

BERKELEY HEIGHTS PUBLIC SCHOOLS
BERKELEY HEIGHTS, NEW JERSEY

**COLUMBIA MIDDLE SCHOOL
ENGLISH DEPARTMENT**

SIXTH GRADE LANGUAGE ARTS

Curriculum Guide

September 2006

Mrs. Judith Rattner, Superintendent
Dr. Matthew Jennings, Assistant Superintendent
Mrs. Katherine Venditti, District Supervisor

Developed by: Neila Schmidt
Emily Sena

This curriculum may be modified through varying techniques,
strategies, and materials, as per an individual student's
Individualized Educational Plan (IEP).

Approved by the Berkeley Heights Board of Education
at the regular meeting held on 9/21/06.

TABLE OF CONTENTS

Philosophy and Rationale.....	1
Course Content/Linkage with Standards	3
Course Proficiencies.....	4
Course Objectives	4
Student Proficiencies	5
Methods of Evaluation.....	7
Course Outline/Student Objectives	8
Grammar and Mechanics/Points of Emphasis.....	14
English Department Guidelines for Teachers	15
Suggested Materials	16
Resources for Students	16
Resources for Teachers.....	16
Classroom Novel List.....	17
Sixth Grade Required Research	18
Resources/Activities Guide.....	19
Optional Activities	19
Sixth Grade Language Arts Guidelines	20
Summer Reading Assessment	21
Language Arts Book Responses.....	22
Grammar Assessment.....	24

PHILOSOPHY/RATIONALE

Sixth Grade Language Arts is a full year required course taught at the sixth grade level for which students receive credit upon completion. Sixth Grade Language Arts builds upon the foundation of skills and knowledge acquired in grades K-5. This course deepens the students understanding of novels, short stories, nonfiction, poetry, and drama to refine writing, reading, listening, speaking, and viewing skills. The course is divided into six units based on themes:

Unit I: Growing and Changing: How do people change through life's experiences?

Unit II: Reaching Out: How do we make sense of our world and the people in it?

Unit III: Proving Yourself: How do the choices we make affect our life path?

Unit IV: Seeing it Through: How can other people's experiences help us see our own in a new light?

Unit V: Mysterious Worlds: How can examining mysteries, near and far, help us appreciate the mysteries in the everyday world around us?

Unit VI: Student Research

It is not necessary to teach the units in order. To meet the requirements of the New Jersey Language Arts Core Curriculum Content Standards and Grade Eight Proficiency Assessment, teachers will teach the skills listed in the six units. The five standards are reading, writing, speaking, listening, and viewing and media literacy.

Reading: As a result of reading fiction and nonfiction, students will broaden their vocabulary and general knowledge base. Students will develop strategies to pull information from texts to create appropriate written and oral responses.

Writing: As a result of their analysis of prose and poetry throughout the course, students will be able to identify and employ effective writing techniques. These will be demonstrated through several modes of writing: narrative paragraph, expository paragraph (compare/contrast, cause/effect, and problem/solution), short story, five paragraph essays, and a short research paper.

Speaking: As a result of class discussion and listening exercises, the students will be able to interpret and analyze content, meaning, and organization of the material.

Listening: As a result of discussions, debates, models, and guidelines, students will be active listeners who comprehend and analyze material presented.

PHILOSOPHY/RATIONALE (continued)

Viewing and Media Literacy: As a result of guidelines presented and discussed, students will be able to construe meaning and verbal and visual messages from Internet and print sources, and evaluate biases and limitations in their sources.

The sixth grade language arts program utilizes an integrated instructional approach. Essential components of this program include monthly book responses, grammar practice, and writing workshop activities. The integration of all of these elements allows for a holistic language experience which emphasizes the complete reading experience.

COURSE CONTENT/LINKAGE WITH STANDARDS

1. Sixth grade language arts curriculum is organized around the New Jersey Core Curriculum Content Standards, NJASK, and GEPA tasks and rubrics, specific reading and writing strategies, grammar skills, and vocabulary building.
2. During the first few weeks of school, all language arts classes will:
 - Complete an assessment of summer reading.
 - Complete an assessment of grammar skills in order to determine which skills need review.
 - Review the writing process (pre-write, rough draft, revise/edit, publish).
 - Complete an assessment of writing skills in the form of a multi-paragraph essay.

COURSE PROFICIENCIES

COURSE OBJECTIVES

1. To encourage students' ability to think critically about literature, an author's purpose, and the significance of historical context. (3.1/6E, G)
2. To develop students' awareness of universal themes in literature through the study of core texts and various genres. (3.1/6G)
3. To develop students' ability to identify literary techniques and devices through the study of core texts and various genres. (3.1/6F, G)
4. To develop students' ability to analyze literature and convey their ideas through written and oral reflection. (3.1/6E, G; 3.2/6B)
5. To develop students' comfort with the ability to write in a variety of modes as they practice writing as a process. (3.2/6A-D)
6. To emphasize writing instruction in the following modes: persuasion, comparing/contrasting, and informational. (3.2/6A-D)
7. To prepare students for the GEPA by familiarizing them with the test format, skills covered, and expectations for achievement. (3.1/6C-G; 3.2/6A-D)
8. To increase student competency in the use of Standard English conventions in all writing, such as sentence structure, grammar and usage, punctuation, capitalization, and spelling. (3.2/6A-D)
9. To provide opportunities for students to hone their questioning and speaking skills through preparation for, and delivery of, presentations, small group discussions, and class discussions. (3.3/6A-D; 3.4/6A, B)
10. To develop student listening comprehension and active listening skills. (3.4/6A,B)
11. To use print and electronic media to explore human relationships, new ideas, and aspects of culture (racial prejudices, stereotypes, historical events, family, social institutions) (3.5/6A-C)
12. Use a variety of research materials to gather information and write a report. (3.2/6D6)
13. Document materials according to departmental guidelines. (3.2/6D7)

STUDENT PROFICIENCIES

The student will be able to:

Reading:

1. Understand the major literary elements: plot, character, setting, and theme. (3.1/6C1,2,3, D, E, F1,2,3,4, G)
2. Read a narrative and answer questions. (3.1/6A1,2, C1,2, D, E, F1,2, G)
3. Identify features of different genres. (3.1/6G2)
4. Read and analyze class novels. (3.1/6C, D, E, F1,2,4, G)
5. Read and analyze poetry. (3.1/6C, D, E, F1,2,4, G)
6. Read and analyze drama. (3.1/6C, D, E, F1,2,4, G)
7. Read and analyze elements in non fiction. (3.1/6A, D3,4, E, F1,2, G8,9,10,11, H1-6)
8. Read and analyze narrative, personal, reflective, and persuasive essays. (3.1/6C, D, E, F1,2,4, G)

Writing:

1. Write informational compositions of several paragraphs that catch the interest of the reader, state a clear purpose, develop the topic, and conclude with a detailed summary. (3.2/6A1-9)
2. Write a range of essays across the curricula including persuasive, personal, descriptive, and issue-based. (3.2/6A1-9, B1,2)
3. Write at least two kinds of expository paragraphs, which may include problem/solution, cause/effect, feature articles, and critique. (3.2/6A1-9, B1,3)
4. Write various types of prose, such as short stories, biography, autobiography, or memoir that contain narrative elements. (3.2/6A1-9, B1,4)
5. Write for different purposes (to express ideas, inform, entertain, respond to literature, persuade, question, reflect, clarify, and share) and a variety of audiences (self, peers, community). (3.2/6D1,2,4)

STUDENT PROFICIENCIES (continued)

6. Write reports based on research with a scope narrow enough to be thoroughly covered supporting the main ideas or topics with facts, examples, explanations from authoritative sources, and including a works consulted page. (3.2/6D7)
7. Review scoring criteria of relevant rubrics and apply to the writing process. (3.2/6D14)
8. Use Standard English conventions in all writing, such as sentence structure, grammar and usage, punctuation, capitalization, spelling, and handwriting. (3.2/6C1-10)
9. Revise and edit writing for content and mechanics. (3.2/6A7,8,9,10,11, C4,5,6,7,8,9)
10. Develop a collection of writings (literacy folder or portfolio). (3.2/6D15)

Speaking:

1. Actively and meaningfully participate in and respond to whole class and small group discussion. (3.3/6A, B, C)
2. Prepare, rehearse, and deliver a formal presentation. (3.3/6D)

Listening:

1. Listen actively to a variety of speakers for a variety of purposes. (3.4/6A, B, 3.5/6B4)

Viewing and Media Literacy:

1. Begin to identify problems, limitations, biases on Internet sites, and periodicals. (3.5/6A6, B1,7)
2. Explore and interpret messages found in advertisements and other texts. (3.5/6A5,6,7,8 B1,2,3, C)
3. Compare and contrast media sources, such as film and book versions of a story. (3.5/6A4,6 B1,6)
4. Respond to and evaluate the use of illustrations to support text. (3.5/6A, B)

METHODS OF EVALUATION

1. Homework and class work.
2. Class participation.
3. Tests and quizzes.
4. Class activities and projects.
5. Portfolios.
6. Teacher observation/questioning/monitoring.
7. Summer reading.
8. Book responses.
9. Oral presentations.
10. Research reports.
11. Holistic scoring (rubrics)

<p>3.1/6</p> <p>A1,2,3 C1,2,3,4 D1,2,3,4 E1,2,3,4,5,6 F1,2,3,4,5 G1,2,3,4,5,6,7,8,9 10,11,12,13,14 15,16,17,18 H5,6,7</p> <p>3.3/6</p> <p>A1,2,3,4,5 B1,2,3,4,5,6 C1,2,3 D1,2,3,4,5,6,7,8,9</p> <p>3.4/6</p> <p>A1,2,3,4,5,6,7 B1,2,3,4,5</p> <p>3.5/6</p> <p>A1,4,5 B4,5,6,7</p> <p>8.1/6</p> <p>A1,2,3,4,5,6,10 B2,3,4,5,6,7</p> <p>9.2/6</p> <p>A1,2,3,4,5 B2,3 C1,2,3,4,5,6 D1,2,3,4</p>		<p>I. Unit I – Growing And Changing – Essential Question: How Do People Change Through Life’s Experiences? (6 weeks)</p> <p>A. Thematic Focus Areas Within This Unit Include:</p> <ol style="list-style-type: none"> 1. Finding motivation to reach a goal 2. Connecting to one’s heritage 3. Working to complete a challenging task <p>B. Literary Content</p> <ol style="list-style-type: none"> 1. Core text suggestions: <i>The Cay</i> by Theodore Taylor <i>Where the Red Fern Grows</i> by Wilson Rawles <i>The Pearl</i> by John Steinbeck <i>The Importance of Being Earnest</i> by Oscar Wilde <p>C. Selections from <i>Prentice Hall Literature, Timeless Voices, Timeless Themes</i> (Copper level):</p> <ol style="list-style-type: none"> 1. “Sound of Summer Running” by Ray Bradbury (p. 6) [characterization] 2. “Jeremiah’s Song” by Walter Dean Meyers (p. 36) [first person narration] 3. “The King of Mazy May” by Jack London (p. 50) [character conflict] 4. “The Circuit” by Francisco Jimenez and “Hard as Nails” by Russell Baker (p. 64) [fiction vs. non-fiction] <p>D. Literary Focus/Terms</p> <p>Both the core text and the supporting literature must be taught with literary focus/terms in mind. The following may be found in the core text and, as the page numbers indicate, in the supporting literature for this unit:</p> <ol style="list-style-type: none"> 1. Character’s motives (p. 5) 2. Reading fluently (p. 5) 3. Using context clues (p. 37) 4. First person point of view (p. 37) 5. Recognizing signal words (p. 51) 6. Character conflict (p. 51) 7. Identifying theme (p. 64) 8. Reading with expression (p. 64)
<p>3.1/6</p> <p>A1,2,3 C1,2,3,4 D1,2,3,4 E1,2,3,4,5,6 F1,2,3,4,5 G1,2,3,4,5,6,7,8,9 10,11,12,13,14 16,17,18 H5,6,7</p> <p>3.3/6</p> <p>A1,2,3,4,5 B1,2,3,4,5,6</p>		<p>II. Unit II – Reaching Out – Essential Question: How Do We Make Sense Of Our World And The People In It? (6 weeks)</p> <p>A. Thematic Focus Areas Within This Unit Include:</p> <ol style="list-style-type: none"> 1. Moving forward 2. Opening new doors 3. Recognizing different ways people can reach out <p>B. Literary Content</p> <ol style="list-style-type: none"> 1. Core text suggestions: <i>Maniac Magee</i> by Jerry Spinelli <i>Father’s Arcane Daughter</i> by E. L. Konigsburg <i>One-Eyed Cat</i> by Paula Fox

<p>3.4/6</p> <p>3.5/6</p> <p>8.1/6</p> <p>9.2/6</p>	<p>C1,2,3 D1,2,3,4,5,6,7,8,9 A1,2,3,4,5,6,7 B1,2,3,4,5 A1,4,5 B A1,2,3,4,5,6,10 B2,3,4,5,6,7 A1,2,3,4,5 B2,3 C1,2,3,4,5,6 D1,2,3,4</p>	<p>II. Unit II – Reaching Out – Essential Question: How Do We Make Sense Of Our World And The People In It? (continued)</p> <p>C. Selections from <i>Prentice Hall Literature, Timeless Voices, Timeless Themes</i> (Copper level):</p> <ol style="list-style-type: none"> 1. “How to Write a Letter” by Garrison Keillor and “How to Write a Poem About the Sky” by Leslie Marmon Silko (p. 100) [informal essay vs. poem] 2. “Aaron’s Gift” by Myron Levoy and “Water” by Helen Keller (p. 110) [climax] 3. “Door Number Four” by Charlotte Pomerantz, “Count That Day Lost” by George Eliot and “The World is Not a Pleasant Place to Be” Nikki Giovanni (p. 138) [speaker] 4. “Old Ben” by Jesse Stuart and “Feathered Friend” by Arthur C. Clarke (p. 152) [fiction vs. non-fiction] <p>D. Literary Focus/Terms</p> <p>Both the core text and the supporting literature must be taught with literary focus/terms in mind. The following may be found in the core text and, as the page numbers indicate, in the supporting literature for this unit:</p> <ol style="list-style-type: none"> 1. Read aloud with expression (p. 107) 2. Using context to clarify meaning (p. 111) 3. Identifying climax (p. 111) 4. Identifying speaker (p. 139) 5. Paraphrasing poetry for understanding (p. 139) 6. Fiction vs. non-fiction narrative (p. 153) 7. Using context clues (p. 153)
<p>3.1/6</p> <p>3.3/6</p> <p>3.4/6</p> <p>3.5/6</p>	<p>A1,2,3 C1,2,3,4 D1,2,3,4 E1,2,3,4,5,6 F1,2,3,4,5 G1,2,3,4,5,6,7,8,9 10,11,12,13,14 16,17,18 H5,6,7 A1,2,3,4,5 B1,2,3,4,5,6 C1,2,3 D1,2,3,4,5,6,7,8,9 A1,2,3,4,5,6,7 B1,2,3,4,5 A1,4,5 B4,5,6,7</p>	<p>III. Unit III – Proving Yourself – Essential Question: How Do The Choices We Make Affect Our Life Path?</p> <p>A Thematic Focus Areas Within This Unit Include:</p> <ol style="list-style-type: none"> 1. Finding new strengths 2. Testing abilities 3. Proving oneself in challenging situations <p>B. Literary Content</p> <ol style="list-style-type: none"> 1. Core text suggestions: <i>The White Mountains</i> by John Christopher <i>The Adventures of Ulysses</i> by Bernard Evslin <i>Daniel’s Story</i> by Carol Mates <p>C. Selections from <i>Prentice Hall Literature, Timeless Voices, Timeless Themes</i> (Copper level):</p> <ol style="list-style-type: none"> 1. “The Pigman and Me” by Paul Zindel (p. 182) [internal conflict] 2. “Mowgli’s Brothers” by Rudyard Kipling (p. 208) [personification] 3. “Names/Nombres” by Julia Alvarez, “Southpaw” by Judith Viorst and “Alone in the Nets” by Arnold Adoff (p. 222) [narrator vs. speaker]

<p>8.1/6 9.2/6</p>	<p>A1,2,3,4,5,6,10 B2,3,4,5,6,7 A1,2,3,4,5 B2,3 C1,2,3,4,5,6 D1,2,3,4</p>	<p>III. Unit III – Proving Yourself – Essential Question: How Do The Choices We Make Affect Our Life Path? (continued)</p> <p>4. “Gentle Giants in Trouble” by Ross Bankson (p. 254) [cause-and-effect]</p> <p>D. Literary Focus/Terms</p> <p>Both the core text and the supporting literature must be taught with literary focus/terms in mind. The following may be found in the core text and, as the page numbers indicate, in the supporting literature for this unit:</p> <ol style="list-style-type: none"> 1. Internal conflict 2. External conflict 3. Recognizing word origins 4. Personification 5. Predicting character’s actions 6. Narrator vs. speaker 7. Setting a purpose for reading 8. Cause and effect
<p>3.1/6 3.3/6 3.4/6 3.5/6 8.1/6 9.2/6</p>	<p>A1,2,3 C1,2,3,4 D1,2,3,4 E1,2,3,4,5,6 F1,2,3,4,5 G1,2,3,4,5,6,7,8,9 10,11,12,13,14 16,17,18 H5,6,7 A1,2,3,4,5 B1,2,3,4,5,6 C1,2,3 D1,2,3,4,5,6,7,8,9 A1,2,3,4,5,6,7 B1,2,3,4,5 A1,4,5 B A1,2,3,4,5,6,10 B2,3,4,5,6,7 A1,2,3,4,5 B2,3 C1,2,3,4,5,6 D1,2,3,4</p>	<p>IV. Unit IV - Seeing It Through – Essential Question: How Can Other People’s Experiences Help Us See Our Own In A New Light? (6 weeks)</p> <p>A. Thematic Focus Areas Within This Unit Include:</p> <ol style="list-style-type: none"> 1. Experiencing struggles and triumphs 2. Reaching your goals and dreams 3. Taking on a new perspective <p>B. Literary Content</p> <ol style="list-style-type: none"> 1. Core text suggestions: <i>Banner in the Sky</i> by James Ramsey Ullman <i>Bud, Not Buddy</i> by Christopher Paul Curtis <i>Roll of Thunder, Here my Cry</i> by Mildred Taylor <i>The Hobbit</i> by J. R. R. Tolkien <i>Call of the Wild</i> by Jack London <p>C. Selections from <i>Prentice Hall Literature, Timeless Voices, Timeless Themes</i> (Copper level):</p> <ol style="list-style-type: none"> 1. “Lob’s Girl” by Joan Aiken (p. 27) [foreshadowing] 2. “Abuelito Who” by Sandra Cisneros, “The Open Road” by Walt Whitman, “Life Doesn’t Frighten Me” by Maya Angelou and “who knows if the moon’s” by e.e. cummings (p. 298) [free verse] 3. “Jackie Robinson: Justice at Last” by Geoffrey C. Ward and Ken Burns (p. 325) [historical account] <p>D. Literary Focus/Terms</p> <p>Both the core text and the supporting literature must be taught with literary focus/terms in mind. The following may be found in the core text and, as the page numbers indicate, in the supporting literature for this unit:</p> <ol style="list-style-type: none"> 1. Foreshadowing

		<p>IV. Unit IV - Seeing It Through – Essential Question: How Can Other People’s Experiences Help Us See Our Own In A New Light? (continued)</p> <ol style="list-style-type: none"> 2. Free verse 3. Tone 4. Drawing inferences 5. Historical account 6. Determining main ideas
<p>3.1/6</p> <p>3.3/6</p> <p>3.4/6</p> <p>3.5/6</p> <p>8.1/6</p> <p>9.2/6</p>	<p>A1,2,3 C1,2,3,4 D1,2,3,4 E1,2,3,4,5,6 F1,2,3,4,5 G1,2,3,4,5,6,7,8,9 10,11,12,13,14 16,17,18 H5,6,7</p> <p>A1,2,3,4,5 B1,2,3,4,5,6 C1,2,3 D1,2,3,4,5,6,7,8,9</p> <p>A1,2,3,4,5,6,7 B1,2,3,4,5</p> <p>A1,4,5 B</p> <p>A1,2,3,4,5,6,10 B2,3,4,5,6,7</p> <p>A1,2,3,4,5 B2,3 C1,2,3,4,5,6 D1,2,3,4</p>	<p>V. Unit V – Mysterious Worlds – Essential Question: How Can Examining Mysteries Near And Far Help Us Appreciate The Mysteries In The Everyday World Around Us? (6 weeks)</p> <p>A. Thematic Focus Areas Within This Unit Include:</p> <ol style="list-style-type: none"> 1. Exploring mysteries of the past 2. Searching for answers to the unexplained <p>B. Literary Content</p> <ol style="list-style-type: none"> 1. Core text suggestions: <ul style="list-style-type: none"> <i>Heroes and Monsters of Greek Myths</i> by Bernard Evsli <i>The Girl with the Silver Eyes</i> by Willow Davis Roberts <i>The Egypt Game</i> by Zilpha Keatley Snyder <i>Alice’s Adventures in Wonderland</i> by Lewis Carroll <p>C. Selections from <i>Prentice Hall Literature, Timeless Voices, Timeless Themes</i> (Copper level):</p> <ol style="list-style-type: none"> 1. “The Fun They Had” by Isaac Asimov (p. 350) [science fiction] 2. “From Exploring the Titanic” by Robert D. Ballard (p. 378) [suspense] 3. “Breaker’s Bridge” by Laurence Yep (p. 390) [character traits] 4. “The Loch Ness Monster” by George Laycock and “Why the Tortoise’s Shell is not Smooth” by Chinua Achebe (p. 404) [oral tradition] <p>D. Literary Focus/Terms</p> <p>Both the core text and the supporting literature must be taught with literary focus/terms in mind. The following may be found in the core text and, as the page numbers indicate, in the supporting literature for this unit:</p> <ol style="list-style-type: none"> 1. Science fiction 2. Literary elements 3. Evaluating the author’s message 4. Atmosphere 5. Distinguishing between fact and opinion 6. Character traits 7. Theme 8. Determining cause and effect 9. Oral tradition 10. Evaluating logic and reasoning

<p>3.1/6</p> <p>3.2/6</p> <p>8.1/6</p> <p>9.2/6</p>	<p>A1,2,3 C1,2,3,4 D1,3,4 E1,2,3,5,6 F1,2,5 H1,2,3,4,5,6,7</p> <p>A1,2,4,5,6,7,9,10 11,12,13 B6,7,8,9,10 C1,2,3,4,5,6,7,8,9 10 D7</p> <p>A1,2,3,4,5,6,10 B2,3,4,5,6,7</p> <p>A1,2,3,4,5 B2,3 C1,2,3,4,5,6 D1,2,3,4</p>	<p>VI. Unit VI: Student Research (4 weeks)</p> <p>Research is designed to serve as a vehicle to help students develop a means of defining a topic by conducting an in-depth study. It is an opportunity for students to demonstrate their acquired reading and writing skills in an original situation.</p> <p>A. As the Required Research is Conducted, the Reading Strategies Employed in the Various Instructional Units Will be Utilized.</p> <p>B. As the Required Research is Conducted, the Following Literary Elements Will be Utilized</p> <ol style="list-style-type: none"> 1. Narrative 2. Informational essay 3. Factual account 4. Analytical essay 5. Media accounts <p>C. As the Required Research is Conducted, the Following Writing Skills Will be Employed</p> <ol style="list-style-type: none"> 1. Note taking 2. Choose appropriate details 3. Descriptive adjectives 4. Descriptive phrases 5. Bibliography form 6. Paraphrasing 7. Summarizing 8. Topic sentences 9. Main ideas 10. Transitions 11. Edit and proofread
---	--	---

Note: The New Jersey Core Curriculum Content Standards can be accessed at www.state.nj.us

GRAMMAR AND MECHANICS POINTS OF EMPHASIS FOR **6TH GRADE**

Student skills in grammar and mechanics will be evaluated through an objective assessment at the beginning and the conclusion of the school year. The following skills will be taught during the sixth grade year:

Focus Skills

Identify parts of speech and the corresponding usage:

- Nouns (abstract, concrete, common, proper)
- Verbs (action, state of being, helping)
- Adjectives
- Adverbs
- Prepositions
- Articles
- Pronouns
- Interjection

Identify subject and predicate in a sentence:

Focus on identifying fragments and run-on sentences in writing.

Use of apostrophes:

Singular possessives vs. contractions

Mechanics of dialogue:

Proper punctuation, capitalization, interrupters

Comma usage:

In compound sentences

Commonly confused words:

To, two, and too

Introduce Skills

Rules for formal writing:

No contractions, use present tense, avoid using “you,” “I” and “me,” must write in paragraphs.

ENGLISH DEPARTMENT GUIDELINES FOR TEACHERS

1. Teachers are to provide students with written expectations and grading procedures during the first days of classes. A sample is listed in this curriculum document.
2. The five Language Arts Literacy Standards must be addressed in each unit.
3. Units may be taught in any order to utilize supplementary texts efficiently.
4. Teaching of grammar and mechanics should be an outgrowth of the teaching of writing. A focus skills list is part of this curriculum document.
5. All teachers are to maintain portfolios of students' writing, which may include works in progress and finished pieces. The writing portfolios should be returned to students at the end of the year.
6. Books have been assigned by grade level. To avoid duplication of efforts, teachers are to use only those books assigned to each grade level.
7. Summer reading lists will be distributed to sixth, seventh, and eighth grade students in June. Summer reading will be assessed during the first few weeks of school.
8. The teaching of vocabulary in context is to be a regular part of reading and studying literature.
9. Grades are to be recorded in the teacher's grade book as percentage grades. The final grade for a marking period is recorded as a letter grade.

SUGGESTED MATERIALS

Resources Available for Students

Prentice Hall Literature: Timeless Voices, Timeless Themes, Copper Level, Upper Saddle River, New Jersey: Prentice Hall, 2005.

Vocabulary Workshop - Level A. New York, NY: William H. Sadlier, Inc., 2005.

**See attached page for list of classroom novels.

Resources Available for Teachers

Prentice Hall Literature: Timeless Voices, Timeless Themes, Copper Level, Upper Saddle River, New Jersey: Prentice Hall, 2005.

Vocabulary Workshop, Teacher's Edition – Level A. New York, NY: William H. Sadlier, Inc., 2005.

Interactive Textbook CD Rom
Review and Remediation Skill Book
Reader's Companion
Adapted Reader's Companion
English Learner's Companion
Beyond Literature
Daily Language Practice Book
Extension Activities
Literary Analysis for Enrichment
Selection Support: Skills Development Workbook
Vocabulary and Spelling Practice Book
Test Preparation Workbook

CLASSROOM NOVEL LIST

Across Five Aprils

Adam of the Road

The Adventures of Ulysses

Alice's Adventures in Wonderland

Banner in the Sky

The Black Pearl

The Bronze Bow

Bud, Not Buddy

The Call of the Wild

The Cay

The Defenders

A Door in the Wall

The Egypt Game

Fantastic Voyage

Father's Arcane Daughter

Girl with Silver Eyes

The Great Gilly Hopkins

Heroes and Monsters of Greek Myth

The Hobbit

The Illyrian Adventure

The Importance of Being Earnest

Incredible Journey

The Man Who Bought Himself

Mara, Daughter of the Nile

Myths and Legends

One Eyed Cat

Out of the Dust

Owl's Song

The Pearl

The Red Pony

Robin Hood of Sherwood Forest

Roll of Thunder, Hear My Cry

Sing Down the Moon

The Tale of Troy

The Talking Earth

Time of the Great Freeze

The Trojan War

The Trumpeter of Krakow

Tuck Everlasting

Where the Red Fern Grows

White Fang

The White Mountains

Wood-Song

SIXTH GRADE REQUIRED RESEARCH

During the second half of the year, all language arts students will complete a research report on the topic of animal. This in-school activity will be completed using the outline below. Specific objectives can be located in the Scope and Sequence.

ANIMAL OUTLINE

- I. Introductory Paragraph: animal type (i.e. reptile, mammal), scientific name, creative topic sentence.
- II. Description
 - A. Physical Characteristics: color, size, covering, how it looks.
 - B. Bodily Functions: breathing, feeling, hearing, movement, noises, all senses.
- III. Habitat: geographic location, climate, living space description.
- IV. Behavior
 - A. Method of Reproduction and Care of Young: mating habits, egg laying or live bearing, pregnancy length, what is done for young and how long.
 - B. Food: prey, how much, what kind, how caught/killed.
- V. Relationships to Other Animals and Man: relatives, enemies, protection by man, extinction.
- VI. Concluding paragraph: summary of general ideas about animal.

The research paper will be composed of these eight paragraphs. The items following each heading do not include all the necessary information, but are starting points to begin thinking about the specific topic. When writing note card headings, be sure to include these items to help you organize information.

RESOURCES/ACTIVITIES GUIDE

Optional Activities

Monthly Book Responses

Each month, students will read, on their own, an approved book from a list of genres. At the end of the month, students will hand in written responses in accordance with their specific book's genre requirements. Teachers may choose to have their class write some of their book responses during class time, instead of at home. **See attached page for book response assignments.

Persuasion Project (Boofet)

Use persuasion and advertising techniques to sell a made up product that is both disgusting and appealing. Students are graded based on a rubric.

Biography Banquet

Students read a biography and create a speech from that person's point of view. Students are graded on their appearance and the content and delivery of their speech.

T Shirt Fashion Show

Students read a novel and respond by creating a shirt that they wear in a classroom fashion show. The shirt must depict their favorite scene, give a summary, and provide a review of the book.

Morning Minute

Students research topics of their choice and develop a presentation that includes visual aides which accompany a 15-20 minute speech that they deliver to the class.

Grammar People

After a unit on Parts of Speech, students create a paper doll of themselves. They must include nouns, adjectives, verbs and adverbs that relate to their interests and are placed in pre-determined locations on the body.

SAMPLE: SIXTH GRADE LANGUAGE ARTS GUIDELINES

The following information will assist you in understanding what our expectations are for this year. Please read this page carefully and refer to it throughout the year.

Supplies: Please bring the following to class **each day**:

1. 2 one subject spiral notebooks
2. Three ring binder
3. Agenda/Homework pad
4. Current class novel
5. Colored pencils, markers or crayons
6. Pens in blue, black and red

Policies

1. Please read and follow the Code of Conduct
2. After an absence, work must be made up as soon as possible. On the day of return, a missed quiz or test will be made up during Opportunity Period or class time.
3. Prior to going to an instrumental music lesson, the student must show the previous night's homework to the teacher and write down that day's assignment.

Grading:

1. Quizzes, weighted once, are announced at least three days in advance.
2. Tests, weighted twice, are announced at least 5 days in advance.
3. Book responses, due on the last day of school each month, are weighted once. Late responses are dropped one letter grade for each day the response is late.

Opportunity Period: Is Your Time To Get Organized!

1. Homework **can not** be completed during this period.
2. Make up work, tests, and quizzes
3. Get extra help
4. Organize notebooks
5. Study
6. Read for book responses

Helpful Hints:

1. Use your agenda each day to write daily homework assignments and upcoming quizzes, projects, and tests.
2. Plus Points are extra credit points awarded for excellent effort on individual assignments. Take advantage of them.
3. Find a classmate and get his/her phone number. When you are absent, you can easily obtain the missed work.
4. You will do very well in sixth grade language arts by attending class regularly, paying attention, participating, and completing all assignments.

Student's Signature

Date

Parent's signature

Date

SUMMER READING ASSESSMENT

All incoming 6th grade students will read Tuck Everlasting before the start of school in September. Each student will be required to turn in, on the first day of school, the following assignment:

1. A written/typed journal from the point of view of Winnie Foster comprised of eight journal entries on eight separate pages. Select eight different chapters, and be sure to include the first and last chapter. Be sure to put them in chronological order, with each entry labeled by chapter. Entries must be done in ink.
2. Each entry should be one well-written paragraph of 6-8 sentences. Include relevant plot events and personal feelings in each.
3. Entries will be graded based on accuracy of information, as well as grammar and usage.
4. Be prepared to take a test on the novel when entering Columbia in September.

LANGUAGE ARTS BOOK RESPONSES

****Responses are due the last school day of each month**

****They may be completed in any order**

****They can be worked on during Opportunity Period**

****Your reading response book should be with you in every class**

Biography: Create a poster with a timeline highlighting the important events in your famous person's life. You must include **ten** paragraphs with well-explained events, along with a colored illustration for each. You may use drawn pictures, magazine pictures, computer clip art, etc.

Mystery: Write a short (less than one page) summary of the novel. Then choose the most exciting event in the story, explain in a paragraph what was going on, and tell why you couldn't put the book down. Also, choose the slowest section of the novel and explain in another paragraph why you couldn't start reading again.

Science Fiction: Write a brief summary of the novel. Then, make up a new invention that could have been useful to a character in your book. Describe your invention and be sure to explain how the character could have used your invention in specific scenes in the book.

Fantasy: Give a 2-3 minute oral presentation about the book, including a summary and using persuasion to get others to want to read your book. Conclude with a 30 second advertisement for your book.

Historical Fiction: Imagine that you are the main character in the novel. Keep a journal from that person's point of view and write journal entries about what he or she is feeling and experiencing. Include what you're planning, predicting, thinking, feeling, and expecting to happen. You should write a total of **6-8 well written** entries.

Famous Woman: Write a two page personal letter to this woman as if she were still alive today. Include your personal thoughts regarding the events in her life. Think about the obstacles or difficulties she had to overcome. Be sure to discuss facts that you read about.

Black American: You may choose an assignment from any other genre to write your response.

LANGUAGE ARTS BOOK RESPONSES (continued)

Classic: Create a children's book that is between 8-10 pages long. The book should retell the entire story and include illustrations on every page. Each page should have no less than three sentences.

Newbery Medal: Write a short (one page) summary of the novel. Then in another paragraph, make up a new award you would give it and explain why it deserves your made-up award. Finally, design and color the award and include it with your response.

Realistic Fiction: Write a one page summary of the novel. Then, choose a main character and think about how this person is similar to and different from you. In separate paragraphs from your summary, give three well-explained examples for each.

Indian of North America: Write a one page summary of the novel. Then, briefly research the tribe that is mentioned in your book and using your research and information from your book, create a shoe-box diorama that shows what life was like for this Native American tribe.

Science Contributor: Create a poster that highlights your scientist's contributions to the world (examples: inventions, new medical discoveries, etc.). You should include six well written paragraphs on your poster. Include illustrations for each paragraph. You may use drawn pictures, magazine pictures, computer clip art, etc.

The following genres cannot be done for in-class book responses: Biography, Science Contributor, Indian of North America, and Classic.

Name: _____

Date: _____

Language Arts

Teacher: _____

Grammar Assessment

I. Parts of Speech

Directions: Write the words next to the appropriate parts of speech for the following sentences (not all words are used in some of the sentences):

A. True friendship lasts forever.

1. noun _____

3. adjective _____

2. complete verb _____

4. adverb _____

B. Frankie is calling to you.

5. noun _____

7. pronoun _____

6. complete verb _____

8. preposition _____

C. The giant icebergs floated by.

9. noun _____

11. adjective _____

10. complete verb _____

12. article _____

II. Part of a Sentence

Directions: Write the simple subject and simple predicate from each sentence on the corresponding lines.

13. John James Audubon was a famous American Artist.

Simple subject _____

Simple predicate _____

14. His paintings showed birds in their natural habitat.

Simple subject _____

Simple predicate _____

Grammar Assessment (continued)

15. The Audubon Society was formed for bird lovers like James John Audubon.

Simple subject _____

Simple predicate _____

III. Punctuation

Directions: Insert and circle apostrophes, as appropriate, in each sentence.

16. Before she could play in any soccer games, Tess had to have her ankle checked at Dr. Elmers office.

17. Why don't baby birds fight in their nest?

Directions: Insert and circle commas, as appropriate, in each sentence.

18. Calcium builds your teeth and bones and iron builds rich blood.

19. Press the button or the elevator will never come.

IV. Dialogue

Directions: Correct these sentences by rewriting them. Insert quotation marks, commas, and any other punctuation marks that are needed. Also, be sure to capitalize words as needed.

20. i'll see you at the dance said john to cassidy

21. he whispered are you awake

22. let's go to the lake this weekend said laurie we'll go swimming and we'll try to catch some fish

Grammar Assessment (continued)

V. World Usage

Directions: Insert the words two, to, and too in the appropriate blanks in the sentence below.

23. _____ miles is _____ far _____ walk _____ school.