

# Haddon Township School District

## Curriculum Overview

**Subject Area: English Language Arts**

**Grade Level: 6th Grade**

**Course Name: English Language Arts 6**

**Course Overview/Description:**

Unit Title	Unit Summary	Student Learning Targets
Narrative Writing	Students will be introduced to R.M.S.'s scoring rubric for narrative writing, which will be used in sixth, seventh, and eighth grades. By utilizing mentor texts, students will learn how to compose narratives that focus on authentic settings and characterization. Themes like diversity and acceptance are discussed.	<p><i>Students will ...</i></p> <ul style="list-style-type: none"><li>● Read and annotate sensory and figurative descriptions from mentor texts. The mentor texts will assist students in addressing these components in their writing. Also, students will discern among: simile, metaphor, alliteration, hyperbole, personification, and onomatopoeia.</li><li>● Develop a character profile for their narrative essay that will establish a dynamic protagonist that matches standards in the narrative standards based rubric.</li><li>● Utilize fictional mentor pieces (as well as nonfiction research) to help compose a narrative essay that presents an authentic setting.</li><li>● Navigate through district paid databases in order to conduct meaningful and appropriate research.</li></ul>

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<p>Argumentation Writing/Nonconformity Leveled Novels</p>	<p>In an effort to combine reading and writing standards, this unit will use leveled literature circles to help students construct an argumentative response that will require them to pull from more than one source. In this unit, students will read a novel within their Lexile range. They will evaluate how people communicate, collaborate and show leadership through conformity and nonconformity). Students will then research information related to nonconformity (acts of nonconformity, nonconformists, etc.) before writing an argumentative essay that defends the effects of nonconformity in our society. The essay will allow students to demonstrate their ability to form and defend an argument in a logical manner.</p>	<p><i>Students will ...</i></p> <ul style="list-style-type: none"> <li>● Read and annotate sensory and figurative descriptions from mentor texts. The mentor texts will assist students in addressing these components in their writing. Also, students will discern among: simile, metaphor, alliteration, hyperbole, personification, and onomatopoeia.</li> <li>● Develop a character profile for their narrative essay that will establish a dynamic protagonist that matches standards in the narrative standards based rubric.</li> <li>● Utilize fictional mentor pieces (as well as nonfiction research) to help compose a narrative essay that presents an authentic setting.</li> <li>● Navigate through district paid databases in order to conduct meaningful and appropriate research.</li> </ul>
<p>Research and Persuasive Writing</p>	<p>In this unit, students will select a persuasive topic that is relatable to their age group. Students will spend time in the library researching their topics. The research process will expose students to the use of reputable databases, MLA guidelines and format, and note taking. Students will then use their research to construct a persuasive essay. The essay will allow students to demonstrate their understanding of paragraph structure, compositional risks, and embedded citations.</p>	<p><i>Students will ...</i></p> <ul style="list-style-type: none"> <li>● distinguish valid sources and information from invalid sources and information.</li> <li>● paraphrase and summarize main ideas from nonfiction sources.</li> <li>● create a works cited page that follows standard and current MLA format.</li> <li>● gather information by using keyword searches in reputable databases.</li> <li>● outline their information and ideas to maintain organization and structure in their essay.</li> <li>● take compositional risks in writing by blending narrative with persuasive.</li> <li>● form thesis statements that convey the main points of their argument.</li> </ul>

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		<ul style="list-style-type: none"> <li>● substitute standard language with more persuasive and convincing words and phrases.</li> <li>● use technology to research information and produce writing.</li> <li>● learn how to give credit to their sources and avoid plagiarism by including embedded citations in their essay.</li> <li>● edit their own work and the writing of their peers.</li> </ul>
<u>Touching Spirit Bear</u>	<p>Students will read Ben Mikaelson's <u>Touching Spirit Bear</u> and nonfictional supplemental readings that tie into the novel. They will also complete research on the Internet regarding some specific items that arise in the novel. The students will learn about Native American culture and the justice system; key themes will involve: anger, anger management, bullying, substance abuse, child abuse/neglect, and forgiveness/redemption.</p>	<p><i>Students will ...</i></p> <ul style="list-style-type: none"> <li>● Read and discuss fiction and nonfiction texts about Native American culture. The six literary circle discussions will include: generating discussion questions (thematic/deep), summarizing plot points (very challenging due to the flashbacks), finding new vocabulary and understanding the context clues, citing passages from the text and explaining the reason for the selections, illustrating a scene (helps with visualization), and making connections (connections can be made in science and Social Studies).</li> <li>● Determine the meanings of words specific to Native American culture and vocabulary in the novel.</li> <li>● Cite details from the novel, nonfiction articles, and the Internet.</li> <li>● Write responses to literature and informational texts.</li> </ul>
Leveled Reading	<p>In this unit, students will select books that match their Lexile reading level range as predetermined by their scores on the MAP testing at the beginning of</p>	<p><i>Students will ...</i></p> <ul style="list-style-type: none"> <li>● independently read and discuss fiction texts.</li> </ul>

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	<p>the year. Students will be able to read these novels independently and will be assessed on a variety of NJSL Standards through varied and differentiated assignments.</p>	<ul style="list-style-type: none"> <li>● cite textual evidence to provide support for their thoughts.</li> <li>● write a variety of text-based responses to fiction texts.</li> <li>● write a narrative that explores a different ending than the one provided in the text.</li> <li>● develop a list of vocabulary words and will be able to independently use these words in the correct context.</li> <li>● engage in collaborative discussions of fiction texts with peers.</li> <li>● demonstrate their understanding of standard grammar through variety of writing tasks.</li> </ul>
<p><u>Shades of Gray</u></p>	<p>Students will read Carolyn Reeder's <u>Shades of Gray</u> and nonfictional supplemental readings that tie into the novel. They will also complete research on the Internet and in the media center regarding some specific items that arise in the novel. The students will learn about the Civil War and make connections between this work of historical fiction and actual history. In addition, they will be exposed to poetry from this era.</p>	<p><i>Students will ...</i></p> <ul style="list-style-type: none"> <li>● Read and discuss fiction and nonfiction texts about Native American culture. The six literary circle discussions will include: generating discussion questions (thematic/deep), summarizing plot points (very challenging due to the flashbacks), finding new vocabulary and understanding the context clues, citing passages from the text and explaining the reason for the selections, illustrating a scene (helps with visualization), and making connections (Social Studies – Civil War Unit).</li> <li>● Determine the meanings of words specific to rural life and vocabulary in the novel.</li> <li>● Cite details from the novel, nonfiction articles, and the Internet.</li> <li>● Write responses to literature and informational texts.</li> </ul>

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Expository Writing	Students will demonstrate the ability to express in writing a main idea (thesis) using supporting details and a closing. Logic will be applied by using sequenced steps when citing their supporting ideas.	<i>Students will ...</i> <ul style="list-style-type: none"><li>● Develop a thesis that clearly states one's idea.</li><li>● Develop the topic using logical support in sequential order.</li><li>● Provide a concluding paragraph summarizing the information presented.</li><li>● Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.</li></ul>
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