write, listen, and speak more effectively?						
Content	Reading							
Content	• Genres of Literature - fiction,	nonfiction, poetry, drama, science fiction, fantasy, historical fiction,						
	informational text							
	Elements of Fiction, Non Fiction, and Informational Text							
	• Reading for a variety of purp	oses						
	• Reading Strategies							
	Structural Analysis of Litera	ure						
	• Author's Craft							
	WritingGrammar - Parts of Speech (Nouns, Pronouns, Verbs, Adjectives, Adverbs)							
	 Grammar - Farts of Speech (Nouns, Fronouns, Veros, Adjectives, Adveros) Writing Conventions (punctuation, capitalization, sentence structure, paragraph form, essay form) 							
	 Writing Conventions (punctuation, capitalization, sentence structure, paragraph form, essay form) Narrative, Expository, and Persuasive Writing 							
	• Vocabulary							
	Research							
Skills	Reading							
		mation being presented and evaluate the motive behind its presentation.						
	• Compare and contrast historical fiction to information text on same time period.							
	-	language and specific details - QUASI: question, understand, answer, support,						
	insight							
	_	rehension of a variety of informational text.						
	Use non linguistic representaExplain prior knowledge bef	tions to demonstrate comprehension.						
	1 1	ions based on textual evidence						
		language and specific details - QUASI: question, understand, answer, support,						
	insight	amount and specific details Qui 221 question, understants, answer, supports,						
	Writing							
	Determine and support connotative and denotative meanings with textual evidence.							
		rative discussions with peers.						
		for discussion and evaluation.						
		st, and apply elements of Narrative, Expository, and Persuasive Writing						
	1 0 11	rt claims, develop text to convey main ideas and information in expository						
		aracters, setting etc. to develop a narrative story line.						
	1	elect, and organize information for a specific purpose						
Assessments	ReadingSTAR Reading Assessment							
	• Formative assessments							
	AR Tests							

	Comprehension Tests
	Vocabulary tests
	Illustrating text ideas
	Graphic Organizers
	• Response Journal (real life connections to literature)
	• 4 pt. Reading Response Rubric
	• Writing
	• Formative assessments (grammar/punctuation tests, DOL, vocabulary, Expository, Persuasive, Narrative Writing)
	• Summative Writing Assessments (Narrative, Expository, Persuasive)
	• 6 pt. Writing Rubric
Interventions /	• Nonlinguistic representations of key concepts – story map, character sketches, graphs, graphic organizers,
differentiated	webs, plot diagrams, symbols, models
instruction	Note-taking organizers
instruction	Direct Instruction
	Small Group Instruction
	Multi-sensory approach
	Cooperative Learning
	Pneumatic Devices
	Smart Board Activities
	STAR Reading Benchmarks
Inter-	Social Studies: Geography, Social Context, Historical Context
disciplinary	• Science: Life, Physical and Earth
	Health: Health and Wellness Issues
Connections	Math: Consumer Math
Lesson	Novels
resources /	Daniel's Story by Carol Matas
	Number the Stars by Lois Lowry
Activities	• Various nonfiction informational text for reinforcement (newseum.org, Scholastic SCOPE Magazine)
	• Language Network – McDougal Littell (Yellow, Grade 6)
	• Language of Literature – McDougal Littell (Yellow, Grade 6)
	Vocabulary for Achievement – Great Source
	• Empowering Writers Narrative Guide – Empowering Writers
	• Lessons That Change Writers – Nancie Atwell, Heinemamm Press
	Writing with SPICE – Mike DeVono
	Collaborative Learning Activities
	ELA Common Core Standards
~	Data Common Core Dumudi us
Grade: Six	

Strand: Reading Standards for Literature 6-12 (RL)

Reading Standards for Informational Text 6-12 (RI)

Writing Standards 6-12 (W)

Speaking and Listening Standards 6-12 (SL)

Language Standards 6-12 (L)

Category:	#. Standard:
Key Ideas and Details	RL6:1,2,3,4,5,6,7,9,10
Craft and Structure	
• Integration of	RI6: 1,2,3,4,5,6,7,8,9,10
Knowledge and Ideas	W6:1.a.b.c.d.e,2.a.b.c.d.e.f.,3.a.b.c.d.e,4,5,6,7,8,9.a.b,10
Range of Reading and	77 0.1.a.b.c.u.c,2.a.b.c.u.c.1.,5.a.b.c.u.c,4,5,0,7,6,7.a.b,10
Level of Text Complexity	SL6: 1.a.b.c.d,2,3,4,5,6
• Text Types and	
Purposes	L6:1.a.b.c.d.e,2.a.b, 3.a, 4.a.b.c.d,5.a.b.c,6

- Production and Distribution of Writing
- Research to Build and Present Knowledge
- Range of Writing
- Comprehension and Collaboration
- Presentation of Knowledge and Ideas
- Conventions of Standard English
- Knowledge of Language
- Vocabulary Acquisition and Use

Career and College Readiness Anchor Standards for Reading: Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, Range of Reading and Level of Text Complexity

Career and College Readiness Anchor Standards for Writing: Text Types and Purposes, Production and Distribution of Writing, Research to Build and Present Knowledge, Range of Writing

Career and College Readiness Anchor Standards for Speaking and Listening: Comprehension and Collaboration, Presentation of Knowledge and Ideas

عسا	Pariguage, vocabular y requisition and obe									
	21 st Century Themes									
X	Global Awareness	X	Financial, Economic,	X	Civic Literacy	X	Health Literacy			
			Business, and Entrepreneurial				,			
			Literacy							
	21st Century Skills									
X	X Creativity and X Critical Thinking and Problem X Communication and X Information Literacy									
	Innovation Solving Collaboration									
X	X Media Literacy X ICT Literacy X Life and Career Skills						r Skills			
Innovation Solving Collaboration							r Skills			

Pine Hill Public Schools									
English Language Arts Curriculum									
Unit Title:	Unit Title: Responding to Informational Text Unit #: 5								
	Course or Grade Level: Six Length of Time: 3 Weeks								
Pacing	April								
	Reading								
Essential Questions	• How does comparing and contrasting themes from various types of literature increase understandit topic?								
	How do elements of literature interact and a	•							
	• How does one develop strategies for reading	g comprehension?							
	Writing • Why are organization and style important in	halping the audience understand the purpose and meaning of							
	text?	helping the audience understand the purpose and meaning of							
		arity and organization of written communication?							
	• How do writers select from various writing								
	• How does vocabulary contribute to the abili	ty to read, write, listen, and speak more effectively?							
Content	Reading								
		etry, drama, science fiction, fantasy, historical fiction,							
	informational textElements of Fiction, Non Fiction, and Info	mastional Tort							
	 Elements of Fiction, Non Fiction, and Info Reading for a variety of purposes 	inauonai Text							
	Reading Strategies								
	Structural Analysis of Literature								
	Author's Craft								
	Writing								
	Grammar - Parts of Speech (Nouns, Pronor								
		zation, sentence structure, paragraph form, essay form)							
	Narrative, Expository, and Persuasive Write	ing							
	Vocabulary Doding								
Skills	Reading • Analyze the purpose of information being	presented and evaluate the motive behind its presentation.							
	Use reading/thinking strategies to demonst -activate background knowledge pri -pose questions prior to, during, and -predict and read to validate predict	rate comprehension of text: for to reading I after reading							
	Use graphic organizers to organize and so	ımmarize text.							
	Paraphrase and summarize main ideas in								
	• Explore topics beyond the printed text for	e e e e e e e e e e e e e e e e e e e							
	insight	insight							
	Infer ideas and draw conclusions based on textual evidence.								
	• Identify the author(s) stated or implied pu	rpose(s) for writing a specified text.							
	WritingEngage in a range of collaborative discussi	one with nears							
	 Engage in a range of collaborative discussion Present information to peers for discussion 								
		elements of Expository, and Persuasive Writing							
	 Develop arguments to support claims, developersuasive writing. 	elop text to convey main ideas and information in expository and							
	Apply conventions of writing to written wo	ork.							

Assessments	• Reading					
	STAR Reading Assessment					
	• Formative assessments					
	AR Tests					
	Comprehension Tests					
	Vocabulary tests					
	Illustrating text ideas					
	Graphic Organizers					
	• Response Journal (real life connections to literature)					
	• 4 pt. Reading Response Rubric					
	• Writing					
	• Formative assessments (grammar/punctuation tests, DOL, vocabulary, Expository, Persuasive, Narrative Writing)					
	Summative Writing Assessments (Narrative, Expository, Persuasive) A st Writing Public					
Interventions /	 6 pt. Writing Rubric Nonlinguistic representations of key concepts – story map, character sketches, graphs, graphic organizers, 					
differentiated	webs, plot diagrams, symbols, models					
	Note-taking organizers					
instruction	• Direct Instruction					
	• Small Group Instruction					
	Multi-sensory approach					
	Cooperative Learning					
	Pneumatic Devices					
	Smart Board Activities					
	STAR Reading Benchmarks					
Inter-	Social Studies: Geography, Social Context, Historical Context					
disciplinary	• Science: Life, Physical and Earth					
Connections	Health: Health and Wellness Issues					
Connections	Math: Consumer Math					
Lesson	• Various nonfiction informational text for reinforcement (newseum.org, Scholastic SCOPE Magazine)					
resources /	• Language Network – McDougal Littell (Yellow, Grade 6)					
Activities	• Language of Literature – McDougal Littell (Yellow, Grade 6)					
Activities	Vocabulary for Achievement – Great Source					
	• Empowering Writers Narrative Guide – Empowering Writers					
	• Lessons That Change Writers – Nancie Atwell, Heinemamm Press					
	Writing with SPICE – Mike DeVono					
	Collaborative Learning Activities					
	ELA Common Core Standards					
Grade: Six						
Strand: Readin	g Standards for Literature 6-12 (RL)					

Reading Standards for Informational Text 6-12 (RI)

Writing Standards 6-12 (W)

Speaking and Listening Standards 6-12 (SL)

Language Standards 6-12 (L)
v: #. Standard:

Category:	#. Standard:
Key Ideas and Details	RI6: 1,2,3,4,5,6,7,8,9,10
Craft and Structure	
• Integration of	W6:1.a.b.c.d.e,2.a.b.c.d.e.f.,4,5,6,7,8,9.a.b,10
Knowledge and Ideas	SI 6. 1 a h a d 2 3 4 5 6
Range of Reading and	SL6: 1.a.b.c.d,2,3,4,5,6
Level of Text Complexity	L6:1.a.b.c.d.e,2.a.b, 3.a, 4.a.b.c.d,5.a.b.c,6
Text Types and	

- Production and Distribution of Writing
- Research to Build and Present Knowledge
- Range of Writing
- Comprehension and Collaboration
- Presentation of Knowledge and Ideas
- Conventions of Standard English
- Knowledge of Language
- Vocabulary Acquisition and Use

Career and College Readiness Anchor Standards for Reading: Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, Range of Reading and Level of Text Complexity

Career and College Readiness Anchor Standards for Writing: Text Types and Purposes, Production and Distribution of Writing, Research to Build and Present Knowledge, Range of Writing

Career and College Readiness Anchor Standards for Speaking and Listening: Comprehension and Collaboration, Presentation of Knowledge and Ideas

	21st Century Themes								
X	Timulation, 200101110, 11 2101100 11 11011110 21011								
			Business, and Entrepreneurial						
			Literacy						
	21 st Century Skills								
X	X Creativity and X Critical Thinking and Problem X Communication and X Information Literacy								
	Innovation Solving Collaboration								
X	X Media Literacy X ICT Literacy X Life and Career Skills								

	Pine Hill Public Schools							
English Language Arts Curriculum								
Unit Title: U	Unit Title: Utilizing a Range of Disciplines Unit #: 6							
Course or Gr	Course or Grade Level: Six Length of Time: 6 Weeks							
Pacing	May - June							
Essential Questions	 topic? How do elements of text interact and affect How does one develop strategies for reading Writing 	g comprehension?						
	 text? How do conventions of writing affect the cl How do writers select from various writing How does vocabulary contribute to the ability 	arity and organization of written communication? styles to find their voice? ity to read, write, listen, and speak more effectively?						
Content	- ·							
	 Writing Conventions (punctuation, capitalization, sentence structure, paragraph form, essay form) Narrative, Expository, and Persuasive Writing Vocabulary 							
Skills	Use reading/thinking strategies to demonst -activate background knowledge pr -pose questions prior to, during, and -predict and read to validate predict	ior to reading d after reading tions						
	 Use graphic organizers to organize and st Paraphrase and summarize main ideas an Explore topics beyond the printed text fo Respond to text with precise language an insight Infer ideas and draw conclusions based of Identify the author(s) stated or implied printed particular and statements. 	nd events in text. or understanding. od specific details - QUASI: question, understand, answer, support on textual evidence.						
	 Writing Engage in a range of collaborative discussion Present information to peers for discussion Identify, compare and contrast, and apply of Develop arguments to support claims, developersuasive writing. Apply conventions of writing to written we 	ions with peers. In and evaluation. In and evaluation. In an evaluation of Narrative, Expository, and Persuasive Writing the elop text to convey main ideas and information in expository and tork. In a convey main ideas and information in expository and the elop text to convey main ideas and information in expository and etc. to develop a narrative story line.						

	Present re	esearch in a product that utilizes a variety of text and multimedia components.				
Assessments	• Reading					
		ding Assessment				
	• Formative assessments					
		AR Tests				
		Comprehension Tests				
		Vocabulary tests				
		Illustrating text ideas				
		Graphic Organizers				
	•	Journal (real life connections to literature)				
	_	ing Response Rubric				
	 Writing 					
	Writing)	assessments (grammar/punctuation tests, DOL, vocabulary, Expository, Persuasive, Narrative				
	• Summative	e Writing Assessments (Narrative, Expository, Persuasive)				
	• 6 pt. Writing	ng Rubric				
Interventions /		stic representations of key concepts – story map, character sketches, graphs, graphic organizers, t diagrams, symbols, models				
differentiated	Note-takin					
instruction	• Direct Inst					
	Small Group InstructionMulti-sensory approach					
	Cooperative					
	• Pneumatic					
	• Smart Boa					
		Id Activities Iding Benchmarks				
T ,						
Inter-		dies: Geography, Social Context, Historical Context				
disciplinary		ife, Physical and Earth ealth and Wellness Issues				
Connections						
	• Math: Con					
Lesson		onfiction informational text for reinforcement (newseum.org, Scholastic SCOPE Magazine)				
resources /		Network – McDougal Littell (Yellow, Grade 6)				
Activities		of Literature – McDougal Littell (Yellow, Grade 6)				
		y for Achievement – Great Source				
	-	ng Writers Narrative Guide – Empowering Writers				
		hat Change Writers – Nancie Atwell, Heinemamm Press				
	0	th SPICE – Mike DeVono				
	• Collabora	tive Learning Activities				
		ELA Common Core Standards				
Grade: Six						
Strand: Reading	g Standards	for Literature 6-12 (RL)				
•	-	for Informational Text 6-12 (RI)				
`	Standards Standards	` '				
_	•					
-	O	ening Standards 6-12 (SL)				
Langua	ge Standaro					
Category:		#. Standard:				

RL6:1,2,3,4,5,6,7,9,10 **Key Ideas and Details Craft and Structure** RI6: 1,2,3,4,5,6,7,8,9,10 **Integration of Knowledge and Ideas** W6:1.a.b.c.d.e,2.a.b.c.d.e.f.,3.a.b.c.d.e,4,5,6,7,8,9.a.b,10 Range of Reading and **Level of Text Complexity** SL6: 1.a.b.c.d,2,3,4,5,6 **Text Types and** L6:1.a.b.c.d.e,2.a.b, 3.a, 4.a.b.c.d,5.a.b.c,6 Purposes **Production and Distribution of Writing** Research to Build and **Present Knowledge** Range of Writing Comprehension and Collaboration **Presentation of Knowledge and Ideas** Conventions of Standard English **Knowledge of Language**

Career and College Readiness Anchor Standards for Reading: Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, Range of Reading and Level of Text Complexity

Career and College Readiness Anchor Standards for Writing: Text Types and Purposes, Production and Distribution of Writing, Research to Build and Present Knowledge, Range of Writing

Vocabulary Acquisition

and Use

Career and College Readiness Anchor Standards for Speaking and Listening: Comprehension and Collaboration, Presentation of Knowledge and Ideas

21st Century Themes									
X	Global Awareness	X	Health Literacy						
			Business, and Entrepreneurial		-				
			Literacy						
	21st Century Skills								
X	X Creativity and X Critical Thinking and Problem X Communication and X Information Literacy								
	Innovation Solving Collaboration								
X	X Media Literacy X ICT Literacy X Life and Career Skills								