



G-E-T Middle School Curriculum

Align, Explore, Empower

Scope and Sequence

English Language Arts - Grade 6

OEU Module 1 - A Looking at Themes & Point of View in Narrative Text

August - Mid November

Reading: In this unit, students will:

- 1) *Practice expectations and routines for gradual release of responsibility and independent reading*
 - a. *In-class reading*
 - b. *Out-of-class reading*
 - c. *Policies of using the LMC*
- 2) *Interact with peers while practicing conferencing in small groups*
- 3) *Following expectations for using a reader's notebook (blue notebook passed through all 3 grades)*
- 4) *Experiencing different genres and formats of literature*
- 5) *Applying close reading techniques (Post It notes, annotated text, etc)*
- 6) *Supporting thinking by using textual evidence from the stories or novel*
- 7) *Writing an objective summary of a text*
- 8) *Determining central idea of text*
- 9) *Analyzing author's point of view (1st / 2nd / 3rd person)*
- 10) *Participating actively in collaborative discussions in small and large groups*
- 11) *Coming prepared to group discussions with notes and outlines*
- 12) *Following the rules of collaborative discussions*

OEU Module 1 - B: Understanding Theme, Story Elements, and Language in Novels

- 1) *Read episodic stories*
- 2) *Describe the development of plot*
- 3) *Describe the development of characters*
- 4) *Paraphrase key ideas in the novel*

- 5) *Analyze the impact of word choice*
- 6) *Clarify the meaning of unknown words and those with multiple meanings*
- 7) *Use Greek or Latin affixes and roots*

OEU 1 - C Writing A Short Story

- 1) *Follow expectations and routines for developing / strengthening the writing process*
- 2) *Establishing a point of view in their own story*
- 3) *Organize an event sequence that unfolds logically*
- 4) *Use narrative techniques*
- 5) *Use a variety of transition words*
- 6) *Provide a conclusion*
- 7) *Use precise words and phrases to describe relevant details and sensory language*
- 8) *Use pronouns in agreement with one another*
- 9) *Punctuate elements*
- 10) *Use proper spelling rules*

Students will read various short stories to identify the **five parts of plot**, including “On the Sidewalk Bleeding,” “It’s Your Move,” and “Drive By.” They will also read the realistic fiction novel *The Outsiders* by S. E. Hinton. Students will concentrate upon **exposition, rising action, climax, falling action, and resolution** with each story and the novel. They will **compare and contrast information** found in “School Uniforms,” and “Gang Life,” two non-fiction stories that will give them background information on gangs before reading their novel. They will compare the cost of living in 1967, events that occurred in 1967, and music of the late ‘60’s as described online and compare it to those mentioned in *The Outsiders*. They will **compare dynamic characters to static characters** by choosing 2 important characters in the novel *The Outsiders*, and comparing how they “grew” in the novel. They will **jigsaw 5 different interviews of the author**, S. E. Hinton, before beginning the novel. They will **analyze character traits** of the main characters, **identify narrative perspective** of the novel, **apply close reading techniques** while reading with peers and aloud as a class, **learn 30+ Greek prefixes and 5 roots** that were commonly used throughout the novel by the author, learn 80+ vocabulary terms and techniques to use while figuring out the meaning of unfamiliar words, such as context clues and prefixes, **listen to the audio CD** of certain chapters and compare it to the narrative the author used, and **watch the movie** after completing the final exam. They will **write a paper comparing the novel to the movie** and **write an objective summary of both**.

Students will then choose their favorite event from the novel and **rewrite it from a different point of view**. They will tell this event from an opposite character’s point of view, such as a Soc (Bob Sheldon, Randy Adderson, Cherry Valance, etc). This will meet the expectations as outlined in OEU 1 - C. They will use **proper conventions** while writing, and organize elements in a recognizable sequence. They will incorporate all five parts of plot so that their story has an identifiable exposition, rising action, climax, falling action, and resolution.

Grade 6 ELA Literature Standards

During the first OEU module, the students will:

RL1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

RL4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

RL5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

RL6. Explain how an author develops the point of view of the narrator or speaker in a text.

RL7. 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, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.

RL9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

RL10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Grade 6 ELA Writing Standards

The students will:

3. Write a narrative to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
 - a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
 - b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
 - c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
 - d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
 - e. Provide a conclusion that follows from the narrated experiences or events.

Grammar Focus:

- 1) Analyze and compare four types of sentences: interrogative, imperative, declarative, and exclamatory
- 2) Incorporate the capitalization rules for proper nouns, dialogue, titles, friendly letters, and business letters
- 3) Incorporate the punctuation rules for ends of sentences, appositives, introductory words, direct address, lists, dialogue, titles, friendly letters, and business letters
- 4) Identify similes and their effectiveness in writing
- 5) Identify metaphors and their effectiveness in writing
- 6) Identify figurative language such as hyperbole, onomatopoeia, and alliteration as used in our short stories and novel

OEU 2 A The Holocaust November - January

OEU 2 - A: Comparing and Contrasting Information

Reading: In this unit students will:

- 1) *Build background knowledge about the qualities of literary nonfiction*

- 2) *Apply close reading techniques*
- 3) *Cite textual evidence to support analysis of what a text says explicitly*
- 4) *Make inferences drawn from the text*
- 5) *Provide summary of the text distinct from personal judgments*
- 6) *Determine the central idea of a text*
- 7) *Compare and contrast authors' presentation of events*
- 8) *Follow expectations of learners who are focused upon inquisitive and careful reading by coming prepared to discussions*

OEU 2 - B Researching an Individual

- 1) *Develop a focused research question based on individual interest*
- 2) *Refocus inquiry when needed*
- 3) *Gather relevant information from multiple print and digital sources*
- 4) *Assess the credibility of sources*
- 5) *Provide basic bibliographic information*
- 6) *Provide a summary which is free from personal judgments and opinions*
- 7) *Cite textual evidence*
- 8) *Determine central idea of text*
- 9) *Analyze word choice and why a key individual word or phrase is used*
- 10) *Compare and contrast authors' presentation of events*

Students will be studying the **Holocaust** during this unit. They will receive **background knowledge** on the life of Adolf Hitler and the events leading up to WWII. They will **take notes in different ways**, such as mapping, graphic organizers, outline form, etc. They will create the **KWL chart** to include knowledge they already have, knowledge they would like to know, and what they have actually learned that is new. They will study specifically **Kristallnacht** and the **transition of Jews and other people into the ghettos and concentration camps**. They will **compare and contrast information** from Scope Magazine, *The True Story of Uri Orlev*, *The Cats of Krasinski Square*, the audio tape of Jeannine Burk's Holocaust Survivor story, *Teens Against Hitler*, "Auschwitz 1944," They will learn about **the use of propoganda** against the German people in order to produce support for WWII and anti-Semitism. They will compare this to **modern day propoganda** and the use of it in advertising, focusing upon: Jump on the Bandwagon, Testimonial, Scientific Claim, Just Plain Folks, Bait and Switch, Transfer, Repetition, Emotional Words, and Name Calling .They will each receive a **Child of the Holocaust** whose personal information is divided into 7 days of information. They will use this information to **write a biography** of this child. They will create a **French diamante poem** comparing and contrasting two opposite people, locations, symbols, etc. They will **watch 3 movies to compare and contrast information** about this time period in history: *The Courageous Heart of Irene Sendler*, *Miracle at Midnight*, and *Miracle at Moreaux*. They will have access to many **fiction and non-fiction novels** based on the Holocaust and **create personal contracts** to read chapters from each in order to **write objective summaries**. They will **study**

genres and concentrate upon autobiographies and biographies of people of the Holocaust. They will identify the **author's purpose** (entertain, inform, persuade, or describe) in each.

Students will also participate in writing a biography in their sixth grade social studies class, as well. The social studies instructor will lead them through the process using important historical figures from Mesopotamia, ancient Egypt, ancient Rome, or ancient Greece and incorporate the research process through the teaching of these units.

Grade 6 ELA Literature Standards

RI1 - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI2 - Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments

RI3 - Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

RI4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

RI5 - Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

RI6 - Determine an author's point of view or purpose in a text and explain how it is conveyed in the text

RI7 - Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

RI8 - Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

RI9 - Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person)

Writing:

1. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
2. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Grammar Focus:

1. Analyze plurals and possessives and recognize the difference

2. Explore the usage of commas in many ways:

A. Use of introductory words (yes, no, well, etc.)

B. Direct address

C. Words in a list

D. Using conjunctions

E. Using appositives

F. FANBOYS

3. Apply the use of quotation marks when using dialogue.

4. Apply the use of italicized writing / underlining / quoting titles of short and long works of art.

5. Apply the use of colons and semi colons in common writing, as well as friendly / business letters.

OEU Module 3 Iditarod and Fantasy Genre

February - March

OEU Module 3 - A Reading to Write an Argument and Develop a Question for Inquiry

Reading: In this unit, students will:

1. *Develop a question for inquiry*
2. *Select and cite textual evidence to support analysis of text*
3. *Make inferences based on the text*
4. *Introduce a topic*
5. *Organize ideas, concepts, and information*

6. *Include formatting, graphics, multimedia used to aid comprehension*
7. *Develop a topic with relevant facts*
8. *Use appropriate transitions*
9. *Use precise language and domain-specific vocabulary to inform and explain the topic*
10. *Establish and maintain a formal style*
11. *Provide concluding statement*

OEU Module 3 - B Collecting Reasons and Evidence

Reading: In this unit students will:

- 1) *Conduct short research project to answer a question*
- 2) *Gather relevant information from multiple print and digital sources*
- 3) *Assess credibility of print and digital sources*
- 4) *Refocus inquiry, as appropriate*
- 5) *Understand plagiarism*
- 6) *Quote or paraphrase data and conclusions*
- 7) *Provide basic bibliographic information and sources*
- 8) *Determine author's point of view or purpose*
- 9) *Analyze how sentences, paragraphs, chapters, and sections fit into the overall structure*
- 10) *Trace and evaluate argument and specific claims*
- 11) *Determine the meaning of words and phrases used in informational text*
- 12) *Integrate information presented in different media or formats to develop coherent understanding of the topic / issue*
- 13) *Support using reasons and evidence for specific claim*

OEU Module 3 - C Taking Action to Change Thinking

- 1) *Review techniques for avoiding plagiarism*
- 2) *Introduce the claim*
- 3) *Support the claim with clear reasons and relevant evidence*
- 4) *Support claims with credible sources*
- 5) *Demonstrate an understanding of the topic*
- 6) *Establish and maintain a formal style while writing*

- 7) *Provide a clear concluding statement*
- 8) *Vary sentence patterns*
- 9) *Maintain consistency in style and tone*
- 10) *Ensure consistency using pronouns in proper case*
- 11) *Use intensive pronouns*
- 12) *Use punctuation correctly*
- 13) *Use appropriate and accurate spelling*
- 14) *Present using appropriate eye contact*
- 15) *Use adequate volume and clear pronunciation*
- 16) *Include multimedia components and visual displays*

This entire module is completed in a student's science class. This is incorporated in the unit of choice, such as solar energy or wind power. The students will write an argumentative essay concerning a scientific controversial concept using the above standards.

In ELA students will study the **Alaskan Iditarod**. They will receive **background information** via the official Iditarod website and learn about the use of sled dogs in the 1,049 mile race across Alaska. They will read **diverse novels** that are written for struggling readers, proficient readers, and advanced readers, including *The Mystery on Alaska's Iditarod Trail*, *Three Dog Winter*, and *Black Star, Bright Dawn*. They will **use digital sources to complete a scavenger hunt of factual information** concerning the use of dogs in this race and **recognize the controversy** involved with various groups that feel these dogs are being exploited. They will read the article "Naming Sled Dogs" and relate it to the use of **themes**. They will read a chapter from Gary Paulsen's *Winterdance* and the short story "Just Checkin' In" to **compare and contrast information presented by the authors** concerning the positive and negative aspects of this long, grueling race. They will **use digital media to follow an assigned real life musher** as he or she races across Alaska, **observing the difficulties along the trail**. They will **write a personal opinion piece** focusing on whether the Iditarod should be allowed to use dogs for the purpose of competition.

Grade 6 ELA Writing Standards

W1 - Write arguments to support claims with clear reasons and relevant evidence.

- Introduce claim(s) and organize the reasons and evidence clearly.
- Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
- Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from the argument presented.

W2 - Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- Use appropriate transitions to clarify the relationships among ideas and concepts.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from the information or explanation presented.

W7 - Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W8 - Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

L 1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- Ensure that pronouns are in the proper case (subjective, objective, possessive).
- Use intensive pronouns (e.g., *myself*, *ourselves*).
- Recognize and correct inappropriate shifts in pronoun number and person.*
- Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*
- Recognize variations from standard English in their own and others' writing and Speaking, and identify and use strategies to improve expression in conventional language.

L 2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*
- Spell correctly.

L3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- Vary sentence patterns for meaning, reader/ listener interest, and style.*
- Maintain consistency in style and tone.*

Grammar Focus:

1 Abstract Nouns

2. Parts of Speech

Verbs, Helping and Linking Verbs, Adjectives, Adverbs, Pronouns, Prepositions and Prepositional Phrases, Conjunctions

4. Confusing Verbs (lie / lay, raise / rise, can / may, teach / learn, bring / take)

5. Sentence Fragments / Run On Sentences

6. Confusing Homophones (their / there / they're, your / you're, who's / whose)

Language Progression Standards:

L.3.1f. Ensure subject-verb and pronoun-antecedent agreement.

L.3.3a. Choose words and phrases for effect.

L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

L.4.1g. Correctly use frequently confused words (e.g., *to/too/two*; *there/their*).

L.4.3a. Choose words and phrases to convey ideas precisely.*

L.4.3b. Choose punctuation for effect.

L.5.1d. Recognize and correct inappropriate shifts in verb tense.

L.5.2a. Use punctuation to separate items in a series.†

L.6.1c. Recognize and correct inappropriate shifts in pronoun number and person.

L.6.1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

L.6.1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

L.6.2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

L.6.3a. Vary sentence patterns for meaning, reader/listener interest, and style. (covered in earlier unit)

L.6.3b. Maintain consistency in style and tone.

L.7.1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

L.7.3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

L.8.1d. Recognize and correct inappropriate shifts in verb voice and mood.

Module 4 Poetry / Literature Groups / Fantasy Genre

March - June

OEU 4 - A Deliberating about Format and Genre

1) *Analyze how a particular sentence, chapter, scene, or stanza fits into the structure of the text*

- 2) *Decide how a particular sentence, chapter, scene, or stanza contributes to the development of theme, setting, or plot*
- 3) *Compare and contrast the experience of reading to that of listening or viewing an audio / video / live version of the text*
- 4) *Contrast what is seen or heard while reading compared to that of listening to text*
- 5) *Compare and contrast texts in different forms of genres*
- 6) *Develop a coherent understanding of a topic or issue through different media*
- 7) *Compare and contrast one author's presentation of events to another's*
- 8) *Interpret figures of speech (personification, oxymoron, and sarcasm)*
- 9) *Analyze the relationship of words and connotations*

OEU 4 - B Creating Poetry

- 1) *Produce clear and coherent writing of poems in which development ,organization, and style are appropriate to audience or purpose*
- 2) *Use figurative language within original writing (similes, metaphors, onomatopoeia, personification) through free verse poetry*
- 3) *Demonstrate the relationship of words through poetry*
- 4) *Consider connotations and denotations of words when choosing them for original works of poetry*

Grade 6 ELA Literature Standards

The students will:

Read fantasy novels independently and within **literature groups** (*The Phantom Tollbooth* and *Things Not Seen*) in order to discover the use of connotations / word choice / personification / oxymorons which authors use in fantasy fiction. Students will **create thematic maps** to show the use of theme while naming a make-believe island, landforms, bodies of water, cities, and symbols as illustrated in *The Phantom Tollbooth*. Students will **create independent novel projects** comparing the genre of fantasy with other genres studied in previous units. Students will analyze the use of **sarcasm** and **irony** in *Things Not Seen* and compare the protagonist's use of both with that of Ponyboy from *The Outsiders*. Students will find examples of how **word choice** was used by the authors to develop the plot and discuss how a different word or phrase would have changed the plot. Students will examine **connotations** and create a 7 layered paint chip (collect from Menards or Home Depot) to illustrate how one word can have many different connotations (example: fat - fluffy, chubby, obese, stout, chunky, overweight, extra large). Students will compare the **organization and development of plot** between the novels and how authors use chronological sequence through mapping (*The Phantom Tollbooth*). Students will discuss why Andrew Clements made one of the protagonists blind with the other being invisible and how this affected the development of plot. Students will **listen to several chapters on CD** and compare it to listening to a peer read or themselves. Students will **watch the movie *The Phantom Tollbooth*** to compare the **author's original intent / purpose** and organization of the novel to that of Hollywood. Students will read Norton Juster's personal opinion of the movie and compare it to that of their own personal feelings.

In poetry, students will **examine 20+ poems by famous authors** in order to **find examples of connotations, onomatopoeia, similes, metaphors, alliteration, and personification** are used in free verse poems. Students will **create 7 original poems** using free verse: “I Am” poem, “Love” poem, “Color” poem, “Magazine Cut Out” poem, “Parts of Me” poem, “The Game of Life Poem,” and a final summary poem of a choice poetry novel. Students will select and read one free verse novel from the ones collected: *The Crossover*, *Hidden*, *I Hate that Cat*, *Love That Dog*, *Making Lemonade*, *Locomotion*, and *The Bridge From Me to You*. All of these poems will be created using technology and presented to the class in various forms. They will meet in literature groups with students reading the same novel to discuss the use of figurative language, word choice, organization, and structure.

Language Standards:

RL 2 - Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

RL 3 - Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

RL 4 - Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

RL 5 - Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

Grade 6 ELA Writing Standards

3W c / d

C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

D. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

4W - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above)

5W - With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and

including grade 6 on page 52.)

6W - Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

9W Draw evidence from literary or informational texts to support analysis, reflection, and research

- Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).

Grammar Focus:

1. Students will identify the subject (simple and complete) and predicate (simple and complete) in sentences, both written by authors and those of their own writing)
2. Students will review verb tenses (past / present / past participles)
3. Students will review use of semi - colons and colons in sentences, as well as business letters.
4. Students will recognize oxymorons and how they are used humorously in writing