COLUMBIA MIDDLE SCHOOL
ENGLISH DEPARTMENT

6th Grade Reading

Curriculum Guide

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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 12/5/19.
VISION STATEMENT

In accordance with the National Council of Teachers of English (NCTE), the English department adopts the Council’s philosophy which “promotes the development of literacy, the use of language to construct personal and public worlds and to achieve full participation in society, through the learning and teaching of English and the related arts and sciences of language.”

Our goals are to encourage students to critically read and write, with a particular focus on the state assessment program. We seek to prepare the students for the state assessment by focusing on a variety of literary and informational texts.

In its focus upon the five Student Learning Standards, the department emphasizes several important skills:

**Reading Informational Text/Reading Literature**
As a result of reading, the students gain a broader vocabulary and general knowledge base.

**Writing**
As a result of their analysis of literature and informational texts throughout the course, students are able to identify and employ effective writing techniques through several modes of writing, including narrative, persuasive, and expository essays.

**Speaking and Listening**
As a result of class discussion, students are able to communicate their thoughts clearly and develop an ability to clarify and refine their own ideas.

**Language**
As a result of reading and writing exercises throughout the course, students will gain a command of the English language and an understanding of conventional grammar, vocabulary, and figurative language in context.
MISSION STATEMENT

The mission of 6th grade Reading is to engage students in meaningful experiences with text that will build and strengthen critical thinking skills and strategies, ultimately preparing them to be self-responsible, self-motivated citizens of the 21st century.

Throughout the course of the year students will read different texts, increasing in complexity, including the following: fiction, narrative nonfiction, informational text, and drama. They will read independently and listen actively to text read aloud to them. They will routinely write in response to what they have read and cite evidence as appropriate. Periodically, students will be given assigned reading texts and be allowed to choose their preferred genre.

Throughout the year an emphasis will be placed on broadening vocabulary, identifying and using various types of figurative language, and deepening the general knowledge base of each student. Students will develop strategies to cite textual evidence, support analysis, determine theme, and compare and contrast genres.

In alignment with NJ Student Learning Standards, students will proficiently read grade appropriate complex literature and informational text, critically think and write in response to what they have read, and choose text evidence to support a conclusion. Through a supportive class community, students learn to enhance their ability to communicate ideas and opinions, as they use higher-level thinking skills.
COURSE PROFICIENCIES

COURSE OBJECTIVES

1. To develop students’ ability, to cite textual evidence to support analysis of text and draw inferences.
2. To develop students’ ability to determine a theme or central idea of a text.
3. To develop students’ ability to describe how a plot unfolds and how character’s change.
4. To develop students’ ability to analyze how a key individual, event, or idea is introduced and elaborated.
5. To develop students’ ability to determine the meaning of words and phrases as they are used in a text.
6. To develop students’ ability to analyze how a sentence, chapter, scene, or section fits into the overall structure of the text.
7. To prepare students for the NJSLS, by familiarizing them with the test format, skills covered, and expectations for achievement.
8. To develop students’ ability to determine author’s point-of-view or purpose in the text.
9. To develop students’ ability, to compare and contrast the experience of reading, to viewing or listening.
10. Compare and contrast texts in different forms or genres.
11. To develop students’ ability to read increasingly complex texts.
12. To develop students’ ability to determine the meaning of words and phrases, from a range of strategies.
13. To develop the students’ ability to understand figurative language and word relationships.
14. To develop students’ ability to engage effectively in a range of collaborative discussions.
15. To develop students’ ability to provide a summary of the text, distinct from personal opinion or judgement.
STUDENT PROFICIENCIES

The student will be able to:

**Reading**
1. Understand the major elements that comprise short stories, novels, plays, and poems: plot/conflict, character, setting, and theme.
2. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings.
3. Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
4. Compare and contrast two or more texts in different forms or genres, in terms of their approaches to similar themes or topics.
5. Determine and explain how an author develops a point-of-view or purpose.
6. Compare and contrast the experience of reading a story, drama, or poem, to listening to or viewing an audio, video, or live version of the text.
7. Read and comprehend a variety of literature, including stories, drama, and poems at a challenging level.
8. Progress in ability to comprehend, analyze, and evaluate informational text, including print, digital, video, and multimedia.

**Language**
1. Determine or clarify the meaning of unknown and multiple-meaning words or phrases, including context clues, Greek or Latin affixes, and roots and inferred meaning; and demonstrate dictionary, glossary, and thesaurus skills.
2. Demonstrate an understanding of figurative language, word relationships, and nuances in word meaning, including connotations and denotations.

**Speaking and Listening**
1. Effectively engage in collaborative discussions, such as one-on-one, group, and teacher-led with diverse partners, relating to sixth grade topics, texts, and issues.
2. Interpret and analyze the main ideas and supporting details, presented in diverse media and formats.
3. Identify and evaluate a speaker’s argument, as it relates to literature response pertinent evidence, within the text.
METHODS OF EVALUATION

1. Homework and class work
2. Class participation
3. Tests and quizzes
4. Activities and Projects
5. Cooperative learning assignments
6. Cumulative and final examinations
MODIFICATIONS & ACCOMMODATIONS

Modifications and Accommodations for Special Education students, students with 504s, English Language Learners and Gifted and Talented students may include but are not limited to the following:

**Special Education**
- Individualized Education Plans (IEPs)
- Exemplars of varied performance levels
- Multimedia presentations
- Sheltered instruction
- Consultation with ESL teachers
- Manipulatives
- Tiered/Scaffolded Lessons
- Mnemonic devices
- Visual aids
- Modeling
- Guided note-taking
- Study Guides
- Modified homework
- Differentiated pre-typed class notes and example problems
- Use of the special education teacher to re-instruct in flexible small groups for the struggling learner
- Manipulatives
- Flipped Instruction
- Word banks
- Reduced choice on assessments
- Preferential seating
- Choice activities
- Modified time requirements
- Modified notes
- Modified lesson, assessment and study guide format
- Provide an enriched curriculum and activities
- Independent projects
- Contracts/behavior support plans
- Open-ended responses
- Project-based learning
- Group activities
- Guided Notes
- Functional learning incorporated into each lesson
- Exploration Activities
- Assessment read aloud
- Small group assessments
- Organizational Support
- Oral questioning assessments to supplement written response
- Pre-writing Structural Supports for extended writing tasks
- Ongoing teacher feedback as part of the writing process
- Interactive Study Guides
- Multi-sensory approach to instruction
- Written and spoken step-by-step directions
- Content-focused assessment (not grading for spelling/grammar)
- Graphic organizers
- Non-verbal cues to begin task/remain on task/refocus
- Individual monitoring for understanding/reinforced instruction
- Printed copies of class readings for application of Active Reading Strategies

**Gifted & Talented**

- Provide one-to-one teacher support
- Curriculum Compacting
- Advanced problems to extend the critical thinking skills of the advanced learner
- Supplemental reading material for independent study
- Elevated questioning techniques using Webb’s Depth of Knowledge matrix
- Curriculum Compacting
- Flexible grouping
- Tiered assignments
- Topic selection by interest
- Manipulatives
- Tiered Lessons
- Flipped Instruction
- Multimedia Presentations
- Open-ended responses
- Project-based learning
- Group activities
- Guided Notes
- Conclusions and analysis of exploratory activities
- Career based learning incorporated into each lesson
- Exploration Activities
- Student choice

Berkeley Heights Public Schools
ELL’s

- Exemplars of varied performance levels
- Multimedia presentations
- Sheltered instruction
- Consultation with ESL teachers
- Manipulatives
- Tiered/Scaffolded Lessons
- Mnemonic devices
- Visual aids
- Modeling
- Guided note-taking
- Study Guides
- Modified homework
- Differentiated pre-typed class notes and example problems
- Individualized instruction plans
- Manipulatives
- Flipped Instruction
- Words banks
- Reduced choice on assessments
- Preferential seating
- Choice activities
- Modified time requirements
- Modified notes
- Modify lesson, assessment and study guide format
- Provide an enriched curriculum and activities
- Contracts/management plans
- Open-ended responses
- Project-based learning
- Group activities
- Guided Notes
- Exploration Activities
- Assessment read aloud
- Small group assessments
- Oral questioning assessments to supplement written response
- Pre-writing Structural Supports for extended writing tasks
- Ongoing teacher feedback as part of the writing process
- Interactive Study Guides
- Multi-sensory approach to instruction
- Written and spoken step-by-step directions
• Graphic organizers
• Non-verbal cues to begin task/remain on task/refocus
• Individual monitoring for understanding/reinforced instruction
• Printed copies of class readings for application of Active Reading Strategies

504’s
• Exemplars of varied performance levels
• Multimedia presentations
• Sheltered instruction
• Tiered/Scaffolded Lessons
• Mnemonic devices
• Visual aids
• Modeling
• Guided note-taking
• Study Guides
• Differentiated pre-typed class notes and example problems
• Manipulatives
• Words banks
• Reduced choice on assessments
• Preferential seating
• Modified time requirements
• Modified notes
• Modify lesson, assessment and study guide format
• Modified homework
• Independent projects
• Contracts/management plans
• Open-ended responses
• Project-based learning
• Group activities
• Guided Notes
• Exploration Activities
• Assessment read aloud
• Small group assessments
• Organizational Support
• Oral questioning assessments to supplement written response
• Pre-writing Structural Supports for extended writing tasks
• Ongoing teacher feedback as part of the writing process
• Interactive Study Guides
• Multi-sensory approach to instruction
• Written and spoken step-by-step directions
• Content-focused assessment (not grading for spelling/grammar)
• Graphic organizers
• Non-verbal cues to begin task/remain on task/refocus
• Individual monitoring for understanding/reinforced instruction
• Printed copies of class readings for application of Active Reading Strategies

**Students at Risk of Failure**

• Exemplars of varied performance levels
• Multimedia presentations
• Tiered/Scaffolded Lessons
• Modeling
• Guided note-taking
• Study Guides
• Differentiated pre-typed class notes and example problems
• Individualized instruction plans
• Words banks
• Reduced choice on assessments
• Preferential seating
• Choice activities
• Modified time requirements
• Modified notes
• Modified lesson, assessment and study guide format
• Modified homework
• Provide an enriched curriculum and activities
• Contracts/management plans
• Open-ended responses
• Project-based learning
• Group activities
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• Exploration Activities
• Assessment read aloud
• Small group assessments
• Oral questioning assessments to supplement written response
• Pre-writing Structural Supports for extended writing tasks
• Ongoing teacher feedback as part of the writing process
• Interactive Study Guides
• Multi-sensory approach to instruction
• Written and spoken step-by-step directions
• Graphic organizers
• Non-verbal cues to begin task/remain on task/refocus
• Individual monitoring for understanding/reinforced instruction
• Printed copies of class readings for application of Active Reading Strategies
Unit 1: Non-fiction

Duration: 9 weeks

Overview: Using Scope magazine and non-fiction text sets, students will read narrative nonfiction articles, non-fiction articles, informational text, and paired texts. They will listen to pieces read aloud and begin to understand how to construct an open ended response that includes appropriate textual evidence.

Standards: RI.6 1-10; SL.6 1a-d; W.6 2a-f

Technology: 8.1.8.A.1

21st Century: CRP 1; CRP 2; CRP 4; CRP 6; CRP 7; CRP 8; CRP 11; CRP 12; 9.2.8.B.3

Cross-Curricular: 6.1.8; 6.2.8; PS.6-8; LS.6-8; ESS.6-8

Essential Questions:
- What is textual evidence? Why is it necessary to use it in responses?
- What is inferencing?
- How does tone contribute to the author’s purpose?
- Why are pre-reading strategies valuable?
- What is close reading? How do you become a better close reader?
- What is included in an objective summary?

Student Learning Objectives:
Students will know and be able to...
- Cite textual evidence to support a conclusion.
- Close read narrative fiction, paired texts and informational texts.
- Recognize and determine main ideas and supporting details.
- Identify text features including title, headings, graphics, captions, and illustrations.
- Objectively summarize a text without opinion.
- Determine word meanings based on use in text.
- Compare themes of paired texts.
- Use THIEVES strategy to preview text and set a purpose for reading.

Possible Activities
- Read Scholastic text sets: Diversity of Life, Twentieth Century United States, and Ancient Civilizations to analyze common themes and development of themes
- Read and listen to Scope Magazine informational text and narrative nonfiction articles
• Practice how to respond to close reading questions
• Respond to close reading and critical thinking questions
• Reading, discussing and responding to various selections from Prentice Hall Literature, *Timeless Voices, Timeless Themes*
• Read Newsela articles and answer corresponding critical thinking questions

**Unit 2: Fantasy**

**Duration:** 9 weeks

**Overview:** Using the novel *Tuck Everlasting*, students will listen to the novel, read aloud, and read independently to further understanding of the elements of literature: plot, characters, theme, setting, conflict, mood, tone, point of view and style. They will identify and understand the value of figurative language, including: similes, metaphors, and personification. Students will engage in discussion about living forever, consequences of choices, and standing up for what you believe is right.

**Standards:** RI.6 1-7; W.6 4; L.6 4a-c, 5a-c

**Technology:** 8.1.8.A.1

**21st Century:** CRP 1; CRP 2; CRP 4; CRP 6; CRP 7; CRP 8; CRP 11; CRP 12

**Cross-Curricular:** LS.6-8; ESS.6-8

**Essential Questions:**
• What are the major elements of literature?
• Would living forever on earth be a blessing or a curse?
• Should your choices always carry a consequence?
• How do the characters' actions and thoughts help us know the theme?
• How does the language in a story help us to see what the author is telling us?

**Student Learning Objectives:**
*Students will know and be able to…*
• Understand the difference between the genres of fantasy and reality.
• Use a variety of strategies to comprehend text (predicting outcomes, inferencing, sequencing, making connections).
• Identify story elements (character, plot, conflict, theme).
• Identify symbolism and author’s purpose.
• Understand cause and effect.
• Understand how author’s show character growth in novels.
• Recognize and understand figurative language.
• Use diagrams to understand story structure.
• Identify climax, falling action, and resolution of the story.
Possible Activities:
- Read *Tuck Everlasting* by Natalie Babbitt in large group, small groups, and independently
- Listen to *Tuck Everlasting* by Natalie Babbitt using an audio book
- Listen to and analyze “Circle Game” by Joni Mitchell as paired text (*Tuck Everlasting*)
- Read, discuss, and respond to various selections from Prentice Hall Literature, *Timeless Voices, Timeless Themes*
- Natalie Babbitt author study to deepen understanding of theme, plot, and author’s point of view

**Unit 3: Realistic Fiction- Social Issues**

**Duration:** 9 weeks

**Overview:** Students will choose from one of the following books: *Maniac Magee, The Cay, The View From Saturday,* and *Everything on a Waffle* and work in small groups to read, discuss and analyze the text. Groups will take daily notes, identify challenging vocabulary words, respond to comprehension and critical thinking questions, and identify possible themes with supporting evidence.

**Standards:** RI.6 1-6; SL.6 1a-d; RI.6 1-6

**Technology:** 8.1.8.A.1

**21st Century:** CRP 1; CRP 2; CRP 4; CRP 6; CRP 7; CRP 8; CRP 11; CRP 12; 9.2.8.B.3

**Cross-Curricular:** 6.1.8; 6.2.8; PS.6-8; LS.6-8; ESS.6-8

**Essential Questions:**
- How can literature serve as a vehicle for social change?
- What causes people to mature and change?
- How do literary elements and active reading enhance understanding?
- How does self-selection and reflection impact growth as an independent reader?
- How is theme connected to character and self?
- What is the importance of understanding vocabulary while reading text?
- How does responding to what you read impact your understanding of a piece of literature?

**Student Learning Objectives:**
*Students will know and be able to...*
• Identify literary elements of literature.
• Use diagrams to understand story structure.
• Understand how authors show growth and change in novels.
• Understand how authors describe characters, through actions and dialogue.
• Study various authors to deepen understanding of theme and point of view.
• Identify types of conflict.
• Use a variety of strategies to comprehend text (visualizing, predicting outcomes, summarizing, making connections, inferencing, sequencing).
• Understand a story's mood and how it changes and develops.

Possible Activities
• Book club group discussion using notes and guiding questions
• Close reading of texts using comprehension packet
• Author study
• Paired Scholastic Scope texts with similar theme

Unit 4: Mystery

Duration: 9 weeks

Overview: Students will read the mystery novel, My Father's Daughter, in small groups and independently to discuss and understand how and why a character develops over time and identify clues to plot development and resolution.

Standards: RI.6 1-6; SL.6 5; RI.6 1-6

Technology: 8.1.8.A.1; 8.1.8.A.2

21st Century: CRP 1; CRP 2; CRP 4; CRP 6; CRP 7; CRP 8; CRP 11; CRP 12

Cross-Curricular: 6.1.8; 6.2.8; PS.6-8; LS.6-8; ESS.6-8

Essential Questions:
• What plot events are most important to include in a summary?
• Why do authors use inferencing when they write?
• How does dialogue help you understand character motives and development?
• What can we learn when we re-read for clues that develop the plot of mystery novels?

Student Learning Objectives:
Students will know and be able to...
• Use a variety of strategies to comprehend text.
• Identify primary elements of a story (character, plot, conflict, theme).
• Identify common techniques found in mystery novels: foreshadowing, suspense.
• Understand how authors show character growth in novels.
• Understand how authors describe characters, through actions and dialogue.

Possible Activities
• Create a 90 second book trailer for an independent reading book
• Design a new book cover and book jacket blurb
• Create a comic strip of important plot events
• Pair Scholastic Scope texts with similar theme
SUGGESTED MATERIALS AND RESOURCES


Zinc learning labs. https://www.zinclearninglabs.com/