

May 22, 2009

Middle School Language Arts Teachers:

The Anchorage School District has ten middle schools and several alternative schools that all serve middle school students. Three of our middle schools now have campuses that encompass grades 6-8. The state of Alaska grade-level-expectations (GLE's) are the foundation for our curriculum. Curriculum guides have been written to provide teachers a roadmap for the year. A "one size fits all" does not serve our diverse community well, so when possible, teacher and student choice have been built into the guides. Teachers are required to follow the curriculum guides closely to ensure vertical teaming success. It is our collective responsibility to provide students with viable and dynamic curriculum to ensure equity and quality regardless of their assigned classroom or the school they attend.

The original curriculum guide initiative began back in summer of 2006, with a core group of dedicated teachers who were trained in Understanding By Design (a.k.a. backwards design). We are proud of our bottom-up approach to curriculum development. Teachers are the driving force behind our curriculum, and they recommend the best way to teach it. Each year teachers are invited to attend Curriculum Camp where the guides are refreshed. The most recent "refresh" took place in spring 2009. Following are some of the changes you will notice:

All grade levels have...

- One thematically organized teaching unit per quarter
- Streamlined enduring understandings and essential questions
- A sampler of diagnostic/formative/summative assessments to help frame instruction
- Five areas of focus for each teaching unit: reading, writing, grammar, vocabulary, and media literacy
- One required trade book during the first semester and one required trade book during the second semester
- Updated resource list that reflects the new adoption materials (McDougal Littell 2008 *Literature* and *Grammar for Writing*)
- Leveled literature selections and novels (E=Easy, A=Average, C=Challenging)
- GLE's correlated to each teaching unit

Thank you for the endless hours you give providing our students the best language arts instruction possible!

Respectfully,

Mardell Kiesel  
K-12 Language Arts Coordinator

Amy Goodman  
Middle School Language Arts Support Teacher

## 6<sup>th</sup> Grade Language Arts Year-at-a-Glance

QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
<b>Reading Focus:</b> <ul style="list-style-type: none"> <li>• Fiction</li> <li>• Novel: <i>Wringer</i></li> <li>• Ongoing self-selected independent reading</li> </ul>	<b>Reading Focus:</b> <ul style="list-style-type: none"> <li>• Historical Fiction</li> <li>• Poetry</li> <li>• Ongoing self-selected independent reading</li> </ul>	<b>Reading Focus:</b> <ul style="list-style-type: none"> <li>• Character and Point of View</li> <li>• Novel: <i>10 Days of Anne Frank</i> and/or <i>Journey to Topaz</i></li> <li>• Ongoing self-selected independent reading</li> </ul>	<b>Reading Focus:</b> <ul style="list-style-type: none"> <li>• Biography and Autobiography</li> <li>• Ongoing self-selected independent reading</li> </ul>
<b>Writing Focus:</b> <ul style="list-style-type: none"> <li>• Expository Essay (Describing a Person)</li> </ul>	<b>Writing Focus:</b> <ul style="list-style-type: none"> <li>• Comparison-Contrast Essay</li> </ul>	<b>Writing Focus:</b> <ul style="list-style-type: none"> <li>• Research Report</li> </ul>	<b>Writing Focus:</b> <ul style="list-style-type: none"> <li>• Persuasive Essay</li> </ul>
<b>Grammar Overview:</b> <ul style="list-style-type: none"> <li>• The Sentence and Its Parts - Chapter 1</li> <li>• Nouns - Chapter 2</li> <li>• Pronouns - Chapter 3</li> </ul>	<b>Grammar Overview:</b> <ul style="list-style-type: none"> <li>• Verbs - Chapter 4</li> <li>• Adjectives and Adverbs - Chapter 5</li> </ul>	<b>Grammar Overview:</b> <ul style="list-style-type: none"> <li>• Prepositions, Conjunctions, Interjections - Chapter 6</li> <li>• Subject-Verb Agreement - Chapter 7</li> </ul>	<b>Grammar Overview:</b> <ul style="list-style-type: none"> <li>• Capitalization - Chapter 8</li> <li>• Punctuation - Chapter 9</li> </ul>
<b>Vocabulary Focus:</b> <ul style="list-style-type: none"> <li>• Lesson 1 - Word Parts: Base Words, Prefixes, Suffixes, and Roots</li> <li>• Lesson 13 - Context Clues: Definition and Restatement</li> <li>• Lesson 15 - Context Clues: Example</li> <li>• Lesson 24 - Using Dictionaries and Glossaries</li> </ul>	<b>Vocabulary Focus:</b> <ul style="list-style-type: none"> <li>• Lesson 5 - Noun Suffixes</li> <li>• Lesson 6 - Verb Suffixes</li> <li>• Lesson 7 - Suffixes: Adjective and Adverb</li> <li>• Lesson 20 - Homonyms and Homographs</li> <li>• Lesson 21 - Homophones and Commonly Confused Words</li> </ul>	<b>Vocabulary Focus:</b> <ul style="list-style-type: none"> <li>• Lesson 2 - Prefixes: Negation and Number</li> <li>• Lesson 3 - Prefixes: Space, Direction, and Time</li> <li>• Lesson 18 - Synonyms and Antonyms</li> <li>• Lesson 19 - Multiple Meaning Words</li> </ul>	<b>Vocabulary Focus:</b> <ul style="list-style-type: none"> <li>• Lesson 12 - Word Families and Derivatives</li> <li>• Lesson 17 - Denotation and Connotation</li> <li>• Lesson 22 - Idioms</li> <li>• Lesson 23 - Analogies</li> </ul>
<b>Media Literacy Focus:</b> <ul style="list-style-type: none"> <li>• <i>from</i> Smallville p. 254</li> <li>• <i>from</i> Lemony Snicket's A Series of Unfortunate Events p. 106</li> </ul>	<b>Media Literacy Focus:</b> <ul style="list-style-type: none"> <li>• Artists and Style p. 522</li> </ul>	<b>Media Literacy Focus:</b> <ul style="list-style-type: none"> <li>• News Reports p. 880</li> <li>• <i>from</i> Houdini: The Great Escape p. 812</li> </ul>	<b>Media Literacy Focus:</b> <ul style="list-style-type: none"> <li>• Persuasive Techniques in Commercials p. 914</li> </ul>

<b>6<sup>th</sup> Grade LA Curriculum Semester 1 - Unit 1</b>	<b>Facing Challenges</b>
<b>Enduring Understanding:</b>  Experiences comprise who we are, where we come from and what we strive to become.	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• How do you have the potential to create a positive environment?</li> <li>• What is a character’s true identity?</li> <li>• What is the best way to deal with a bully?</li> </ul>

<b>Diagnostic Assessment Examples</b> What do my students already know?	<b>Formative Assessment Examples</b> What are my students learning today?	<b>Summative Assessment Examples</b> Have my students mastered the content?
<p><b>Reading Focus:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Anticipation Guide (Best Practice Toolkit: A14, A45)</li> <li><input type="checkbox"/> Catapult into Literature (BPT: D17, D64)</li> <li><input type="checkbox"/> Cloze Test (BPT: Assessment File)</li> <li><input type="checkbox"/> Concept Card (BPT: A19, A50)</li> <li><input type="checkbox"/> Definition Mapping (BPT: E6, E19)</li> <li><input type="checkbox"/> Informal Reading Inventory (Assessment File)</li> <li><input type="checkbox"/> Knowledge Rating (BPT: E3, E11)</li> <li><input type="checkbox"/> KWL Chart (BPT: A21, A52)</li> <li><input type="checkbox"/> List-Group-Label (BPT: A15, A46)</li> <li><input type="checkbox"/> Mindstreaming (BPT: A16, A47)</li> <li><input type="checkbox"/> Predicting ABC’s (BPT: E4, E12)</li> <li><input type="checkbox"/> Round Robin/Roundtable (BPT: A17, A48)</li> <li><input type="checkbox"/> Student Self-Assessment (Assessment File)</li> <li><input type="checkbox"/> Think-Pair-Share (BPT: A18, A49)</li> <li><input type="checkbox"/> Word Questioning (BPT: E9, E32)</li> <li><input type="checkbox"/> Word Sorts (BPT: E5, E13)</li> </ul> <p><b>Writing Focus:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Writing Self-Assessment (Assessment File)</li> <li><input type="checkbox"/> Writing Prompt (Assessment File)</li> </ul> <p><b>Grammar Overview:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Chapter Pretests: The Sentence and Its Parts, Nouns &amp; Pronouns (Easy Planner: Grammar Assessment)</li> </ul> <p><b>Vocabulary Focus:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Standards Lesson File: Vocabulary Teacher’s Guide Pages</li> </ul> <p><b>Media Literacy Focus:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Standards Lesson File: Media Studies Teaching Guide Pages</li> </ul> <p><b>Other:</b> _____</p>	<p><b>Reading Focus:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Analyzing Setting (Best Practice Toolkit: D15, D62)</li> <li><input type="checkbox"/> Character Analysis Chart (BPT: D5, D28, D29, D52)</li> <li><input type="checkbox"/> Character Map (BPT: D8, D27)</li> <li><input type="checkbox"/> Character Traits and Textual Evidence (BPT: D6, D53)</li> <li><input type="checkbox"/> Character Traits Web (BPT: D7, D54)</li> <li><input type="checkbox"/> Characters and Dialogue (BPT: D9, D56)</li> <li><input type="checkbox"/> Comparing Myself to a Character (BPT: D10, D57)</li> <li><input type="checkbox"/> Evaluating a Story or Drama (BPT: D18, D 65)</li> <li><input type="checkbox"/> Evaluating Plot (BPT: D13, D60)</li> <li><input type="checkbox"/> Literature Circles (BPT: D20, D67)</li> <li><input type="checkbox"/> New Word Analysis (BPT: E8, E24)</li> <li><input type="checkbox"/> Plot Analysis Frame (BPT: D30, D31)</li> <li><input type="checkbox"/> Plot Diagram (BPT: D12, D59)</li> <li><input type="checkbox"/> Setting Analysis Frame (BPT: D32, D33)</li> <li><input type="checkbox"/> Setting Diagram (BPT: D14, D61)</li> <li><input type="checkbox"/> Story Map (BPT: D16, D63)</li> <li><input type="checkbox"/> Theme Analysis Frame (BPT: D34, D35)</li> </ul> <p><b>Writing Focus:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Mapping Main Ideas and Details (BPT: C6, C45)</li> <li><input type="checkbox"/> RAFT (BPT: C8, C47)</li> </ul> <p><b>Grammar Overview:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Chapter Mid-point Tests: The Sentence and Its Parts, Nouns &amp; Pronouns (Easy Planner: Grammar Assessment)</li> </ul> <p><b>Vocabulary Focus:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Standards Lesson File: Vocabulary Practice Worksheet(s)</li> </ul> <p><b>Media Literacy Focus:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Standards Lesson File: Media Studies Practice Worksheet(s)</li> </ul> <p><b>Other:</b> _____</p>	<p><b>Reading Focus:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Selection Tests (Test Generator)</li> </ul> <p><b>Writing Focus:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Expository Essay: Describing a Person</li> </ul> <p><b>Grammar Overview:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Mastery Tests: The Sentence and Its Parts, Nouns &amp; Pronouns (Easy Planner: Grammar Assessment)</li> </ul> <p><b>Vocabulary Focus:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Standards Lesson File: Vocabulary Practice Worksheet(s)</li> </ul> <p><b>Media Literacy Focus:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Standards Lesson File: Media Studies Practice Worksheet(s)</li> </ul> <p><b>Interdisciplinary Focus:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Language Arts and Social Studies Integrated Project</li> </ul> <p><b>Other:</b> _____</p>

Required Areas of Focus/Student Knowledge	Essential Vocabulary	Resources
<p><b>Reading Focus:</b></p> <ul style="list-style-type: none"> <li>Fiction</li> <li>Ongoing self-selected independent reading</li> </ul> <p><b>Writing Focus:</b></p> <ul style="list-style-type: none"> <li>Expository Essay (Describing a Person)</li> </ul> <p><b>Grammar Overview:</b> (<i>Grammar for Writing</i>)</p> <ul style="list-style-type: none"> <li>The Sentence and Its Parts - Chapter 1</li> <li>Nouns - Chapter 2</li> <li>Pronouns - Chapter 3</li> </ul> <p><b>Vocabulary Focus:</b> (<i>Standards Lesson File - Vocabulary and Spelling</i>)</p> <ul style="list-style-type: none"> <li>Lesson 1 - Word Parts: Base Words, Prefixes, Suffixes, and Roots</li> <li>Lesson 13 - Context Clues: Definition and Restatement</li> <li>Lesson 15 - Context Clues: Example</li> <li>Lesson 24 - Using Dictionaries and Glossaries</li> </ul> <p><b>Media Literacy Focus:</b> (<i>MediaSmart DVD</i>)</p> <ul style="list-style-type: none"> <li>from Smallville p. 254</li> <li>from Lemony Snicket's A Series of Unfortunate Events p. 106</li> </ul>	<p><b>Reading Terms:</b></p> <p>ACTIVE strategies  Analyze  Cause and effect  Character  Climax  Compare and contrast  Comprehension  Connections  Conflict  Context clues  Evaluate  Exposition  Falling action  Figurative language  Foreshadow  Genre  Inference  Narrator  Plot  Point of View  Predict  Problem/solution  Resolution/ Solution  Rising action  Setting  Sequence of events  Summarize  Theme  Visualize</p> <p><b>Writing Terms:</b></p> <p>Brainstorming  Character description  Conclusion  Conventions/mechanics  Descriptive writing  Drafting  Editing  Ideas  Interview  Introduction  Listening  Organization  Paragraph  Prewriting  Publishing</p>	<p><b>Required Literature:</b>  <i>Wringer</i> - Jerry Spinelli</p> <p><b>Choice Reading Materials</b> (McDougal-Littell <i>Literature</i>)</p> <p><b>Reader's Workshop:</b>  What Makes a Good Story? p. 24</p> <p><b>Fiction:</b>  "Tuesday of the Other June" (A) p. 204  "All Summer in a Day" (E) p. 64 {not in eEdition}  "Lob's Girl" (C) p. 82</p> <p><b>Poetry:</b>  "Primer" p. 218  "Life Doesn't Frighten Me" (A) p. 280  "On Turning 10" (A) p. 285</p> <p><b>Essay:</b>  "The Problem with Bullies" (A) p. 223</p> <p><b><u>Additional Read Aloud/Literature Circle Suggestions</u></b>  (Inventories vary at each middle school)</p> <p><b>Easy</b>  <i>Simon's Hook</i> - Karen Burnett  <i>The Hundred Dresses</i> - Eleanor Estes  <i>Jake Drake Bully Buster</i> - Andrew Clements  <i>Mr. Lincoln's Way</i> - Patricia Polacco  <i>My Secret Bully</i> - Trudy Ludwig</p> <p><b>Average:</b>  <i>New Kids in Town</i> - Janet Bode  <i>In the Year of the Boar and Jackie Robinson</i> - Bette Lord  <i>If Your Name Was Changed at Ellis Island</i> - Ellen Levine</p> <p><b>Challenging:</b>  <i>The King of Mulberry Street</i> - Donna Jo Napoli</p>

**THE STUDENT WILL:****Reading:**

- Identify and apply the elements of fiction: recognize characters, identify setting, analyze plot, conflict, and resolution
- Recognize sequence of events
- Identify and apply the "Think First Model" (AVB)
- Apply ACTIVE comprehension/thinking strategies: A = Ask questions, C = Make connections, T = Track down important information, I = Infer, V = Visualize, E = Eureka! (synthesis)
- Apply Middle School High Five strategies: Read Around the Text, KIM Vocabulary, Two-Column Notes, Reciprocal Teaching, and Sum It Up

**Writing:**

- Analyze models of effective character description
- Write an effective character description
- Use the writing process (prewriting, drafting, editing, revising, and publishing) to describe a person
- Connect ideas with transitions
- Revise and edit using a rubric for descriptive writing
- Review and apply the six traits of writing (emphasis on ideas/content, organization, and word choice)

**Grammar:**

- Identify and use the parts of a sentence accurately
- Identify and use the various types of sentences
- Identify and use nouns and pronouns properly

**Vocabulary:**

- Identify word parts, including base words, prefixes, suffixes, and roots
- Analyze word meanings using word parts
- Form words by combining word parts
- Identify and use restatement and definition context clues to understand unfamiliar words
- Identify and use example context clues to understand unfamiliar words
- Identify the parts of a dictionary entry to find definitions
- Use a glossary to find definitions of specialized terms

**Media Literacy:**

- Identify and analyze visual elements, sound, and dialogue in television and movies
- Analyze television techniques that establish character
- Create a storyboard
- Explore how moviemakers build excitement
- Analyze film techniques that establish setting and conflict

**(Writing Terms Cont.)**

Revising  
Sensory Details  
Sentence fluency  
Speaking  
Supporting details  
Thesis statement  
Tone  
Transitions  
Voice  
Word choice

**Grammar Terms:**

Subject  
Predicate  
Verb  
Kinds of sentences  
Fragments  
Compound sentences  
Run-ons  
Noun  
Pronoun

**Vocabulary Terms:**

Prefixes  
Suffixes  
Roots  
Base words  
Context clues

**Media Terms:**

Setting  
Conflict  
Visual  
Sound

**Choice Writing Materials:**

Writer's Workshop: Describing a Person p. 288 (McDougal Littell *Literature*)  
Writer's Workshop: Personal Narrative p. 824 (McDougal Littell *Literature*)  
Writer's Workshop: Short Story p. 158 (McDougal Littell *Literature*)  
*WriteSmart* DVD (McDougal Littell *Literature*)  
*Step Up to Writing*  
*Write Source 2000*  
*Write Traits Kit*  
*Inside Writing*  
*Daily Sentence Composing*

**McDougal Littell Tech Support Hotline:**

1-800-727-3009

**www.classzone.com**

My user name: \_\_\_\_\_ My password: \_\_\_\_\_

Reading: Grade Level Expectations	Writing: Grade Level Expectations
<ul style="list-style-type: none"> <li>⇒ <b>R2.1.a.</b> Use a combination of the following to read and comprehend text: knowledge of phonetics, language structure, and semantics; text structures such as illustrations, graphs, and headers; self-monitoring and self-correcting strategies; adjusting reading pace or style based on purpose, task, and type of text. (2.1.1, 2.1.2, 2.1.4, 2.1.5; ASD -2.1.6, 2.1.7, 2.1.8, 2.1.10)</li> <li>⇒ <b>R2.1.b.</b> Use knowledge of word families, phonetics, context clues, visual cues, and structural elements to determine meaning of unfamiliar words.E.B.1 (2.1.1, 2.1.2, 2.1.4, 2.1.5; ASD -2.1.6, 2.1.7, 2.1.8, 2.1.10)</li> <li>⇒ <b>R2.2</b> Infer meaning from text. E.B.1</li> <li>⇒ <b>R 2.3</b> Read texts aloud with rhythm, flow and expression, demonstrating knowledge of punctuation and other conventions of print. E.B.1</li> <li>⇒ <b>R2.4.a.</b> Retell stories in correct sequence.</li> <li>⇒ <b>R2.4.b.</b> Restate and summarize information or idea from a text. E.B.2</li> <li>⇒ <b>R2.5</b> Locate evidence in text and from related experience to support understanding of a main idea. E.D.2 (2.5.1, 2.5.2, 2.5.3; ASD -2.5.4)</li> <li>⇒ <b>R2.7</b> Explain the characteristics of the following: fiction and non-fiction, prose and poetry, and four major genres of fiction: short story, drama, novel and poetry. E.B.2 (2.7.1, 2.7.2, 2.7.3; ASD -2.7.5)</li> <li>⇒ <b>R2.8.a</b> Define and identify plots, settings, and character in fiction. (2.8.1, 2.8.2)</li> <li>⇒ <b>R2.8.b.</b> Comprehend contrast plots, settings and characters in a variety of works by a variety of authors (2.8.1, 2.8.2)</li> <li>⇒ <b>R2.9.a.</b> Differentiate between fact and opinion. (2.9.3)</li> <li>⇒ <b>R2.9.b.</b> Express opinions about a text and support these opinions with textual evidence.E.D.2 (2.9.3)</li> <li>⇒ <b>R2.10</b> Identify themes in texts and connect them to personal experiences, experiences of others, and other texts.E.B.3</li> <li>⇒ <b>R2.11</b> Connect cultural events, ideas, settings, and influences from one text to similar texts from other cultures. E.E.1</li> </ul>	<ul style="list-style-type: none"> <li>⇒ <b>W2.1</b> Write a well-organized two-paragraph composition that addresses a single topic. E.A.1 (2.1.2, 2.1.4, ASD- 2.1.6)</li> <li>⇒ <b>W2.2</b> Use a variety of fiction and non-fiction forms when writing for different audiences. E.A.4 (2.2.1, 2.2.3)</li> <li>⇒ <b>W2.3.a.</b> Use a variety of simple and complex sentence structures in written work.</li> <li>⇒ <b>W2.3.b.</b> Proofread and correct grammar, sentence structure, paragraph structure, punctuation, capitalization, spelling, and usage in finished written work. E.A.5</li> <li>⇒ <b>W2.4.a.</b> Revise writing to improve the logical progression of ideas and supporting information. E.A.5</li> <li>⇒ <b>W2.4.b.</b> Revise own and others' work and provide appropriate feedback to peers based upon established criteria, to improve quality and effectiveness of writing. E.A.8</li> <li>⇒ <b>W2.5</b> Give credit for others' ideas, images, and information by citing information about sources, including title and author. E.D.3</li> <li>⇒ <b>W2.6</b> Use resources such as computers, word processing software, dictionaries and thesauruses to make choices when writing. E.A.7 (2.6.1, 2.6.3)</li> </ul>

<b>6<sup>th</sup> Grade LA Curriculum Semester 1 - Unit 2</b>	<b>Accepting Changes</b>
<b>Enduring Understanding:</b>  The past influences and shapes the future.	<b>Essential Questions:</b>  <ul style="list-style-type: none"> <li>• How do personal struggles make us stronger?</li> <li>• How do possibilities become reality?</li> </ul>

<b>Diagnostic Assessment Examples</b> What do my students already know?	<b>Formative Assessment Examples</b> What are my students learning today?	<b>Summative Assessment Examples</b> Have my students mastered the content?
<p><b>Reading Focus:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Anticipation Guide (Best Practice Toolkit: A14, A45)</li> <li><input type="checkbox"/> Catapult into Literature (BPT: D17, D64)</li> <li><input type="checkbox"/> Concept Card (BPT: A19, A50)</li> <li><input type="checkbox"/> Definition Mapping (BPT: E6, E19)</li> <li><input type="checkbox"/> Knowledge Rating (BPT: E3, E11)</li> <li><input type="checkbox"/> KWL Chart (BPT: A21, A52)</li> <li><input type="checkbox"/> List-Group-Label (BPT: A15, A46)</li> <li><input type="checkbox"/> Mindstreaming (BPT: A16, A47)</li> <li><input type="checkbox"/> Predicting ABC's (BPT: E4, E12)</li> <li><input type="checkbox"/> Round Robin/Roundtable (BPT: A17, A48)</li> <li><input type="checkbox"/> Think-Pair-Share (BPT: A18, A49)</li> <li><input type="checkbox"/> Word Questioning (BPT: E9, E32)</li> <li><input type="checkbox"/> Word Sorts (BPT: E5, E13)</li> </ul> <p><b>Writing Focus:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Writing Self-Assessment (Assessment File)</li> <li><input type="checkbox"/> Writing Prompt (Assessment File)</li> </ul> <p><b>Grammar Overview:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Chapter Pretests: Verbs &amp; Adjectives and Adverbs (Easy Planner: Grammar Assessment)</li> </ul> <p><b>Vocabulary Focus:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Standards Lesson File: Vocabulary Teacher's Guide Pages</li> </ul> <p><b>Media Literacy Focus:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Standards Lesson File: Media Studies Teaching Guide Pages</li> </ul> <p><b>Other:</b> _____</p>	<p><b>Reading Focus:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Comparison Matrix (Best Practice Toolkit: A24, A56)</li> <li><input type="checkbox"/> Core Analysis Frame: Drama (BPT: D44, D45)</li> <li><input type="checkbox"/> Core Analysis Frame: Fiction (BPT: D24, D25)</li> <li><input type="checkbox"/> Core Analysis Frame - Poetry (BPT: D36, D37)</li> <li><input type="checkbox"/> Evaluating a Story or Drama (BPT: D18, D 65)</li> <li><input type="checkbox"/> Linear Array (BPT: E7, E23)</li> <li><input type="checkbox"/> Literature Circles (BPT: D20, D67)</li> <li><input type="checkbox"/> New Word Analysis (BPT: E8, E24)</li> <li><input type="checkbox"/> Open Mind (BPT: D11, D58)</li> <li><input type="checkbox"/> Poetic Content (BPT: D38, D39)</li> <li><input type="checkbox"/> Poetic Form &amp; Structure (BPT: D42, D43)</li> <li><input type="checkbox"/> Poetic Language &amp; Style (BPT: D40, D41)</li> <li><input type="checkbox"/> Reading Response Starters (BPT: D22, D69)</li> <li><input type="checkbox"/> Story Map (BPT: D16, D63)</li> <li><input type="checkbox"/> Word Square (BPT: E10, E33)</li> </ul> <p><b>Writing Focus:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Y Chart (A27, A59)</li> </ul> <p><b>Grammar Overview:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Chapter Mid-point Tests: Verbs &amp; Adjectives and Adverbs (Easy Planner: Grammar Assessment)</li> </ul> <p><b>Vocabulary Focus:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Standards Lesson File: Vocabulary Practice Worksheet(s)</li> </ul> <p><b>Media Literacy Focus:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Standards Lesson File: Media Studies Practice Worksheet(s)</li> </ul> <p><b>Other:</b> _____</p>	<p><b>Reading Focus:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Selection Tests (Test Generator)</li> </ul> <p><b>Writing Focus:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Compare-Contrast Essay</li> </ul> <p><b>Grammar Overview:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Mastery Tests: Verbs &amp; Adjectives and Adverbs (Easy Planner: Grammar Assessment)</li> </ul> <p><b>Vocabulary Focus:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Standards Lesson File: Vocabulary Practice Worksheet(s)</li> </ul> <p><b>Media Literacy Focus:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Standards Lesson File: Media Studies Practice Worksheet(s)</li> </ul> <p><b>Interdisciplinary Focus:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Language Arts and Social Studies Integrated Project</li> </ul> <p><b>Other:</b> _____</p>

Required Areas of Focus/Student Knowledge	Essential Vocabulary	Resources
<p><b>Reading Focus:</b></p> <ul style="list-style-type: none"> <li>• Historical Fiction</li> <li>• Poetry</li> <li>• Ongoing self-selected independent reading</li> </ul> <p><b>Writing Focus:</b></p> <ul style="list-style-type: none"> <li>• Compare-Contrast Essay</li> </ul> <p><b>Grammar Overview:</b> (<i>Grammar for Writing</i>)</p> <ul style="list-style-type: none"> <li>• Verbs - Chapter 4</li> <li>• Adjectives and Adverbs - Chapter 5</li> </ul> <p><b>Vocabulary Focus:</b> (<i>Standards Lesson File - Vocabulary and Spelling</i>)</p> <ul style="list-style-type: none"> <li>• Lesson 5 - Noun Suffixes</li> <li>• Lesson 6 - Verb Suffixes</li> <li>• Lesson 7 - Suffixes: Adjective and Adverb</li> <li>• Lesson 20 - Homonyms and Homographs</li> <li>• Lesson 21 - Homophones and Commonly Confused Words</li> </ul> <p><b>Media Literacy Focus:</b> (<i>MediaSmart DVD</i>)</p> <ul style="list-style-type: none"> <li>• Artists and Style p. 522</li> </ul>	<p><b>Reading Terms:</b></p> <p>Alliteration  Compare  Connect  Contrast  Evaluate  Figurative language  Form and structure  Foreshadowing  Imagery  Inference  Interpret  Metaphor  Personification  Repetition  Rhyme  Rhythm  Simile  Speaker  Speculate  Stanza  Synthesize  Theme  Topic  Visualize</p> <p><b>Writing Terms:</b></p> <p>Audience  Compare  Conclusion  Contrast  Differences  Edit  Examples  Ideas  Introduction  Key point  Organization  Revise  Similarities  Support  Thesis statement  Transition</p> <p><b>Grammar Terms:</b></p> <p>Adjectives  Adverbs</p>	<p><b>No Required Literature</b></p> <p><b>Choice Reading Materials</b> (McDougal-Littell <i>Literature</i>)</p> <p><b>Reader’s Workshop:</b>  Understanding Theme p. 306  Appreciating Poetry p. 544</p> <p><b>Fiction:</b>  from <i>Esperanza Rising</i> (A) p. 378  “The Dog of Pompeii” (A) p. 312  “Ghost of the Lagoon” (A) p. 190  “The Richer, The Poorer” (A) p. 370  From <i>Bud, Not Buddy</i> (A) p. 100  <i>The True Story of the Three Little Pigs</i> (E) p. 438</p> <p><b>Nonfiction:</b>  “The Story of My Life” (C) p. 786  <i>Letter to Helen Keller</i> (A) p. 792</p> <p><b>Poetry:</b>  “Dreams” (A) p. 388  “A Message from a Caterpillar” (A) p. 576</p> <p><b>Folktale:</b>  “Aunty Misery” (A) p. 716</p> <p><b>Essay:</b>  “Role Playing and Discovery” (E) p. 260</p> <p><b><u>Additional Read Aloud/Literature Circle Suggestions</u></b>  (Inventories vary at each middle school)</p> <p><b>Easy:</b> _____</p> <p><b>Average:</b>  <i>Bud, Not Buddy</i> - Christopher Paul Curtis  <i>Out of the Dust</i> - Karen Hesse  <i>Roll of Thunder, Hear My Cry</i> - Mildred D. Taylor</p> <p><b>Challenging:</b>  <i>After the Dancing Days</i> - Margaret Rostkowski  <i>A Jar of Dreams</i> - Yoshiko Uchida</p>

**THE STUDENT WILL:**

**Reading:**

- Identify and analyze topic and theme
- Compare and contrast topic versus theme
- Read from different perspectives
- Identify and analyze historical fiction
- Use strategies for reading historical fiction
- Understand sound devices and literary elements to help determine a theme
- Identify and analyze form, speaker, sound devices and figurative language in poetry
- Identify and interpret imagery in poetry
- Apply ACTIVE comprehension/thinking strategies: A = Ask questions, C = Make connections, T = Track down important information, I = Infer, V = Visualize, E = Eureka! (synthesis)
- Apply Middle School High Five strategies: Read Around the Text, KIM Vocabulary, Two-Column Notes, Reciprocal Teaching, and Sum It Up

**Writing:**

- Analyze a student model that reflects the key traits of compare-contrast writing
- Write a comparison-contrast essay (introduction, transitions, body, conclusion)
- Implement the writing process (prewriting, drafting, editing, revising, and publishing)
- Review and apply the six traits of writing (emphasis on ideas/content and organization)
- Review and use capitalization and punctuation conventions

**Grammar:**

- Identify and use verbs accurately
- Identify and use adjectives and adverbs accurately

**Vocabulary:**

- Identify and use noun, verb, adjective and adverb suffixes to determine word meanings
- Identify and use homonyms, homographs, homophones and commonly confused words in correct contexts

**Media Literacy:**

- Explore the key idea of style
- Identify and analyze color, line, shape, and texture in illustrations
- Compare and contrast illustrator's styles
- Create an illustration

**(Grammar Terms Cont.)**

Verbs

**Vocabulary Terms:**

- Adjective suffix
- Adverb suffix
- Base word
- Commonly confused words
- Homograph
- Homonym
- Homophone
- Noun
- Noun suffix
- Root
- Suffix
- Verb suffix

**Media Terms:**

- Color
- Illustration
- Shape
- Style
- Texture

**Choice Writing Materials:**

- Writer's Workshop: Compare-Contrast Essay p. 526 (McDougal Littell *Literature*)
- WriteSmart DVD (McDougal Littell *Literature*)
- Step Up to Writing
- Write Source 2000
- Write Traits Kit
- Inside Writing
- Daily Sentence Composing

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1-800-727-3009

**www.classzone.com**

My user name: \_\_\_\_\_ My password: \_\_\_\_\_

Reading: Grade Level Expectations	Writing: Grade Level Expectations
<p>⇒ <b>R2.1.a.</b> Use a combination of the following to read and comprehend text: knowledge of phonetics, language structure, and semantics; text structures such as illustrations, graphs, and headers; self-monitoring and self-correcting strategies; adjusting reading pace or style based on purpose, task, and type of text.</p> <p>⇒ <b>R2.1.b.</b> Use knowledge of word families, phonetics, context clues, visual cues, and structural elements to determine meaning of unfamiliar words.E.B.1 (2.1.2, 2.1.4, 2.1.5; ASD - 2.1.6, 2.1.7, 2.1.8)</p> <p>⇒ <b>R2.2</b> Infer meaning from text. E.B.1 (2.2.1, 2.2.2, 2.2.4)</p> <p>⇒ <b>R2.3</b> Read texts aloud with rhythm, flow, and expression, demonstrating knowledge of punctuation and other conventions of print. E.B.1</p> <p>⇒ <b>R2.5</b> Locate evidence in the text and from related experiences to support understanding of a main idea. E.D.2 (2.5.2)</p> <p>⇒ <b>R2.7</b> Explain the characteristics of the following: fiction and non-fiction, prose and poetry, and four major genres of fiction: short story, drama, novel, and poetry. E.B.2 (2.7.1, 2.7.2, 2.7.3; ASD-2.7.5)</p> <p>⇒ <b>R2.8.a.</b> Define and identify plots, settings, and characters in fiction. b. Compare and contrast plots, settings and characters in a variety of works by a variety of authors (2.8.2)</p> <p>⇒ <b>R2.9.a.</b> Differentiate between fact and opinion. b. Express opinions about a text and support these opinions with textual evidence.E.D.2 (2.9.3)</p> <p>⇒ <b>R2.10</b> Identify themes in texts and connect them to personal experiences, experiences of others, and other texts.E.B.3 (2.10.1, 2.10.2)</p>	<p>⇒ <b>W2.1</b> Write a well-organized two-paragraph composition that addresses a single topic. E.A.1 (2.1.1, 2.1.3; ASD - 2.1.5)</p> <p>⇒ <b>W2.2</b> Use a variety of fiction and non-fiction forms when writing for different audiences. E.A.4 (2.2.1)</p> <p>⇒ <b>W2.3.a.</b> Use a variety of simple and complex sentence structures in written work.</p> <p>⇒ <b>W2.3.b.</b> Proofread and correct grammar, sentence structure, paragraph structure, punctuation, capitalization, spelling, and usage in finished written work. E.A.5</p> <p>⇒ <b>W2.4.a.</b> Revise writing to improve the logical progression of ideas and supporting information. E.A.5</p> <p>⇒ <b>W2.4.b.</b> Revise own and others' work and provide appropriate feedback to peers based upon established criteria, to improve quality and effectiveness of writing. E.A.8</p> <p>⇒ <b>W2.5</b> Give credit for others' ideas, images, and information by citing information about sources, including title and author. E.D.3</p> <p>⇒ <b>W2.6</b> Use resources such as computers, word processing software, dictionaries and thesauruses to make choices when writing. E.A.7 (2.6.3)</p>

<b>6<sup>th</sup> Grade LA Curriculum Semester 2 - Unit 3</b>	<b>Finding Personal Courage</b>
<b>Enduring Understanding:</b>  Every person can make a difference.	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• How do we have a positive impact on the world?</li> <li>• How can one person affect a group?</li> <li>• How does peer pressure impact individuals and groups?</li> </ul>

<b>Diagnostic Assessment Examples</b> What do my students already know?	<b>Formative Assessment Examples</b> What are my students learning today?	<b>Summative Assessment Examples</b> Have my students mastered the content?
<p><b>Reading Focus:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Anticipation Guide (Best Practice Toolkit: A14, A45)</li> <li><input type="checkbox"/> Catapult into Literature (BPT: D17, D64)</li> <li><input type="checkbox"/> Cloze Test (Assessment File)</li> <li><input type="checkbox"/> Concept Card (BPT: A19, A50)</li> <li><input type="checkbox"/> Definition Mapping (BPT: E6, E19)</li> <li><input type="checkbox"/> Informal Reading Inventory (Assessment File)</li> <li><input type="checkbox"/> Knowledge Rating (BPT: E3, E11)</li> <li><input type="checkbox"/> KWL Chart (BPT: A21, A52)</li> <li><input type="checkbox"/> List-Group-Label (BPT: A15, A46)</li> <li><input type="checkbox"/> Mindstreaming (BPT: A16, A47)</li> <li><input type="checkbox"/> Predicting ABC's (BPT: E4, E12)</li> <li><input type="checkbox"/> Round Robin/Roundtable (BPT: A17, A48)</li> <li><input type="checkbox"/> Student Self-Assessment (Assessment File)</li> <li><input type="checkbox"/> Think-Pair-Share (BPT: A18, A49)</li> <li><input type="checkbox"/> Word Questioning (BPT: E9, E32)</li> <li><input type="checkbox"/> Word Sorts (BPT: E5, E13)</li> </ul> <p><b>Writing Focus:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Writing Self-Assessment (Assessment File)</li> <li><input type="checkbox"/> Writing Prompt (Assessment File)</li> </ul> <p><b>Grammar Overview:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Chapter Pretests: Prepositions, Conjunctions, Interjections &amp; Subject-Verb Agreement (Easy Planner: Grammar Assessment)</li> </ul> <p><b>Vocabulary Focus:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Standards Lesson File: Vocabulary Teacher's Guide Pages</li> </ul> <p><b>Media Literacy Focus:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Standards Lesson File: Media Studies Teaching Guide Pages</li> </ul> <p><b>Other:</b> _____</p>	<p><b>Reading Focus:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Core Analysis Frame: Fiction (Best Practice Toolkit: D24, D25)</li> <li><input type="checkbox"/> Core Analysis Frame: Poetry (BPT: D36, D37)</li> <li><input type="checkbox"/> Evaluating a Story or Drama (BPT: D18, D 65)</li> <li><input type="checkbox"/> Linear Array (BPT: E7, E23)</li> <li><input type="checkbox"/> Literature Circles (BPT: D20, D67)</li> <li><input type="checkbox"/> New Word Analysis (BPT: E8, E24)</li> <li><input type="checkbox"/> Open Mind (BPT: D11, D58)</li> <li><input type="checkbox"/> Reading Response Starters (BPT: D22, D69)</li> <li><input type="checkbox"/> Story Map (BPT: D16, D63)</li> <li><input type="checkbox"/> Word Square (BPT: E10, E33)</li> </ul> <p><b>Writing Focus:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Standards Lesson File: Writing, Research, and Study Skills</li> </ul> <p><b>Grammar Overview:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Chapter Mid-point Tests: Prepositions, Conjunctions, Interjections &amp; Subject-Verb Agreement (Easy Planner: Grammar Assessment)</li> </ul> <p><b>Vocabulary Focus:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Standards Lesson File: Vocabulary Practice Worksheet(s)</li> </ul> <p><b>Media Literacy Focus:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Standards Lesson File: Media Studies Practice Worksheet(s)</li> </ul> <p><b>Other:</b> _____</p>	<p><b>Reading Focus:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Selection Tests (Test Generator)</li> </ul> <p><b>Writing Focus:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Research Report</li> </ul> <p><b>Grammar Overview:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Mastery Tests: Prepositions, Conjunctions, Interjections &amp; Subject-Verb Agreement (Easy Planner: Grammar Assessment)</li> </ul> <p><b>Vocabulary Focus:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Standards Lesson File: Vocabulary Practice Worksheet(s)</li> </ul> <p><b>Media Literacy Focus:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Standards Lesson File: Media Studies Practice Worksheet(s)</li> </ul> <p><b>Interdisciplinary Focus:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Language Arts and Social Studies Integrated Project</li> </ul> <p><b>Other:</b> _____</p>

Required Areas of Focus/Student Knowledge	Essential Vocabulary	Resources
<p><b>Reading Focus:</b></p> <ul style="list-style-type: none"> <li>Character and Point of View</li> <li>Ongoing self-selected independent reading</li> </ul> <p><b>Writing Focus:</b></p> <ul style="list-style-type: none"> <li>Research Report</li> </ul> <p><b>Grammar Overview:</b> (<i>Grammar for Writing</i>)</p> <ul style="list-style-type: none"> <li>Prepositions, Conjunctions, Interjections - Chapter 6</li> <li>Subject-Verb Agreement - Chapter 7</li> </ul> <p><b>Vocabulary Focus:</b> (<i>Standards Lesson File - Vocabulary and Spelling</i>)</p> <ul style="list-style-type: none"> <li>Lesson 2 - Prefixes: Negation and Number</li> <li>Lesson 3 - Prefixes: Space, Direction, and Time</li> <li>Lesson 18 - Synonyms and Antonyms</li> <li>Lesson 19 - Multiple Meaning Words</li> </ul> <p><b>Media Literacy Focus:</b> (<i>MediaSmart DVD</i>)</p> <ul style="list-style-type: none"> <li>News Reports p. 880</li> <li><i>from Houdini: The Great Escape</i> p. 812</li> </ul>	<p><b>Reading Terms:</b></p> <ul style="list-style-type: none"> <li>Actions</li> <li>Analyze</li> <li>Big picture</li> <li>Bulleted list</li> <li>Caption</li> <li>Character</li> <li>Characterization</li> <li>First-person point of view</li> <li>Graphic organizer</li> <li>Main idea</li> <li>Narrator</li> <li>Outline</li> <li>Point of view</li> <li>Sidebar</li> <li>Speech</li> <li>Subheadings</li> <li>Supporting details</li> <li>Reactions</li> <li>Text features</li> <li>Title</li> <li>Third-person point of view</li> <li>Thoughts</li> </ul> <p><b>Writing Terms:</b></p> <ul style="list-style-type: none"> <li>Brainstorm</li> <li>Conclusion</li> <li>Direct quote</li> <li>Drafting</li> <li>Documenting</li> <li>Editing</li> <li>Evaluate</li> <li>Evidence</li> <li>Format</li> <li>Ideas</li> <li>Introduction</li> <li>Locate</li> <li>Mechanics</li> <li>Note taking</li> <li>Organization</li> <li>Paraphrase</li> <li>Plagiarism</li> <li>Research question</li> <li>Sentence fluency</li> <li>Synthesis</li> <li>Sources</li> <li>Style</li> </ul>	<p><b>Required Literature:</b> (Select one or both of the titles below to provide interest, challenge and accessibility for all students.)</p> <p><i>10 Days of Anne Frank</i> (A) - David Colbert <i>Journey to Topaz</i> (C) - Yoshiko Uchida</p> <p><b>Choice Reading Materials</b> (McDougal-Littell <i>Literature</i>)</p> <p><b>Reader's Workshops:</b> Character and Point of View p. 176 Reading for Information p. 842</p> <p><b>Fiction:</b> "All American Slurp" (A) p. 422 "Eleven" (E) p. 184-189</p> <p><b>Nonfiction:</b> "The Red Guard" (C) p. 266</p> <p><b>Poetry:</b> "Losing Face" (A) p. 545 "Change" (A) p. 570 "Moose" (A) p. 598 "I'm Nobody, Who Are You?" (A) p. 596</p> <p><b>Additional Read Aloud/Literature Circle Suggestions</b> (Inventories vary at each middle school)</p> <p><b>Easy:</b> <i>A Boy at War</i> - Harry Mazer <i>Number the Stars</i> - Lois Lowry <i>Sadako and the Thousand Paper Cranes</i> - Eleanor Coerr <i>Hiroshima</i> - Lawrence Yep <i>Pearl Harbor is Burning!</i> - Kathleen V. Kudlinski</p> <p><b>Average:</b> <i>Bat 6</i> - Virginia Wolff <i>One Thousand Tracings - Healing the Wounds of WWII</i> - Lita Judge <i>Stepping on the Cracks</i> - Mary Dawning Hahn</p> <p><b>Challenging:</b> <i>The Devil's Arithmetic</i> - Jane Yolen <i>When Hitler Stole Pink Rabbit</i> - Judith Kerr</p>

**THE STUDENT WILL:**

**Reading:**

- Identify and analyze point of view (first-person and third-person)
- Identify narrator
- Identify characterization methods and character traits
- Identify and analyze text feature (title, subheadings, caption, sidebar)
- Use text features to preview articles, locate information, and take notes
- Locate main ideas, supporting details, topic sentence in a paragraph, and main idea
- Apply ACTIVE comprehension/thinking strategies: A = Ask questions, C = Make connections, T = Track down important information, I = Infer, V = Visualize, E = Eureka! (synthesis)
- Apply Middle School High Five strategies: Read Around the Text, KIM Vocabulary, Two-Column Notes, Reciprocal Teaching, and Sum It Up

**Writing:**

- Analyze a student model that reflects the key traits of a research report (thesis statement, supporting details, evidence, conclusion, and works cited)
- Write a research report
- Implement the writing process (prewriting, drafting, editing, revising, and publishing)
- Review and apply the six traits of effective writing (emphasis on ideas/content and organization)
- Review and use capitalization and punctuation convention

**Grammar:**

- Identify and use prepositions, conjunctions and interjections accurately.
- Utilize subject/verb agreement

**Vocabulary:**

- Combine base words with prefixes to form new words
- Identify the relationships between synonyms and antonyms
- Determine multiple meanings of words using parts of speech and context

**Media Literacy:**

- Identify and analyze elements of a documentary
- Identify the tools used by moviemakers to tell a story
- Compare film and print versions
- Explore what makes a thorough news report
- Identify the 5 W's and H in news reporting
- Compare and contrast versions of news reporting

**(Writing Terms Cont.)**

- Summarize
- Supporting details
- Thesis statement
- Topic
- Transitions
- Works cited

**Grammar Terms:**

- Adjective phrase
- Adverb phrase
- Compound subject
- Conjunction
- Indefinite pronouns
- Interjection
- Plural subject
- Preposition
- Prepositional phrase
- Singular subject
- Verb phrase

**Vocabulary Terms:**

- Antonym
- Connotation
- Context
- Context clues
- Negative prefix
- Number prefix
- Prefix
- Space or direction prefix
- Synonym
- Thesaurus
- Time prefix

**Media Terms:**

- Documentary
- Footage
- Interviews
- Voice-over narration
- Photo documentary
- News report
- 5 W's and H

**(Additional Read Aloud/Literature Circle Suggestions Cont.)**

**Picture Books:**

- Faithful Elephants* - Yukio Tsudiyu (A)
- Baseball Saved Us* - Ken Mochizuki (A)
- Sadako* - Eleanor Coerr (A)
- So Far From the Sea* - Eve Bunting (A)
- Terrible Things* - Eve Bunting (C)

**Choice Writing Materials:**

- Writer's Workshop: Research Report p. 954 (McDougal Littell *Literature*)
- Research Strategies Workshop p. 936 (McDougal Littell *Literature*)
- WriteSmart* DVD (McDougal Littell *Literature*)
- Step Up to Writing*
- Write Source 2000*
- Write Traits Kit*
- Inside Writing*
- Daily Sentence Composing*

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My user name: \_\_\_\_\_ My password: \_\_\_\_\_

Reading: Grade Level Expectations	Writing: Grade Level Expectations
<p>⇒ <b>R2.1.a.</b> Use a combination of the following to read and comprehend text: knowledge of phonetics, language structure, and semantics; text structures such as illustrations, graphs, and headers; self-monitoring and self-correcting strategies; adjusting reading pace or style based on purpose, task, and type of text. (2.1.1, 2.1.2, 2.1.4, 2.1.5; ASD -2.1.6, 2.1.7, 2.1.8, 2.1.10)</p> <p>⇒ <b>R2.1.b.</b> Use knowledge of word families, phonetics, context clues, visual cues, and structural elements to determine meaning of unfamiliar words.E.B.1 (2.1.1, 2.1.2, 2.1.4, 2.1.5; ASD -2.1.6, 2.1.7, 2.1.8, 2.1.10)</p> <p>⇒ <b>R2.2</b> Infer meaning from text. E.B.1</p> <p>⇒ <b>R 2.3</b> Read texts aloud with rhythm, flow and expression, demonstrating knowledge of punctuation and other conventions of print. E.B.1</p> <p>⇒ <b>R2.4.a.</b> Retell stories in correct sequence.</p> <p>⇒ <b>R2.4.b.</b> Restate and summarize information or idea from a text. E.B.2</p> <p>⇒ <b>R2.5</b> Locate evidence in text and from related experience to support understanding of a main idea. E.D.2 (2.5.1, 2.5.2, 2.5.3; ASD -2.5.4)</p> <p>⇒ <b>R2.7</b> Explain the characteristics of the following: fiction and non-fiction, prose and poetry, and four major genres of fiction: short story, drama, novel and poetry. E.B.2 (2.7.1, 2.7.2, 2.7.3; ASD -2.7.5)</p> <p>⇒ <b>R2.8.a</b> Define and identify plots, settings, and character in fiction. (2.8.1, 2.8.2)</p> <p>⇒ <b>R2.8.b.</b> Comprehend contrast plots, settings and characters in a variety of works by a variety of authors (2.8.1, 2.8.2)</p> <p>⇒ <b>R2.9.a.</b> Differentiate between fact and opinion. (2.9.3)</p> <p>⇒ <b>R2.9.b.</b> Express opinions about a text and support these opinions with textual evidence.E.D.2 (2.9.3)</p> <p>⇒ <b>R2.10</b> Identify themes in texts and connect them to personal experiences, experiences of others, and other texts.E.B.3</p> <p>⇒ <b>R2.11</b> Connect cultural events, ideas, settings, and influences from one text to similar texts from other cultures. E.E.1</p>	<p>⇒ <b>W2.1</b> Write a well-organized two-paragraph composition that addresses a single topic. E.A.1 (2.1.2, 2.1.4, ASD- 2.1.6)</p> <p>⇒ <b>W2.2</b> Use a variety of fiction and non-fiction forms when writing for different audiences. E.A.4 (2.2.1, 2.2.3)</p> <p>⇒ <b>W2.3.a.</b> Use a variety of simple and complex sentence structures in written work.</p> <p>⇒ <b>W2.3.b.</b> Proofread and correct grammar, sentence structure, paragraph structure, punctuation, capitalization, spelling, and usage in finished written work. E.A.5</p> <p>⇒ <b>W2.4.a.</b> Revise writing to improve the logical progression of ideas and supporting information. E.A.5</p> <p>⇒ <b>W2.4.b.</b> Revise own and others' work and provide appropriate feedback to peers based upon established criteria, to improve quality and effectiveness of writing. E.A.8</p> <p>⇒ <b>W2.5</b> Give credit for others' ideas, images, and information by citing information about sources, including title and author. E.D.3</p> <p>⇒ <b>W2.6</b> Use resources such as computers, word processing software, dictionaries and thesauruses to make choices when writing. E.A.7 (2.6.1, 2.6.3)</p>

<b>6<sup>th</sup> Grade LA Curriculum Semester 2 - Unit 4</b>	<b>Taking a Stand</b>
<b>Enduring Understanding:</b>  Our words and actions have the power to affect the world.	<b>Essential Questions:</b>  <ul style="list-style-type: none"> <li>• How hard is it to change your way of thinking?</li> <li>• What lessons can we learn from history?</li> </ul>

<b>Diagnostic Assessment Examples</b> What do my students already know?	<b>Formative Assessment Examples</b> What are my students learning today?	<b>Summative Assessment Examples</b> Have my students mastered the content?
<p><b>Reading Focus:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Anticipation Guide (Best Practice Toolkit: A14, A45)</li> <li><input type="checkbox"/> Catapult into Literature (BPT: D17, D64)</li> <li><input type="checkbox"/> Concept Card (BPT: A19, A50)</li> <li><input type="checkbox"/> Definition Mapping (BPT: E6, E19)</li> <li><input type="checkbox"/> Knowledge Rating (BPT: E3, E11)</li> <li><input type="checkbox"/> KWL Chart (BPT: A21, A52)</li> <li><input type="checkbox"/> List-Group-Label (BPT: A15, A46)</li> <li><input type="checkbox"/> Mindstreaming (BPT: A16, A47)</li> <li><input type="checkbox"/> Predicting ABC's (BPT: E4, E12)</li> <li><input type="checkbox"/> Round Robin/Roundtable (BPT: A17, A48)</li> <li><input type="checkbox"/> Think-Pair-Share (BPT: A18, A49)</li> <li><input type="checkbox"/> Word Questioning (BPT: E9, E32)</li> <li><input type="checkbox"/> Word Sorts (BPT: E5, E13)</li> </ul> <p><b>Writing Focus:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Writing Self-Assessment (Assessment File)</li> <li><input type="checkbox"/> Writing Prompt (Assessment File)</li> </ul> <p><b>Grammar Overview:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Chapter Pretest: Capitalization &amp; Punctuation (Easy Planner: Grammar Assessment)</li> </ul> <p><b>Vocabulary Focus:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Standards Lesson File: Vocabulary Teacher's Guide Pages</li> </ul> <p><b>Media Literacy Focus:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Standards Lesson File: Media Studies Teaching Guide Pages</li> </ul> <p><b>Other:</b> _____</p>	<p><b>Reading Focus:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Core Analysis Frame: Drama (Best Practice Toolkit: D44, D45)</li> <li><input type="checkbox"/> Core Analysis Frame: Fiction (BPT: D24, D25)</li> <li><input type="checkbox"/> Core Analysis Frame: Poetry (BPT: D36, D37)</li> <li><input type="checkbox"/> Evaluating a Story or Drama (BPT: D18, D 65)</li> <li><input type="checkbox"/> Linear Array (BPT: E7, E23)</li> <li><input type="checkbox"/> Literature Circles (BPT: D20, D67)</li> <li><input type="checkbox"/> New Word Analysis (BPT: E8, E24)</li> <li><input type="checkbox"/> Open Mind (BPT: D11, D58)</li> <li><input type="checkbox"/> Reading Response Starters (BPT: D22, D69)</li> <li><input type="checkbox"/> Story Map (BPT: D16, D63)</li> <li><input type="checkbox"/> Word Square (BPT: E10, E33)</li> </ul> <p><b>Writing Focus:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Mapping Main Ideas and Details (BPT: C6, C45)</li> <li><input type="checkbox"/> RAFT (BPT: C8, C47)</li> <li><input type="checkbox"/> Persuasive Writing (BPT: C34)</li> <li><input type="checkbox"/> Distinguishing Fact and Opinion (BPT: A29, A61)</li> </ul> <p><b>Grammar Overview:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Chapter Mid-point Tests: Capitalization &amp; Punctuation (Easy Planner: Grammar Assessment)</li> </ul> <p><b>Vocabulary Focus:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Standards Lesson File: Vocabulary Practice Worksheet(s)</li> </ul> <p><b>Media Literacy Focus:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Standards Lesson File: Media Studies Practice Worksheet(s)</li> </ul> <p><b>Other:</b> _____</p>	<p><b>Reading Focus:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Selection Tests (Test Generator)</li> </ul> <p><b>Writing Focus:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Persuasive Essay</li> </ul> <p><b>Grammar Overview:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Mastery Tests: Capitalization &amp; Punctuation (Easy Planner: Grammar Assessment)</li> </ul> <p><b>Vocabulary Focus:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Standards Lesson File: Vocabulary Practice Worksheet(s)</li> </ul> <p><b>Media Literacy Focus:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Standards Lesson File: Media Studies Practice Worksheet(s)</li> </ul> <p><b>Interdisciplinary Focus:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Language Arts and Social Studies Integrated Project</li> </ul> <p><b>Other:</b> _____</p>

Required Areas of Focus/Student Knowledge	Essential Vocabulary	Resources
<p><b>Reading Focus:</b></p> <ul style="list-style-type: none"> <li>• Biography and Autobiography</li> <li>• Ongoing self-selected independent reading</li> </ul> <p><b>Writing Focus:</b></p> <ul style="list-style-type: none"> <li>• Persuasive Essay</li> </ul> <p><b>Grammar Overview:</b> (<i>Grammar for Writing</i>)</p> <ul style="list-style-type: none"> <li>• Capitalization - Chapter 8</li> <li>• Punctuation - Chapter 9</li> </ul> <p><b>Vocabulary Focus:</b> (<i>Standards Lesson File - Vocabulary and Spelling</i>)</p> <ul style="list-style-type: none"> <li>• Lesson 12 - Word Families and Derivatives</li> <li>• Lesson 17 - Denotation and Connotation</li> <li>• Lesson 22 - Idioms</li> <li>• Lesson 23 - Analogies</li> </ul> <p><b>Media Literacy Focus:</b> (<i>MediaSmart DVD</i>)</p> <ul style="list-style-type: none"> <li>• Persuasive Techniques in Commercials p. 914</li> </ul>	<p><b>Reading Terms:</b></p> <p>Analyze Autobiography Biography Biographer Cause and effect Chronological order Compare and contrast Critique Draw conclusions Inference Life stories Recall Reflect Setting Summarize Questioning</p> <p><b>Writing Terms:</b></p> <p>Agree or disagree Analyze Argument Brainstorm Call to action Convincing details Conclusion Counterarguments Editorial Evaluation Ideas Listening Opposing arguments Organization Overgeneralizations Persuasive language Script Sentence fluency Sentence lengths Speaking Summary Supporting detail Thesis statement Transitions Vague language Visual aid Voice Word choice</p>	<p><b>No Required Literature</b></p> <p><b>Choice Reading Materials</b> (McDougal-Littell <i>Literature</i>)</p> <p><b>Reader’s Workshop:</b> Biography and Autobiography p. 760</p> <p><b>Fiction:</b> “Nadia the Willful” (A) p. 338 “Aaron’s Gift” (C) p. 242</p> <p><b>Poetry:</b> “For Gwen, 1969 (Gwendolyn Brooks)” (A) p. 821</p> <p><b>Article:</b> “A Way With Words” (A) p. 822</p> <p><b>Drama:</b> “Damon and Pythias” (A) p. 690</p> <p><b>Additional Read Aloud/Literature Circle Suggestions</b> (Inventories vary at each middle school)</p> <p><b>Easy:</b> _____</p> <p><b>Average:</b> <i>Maniac McGee</i> - Jerry Spinelli <i>Watsons Go to Birmingham</i> - Christopher Paul Curtis</p> <p><b>Challenging:</b> <i>Stealing Home - The Story of Jackie Robinson</i> – Devenberg</p> <p><b>Picture Books:</b> <i>Through My Eyes</i> - Ruby Bridges (A) <i>My Name is Jorge - On Both Sides of the River</i> – Jane Medina (poems in English and Spanish (E))</p> <p><b>Choice Writing Materials:</b></p> <p>Writer’s Workshop: Persuasive Essay p. 918 (McDougal Littell <i>Literature</i>) <i>WriteSmart DVD</i> (McDougal Littell <i>Literature</i>) <i>Step Up to Writing</i> <i>Write Source 2000</i> <i>Write Traits kit</i> <i>Inside Writing</i></p>

**THE STUDENT WILL:**

**Reading:**

- Analyze differences between biographies and autobiographies
- Analyze biographies and autobiographies by asking questions (who, when, what, how)
- Apply ACTIVE comprehension/thinking strategies: A = Ask questions, C = Make connections, T = Track down important information, I = Infer, V = Visualize, E = Eureka! (synthesis)
- Apply Middle School High Five strategies: Read Around the Text, KIM Vocabulary, Two-Column Notes, Reciprocal Teaching, and Sum It Up

**Writing:**

- Analyze a student model that reflects the key traits of a persuasive essay
- Write a persuasive essay
- Implement the writing process (prewriting, drafting, editing, revising, and publishing)
- Revise and edit using a rubric for a strong persuasive essay
- Implement the writing process (prewriting, drafting, editing, revising, and publishing)
- Review and apply the six traits of effective writing (emphasis on ideas/content, word choice, voice, sentence fluency)
- Review and use capitalization and punctuation conventions

**Grammar:**

- Identify and use proper capitalization and punctuation in sentences

**Vocabulary:**

- Recognize words with shared roots
- Determine the meaning of the root
- Identify and determine the meaning of other words from the same word family
- Distinguish between denotation and connotation
- Use context clues to infer a word's connotation
- Examine how context and audience can affect a word's connotations
- Identify idioms
- Use context clues to understand the meanings of idioms
- Identify the relationship between words in a pair
- Apply the relationship of one word pair to a second pair of words
- Solve analogy problems

**Media Literacy:**

- Explore, identify and analyze target audience
- Identify and analyze persuasive techniques in advertising
- Compare and contrast commercials
- Create a storyboard

**Grammar Terms:**

- Apostrophe
- Appositive
- Capitalization
- Colon
- Comma
- Dash
- Direct quotation
- Exclamation point
- Hyphen
- Indirect quotation
- Italics
- Parentheses
- Period
- Punctuation
- Quotation mark
- Semicolon

**Vocabulary Terms:**

- Analogy
- Connotation
- Context
- Denotation
- Idiom
- Root
- Synonym
- Word family

**Media Terms:**

- Customer awareness
- Target audience
- Demographics
- Images of people
- Visuals and words
- Slogans
- Sounds
- Dialogue

**(Choice Writing Materials Cont.)**

*Daily Sentence Composing*

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