



OFFICE OF CURRICULUM, INSTRUCTION & PROFESSIONAL DEVELOPMENT

MIDDLE SCHOOL COURSE OUTLINE

<b>Course Code</b>	1557	<b>Department</b>	English/Language Arts		
<b>Course Title</b>	Strategic-Language Arts 6 AB				
<b>Short Title</b>	Lang Arts 6 AB	<b>Grade Level</b>	6	<b>Credits/Semester</b>	5
<b>Course Length</b>	1 Year	<b>Required</b>	x	<b>Elective</b>	
<b>Prerequisites</b>	<ul style="list-style-type: none"> <li>▪ <b>This is the Core period of the two period course taught by two teachers.</b></li> <li>▪ Students are designated at the Strategic level (1.9-0.5 years below grade level in reading) according to guidelines in the California Reading Language Arts Framework.</li> </ul>				
<b>Teacher Certification</b>	Teacher has: Single Subject English credential				

**COURSE DESCRIPTION:**

The English/Language Arts program for grade 6 is balanced and comprehensive. The language arts processes of reading, writing, listening, and speaking are taught in an integrated and inter-related manner. Course components include the study of rich and varied literature; writing in the genres of narrative, persuasive, expository, and response to literature, direct instruction in language arts skills and strategies, including vocabulary development, spelling, and grammar; a balance of oral and written language activities; and on-going diagnosis and assessment.

**STRATEGIC:**

Students in the STRATEGIC group have a wide variety of learning gaps. Their deficiencies can be handled with good classroom instruction and extended time. The second hour of instruction will enable these students more time to master the difficult content in language arts. This additional period supports the core period and allows the opportunity to preview, review or reteach the standards and skills at grade level. Classroom instruction might include such scaffolding as: building prior knowledge; using thinking maps as a tool for understanding; working on foundational/pre-requisite skills as a bridge to grade level standards in reading, writing, grammar and spelling; strengthening vocabulary; and direct instruction in reading comprehension skills.

**GOALS: (Students needs the course is intended to meet)**

Students will:

- Write effectively in each of the genres for a variety of purposes and audiences
- Read and respond thoughtfully to a wide variety of literary and expository texts at increasingly more challenging levels
- Apply comprehension strategies to actively engage with text
- Continue to focus on word recognition strategies and fluency
- Demonstrate proficiency of academic language through reading, writing, speaking and listening
- Master the skills necessary for passing district/state requirements
- Become proficient lifelong readers and writers
- Continue to apply Language Arts to everyday life
- Develop an interest in pursuing advanced studies in Language Arts and develop an awareness of the vast array of Language Arts related career choices

## **CONTENT STANDARDS:**

### **Word Analysis, Fluency, and Systematic Vocabulary Development**

- 1.1 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.
- 1.2 Identify and interpret figurative language and words with multiple meanings. (CST, CAHSEE)
- 1.3 Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing. (CST)
- 1.4 Monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning. (CST)
- 1.5 Understand and explain “shades of meaning” in related words (e.g., *softly* and *quietly*). (CST)

### **Reading Comprehension**

- 2.1 Identify the structural features of popular media (e.g., newspapers, magazines, online information) and use the features to obtain information. (CST, CAHSEE)
- 2.2 Analyze text that uses the compare-and-contrast organizational pattern. (CST)
- 2.3 Connect and clarify main ideas by identifying their relationships to other sources and related topics. (CST, CAHSEE)
- 2.4 Clarify an understanding of texts by creating outlines, logical notes, summaries, or reports. (CST)
- 2.5 Follow multiple-step instructions for preparing applications (e.g., for a public library card, bank savings account, sports club, league membership). (CST)
- 2.6 Determine the adequacy and appropriateness of the evidence for an author’s conclusions. (2.6)
- 2.7 Make reasonable assertions about a text and support the assertions with accurate citations. (CST, CAHSEE)
- 2.8 Note instances of unsupported inferences, fallacious reasoning, persuasion, and propaganda in text. (CST, CAHSEE)

### **Literary Response and Analysis**

- 3.1 Identify the forms of fiction and describe the major characteristics of each form. (CST, CAHSEE)
- 3.2 Analyze the effect of the qualities of the character (e.g., courage or cowardice, ambition or laziness) on the plot and the resolution of the conflict. (CST, CAHSEE)
- 3.3 Analyze the influence of setting on the problem and its resolution. (CST, CAHSEE)
- 3.4 Define how tone or meaning is conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme. (CST, CAHSEE)
- 3.5 Identify the speaker and recognize the difference between first-and third-person narration (e.g., autobiography compared with biography). (CST, CAHSEE)
- 3.6 Identify and analyze features of themes conveyed through characters, actions, and images. (CST, CAHSEE)
- 3.7 Explain the effects of common literary devices (e.g., symbolism, imagery, metaphor) in a variety of fictional and non-fictional texts). (CST, CAHSEE)
- 3.8 Critique the credibility of characterization and the degree to which a plot is contrived or realistic (e.g., compare use of fact and fantasy in historical fiction). (CST, CAHSEE)

### **Writing Strategies**

- 1.1 Choose the form of writing (e.g., personal letter, letter to the editor, review, poem, report, narrative) that best suits the intended purpose.
- 1.2 Create multiple-paragraph expository compositions:
  - a. Engage the interest of the reader and state a clear purpose.
  - b. Develop the topic with supporting details and precise verbs, nouns, and adjectives to paint a visual image in the mind of the reader.
  - c. Conclude with a detailed summary linked to the purpose of the composition.

- 1.3 Use a variety of effective and coherent organizational patterns including comparison and contrast; organization by categories and arrangement by spatial order, order of importance, or climactic order.
- 1.4 Use organizational features of electronic text (e.g., bulletin boards, databases, keyword searches, e-mail addresses) to locate information.
- 1.5 Compose documents with appropriate formatting by using word-processing skills and principles of design (e.g., margins, tabs, spacing, columns, page orientation).
- 1.6 Revise writing to improve the organization and consistency of ideas within and between paragraphs.

### **Writing Applications (Genres and Their Characteristics)**

- 2.1 Write narratives:
  - a. Establish and develop a plot and setting and present a point of view that is appropriate to the stories.
  - b. Include sensory details and concrete language to develop plot and character.
  - c. Use a range of narrative devices (e.g., dialogue, suspense).
- 2.2 Write expository compositions (e.g., description, explanation, comparison and contrast, problem and solution):
  - a. State the thesis or purpose.
  - b. Explain the situation.
  - c. Follow an organizational pattern appropriate to the type of composition.
  - d. Offer persuasive evidence to validate arguments and conclusions as needed.
- 2.3 Write research reports:
  - a. Pose relevant questions with a scope narrow enough to be thoroughly covered.
  - b. Support the main idea or ideas with facts, details, examples, and explanations from multiple authoritative sources (e.g., speakers, periodicals, online information searches).
  - c. Include a bibliography.
- 2.4 Write response to literature:
  - a. Develop an interpretation exhibiting careful reading, understanding, and insight.
  - b. Organize the interpretation around several clear ideas, premises, or images.
  - c. Develop and justify the interpretation through sustained use of examples and textual evidence.
- 2.5 Write persuasive compositions:
  - a. State a clear position on a proposition or proposal.
  - b. Support the position with organized and relevant evidence.
  - c. Anticipate and address reader concerns and counterarguments.

### **Written and Oral English Language Conventions**

- 1.1 Use simple, compound, and compound-complex sentences; use effective coordination and subordination of ideas to express complete thoughts-no fragments, run-ons, or on-and-on sentences (sentences strung together with coordinate conjunctions).
- 1.2 Identify and properly use indefinite pronouns and present perfect, past perfect, and future perfect verb tenses; ensure that verbs agree with compound subjects.
- 1.3 Use colons after the salutation in business letters, semicolons to connect independent clauses, and commas when linking two clauses with a conjunction in compound sentences.
- 1.4 Use correct capitalization.
- 1.5 Spell frequently misspelled words correctly (e.g., their, they're, there).

### **Listening and Speaking**

- 1.1 Relate the speaker's verbal communication (e.g., word choice, pitch, feeling, tone) to the nonverbal message (e.g., posture, gesture).
- 1.2 Identify the tone, mood, and emotion conveyed in the oral communication.
- 1.3 Restate and execute multiple-step oral instructions and directions.

- 1.4 Select a focus, an organizational structure, and a point of view, matching the purpose, message, occasion, and vocal modulation to the audience.
- 1.5 Emphasize salient points to assist the listener in following the main ideas and concepts.
- 1.6 Support opinions with detailed evidence and with visual or media displays that use appropriate technology.
- 1.7 Use effective rate, volume, pitch, and tone and align nonverbal elements to sustain audience interest and attention.
- 1.8 Analyze the use of rhetorical devices (e.g., cadence, repetitive patterns, use of onomatopoeia) for intent and effect.
- 1.9 Identify persuasive and propaganda techniques used in television and identify false and misleading information.

### **Speaking Applications (Genres and Their Characteristics)**

- 2.1 Deliver narrative presentations:
  - a. Establish a context, plot, and point of view.
  - b. Include sensory details and concrete language to develop the plot and character.
  - c. Use a range of narrative devices (e.g., dialogue, tension, or suspense).
- 2.2 Deliver informative presentations.
  - a. Pose relevant questions sufficiently limited in scope to be completely and thoroughly answered.
  - b. Develop the topic with facts, details, examples, and explanations from multiple authoritative sources (e.g., speakers, periodicals, online information).
- 2.3 Deliver oral responses to literature.
  - a. Develop an interpretation exhibiting careful reading, understanding, and insight.
  - b. Organize the selected interpretation around several clear ideas, premises, or images.
  - c. Develop and justify the selected interpretation through sustained use of examples and textual evidence.
- 2.4 Deliver persuasive presentations.
  - a. Provide a clear statement of the position.
  - b. Include relevant evidence.
  - c. Offer a logical sequence of information.
  - d. Engage the listener and foster acceptance of the proposition or proposal.
- 2.5 Deliver presentations on problems and solutions:
  - a. Theorize on the causes and effects of each problem and establish connections between the defined problem and at least one solution.
  - b. Offer persuasive evidence to validate the definition of the problem and the proposed solutions.

### **PERFORMANCE STANDARDS:**

The California State Board of Education has identified the following performance levels for the California Content Standards Test in English/Language Arts. The objective of Long Beach Unified School District is to have all students achieve at or above the Proficient Performance Standard (Level).

	<b>Advanced Proficient</b>	<b>Proficient</b>	<b>Basic</b>	<b>Below Basic</b>	<b>Far Below Basic</b>
%	100% - 80%	79% - 65%	64% - 44%	43% - 32%	Less than 31%
Scaled Score	More than 393	393 - 350	349 - 300	299 - 268	Less than 268

The Long Beach Unified School District has established criteria for students to succeed. In addition to assessments such as tests, quizzes, and projects, students must be proficient in the areas listed below to receive a **C** or better in this course.

**PERFORMANCE CRITERIA**

	Advanced Proficient	Proficient		Basic	Below Basic	Far Below Basic
	A	B	C	D	F	
<b>End of Course Exam</b>	100-83%	82-68%		67-45%	44-32%	31-0%
<b>Mid-Term</b>	100-83%	82-68%		67-45%	44-32%	31-0%
<b>Cluster Assessments</b>	36-40 Points correct out of a possible 40	35-32 points correct out of a possible 40	31-28 points correct out of a possible 40	27-24 points correct out of a possible 40	23-16 points out of a possible 40	15-0 points out of a possible 40
<b>Writing Portfolio</b> At least 5 essays (one each) in the required genres	All essays are completed and the majority of the essays receive a 4/4 in rhetoric and conventions	All essays are completed and the average score is a 3/3 in rhetoric and conventions	All or most essays are completed with an average score of 3/3 in rhetoric and conventions	All or most essays are completed with an average score of 2/2 in rhetoric and conventions	Few essays are completed OR essays completed have an average score of 1/1 in rhetoric and conventions	
<b>Completion of Daily Assignments</b>	90-100% of daily class assignments are complete and the majority receive a √ +	80-89% of daily class assignments are completed and the majority receive a √ +	70-79% of daily class assignments are completed and most receive a √	Under 69% of daily class assignments are completed and/or most receive a √ -		
<b>Independent Reading</b>	20 minutes of outside reading is completed everyday from a variety of genres/ Or one 150 page book each month	20 minutes of outside reading is completed most days from a variety of genres	20 minutes of outside reading is completed more than 70% of the time	20 minutes of outside reading is completed between 50-60% of the time	20 minutes of outside reading is completed between 30-49% of the time	20 minutes of outside reading is completed between 0-29% of the time

2009/2010 Pacing Guide  
Year at a Glance

	<b>Unit 1: Narratives</b> Traditional: Sept. 14 – Nov. 13 Mod. Trad. : Sept. 14 – Nov. 13 Track B: Sept. 14 – Nov. 13	<b>Unit 2: Nonfiction</b> Traditional: Nov. 16 – Feb. 5 Mod. Trad. : Nov. 16 – Feb. 12 Track B: Nov. 16 – Mar. 5  Mid-Term (Trad/Mod. Trad: Jan 12-14; Trk B: Jan 19 – 21)	<b>Unit 3: Novel/Poetry</b> Traditional: Feb. 9 – Apr. 16 Mod. Trad. : Feb. 16 – Apr. 30 Track B: Mar. 8 – May 28  STAR Writing: Mar. 2 (all calendars)	<b>Novel/ Unit of Teacher Choice</b> Traditional: April 19 – June 17 Mod. Trad. : May 3 – June 24 Track B: June 1 – July 23  STAR Testing: Trad Apr. 26-May 21; Mod. Trad: May 3 – 28; Trk B (June 2 – 30) EOC: Trad May 24 – June 11; Mod Trad June 1 -24; Trk B July 1 - 23
<b>Grade 6</b>	<ul style="list-style-type: none"> <li>Elements of Fiction</li> <li>Writing: Narrative</li> </ul> <b>Assessments:</b> <ul style="list-style-type: none"> <li><b>Cluster 8 Theme (Lit Anal/Rdg Comp)</b> <i>Key Standards tested: Lit. Anal.3.3, 3.6,3.8</i></li> </ul>	<ul style="list-style-type: none"> <li>Types of nonfiction, text structure, persuasion, research</li> <li>Writing: Expository</li> <li>Research skills</li> <li>Functional Texts (completing applications; following directions)</li> <li>Mid-term given (date TBD)</li> </ul> <b>Assessments :</b> <ul style="list-style-type: none"> <li><b>Cluster 11 Persuasion Key standards tested: Rdg, Comp. 2.6, 2.7, Lit. Anal 3.8</b></li> </ul>	<ul style="list-style-type: none"> <li>Core novel: review elements of fiction</li> <li>Poetry</li> <li>History Through Literature</li> <li>Writing: Response to Literature</li> </ul> <b>Assessments:</b> <ul style="list-style-type: none"> <li><b>Cluster 3 Poetry/Cluster 9 History Through Literature (Lit. Anal/Rdg. Com)</b> <i>Key standards tested: Rdg. Comp: 2.0, 2.2, 2.3, Lit. Anal 3.1, 3.3, 3.4, 3.7</i></li> </ul>	<ul style="list-style-type: none"> <li>Academic reading</li> <li>Teacher choice: novel, teacher unit</li> <li>Review for standardized tests</li> <li>Writing: Persuasive</li> </ul>
<b>Grade 7</b>	<ul style="list-style-type: none"> <li>Elements of Fiction</li> <li>Writing: Narrative</li> </ul> <b>Assessments :</b> <ul style="list-style-type: none"> <li><b>Cluster 5 Theme (Lit. Anal/Rdg Comp)</b> <i>Key Standards tested: Lit. Anal.3.1, 3.2,3.4</i></li> </ul>	<ul style="list-style-type: none"> <li>Types of nonfiction, text structure, persuasion, research</li> <li>Functional Texts (documents and directions)</li> <li>Writing: Expository</li> <li>Research skills</li> </ul> <b>Assessments:</b> <ul style="list-style-type: none"> <li><b>Cluster 9 Persuasion (Lit. Anal. and Rdg. Comp) Key standards tested: Rdg. Comp. 2.4, 2.6</b></li> </ul>	<ul style="list-style-type: none"> <li>Core novel: review elements of fiction</li> <li>Poetry/ History Through Literature</li> <li>Writing: Response to Literature</li> </ul> <b>Assessments :</b> <ul style="list-style-type: none"> <li><b>Cluster 3 Poetry/Cluster 9 History Through Literature(Lit. Anal/Rdg. Com) Key standards tested: Word Anal., 1.1, Rdg. Comp: 2.0, 2.1, 2.3,2.6, Lit. Anal 3.0, 3.1</b></li> </ul>	<ul style="list-style-type: none"> <li>Teacher choice: novel, teacher unit</li> <li>Review for standardized tests</li> <li>Writing: Persuasive</li> </ul>
<b>Grade 8</b>	<ul style="list-style-type: none"> <li>Elements of Fiction</li> <li>Writing: Narrative</li> </ul> <b>Assessments :</b> <ul style="list-style-type: none"> <li><b>Cluster 8 Theme (Lit. Anal/Rdg Comp)</b> <i>Key Standards tested: Lit. Anal.3.5, 3.7</i></li> </ul>	<ul style="list-style-type: none"> <li>Types of nonfiction, persuasion, research</li> <li>Functional Texts (career documents)</li> <li><b>Writing: Career Research Task</b></li> <li>Research skills</li> </ul> <b>Assessments:</b> <ul style="list-style-type: none"> <li><b>Cluster 11 Persuasion (Lit. Anal. and Rdg. Comp) Key standards tested: Rdg. Comp. 2.2, 2.6, 2.7</b></li> <li><b>Mid-Term (Trad/Mod. Trad: Jan 12-14; Trk B: Jan 19 – 21)</b></li> </ul>	<ul style="list-style-type: none"> <li>Core novel: review elements of fiction</li> <li>Poetry/ History Through Literature</li> <li>Writing: Response to Literature</li> <li>Author Study (suggested)</li> </ul> <b>Assessments :</b> <ul style="list-style-type: none"> <li><b>Cluster 4 Poetry/Cluster 9 History Through Literature(Lit. Anal/Rdg. Com) Key standards tested: Rdg. Comp: 2.0, 2.3, Lit. Anal 3.1, 3.6, 3.7</b></li> </ul>	<ul style="list-style-type: none"> <li>Teacher choice: novel, teacher unit</li> <li>Review for standardized tests</li> <li>Writing: Persuasive</li> </ul>
	<b>DATA COLLECTION DEADLINES (see principal for exact date to turn in data)</b> <ul style="list-style-type: none"> <li>Nov. 12 – 17 Theme Cluster (rdg. comp/lit. analysis)</li> </ul>	<b>DATA COLLECTION DEADLINES (see principal for exact date to turn in data)</b> <ul style="list-style-type: none"> <li>Dec 10 – 15 Narrative (rhetoric/conventions)</li> <li>Jan 7-12: Persuasion Cluster</li> <li>Feb 2 – 9 Gr. 6, 7: Expository (rhetoric/conventions); Gr. 8: Career Task (rhetoric/conventions)</li> </ul>	<b>DATA COLLECTION DEADLINES (see principal for exact date to turn in data)</b> <ul style="list-style-type: none"> <li>Mar 2- 9 Mid-term data</li> </ul>	<b>DATA COLLECTION DEADLINES (see principal for exact date to turn in data)</b> <ul style="list-style-type: none"> <li>May 5 – 11 Response to Literature (rhetoric/conventions) AND</li> <li>Poetry cluster/History Through Literature Cluster (rdg. comp/literary analysis)</li> </ul>

**2009-2010 RECOMMENDED PACING LANGUAGE OF LITERATURE GRADE 6****UNIT 1: Narrative (taken from Cluster 1: Fiction; Cluster 4: Character and Setting; Cluster 5: Plot; Cluster 8: Theme)**

**Unit Description:** This unit addresses forms and characteristics of fiction. Students will read to understand the text structure of various forms of fiction and the elements of fiction; write a multiple paragraph narrative essay, use context clues and shades of meaning to clarify word meanings, identify and write simple, complex, compound, and compound-complex sentences.

**CONTENT STANDARDS , STUDENT OUTCOMES, REQUIRED ASSESSMENTS****Boldface = content standard****Unbold = student outcomes****# = Multiple items on CST****1.0 Word Analysis/Vocabulary****#1.2 Identify and interpret figurative language and words with multiple meanings. Students will...**

Identify types of figurative language: simile, metaphor, personification  
Identify how subjects are being compared  
Use the context of a word in a sentence to determine which of its multiple meanings is appropriate

**#1.4 Monitor expository text for unknown words or words with novel meaning using word, sentence, and paragraph clues to determine meaning. Students will**

Examine word parts (prefix, suffix, base word, roots) sentence clues (restatement, definition, comparison/contrast, definition) and

paragraph clues to determine meaning

**#1.5 Understand and explain "shades of meaning" (e.g. softly vs. quietly) Students will...**

Use denotation, connotation, related words to explain shades of meaning.

**3.0 Literary Analysis****3.1 Identify forms of fiction**

Students will...

Identify short story, novel, novella, historical, fiction, science fiction, realistic fiction

**#3.2 Analyze effect of the qualities of the character on the plot and the resolution of the conflict. Students will...**

Identify major/minor characters, character traits, internal/external conflict, plot structure, character motives.

Explain the relationship between character traits and motives, how the plot develops, and how the conflict is resolved.

**3.3 Analyze the influence of setting on the problem and its resolution. Students will...**

Students will...

Identify setting

Explain how setting impacts a problem/conflict/resolution

Explain how setting may influence character beliefs which in turn can affect the resolution of the conflict.

**3.5 Identify the speaker and recognize the difference between first and third person narration. Students will...**

Students will...

Distinguish between first and third person speaker

**Literary Analysis 3.0 (cont'd)****3.6 Identify and analyze features of theme conveyed through characters, actions, and images. Students will...**

Trace the character actions, character traits, images to determine theme.

**#3.7 Explain the effects of common literary devices. Students will...**

Recognize figurative language, similes, metaphors, personification, imagery, symbolism

Explain what these devices do for the literary piece.

**3.8 Critique the credibility of the characterization and the degree to which a plot is contrived or realistic. Students will...**

Determine whether "real people" would act or speak like the characters.

Evaluate whether characters' actions are consistent with their traits and motives.

**1.0 Writing Strategies/2.0 Writing Applications**

Students will...

#1.2 Create multiple paragraph expository compositions that develop the topic with supportive details and precise verbs, nouns, and adjectives to paint a visual image in the mind of the reader.

#1.6 Revise writing for organization and consistency of ideas within and between paragraphs.

2.0 Write narratives which ...

- Establish and develop the plot, setting and present a point of view
- Include sensory details and concrete language to develop the plot, setting and characters
- Use a range of narrative devices (e.g. dialogue and suspense)

**Written and Oral Conventions**

Students will...

**1.1 Use simple, compound, complex sentences.**

Use effective coordination of ideas (e.g., transitions, commas)

**1.5 Spell words correctly****1.0 Listening/2.0 Speaking**

Students will...

2.0 Deliver narrative presentations

2.3 Give oral responses to literature.

Participate in daily class discussions.

**Spelling Concepts**

Students will correctly spell...

- Words with ence, ent, ance
- Words ending in -ary
- Words with com-, -cian, -cial, -cious, al+ly

**Grammar and Mechanics**

Students will recognize and write...

- Complete sentences
- Compound sentences
- Complex sentences

Students will correctly use...

- Quotation marks in dialogue
- End punctuation
- Transitions
- Conjunctions
- Commas in coordination of ideas
- Capitalization and other appropriate punctuation marks with titles
- Types of nouns and subject verb agreement with collective nouns
- Adjectives

**Required Assessments**

- Daily, weekly on-going checks for understanding (e.g. exit slips, learning logs, quizzes, other vocabulary, literary, grammar, spelling, mechanics tasks)
- **Writing folder: Narrative**
- **Cluster 8: Theme (rdg. comp/lit. analysis)**

**Data Collection/Deadlines**

(see principal for exact date to turn in data)

**Nov. 12 - 17: Cluster 8 Theme (rdg. comp/ lit. analysis)**

**2009-2010 RECOMMENDED PACING LANGUAGE OF LITERATURE GRADE 6  
UNIT 1 NARRATIVE: KEY VOCABULARY AND TEACHING RESOURCES**  
(Note: The resources listed are suggestions. Teachers may choose other resources as needed to accomplish the goals of the unit.)

Narrative  
Trad/Mod.Trad/TrkB.:  
Sept. 14- Nov. 13

VOCABULARY OF THE DISCIPLINE	WORD ANALYSIS	READING COMP. & LITERARY ANALYSIS	WRITING AND CONVENTIONS
<p><b>Word Analysis</b> Base Word Connotation Context Clues</p> <ul style="list-style-type: none"> <li>Restatement</li> <li>Definition</li> <li>Comparison/contrast</li> <li>General</li> <li>Sentence</li> <li>Paragraph</li> </ul> <p>Denotation Figurative language Metaphor Personification Prefix Root Shades of meaning Simile</p> <p><b>Literary Analysis</b> Character Character motivation Character traits Climax Conflict Exposition External conflict Falling action Fiction Historical fiction Internal conflict Literary devices Major characters Minor characters Narrative Narrator Novel Novella Plot Plot line Point of View Realistic fiction Resolution Rising Action Science fiction Setting Short Story Speaker Theme</p> <p><b>Writing and Conventions</b> Concrete language Complex sentence Compound sentence Compound-complex sentence Coordination of ideas Dialogue Indefinite pronouns Fragment vs. run-on sentence Point of view Simple sentence Subject and predicate Subordination of ideas Suspense</p>	<p><b>Vocabulary</b> <i>Vocabulary and Spelling Book</i></p> <ul style="list-style-type: none"> <li>Context clues, pp. 1-12</li> <li>Prefixes, base words, roots, pp. 13-30</li> <li>Denotation/connotation, pp. 45-46</li> <li>Similes and metaphors, pp. 51-52; also <i>LOL, T.E.</i>, p. 192</li> </ul> <p><u>Greek combining forms</u> aristo astro auto bio cycl dia graph log mono mytho peri photo syn tele hom</p> <p><u>Pre Fixes</u> ex dis- il- im- in- ir- mid- mis- pre- post- re- sub- super- trans-</p> <p><u>Latin Roots</u> dic, dict form rupt scib, script trac, tract vid, vis other roos flex funct ject pel, pal plain, plan plaud, plod, plous press ten, tend</p> <p><u>Suffixes</u> -able/ible d/ed -er/-or -ion -ive</p>	<p><b>Core Program</b> Teaching ideas may be found in the teacher notes in the <i>Language of Literature T.E., Interactive Reader T.E., and the Universal Access Resource Book</i></p> <p><i>Language of Literature 6</i> Articles on Fiction, p. 21, 243, 611</p> <ul style="list-style-type: none"> <li>Characteristics and elements of fiction</li> </ul> <p>“The Scribe,” p. 653</p> <ul style="list-style-type: none"> <li>Character traits</li> <li>Traits and plot</li> <li>Traits and conflict</li> <li>Traits and resolution</li> </ul> <p>“The Circuit,” p. 264.</p> <ul style="list-style-type: none"> <li>Literary devices</li> <li>Personification</li> <li>Imagery</li> </ul> <p>“All Summer in a Day”, p. 209</p> <ul style="list-style-type: none"> <li>Influence of setting</li> <li>Science fiction</li> <li>Theme</li> <li>Credibility of plot/characters (evaluate elements)</li> </ul> <p>“Words on a Page,” p. 614</p> <ul style="list-style-type: none"> <li>Character and theme</li> </ul> <p><b>Strategic/ELD Support</b> <i>Interactive Reader</i>, gr.6 “The Circuit,” p. 94. “All Summer in a Day”, p. 66</p> <p><i>Bridges</i>, gr. 6 “Fiction,” p. 395</p> <ul style="list-style-type: none"> <li>Characteristics and elements of fiction</li> </ul> <p>“Sachiko Means Happiness,” p. 98</p> <ul style="list-style-type: none"> <li>Characterization</li> <li>Climax</li> <li>Resolution</li> </ul> <p>“Midas and the Golden Touch,” p. 47</p> <ul style="list-style-type: none"> <li>Theme</li> </ul> <p><b>Assessment Resources</b> In addition to teacher-made assessments, these resources may be helpful: CST released items <i>Unit Two Resource Book</i>, pp. 10 - 16 (“All Summer”) and pp. 43-49 (“The Circuit”) <i>Unit Five Resource Book</i> pp. 4-10, (“Words...”) pp.22-29 (“Scribe”)</p> <p><b>See Standards Manager for unpacking standards and re-teaching ideas, pp. 191 – 249</b></p>	<p><b>Writing Narratives</b> <i>Language of Literature</i>, p. 176 (autobiographical incident) p. 592 (short story) p. R41(narrative writing)</p> <p><i>Writing Transparencies</i>, pp 9-10 (transitions)</p> <p><i>Unit One Resource Book</i>, pp. 92-99 (personal experience essay) <i>Unit Two Resource Book pp60-69</i> (character sketch) <i>Unit Four Resource Book, pp70-76</i> (short story)</p> <p><i>District Writing Guide</i></p> <p><i>CST released writing samples</i></p> <p><b>Spelling</b> <i>Spelling and Vocabulary Book</i></p> <ul style="list-style-type: none"> <li>-ary words, p. 95</li> <li>ence, ent, p. 143</li> <li>ance, p. 87</li> <li>Words with al+ly, p. 105</li> <li>Words with com-, p. 107</li> <li>Words with -cian, cious, cial, p. 129</li> </ul> <p><b>Grammar, Mechanics and Usage</b> <i>Grammar, Usage, Mechanics</i> Blackline Masters Book</p> <ul style="list-style-type: none"> <li>Complete subjects and predicates, p. 1-3</li> <li>Compound sentences, p. 13</li> <li>End punctuation, p. 160</li> <li>Quotation Marks, p. 169</li> <li>Conjunctions, p. 127</li> <li>Punctuation of titles, pp. 151, 181</li> <li>Subject/verb agreement, pp. 133-145</li> <li>Types of nouns, p.31-40</li> <li>Adjectives, p. 100-101, 115</li> </ul> <p><i>Language of Literature : Grammar Handbook</i> (back of text)</p> <ul style="list-style-type: none"> <li>Complex sentences, p. R83, R85; also p. 727</li> <li>Transitions, p. R36</li> </ul> <p><i>Language Network</i></p> <ul style="list-style-type: none"> <li>Complete sentences, p. 6-8</li> <li>Compound subjects, 169-183</li> <li>Compound sentences, 218, 228</li> <li>Complex sentences, 283</li> <li>Quotations, p. 214-217</li> <li>Semicolons, p. 218</li> <li>Conjunctions, p.282</li> <li>Types of nouns, p. 21, 22, 41, 42, 75-79</li> </ul>

**NONFICTION**  
 Trad: Nov. 16 – Feb. 5  
 Mod.Trad: Nov. 16 – Nov. 12  
 TrkB: Nov. 16-March 5

**2009-2010 RECOMMENDED PACING LANGUAGE OF LITERATURE GRADE 6**  
**UNIT 2: NONFICTION (taken from Cluster 2: Types of Nonfiction; Cluster 10 Text Structure; Cluster 11 Persuasion; Cluster 12 Research Reports )**

**Unit Description:** This unit addresses types of nonfiction, nonfiction text structure, elements of persuasion and research strategies. . Students will read nonfiction, discuss propaganda techniques, write expository and persuasive essays, and improve sentences through the use of phrases and clauses.

**CONTENT STANDARDS , STUDENT OUTCOMES, REQUIRED ASSESSMENTS**

**Boldface = content standard; unbold = student outcomes; # = multiple items on CST**

**1.0 Word Analysis/Vocabulary**

**#1.3 Use word origins/foreign words in English** Use Greek affixes to understand words. Understand foreign words in English.  
**#1.4 Monitor expository text for unknown words or words with novel meaning using word, sentence, and paragraph clues to determine meaning.** *Students will*

Examine word parts (prefix, suffix, base word, roots) sentence clues (restatement, definition, comparison/contrast, definition) and paragraph clues to determine the meaning of unknown words.

**#1.5 Understand and explain “shades of meaning” (e.g. softly vs. quietly)**

*Students will...*

Use denotation, connotation, related words to explain shades of meaning.

**2.0 Reading Comprehension**

**#2.1 Identify structural features of popular media and use the features to obtain information.** *Students will...*

Identify features of newspapers, magazines, and online sources.

Use features to get information and answer questions.

**2.2 Analyze text that uses the compare/contrast organizational pattern.**

*Students will...*

Identify markers for compare/contrast organization.

Explain how the compare/contrast details are organized (e.g., all features of Subject A, then features of Subject B or each feature for Subject A and Subject B through essay).

**#2.3 Connect and clarify main ideas by identifying their relationships to other sources and related topics.** *Students will...*

Identify stated and implied main ideas.

Identify supporting details.

Explain connections between main ideas and other related topics or sources.

**2.4 Clarify texts by creating outlines, logical notes, summaries or reports.**

*Students will...*

Use notes, outlines, summaries to clarify/demonstrate their understanding of texts.

**#2.6 Determine the adequacy and appropriateness of the evidence for an author’s conclusions.** *Students will...*

Distinguish between fact and opinion.

Identify author’s conclusions.

Evaluate the adequacy and appropriateness of the author’s evidence.

**2.0 Reading Comprehension (cont’d)**

**#2.7 Make reasonable assertions about a text through accurate, supporting citations.** *Students will...*

Make reasonable claims about a text and support those claims with evidence.

**#2.8 Note instances of unsupported inferences, fallacious reasoning, persuasion, and propaganda in text.** *Students will...*

Identify types of faulty reasoning and propaganda techniques (snob appeal, bandwagon)

**2.0 Writing Strategies/2.0 Writing Applications**

*Students will...*

**#1.2/2.2 Create multiple paragraph expository essays that state the thesis, explain the situation, follow an organizational pattern, and that offer evidence to validate arguments.**

**2.3 Write research reports that include a bibliography.**

**1.6 Revise writing to improve organization and consistency of ideas.**

**1.0 Written and Oral Conventions**

*Students will...*

**1.1 Use effective coordination and subordination of ideas.**

**1.2 Ensure that verbs agree with compound subjects.**

**1.5 Spell frequently misspelled words correctly.**

**1.0 Listening/2.0 Speaking**

*Students will...*

1.2 Identify mood, tone and emotion in oral communication

1.9 Identify persuasive and propaganda techniques used in television and identify false and misleading information.

2.2 Deliver informative presentations

2.3 Give oral responses to literature.

2.4 Deliver persuasive presentations.

Participate in daily class discussions

**Spelling Concepts**

*Students will correctly spell...*

- Words with ob-, sub-, in-
- Words ending with -ible, able
- Compound words
- Homonyms, homophones, homographs

**Grammar and Mechanics**

*Students will correctly use...*

- Indefinite pronouns especially in subject/verb agreement
- Pronouns
- Phrases and clauses to improve sentences
- Apostrophes
- Compound-complex sentences
- Conjunctions
- Semicolons in clauses
- Verbs tenses

**Required Assessments**

- Daily, weekly on-going checks for understanding (e.g. exit slips, learning logs, quizzes, other vocabulary, literary , grammar, spelling, or mechanics tasks)
- **Writing folder : Expository**
- **Cluster 11: Persuasion (rdg. comp/lit. analysis)**
- **Mid-term: Trad/Mod Trad: Jan 12 – 14; Trk B Jan 19 -21**

**Data Collection/Deadlines**

*(see principal for exact date to turn in data)*

**Dec. 10 - 15: Narrative (rhetoric and conventions)**

**Jan. 7- 12: Cluster 11: Persuasion (rdg. comp/lit. analysis)**

**Feb. 2 – 9: Expository (rhetoric and conventions)**

**NONFICTION**  
**Trad: Nov. 16 – Feb. 5**  
**Mod.Trad: Nov. 16 – Nov. 12**  
**TrkB: Nov. 16-March 5**

**2009-2010 RECOMMENDED PACING LANGUAGE OF LITERATURE GRADE 6**  
**UNIT 2 NONFICTION: KEY VOCABULARY AND TEACHING RESOURCES**

(Note: The resources listed are suggestions. Teachers may choose other resources as needed to accomplish the goals of the unit.)

VOCABULARY OF THE DISCIPLINE	WORD ANALYSIS	READING Comp. & LITERARY ANALYSIS	WRITING AND CONVENTIONS
<p><b>Word Analysis</b>            Base Word            Connotation            Context Clues (types)</p> <ul style="list-style-type: none"> <li>• Restatement, definition, general, sentence, paragraph, comparison/contrast</li> <li>• Comparison/contrast</li> </ul> <p>Denotation            Prefix            Root</p> <p><b>Reading Comprehension: Nonfiction</b>            Anecdote            Assertion            Author conclusions            Author evidence            Author's perspective            Author purpose            Autobiography            Bandwagon            Bibliography            Biography            Cause/effect organization            Claims            Chronological Order            Circular reasoning            Comparison/contrast organization            Either/or            Expository            Fact            Informative article            Interview            Main Idea/supporting details organization            Memoir            Opinion            Outline            Overgeneralizations            Propaganda            Prose            Snob appeal            Spatial order            Summary            Text structure            Unsupported inferences</p> <p><b>Writing and Conventions</b>            Apostrophe            Clause            Compound words            Conclusion (in essay writing)            Contraction            Coordination of ideas            Homograph, homonym, homophone            Lead            Nouns (types of nouns)            Phrase            Subordination of ideas            Thesis</p>	<p><b>Vocabulary</b>  <i>Vocabulary and Spelling Book</i></p> <ul style="list-style-type: none"> <li>• Idioms, p. 49</li> <li>• Homographs, p. 59</li> <li>• Homonyms, p. 55</li> <li>• Homophones, p. 57</li> <li>• Compound words, p. 53</li> <li>• Context clues, pp. 1-12</li> <li>• Prefixes, base words, roots, pp. 13-30</li> <li>• Denotation/connotation, pp. 45-46</li> <li>• Similes and metaphors, pp. 51-52; also <i>LOL, T.E.</i>, p. 192</li> </ul> <p><b>Greek combining forms</b>            aristo            astro            auto            bio            cycl            dia            graph            log            mono            mytho            peri            photo            syn            tele            hom</p> <p><b>Pre Fixes</b>            ex            dis-            il-            im-            in-            ir-            mid-            mis-            pre-            post-            re-            sub-            super-            trans-</p> <p><b>Latin Roots</b>            dic, dict            form            rupt            scib, script            trac, tract            vid, vis            other roots            flex            funct            ject            pel, pal            plain, plan            plaud, plod, plos            press            ten, tend</p> <p><b>Suffixes</b>            -able/ible            d/ed            -er/-or            -ion            -ive</p>	<p><b>Core Program</b>  <b>Teaching ideas may be found in the teacher notes in the <i>Language of Literature T.E., Interactive Reader T.E., and the Universal Access Resource Book</i></b></p> <p><i>Language of Literature</i>, gr. 6            "Reading for Information," R4            "Patterns of Organization," R6            "Mathew Henson..." , p. 101</p> <ul style="list-style-type: none"> <li>• Biography, main idea, supporting details, and point of view from <i>Woodsong</i>, p. 165</li> <li>• Memoir, imagery "Daring to Dream," p. 145</li> <li>• Features of a magazine article</li> <li>• Summarizing "Chinatown", p. 219</li> <li>• Fact/opinion, spatial and comparison and contrast order "The First Emperor," p. 728</li> <li>• Summarizing</li> <li>• Connecting main ideas</li> <li>• Comparison/contrast order "Trading Card Talk", p. 48</li> <li>• Paraphrasing/outlining "Home on an Icy Planet"</li> <li>• Notes, outlining</li> </ul> <p><b>Strategic/ELD Support</b>  <i>Interactive Reader</i>            "Mathew Henson..." , p. 12            "from <i>Woodsong</i>, p. 56            "Chinatown", p. 80</p> <p><b>Bridges</b>            "Volcanoes," p.48</p> <ul style="list-style-type: none"> <li>• Main idea</li> </ul> <p>"I Am Rosa Parks," p. 218</p> <ul style="list-style-type: none"> <li>• Fact, opinion</li> </ul> <p><b>Assessment Resources</b>            In addition to teacher-made assessments, these resources may be helpful:            CST released items  <i>Unit One Resource Book</i>            pp. 47 – 53 ("Matthew Henson")            pp. 75-77 ("Daring to Dream")            pp. 85-91 ("Woodsong")  <i>Unit Two Resource Book</i>            pp. 17-25 ("Chinatown")  <i>Unit Five Resource Book</i>            pp. 69-75 ("First Emperor")</p> <p><b>See Standards Manager for unpacking standards and re-teaching ideas, pp. 191 – 249</b></p>	<p><b>Nonfiction Writing</b>  <i>Language of Literature</i>,            R 43-46, p. 355, 430 (expository)            R 47-48, p. 690 (persuasive)</p> <p>Research Workshop, p. 754</p> <p><i>Unit Three Resource Book</i>            Comparison/contrast essay, p23-31</p> <p><i>Unit Five Resource Book</i>, p. 44-52 (opinion statement)            Research report, pp. 79-87</p> <p><i>Writing Transparencies</i>, pp. 9-11 (transitions)            Research transparencies, pp 40-56</p> <p><i>District Writing Guide</i></p> <p><i>CST Released writing samples</i></p> <p><b>Spelling</b>  <i>Spelling and Vocabulary Book</i></p> <ul style="list-style-type: none"> <li>• ob-, sub-, p. 139</li> <li>• in-, p. 141</li> <li>• ible, p. 137</li> <li>• -able, p.103</li> <li>• homonyms, homophones, homographs, p. 55-60</li> </ul> <p><b>Grammar, Mechanics and Usage</b>  <i>Grammar, Usage Mechanics</i>            Blackline Masters Book</p> <ul style="list-style-type: none"> <li>• Subject/verb agreement, pp. 133-145</li> <li>• Apostrophes, p. 178</li> <li>• Prepositional phrases, p. 124</li> <li>• Indefinite pronouns, 64, 142</li> <li>• Verb tenses, p. 91-97</li> </ul> <p><i>Language of Literature</i>, Grammar Handbook (back of text) , phrases and clauses p. R83            Compound-complex sentences, R 85, 737            Subordinate clauses, R 83</p> <p><i>Language Network</i></p> <ul style="list-style-type: none"> <li>• Phrases, pp. 148-153, 171-177, 183</li> <li>• Subject/verb agreement, p. 164-183</li> <li>• Indefinite pronouns. P. 72-74</li> <li>• Semicolons, p. 218-219</li> <li>• Conjunctions, p.282</li> <li>• Verb Tense, p. 118-119</li> </ul> <p><i>Universal Access Resource Book</i>            Phrases, p. 3.53            Clauses, p. 3.63</p>

**2009-2010 RECOMMENDED PACING LANGUAGE OF LITERATURE GRADE 6**  
**UNIT 3: NOVEL and POETRY (taken from Cluster 3 Poetry; Cluster 4 Character and Setting, Cluster 6: Plot; Cluster 8: Theme, Cluster 9: History Through Literature)**

**Unit Description:** This unit reviews the elements of fiction as applied to a novel and introduces students to the ways tone and meaning are conveyed in poetry. Students will write Response to Literature essays, read and analyze poetry, and read a core novel. Teachers may choose to do a research task related to the novel study.

**CONTENT STANDARDS , STUDENT OUTCOMES, REQUIRED ASSESSMENTS**

**Boldface = content standard    underline = student outcomes    # = multiple items on CST**

**2.0 Word Analysis/Vocabulary**  
**# 1.2 Identify and interpret figurative language.**  
*Students will...*  
Identify types of figurative language: simile, metaphor, personification  
Identify how subjects are being compared.  
**#1.3 Use word origins/foreign words in English**  
*Students will...*  
Use Greek affixes to understand words.  
Understand foreign words in English.  
**#1.5 Understand and explain “shades of meaning” (e.g. softly vs. quietly)**  
*Students will...*  
Use denotation, connotation, related words to explain shades of meaning.

**Reading Comprehension**  
**2.4 Clarify texts by creating outlines, logical notes, summaries or reports.**  
*Students will...*  
Use notes, outlines, summaries to clarify/demonstrate their understanding of texts.

**3.0 Literary Analysis**  
*Students will...*  
Poetry  
**#3.4 Define how tone or meaning is conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme.**  
*Recognize each element.*  
*Explain how the element(s) contribute to the tone or meaning of a poem.*  
  
Novel  
**#3.2 Analyze effect of the qualities of the character on the plot and the resolution of the conflict.** *Students will...*  
Identify major/minor characters, character traits, internal/external conflict, plot structure, character motives.  
Explain the relationship between character traits and motives, how the plot develops, and how the conflict is resolved.  
**3.3 Analyze the influence of setting on the problem and its resolution.**  
*Students will...*  
Identify setting  
Explain how setting impacts a problem/conflict/resolution  
Explain how setting may influence character beliefs which in turn can affect the resolution of the conflict.

**Literary Analysis 3.0 (cont’d)**  
**3.6 Identify and analyze features of theme conveyed through characters, actions, and images.** *Students will...*  
Trace the character actions, character traits, images to determine theme.  
**#3.7 Explain the effects of common literary devices.** *Students will...*  
Recognize figurative language, similes, metaphors, personification, imagery, symbolism  
Explain what these devices do for the literary piece.  
**3.8 Critique the credibility of the characterization and the degree to which a plot is contrived or realistic.** *Students will...*  
Determine whether “real people” would act or speak like the characters.  
Evaluate whether characters’ actions are consistent with their traits and motives.

**3.0 Writing Strategies/2.0 Writing Applications**  
*Students will...*  
**#1.2 Create multiple paragraph expository essays that state the thesis, explain the situation, follow an organizational pattern, and that offer evidence to validate arguments.**  
**1.4 Use organizational features of electronic texts to locate information.**  
**#1.6 Revise writing to improve organization and consistency of ideas.**  
**2.4 Write responses to literature that develop an interpretation, organize the interpretation around several clear ideas, develop and justify the interpretation through examples and textual evidence.**

**Written and Oral Conventions**  
*Students will...*  
**1.1 Use simple, compound, complex, compound-complex sentences, effective coordination and subordination to express complete thoughts.**  
**1.2 Properly use present perfect, past perfect, future verb tenses correctly.**

**3.0 Listening/2.0 Speaking**  
*Students will...*  
**1.4** Select a focus, an organizational structure, and a point of view matching purpose, message, occasion, and vocal modulation to the audience.  
**2.3** Give oral responses to literature.  
Participate in daily class discussions.

**Spelling Concepts**  
*Students will correctly spell...*

- Words with ence, -ent, -ize, -ise
- Contractions
- Foreign words in English
- VAC words/non VAC words
- Words with hard/soft g

**Grammar and Mechanics**  
*Students will correctly use...*

- Adverbs
- A variety of sentence structures

**Required Assessments**

- Daily, weekly on-going checks for understanding (e.g. exit slips, learning logs, quizzes, other vocabulary, literary, grammar, spelling, or mechanics tasks)
- **Writing folder : Response to literature task**
- **Cluster 3: Poetry/Cluster 9: History Through Literature (rdg. comp/lit. analysis)**

**Data Collection/Deadlines**  
*(see principal for exact date to turn in data)*  
  
**Mar. 2 - 9: Mid-term data**

**NOVEL/POETRY**  
Trad: Feb. 9 – Apr. 16  
Mod. Trad: Feb. 16-  
April 30  
TrkB: March 8-May 28

**2009-2010 RECOMMENDED PACING LANGUAGE OF LITERATURE GRADE 6**  
**UNIT 3 NOVEL/POETRY: KEY VOCABULARY AND TEACHING RESOURCES**  
(Note: The resources listed are suggestions. Teachers may choose other resources as needed to accomplish the goals of the unit.)

VOCABULARY OF THE DISCIPLINE	WORD ANALYSIS	READING COMP. & LITERARY ANALYSIS	WRITING AND CONVENTIONS
<p><b>Word Analysis</b> Affix Connotation Figurative language Denotation Metaphor Personification Prefix Root Shades of meaning Simile</p> <p><b>Reading Comprehension</b> Outline Summary</p> <p><b>Literary Analysis</b> Character credibility Character motivation Conflict Imagery Major characters Minor character Line length Plot structure Repetition Resolution Rhyme Rhythm Setting Symbolism Theme</p> <p><b>Writing and Conventions</b> Adjective Adverb Compound sentence Compound-complex sentence Complex sentence Contractions Coordination Conjunctions Future tense Literary devices  Past perfect tense Present perfect tense Subordination Textual evidence Transitions</p>	<p><b>Vocabulary</b> <i>Vocabulary and Spelling Book</i></p> <ul style="list-style-type: none"> <li>Foreign words in English</li> <li>Greek roots, p. 31</li> <li>Other roots and affixes, pp. 13-28</li> <li>Foreign words in English, p. 31-32.</li> </ul> <p><b>Greek combining forms</b> aristo astro auto bio cycl dia graph log mono mytho peri photo syn tele hom</p> <p><b>Pre Fixes</b> ex dis- il- im- in- ir- mid- mis- pre- post- re- sub- super- trans-</p> <p><b>Latin Roots</b> dic, dict form rupt scib, script trac, tract vid, vis other roots flex funct ject pel, pal plain, plan plaud, plod, plous press ten, tend</p> <p><b>Suffixes</b> -able/ible d/ed -er/-or -ion -ive</p>	<p><b>Core Program</b> Teaching ideas may be found in the teacher notes in the <i>Language of Literature T.E., Interactive Reader T.E., and the Universal Access Resource Book</i></p> <p><i>Language of Literature 6</i> “Reading Poetry,” p. 193 “It Seems I Test People,” p. 194 “I’m Nobody, Who Are You?,” p. 194 “Western Wagons,” p. 284 “Night Journey,” p. 284 “Street Corner Flight,” p. p. 291 “You Sing,” p. 52 “How to Paint the Portrait of a Bird,” p. 643</p> <p><i>Hatchet</i> or other core novel</p> <p><b>Strategic/ELD Support</b> <i>Interactive Reader</i> “Western Wagons,” p. 43 “Night Journey,” p. 43</p> <p><b>Assessment Resources</b> In addition to teacher-made assessments, these resources may be helpful:  <i>Unit Two Resource Book</i> pp. 57-60 (“Western Wagons”)  <i>Unit Five Resource Book</i> pp. 18-19 (“You Sing”, “How to Paint the Portrait of a Bird”)  CST released items <b>See Standards Manager for unpacking standards and re-teaching ideas, pp. 191 – 249</b></p>	<p><b>Writing</b> <i>Language of Literature 6</i> Writing an Original Poem, p. 236 Response to Literature, p. 89</p> <p><i>Unit One Resource Book, pp 38-46</i> Response to Literature Workshop</p> <p><i>Unit Two Resource Book</i> Original Poem, pp 25-33</p> <p><i>District Writing Guide</i></p> <p><i>CST released writing samples</i></p> <p><b>Spelling</b> <i>Spelling and Vocabulary Book</i></p> <ul style="list-style-type: none"> <li>Base Word Changes p. 127-128</li> <li>-ise, -ize, p.145</li> <li>Contractions, p.135</li> <li>Foreign words in English</li> <li>VAC/Non VAC words p. 117-120</li> <li>Hard/soft g, p. 97</li> </ul> <p><b>Grammar, Mechanics and Usage</b> Blackline Masters</p> <ul style="list-style-type: none"> <li>Complete subjects and predicates, p. 1-3</li> <li>Compound sentences, p. 13</li> <li>End punctuation, p. 160</li> <li>Conjunctions, p. 127</li> <li>Subject/verb agreement, pp. 133-145</li> <li>Adverbs p. 109-112, 115</li> </ul> <p><i>Language of Literature, Grammar Handbook</i> (back of text) , phrases and clauses p. R83 Compound-complex sentences, R 85, 737 Subordinate clauses, R 83</p> <p><i>Universal Access Resource Book</i> Phrases, p. 3.53 Clauses, p. 363 Compound subjects, p. 3.67 Adverbs p. 3.47</p> <p><i>Language Network</i></p> <ul style="list-style-type: none"> <li>Phrases, pp. 148-153, 171-177, 183</li> <li>Subject/verb agreement, p. 164-183</li> <li>Semicolons, p. 218-219</li> <li>Conjunctions, p.282</li> </ul> <p>Adverbs p. 130-132, 144-145</p>

ACADEMIC RDG.&  
NOVEL/UNIT OF TEACHER  
CHOICE

Trad: April 19- June 17  
Mod.Trad: May 3-June 24  
TrkB: June 1 –July 23

**2009-2010 RECOMMENDED PACING LANGUAGE OF LITERATURE GRADE 6  
UNIT 4: ACADEMIC AND INFORMATIONAL READING/NOVEL/ UNIT OF  
TEACHER CHOICE**

**Unit Description:** This reading various types of informational and content area materials. The unit also allows for teacher choice of a second novel and/or a teacher-developed unit.

**CONTENT STANDARDS , TEACHNG POINTS, REQUIRED ASSESSMENTS**

**Boldface = content standard    unbold = student outcomes    # = multiple items on CST**

**1.0 Word Analysis/Vocabulary**

*Students will...*

Read and understand vocabulary appropriate to the teacher selected novel.

**2.0 Reading Comprehension**

**Informational Materials**

**2.2 Analyze text that uses the compare/contrast organizational pattern.** *Students will...*

Identify markers for compare/contrast organization.

Explain how the compare/contrast details are organized (e.g., all features of Subject A, then features of Subject B or each feature for Subject A and Subject B through essay).

**#2.3 Connect and clarify main ideas by identifying their relationships to other sources and related topics.**

*Students will...*

Identify stated and implied main ideas. Identify supporting details.

Explain connections between main ideas and other related topics or sources.

**2.4 Clarify texts by creating outlines, logical notes, summaries or reports.** *Students will...*

Use notes, outlines, summaries to clarify/demonstrate their understanding of texts.

**#2.5 Follow multiple step instructions for preparing applications (e.g., for public library card, bank savings account, sports club, league membership)** *Students will...*

Read and complete applications.

Identify information required in the applications.

**#2.6 Determine the adequacy and appropriateness of the evidence for an author's conclusions.** *Students will...*

Distinguish between fact and opinion. Identify author's conclusions.

Evaluate the adequacy and appropriateness of the author's evidence.

**Review other appropriate skills as needed.**

**Literary Analysis 3.0 (cont'd)**

**Novel**

**#3.2 Analyze effect of the qualities of the character on the plot and the resolution of the conflict.** *Students will...*

Identify major/minor characters, character traits, internal/external conflict, plot structure, character motives.

Explain the relationship between character traits and motives, how the plot develops, and how the conflict is resolved.

**3.3 Analyze the influence of setting on the problem and its resolution.**

*Students will...*

Identify setting

Explain how setting impacts a problem/conflict/resolution

Explain how setting may influence character beliefs which in turn can affect the resolution of the conflict.

**3.6 Identify and analyze features of theme conveyed through characters, actions, and images.** *Students will...*

Trace the character actions, character traits, images to determine theme.

**#3.7 Explain the effects of common literary devices.** *Students will...*

Recognize figurative language, similes, metaphors, personification, imagery, symbolism

Explain what these devices do for the literary piece.

**3.8 Critique the credibility of the characterization and the degree to which a plot is contrived or realistic.** *Students will...*

*Students will...*

Determine whether "real people" would act or speak like the characters.

Evaluate whether characters' actions are consistent with their traits and motives.

**1.0 Writing Strategies/2.0 Writing Applications**

*Students will...*

**Review appropriate skills as needed.**

**1.0 Written and Oral Conventions**

*Students will...*

**Review appropriate skills as needed.**

**1.0 Listening/2.0 Speaking**

*Students will...*

**Review appropriate skills as needed.**

**Spelling Concepts**

*Students will correctly spell...*

**Review appropriate skills as needed.**

**Grammar and Mechanics**

*Students will correctly use...*

**Review appropriate skills as needed.**

**Required Assessments**

- Daily, weekly on-going checks for understanding (e.g. exit slips, learning logs, quizzes, other vocabulary, literary , grammar, spelling, or mechanics tasks)
- Writing folder : Persuasive**
- STAR Testing: Trad: Apr. 26 – May 21; Mod. Trad: May 3 – 28; Trk B: June 2-30**
- EOC Trad May 24 –June 11; Mod Trad: June 1 – 24; Trk B: July 1 -23**

**Data Collection/Deadlines**

*(see principal for exact date to turn in data)*

**May 5 -11: Response to Literature (rhetoric &conventions) AND Cluster 3: Poetry/ Cluster 9: History Through Literature (rdg. comp/lit. analysis)**

ACADEMIC RDG.&  
NOVEL/UNIT OF  
TEACHER CHOICE  
Trad: April 19- June 17  
Mod.Trad: May 3-June 24  
TrkB: June 1 –July 23

**2009-2010 RECOMMENDED PACING LANGUAGE OF LITERATURE GRADE 6  
UNIT 4 ACADEMIC AND INFORMATIONAL READING/NOVEL/UNIT OF TEACHER CHOICE  
VOCABULARY OF THE DISCIPLINE AND TEACHING RESOURCES**

(Note: The resources listed are suggestions. Teachers may choose other resources as needed to accomplish the goals of the unit.)

VOCABULARY OF THE DISCIPLINE	WORD ANALYSIS RESOURCES	LITERARY ANALYSIS RESOURCES	WRITING AND CONVENTIONS RESOURCES
<p><b><u>1.0 Word Analysis</u></b></p> <p>Select vocabulary words relevant to the novel.</p> <p><b><u>2.0 Reading Comprehension</u></b> Informational Materials</p> <ul style="list-style-type: none"> <li>• abbreviations</li> <li>• applications (for something)</li> <li>• author argument</li> <li>• arrows</li> <li>• boldface</li> <li>• captions</li> <li>• cause/effect order</li> <li>• charts</li> <li>• chronological order</li> <li>• comparison/contrast under</li> <li>• compass rose</li> <li>• diagrams</li> <li>• figures</li> <li>• graphics</li> <li>• graph</li> <li>• headings</li> <li>• key</li> <li>• images</li> <li>• italics</li> <li>• labels</li> <li>• legend</li> <li>• links</li> <li>• main idea</li> <li>• maps</li> <li>• menu</li> <li>• bars</li> <li>• objectives (of a chapter)</li> <li>• opinion</li> <li>• public notice</li> <li>• scale (on a map)</li> <li>• subheads</li> <li>• supporting details</li> <li>• symbols</li> <li>• title</li> <li>• visuals</li> <li>• web address</li> <li>• URL</li> </ul> <p>Review other skills as necessary</p> <p><b><u>Written Conventions</u></b> Review needed skills as necessary</p>	<p><b><u>Vocabulary</u></b> <i>Vocabulary and Spelling Book</i> (To be determined by teacher)</p> <p><b><u>Words and Stems Commonly Used in Standardized tests</u></b></p> <p>Excerpt Expression Line (Poetry) Paragraph Passage Phrase Rough Draft Sentence Selection Stanza Statement Summary Text Version</p> <p>According to... Which detail...? Which source...? How does the writer achieve...? Which of the following...? The author probably believes... Based on... _____ implies... Best evidence Best completes Most likely/least likely Most effectively The author's argument... The author's attitude... _____ creates a tone/mood of...</p>	<p><b><u>Core Program</u></b> Teaching ideas may be found in the teacher notes in the <i>Language of Literature T.E., Interactive Reader T.E., and the Universal Access Resource Book</i></p> <p><b>Selections to be determined by teacher</b></p> <p><i>Interactive Reader</i> "Academic and Informational Reading," pp 260 - 293</p> <p><i>Language of Literature 6</i> <b>To be determined by teacher</b></p> <p><b>Core novel of teacher choice</b></p> <p><b>Strategic/ELD Support</b> (To be determined by teacher)</p> <p><b><u>Assessment Resources</u></b> In addition to teacher-made assessments, these resources may be helpful: CST released items</p> <p>Other assessments determined by teacher</p> <p>See Standards Manager for unpacking standards and re-teaching ideas, pp. 191 – 249</p>	<p><b><u>Writing</u></b> <i>Language of Literature</i></p> <p><i>District Writing Guide</i></p> <p><i>CST released writing samples</i></p> <p><b><u>Spelling</u></b> <i>Spelling and Vocabulary Book</i> <b>To be determined by teacher</b></p> <p><b><u>Grammar, Mechanics and Usage</u></b> <i>Blackline Masters</i> <b>To be determined by teacher</b></p> <p><i>Language Network</i> <b>To be determined by teacher</b></p>

## Two Hour Strategic Class

### Hour 1: READING PERIOD (Vocabulary, Reading Comprehension, Literary Analysis)

#### Reading Standards -- (1.0, 2.0, 3.0)

Time		DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
15 Minutes	<b>Reading Warm Up Tasks:</b> SSR, CORE LIT. NOVEL, CST released item tied to CLUSTER.	READING WARM-UP	READING WARM-UP	READING WARM-UP	READING WARM-UP	Writing task tied to reading task.
25 Minutes	<b>READING DIRECT INSTRUCTION LESSON:</b> Vocabulary, literary/foundation reading skill attached to cluster, or reading of identified selection.	MOTIVATING & BUILDING BACKGROUND VOCABULARY				
		READING LESSON, SKILLS & TEXTS			ASSESSMENT (Must Do)	ENRICHMENT (May Do)
					RETEACHING as needed	
10 Minutes	<b>Reading Closure Tasks</b> Check for understanding (Ticket), mini-quiz, oral sharing or read aloud-novel.	READING CLOSURE TASKS	READING CLOSURE TASKS	READING CLOSURE TASKS	READING CLOSURE TASKS	READING CLOSURE TASKS

### Hour 2: LANGUAGE ARTS PERIOD (Writing, Grammar & Spelling)

#### Writing Standards, (1.0 & 2.0) Written & Oral English Language Conventions 1.0

15 Minutes	<b>Writing Warm Up Tasks:</b> DOL, Spelling Skill, CST released item(s) tied to CLUSTER with revision or grammar.	WRITING WARM UP	WRITING WARM UP	WRITING WARM UP		Assessment task tied to writing task
25 Minutes	<b>WRITING DIRECT INSTRUCTION LESSON:</b> Grammar, writing (could be tied to a literary task or process writing.)	GRAMMAR				ENRICHMENT (May Do)
		WRITING			ASSESSMENT	
					RETEACHING	
10 Minutes	<b>Writing Closure Tasks:</b> Check for understanding, (exit ticket). mini-quiz, oral sharing, Writer's Workshop, publishing.	WRITING CLOSURE TASKS	WRITING CLOSURE TASKS	WRITING CLOSURE TASKS	WRITING CLOSURE TASKS	WRITING CLOSURE TASKS

## Enrichment/Considerations for Advanced Learners

The following ideas may be used to assist teachers in challenging students and in adding rigor to the core program.

<b>Unit 1: Narrative</b>	<b>Unit 2: Nonfiction</b>
<ul style="list-style-type: none"> <li>• Examine archetypal settings and their relationship to theme (e.g., the wilderness, a garden, the river)</li> <li>• Examine archetypal characters and their relationship to theme (e.g., the mentor, the naïve young man or woman)</li> <li>• Study the text through different points of view (e.g., major and minor characters, omniscient observer)</li> <li>• Study author style</li> <li>• Socratic seminars</li> <li>• Extension menus</li> <li>• Apply Costa’s levels of questions to texts</li> <li>• Use depth and complexity icons</li> <li>• Use content imperatives</li> <li>• Think like a writer</li> <li>• Tone, diction, author word choice</li> <li>• Denotation vs. connotation</li> <li>• Book clubs (self-selected reading groups)</li> <li>• Literature circles</li> <li>• Write additional pieces</li> </ul>	<ul style="list-style-type: none"> <li>• Use and study the appeals of ethos, pathos, logos in writing</li> <li>• Argue both sides of an issue</li> <li>• Text structure analysis</li> <li>• Think like a researcher</li> <li>• Etymology of vocabulary words</li> <li>• Socratic seminars</li> <li>• Extension menus</li> <li>• Apply Costa’s levels of questions to texts</li> <li>• Use depth and complexity icons</li> <li>• Use content imperatives</li> <li>• Word arrays (shades of meaning)</li> <li>• Sentence combining/sentence patterns</li> <li>• Do additional reading</li> <li>• Create functional documents</li> <li>• Evaluate functional documents for clarity of message</li> </ul>
<b>Unit 3: Novel/Poetry</b>	<b>Unit 4: Novel/Teacher Choice</b>
<ul style="list-style-type: none"> <li>• TP-CASTT analysis of poetry (title, paraphrase, connotation, speaker, shift in speaker/attitude, title revisit, theme)</li> <li>• Diction, tone, word choice, imagery</li> <li>• Think like a poet</li> <li>• Write in a given poet’s style</li> <li>• Extension menus</li> <li>• Examine archetypal settings and their relationship to theme (e.g., the wilderness, a garden, the river)</li> <li>• Examine archetypal characters and their relationship to theme (e.g., the mentor, the naïve young man or woman)</li> <li>• Study the text through different points of view (e.g., major and minor characters, omniscient observer)</li> <li>• Study author style</li> <li>• Socratic seminars</li> <li>• Apply Costa’s levels of questions to texts</li> <li>• Use depth and complexity icons</li> <li>• Use content imperatives</li> <li>• Tone, diction, author word choice</li> <li>• Denotation vs. connotation</li> </ul>	<ul style="list-style-type: none"> <li>• Use depth and complexity icons</li> <li>• Use content imperatives</li> <li>• Extension menus</li> <li>• Novel study</li> <li>• Literature circles/book clubs</li> </ul>

### Active Participation

Possible methods to implement overt active participation ( <u>O</u> ral, <u>W</u> ritten and/or <u>G</u> estures)	<b>ACTIVE PARTICIPATION</b>
<b>STRATEGY NAME &amp; DESCRIPTION</b>	
<b>ORAL</b>	<b>A-B Partner Teach:</b> Teacher prompts students beforehand that they will be responsible periodically throughout the lesson to reteach a portion of the content to a partner. Designate partner pairs as A or B.
	<b>Choral Response/Choral Work:</b> All students respond orally either repeating teacher or answering questions in unison.
	<b>Clock Appointments:</b> Ss make appointments w/ other Ss. As teacher calls that specific appointment time, Ss meet with their designated appointment and discuss a given question or summary statement.
	<b>Expert Line-Up:</b> Through conversation students decide who has the most expertise on a subject and line up accordingly. This allows for partners for the activity to be determined.
	<b>Give and Take:</b> Ss partner up. For each summary statement given to the partner, the partner gives one back.
	<b>Group Alerting:</b> After presenting material, teacher asks a question. Without calling on an individual, the teacher pauses to let the entire group formulate answer. After pausing, the teacher calls on a particular student. When the student has finished answering, the teacher cues the whole class to respond to the individual's answer with a thumbs-up or thumbs-down gesture.
	<b>Mix-Freeze-Match:</b> Students mingle (mix) until teacher says, "Freeze" and they partner with the closest person (match) for sharing.
	<b>Numbered Heads:</b> Ss number off in groups. All are responsible for answer but only one in each group is chosen from a spinner.
	<b>Pass the Q &amp; A:</b> Teacher asks first student in each row a question. Students answer question orally, rephrasing the question in the answer. Student turns around and asks the same question to the next student. Ss continue the domino effect until they reach the back of the row.
	<b>Roll the Dice:</b> Students in groups of six are responsible for answer if their number comes up.
	<b>Round Robin Review:</b> At table groups, students review content student by student, clockwise or counter-clockwise rotation.
	<b>Think-Pair-Share:</b> All students receive individual time to formulate an answer, pair up with a partner to discuss and then share out to class.
	<b>3-Step Interview:</b> Student #1=interviewer, #2=be interviewed, #3=summarize the persons you interviewed.
	<b>3-Word Summaries:</b> At any point in the lesson, the

Possible methods to implement overt active participation ( <b>O</b> ral, <b>W</b> ritten and/or <b>G</b> estures)	<b>ACTIVE PARTICIPATION</b>
	teacher asks students to summarize their learning in exactly 3 words. This can be done orally or in written format.
	<b>What’s the Difference?:</b> This strategy involves simply asking students to identify the differences between two or more items. (example: verbs and adverbs, evaporation and absorption, hills and valleys, poems and songs)
	<b>What’s the Same?:</b> This strategy involves simply asking students to compare two or more items and describe how they are the same (example: clouds and mist, leaders and followers, eating good food and hiking tall mountains)
	<b>Whip Around, Pass Option:</b> Teacher whips around the room until getting an oral answer/comment from each student. Ss do have the option to pass the first time around.
<b>WRITTEN</b>	<b>Attentive Lecture:</b> In this strategy Ss are no allowed to take notes as the teacher is giving content information. Every 2-3 minutes, the teacher stops giving instruction and students are to write the crucial input given in the last few minutes in their notebooks.
	<b>Clock Appointments:</b> Ss make appointments w/ other Ss. As teacher calls that specific appointment time, Ss meet with their designated appointment and discuss a given question or summary statement.
	<b>Post-It Voting:</b> Student s use sticky notes with their initials to vote or comment and put up in designated area of white board. (i.e. used to rubric an anchor paper, categorizing information, graphing class information for lesson)
	<b>Reflection/Summary Writing:</b> Ss use journals or note pages to independently reflect on the learning.
	<b>Response Boards:</b> Students use white boards or mini chalk boards to write ideas/answers.
	<b>Snowball:</b> Ss write a summary statement on a scratch piece of paper, all toss them across the room, pick up a different paper, read and write another summary statement. Process continues.
	<b>Thinking Maps:</b> Not only for pre-writing activities, these graphic organizers that can be used to activate prior knowledge and/or to summarize the learning.
	<b>3-Step Interview:</b> Student #1=interviewer, #2=be interviewed, #3=summarize the persons you interviewed.
	<b>3-Word Summaries:</b> At any point in the lesson, the teacher asks students to summarize their learning in exactly 3 words. This can be done orally or in written format.

Possible methods to implement overt active participation ( <b>O</b> ral, <b>W</b> ritten and/or <b>G</b> estures)	<b>ACTIVE PARTICIPATION</b>
<b>GESTURES</b>	<b>Color-coded Choices:</b> Put colored sticker dots on Ss desks or nametags. Each color represents a possible answer to a question from the teacher. Student puts their finger on the answer they choose. (i.e. “If you think it is a fact, put your finger on red. On green, if you think it is an opinion.”)
	<b>4 Corners:</b> Teacher designates the 4 corners of the room to represent answers to a question. Students move to the corner they choose as their answer. Great for multiple-choice answers!
	<b>Group Alerting:</b> After presenting material, teacher asks a question. Without calling on an individual, the teacher pauses to let the entire group formulate answer. After pausing, the teacher calls on a particular student. When the student has finished answering, the teacher cues the whole class to respond to the individual’s answer with a thumbs-up or thumbs-down gesture.
	<b>Hand Signals:</b> A private gesture with the hands. Most effective to teacher (as a check for understanding) when Ss keep gestures close to their chest so other Ss can not see their answer. Examples include: Thumbs up/down, open/closed fist, one finger/two fingers, and arms crossed/uncrossed.
	<b>Post-It Voting:</b> Student s use sticky notes with their initials to vote or comment and put up in designated area of white board. (i.e. used to rubric an anchor paper, categorizing information, graphing class information for lesson).
	<b>Simulated DOL:</b> During Daily Oral Languge activities, students use a different gesture to represent each punctuation or editing change.
	<b>Stand Up/Sit Down:</b> Standing or sitting represent the 2 answer choices. Ss stand or sit depending on what they feel is the correct answer.



**METHODS:**

**Lesson Design & Delivery:** Teachers will incorporate these components of lesson design during direct instruction and inquiry activities. The order of components is flexible, depending on the teacher’s vision for the individual lesson. For instance, the objective and purpose, while present in the teacher’s lesson plan, are not made known to the students at the beginning of an inquiry lesson.

<p><b>Essential Elements of Effective Instruction Model for Lesson Design Using Task Analysis</b></p>	<p>Anticipatory Set Objective Standard Reference Purpose Input Modeling Check for Understanding Guided Practice Closure Independent Practice</p>
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Some components may occur once in a lesson, but others will recur many times. Checking for understanding occurs continually; input, modeling, guided practice and closure may occur several times. There may even be more than one anticipatory set when more than one content piece is introduced.

**Active Participation:** Teachers will incorporate the principles of active participation and specific strategies to ensure consistent, simultaneous involvement of the minds of all learners in the classroom. Teachers should include both covert and overt active participation strategies, incorporating cooperative learning structures and brain research. Some of the possible active participation strategies include:

<b>COVERT</b>	<b><u>OVERT</u> (Oral)</b>	<b>OVERT (Written)</b>	<b>OVERT (Gestures)</b>
• Recall	• Pair/Share	• Restate in Journals / Notes	• Hand Signals
• Imagine	• Idea Wave	• Response Boards	• Clapping
• Observe	• Choral Response	• Graphic Organizers	• Stand up/ Sit down
• Consider	• Give One, Get One	• Folded Paper	• Point to Examples
• Visualize	• “Foggiest” point	• Ticket Out of Class	
	• Socratic Seminar	• Illustrate	
	• Cooperative Discussion Groups (i.e. Talking Chips)		
	• Role Play		

**Baldrige Quality Tools**

- Affinity diagram
- Plus/Delta
- Flow Chart
- Consensogram
- Matrix/Diagram
- Scatter Diagram

**Literacy and Differentiation Strategies**

Learning styles and learning challenges of your students may be addressed by implementing combinations of the following:

<p><b><i>Reading Strategies in Language Arts</i></b></p> <ul style="list-style-type: none"> <li>▪ Learning Logs</li> <li>▪ Pre-teaching</li> <li>▪ Vocabulary</li> <li>▪ Pre-reading</li> <li>▪ Text Structures</li> <li>▪ Trail Markers</li> <li>▪ Reciprocal Teaching</li> <li>▪ Functional Text</li> <li>▪ Anticipation Guide</li> <li>▪ Close Reading</li> <li>▪ Literature Circles</li> <li>▪ Hot Seat</li> <li>▪ SSR/Independent Reading</li> </ul>	<p><b><i>Strategies for English Learners</i></b></p> <ul style="list-style-type: none"> <li>▪ Tapping/Building Prior Knowledge (Graphic Organizers, Schema)</li> <li>▪ Grouping Strategies</li> <li>▪ Multiple Intelligences</li> <li>▪ Adapt the Text</li> <li>▪ Interactive Learning (Manipulatives, Visuals)</li> <li>▪ Acquisition Levels</li> <li>▪ Language Sensitivity</li> <li>▪ Lower the Affective Filter (including Processing Time)</li> <li>▪ Home/School Connection (including Cultural Aspects)</li> </ul>	<p><b><i>Differentiation for Advanced Learners</i></b></p> <ul style="list-style-type: none"> <li>▪ Curriculum Compacting</li> <li>▪ Tiered Assignments</li> <li>▪ Flexible Grouping</li> <li>▪ Acceleration</li> <li>▪ Depth and Complexity</li> <li>▪ Independent Study</li> <li>▪ Literature Circles</li> </ul>
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**MATERIALS USED IN TEACHING THE COURSE:** In addition to the basic text, a variety of instructional tools will be used to meet the needs of all students

**Basic Text:** The Language of Literature: 2002, McDougal-Littell

**Supplemental Text:** The Writer's Choice: 1996, Glencoe/McGraw-Hill

Core Novels: Teachers may select titles from the attached list from the appropriate grade level.

**CORE NOVEL LIST**

\*The bolded titles represent the common novel for the grade level. The common novel should be read by all students (at that grade level).

**GRADE 6 CORE LITERATURE**

<b>CORE</b>		<b>EXTENDED</b>	
Nichol, Barbara MacLachlan, Patricia	<u>Beethoven Lives Upstairs</u> <u>Journey</u>	George, Jean Craighead	<u>Julie of the Wolves</u>
Stanley, Diane	<u>The Gentleman and the Kitchen Maid</u>	Fox, Paula	<u>One Eyed Cat</u>
Paterson, Katherine	<u>The Great Gilly Hopkins</u>	Service, Paula	<u>The Reluctant God</u>
Climo, Shirley	<u>Atalanta's Race: A Greek Myth</u>	Burnett, Frances Hodgson	<u>The Secret Garden</u>
Paulsen, Gary	<b><u>Hatchet</u></b>		
Paulsen, Gary	<u>Canyons</u>		
Rawls, Wilson	<u>Where the Red Fern Grows</u>		
Jarvis McGraw, Eloise	<u>The Golden Goblet</u>		
Buchanan Smith, Doris	<u>A Taste of Blackberries</u>		
Hamilton, Virginia	<u>M. C. Higgins the Great</u>		
Lews, C.S.	<u>The Lion, the Witch, and the Wardrobe</u>		
Dyer Vuong, Lynette	<u>The Brocaded Slipper and Other Vietnamese Tales</u>		

### GRADE 7 CORE LITERATURE

CORE	
Alexander, Lloyd	<u>The Fortune-Tellers</u>
Masefield, John	<u>St. George and the Dragon</u>
	<u>The Three Princes</u>
Jackson, A.E.	<u>Ali Baba and the Forty Thieves</u>
L'Engle, Madeleine	<u>A Wrinkle in Time</u>
Lowry, Lois	<b><u>The Giver</u></b>
Paterson, Katherine	<u>Bridge to Terabithia</u>
Soto, Gary	<u>Pacific Crossing</u>
Fisher Staples, Suzanne	<u>Shabanu: Daughter of the Wind</u>
Yep, Lawrence	<u>Child of the Owl</u>
Fleischman, Sid	<u>The Whipping Boy</u>
Paterson, Katherine	<u>The Sign of the Chrysanthemum</u>
Taylor, Mildred D.	<u>The Friendship and The Gold</u>
	<u>Cadillac</u>

EXTENDED	
Soto, Gary	<u>Baseball in April</u>
Winthrop, Elizabeth	<u>Castle in the Attic</u>
Ho, Minfong	<u>Clay Marble</u>
Gipson, Fred	<u>Old Yeller</u>
Bauer, Marion Dane	<u>On My Honor</u>
Otsuka, Yuzo	<u>Suho and the White Horse</u>
Duncan, Lois	<u>Down a Dark Hall</u>
Christopher, John	<u>White Mountains</u>

### GRADE 8 CORE LITERATURE

CORE	
Polacco, Patricia	<u>Pink and Say</u>
Green, Bette	<u>Summer of My German Soldier</u>
Hamilton, Virginia	<u>The People Could Fly</u>
Paterson, Katherine	<u>Jacob Have I Loved</u>
Avi	<u>Nothing But the Truth: A</u> <u>Documentary Novel</u>
Newton Peck, Robert	<u>A Day No Pigs Would Die</u>
Waakatsuki Houston,	<u>Farewell to Manzanar</u>
Jeanne and Houston,	
James D.	
Voight, Cynthia	<u>Dacey's Song</u>
Byars, Betsy	<u>The Summer of the Swans</u>
Taylor, Mildred D.	<b><u>Roll of Thunder, Hear My Cry</u></b>
Crew, Linda	<u>Children of the River</u>
Yep, Laurence	<u>Dragonwings</u>
Myers, Walter Dean	<u>Somewhere in the Darkness</u>
	<u>Coming Home</u>
Frank, Anne	<u>Diary of Anne Frank</u>
Richter, Conrad	<u>Light in the Forest</u>
Hunt, Irene	<u>Across Five Aprils</u>
Forbes, Esher	<u>Johnny Tremain</u>

EXTENDED	
Myers, Walter Dean	<u>Scorpions</u>
Zindel, Paul	<u>The Pigman</u>
Soto, Gary	<u>Living Up the Street</u>
Armstrong, William	<u>Souder</u>
White, Robb	<u>Deathwatch</u>

### Related Career Resources

- There are many web sites that will help with career selection such as Eguidance.com, BRIDGES.com, and icouldbe.org. The software package COIN JR also has career information. Careers in English/Language Arts could include: Book Editor, Copyright Coordinator, Copywriter, Corporate Lawyer, Court Clerk, Court Reporter, Criminal Defense Lawyer, Criminal Prosecutor, Desktop Publisher, Documentary Producer, Teacher, English Language Teacher Overseas, English Professor, Film Critic, Freelance Writer, Fund-raiser, Grant Writer, Principal, Insurance Underwriter, Journalist, Judge, Librarian, Literary Agent, Newspaper Editor, News Anchor, Newspaper Editor, Novelist, Playwright, Political Lobbyist, Politician, Public Speaker, Scriptwriter, TV Host, and TV Producer

**EVALUATION:** Student achievement in this course will be measured using multiple assessment tools.

Assessments	Diagnosis	Monitor	Evaluate
<b>District Developed Assessments</b>	<ul style="list-style-type: none"> <li>◆ Writing Portfolio</li> </ul>	<ul style="list-style-type: none"> <li>◆ Process Writing Prompts</li> <li>◆ Writing Portfolio</li> <li>◆ Mid-Term</li> </ul>	<ul style="list-style-type: none"> <li>◆ Final End of Course Exam</li> <li>◆ Timed Writing Prompts (All genres)</li> <li>◆ Writing Portfolio</li> </ul>
<b>McDougal –Littell</b> <u>The Language of Literature</u>	<ul style="list-style-type: none"> <li>◆ Cluster Tests</li> </ul>	<ul style="list-style-type: none"> <li>◆ Reteaching Resource Bank</li> <li>◆ Selection Quizzes</li> <li>◆ Standardized Test Practice</li> <li>◆ Grammar and Spelling Checks</li> <li>◆ Formal Assessment Selection Tests</li> <li>◆ Cluster Tests</li> </ul>	<ul style="list-style-type: none"> <li>◆ Unit Integrated Assessments</li> <li>◆ End of Year Integrated Assessments</li> <li>◆ Cluster Tests: Fiction, Types of Nonfiction, Theme, Text Structure and Organization, Persuasion, Poetry, Research Reports, Plot, Setting and Character</li> </ul>

**GRADING SCALE**

Letter grade		Percentage	Four Point Rubric score
Advanced Proficient	A	100-90%	Advanced Proficient 4
	B+	89-86%	
Proficient	B	85 – 80%	Proficient 3
	C	79% - 70%	
Partially Proficient	D	69 – 60%	Partially Proficient 2
Non or Limited Proficient	F	Below 60%	Non or Limited Proficient 1

\*Teachers are encouraged to use plus and minus scores when using the four-point rubric.

## SUGGESTED GRADING POLICY

A common grading policy ensures consistency between schools and classroom across the district.

- ◆ **Cluster Tests/ Long Term Projects/ Timed Writing Tasks** **25%**  
These end-of-learning assessments are sometimes called culminating tasks. At the end of instruction, students are assessed in a variety of ways to evaluate their knowledge of a specific content. Examples include: any literature/grammar/unit tests, poetry notebooks, short story notebooks, dramatic presentations, book reports, research reports, timed writing in any of the genres for a final score using a rubric.
- ◆ **Literary Tasks** **20%**  
Using a piece of text (Literature, Expository, Poetry/Songs, Functional text etc.), students will create a representation that demonstrates competency in description, comprehension, analysis, reflection, etc. according to a predetermined rubric/scoring guide. Tasks could include: literature circle responses, short story or novel question responses, story frames/maps, posters/brochures, graphic organizers, Cornell notes, double entry journals/reading response logs, vocabulary study.
- ◆ **Writing Tasks** **20%**  
\*These tasks may overlap the literary tasks. This writing can be casual, informal, or process writing (formal). Tasks include: journal quick writes, one-pagers, short paragraph responses, process essays, pre-writes, drafts, peer feedback, graphic organizers, grammar practice/DOL, character sketches, paragraph summaries, poems etc.
- ◆ **Quizzes** **10%**  
These are “chunked” quick assessments to check understanding of the content taught so far. Teachers can use these to determine if students are ready to move on. These mini-assessments can be oral, multiple-choice, short answer, essay format, or even a poster. They can be graded or not. Examples include: spelling quizzes, vocabulary checks, short story checks, genre terms quiz, thinking maps, etc.
- ◆ **Homework** **10%**  
This practice reinforces the learning done in class. The work should be checked for completion but not graded. It is practice in a skill. Homework could be: spelling, reading logs, SSR, vocabulary study, grammar practice, rough draft revision, long term project work, journal writing note taking, etc.
- ◆ **Listening & Speaking (participation)** **10%**  
These skills are the cornerstones of classroom management, discussions, oral presentations, and active class participation. Examples include: Literature circles, Socratic Seminars, Junior Great Books, peer feedback and critiques, everyday classroom participation, reader’s theatre, choral response, informal presentations, recitations, think-pair-share, etc.
- ◆ **End Of Course Exam** **5%**
- ◆ **Mid-Term** **No more than 5%  
(Still in pilot stage)**

NAME: \_\_\_\_\_ PERIOD: \_\_\_\_\_

EXPOSITORY RHETORIC			
4			
3			
2			
1			
CONVENTIONS			
4			
3			
2			
1			
DATES			

PERSUASIVE RHETORIC			
4			
3			
2			
1			
CONVENTIONS			
4			
3			
2			
1			
DATES			

NARRATIVE RHETORIC			
4			
3			
2			
1			
CONVENTIONS			
4			
3			
2			
1			
DATES			

RESPONSE TO LIT RHETORIC			
4			
3			
2			
1			
CONVENTIONS			
4			
3			
2			
1			
DATES			

SUMMARY RHETORIC			
4			
3			
2			
1			
CONVENTIONS			
4			
3			
2			
1			
DATES			

RESEARCH RHETORIC			
4			
3			
2			
1			
CONVENTIONS			
4			
3			
2			
1			
DATES			

OTHER/TEACHER CHOICE RHETORIC			
4			
3			
2			
1			
CONVENTIONS			
4			
3			
2			
1			
DATES			



**INSERT**  
for the Writing Standards Assessment Portfolio

School

Student

**Content Standard 2.0: Writing Applications**  
**Use writing as a means of learning and reflecting**

**My Writing Goals**

Grade	Date / What I am able to do well in my writing pieces (strengths)	What I need to work on next - future goals	What my teacher should know about me as a writer
<b>Beginning of Year</b>			

# My Writing Goals

<b>Mid Year</b>	Date / What I am able to do well in my writing pieces (strengths)	What I need to work on next - future goals	The piece I'm proud of is.... because...
<b>End of Year</b>	Date / What I am able to do well in my writing pieces (strengths)	What I need to work on next - future goals	The most important ideas I've learned about writing are...

Submitted by: Sandra Rogers  
School/Office: 6-12 Literacy  
Original Date: 8/04  
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