Course Title: Language Arts

Subject: Language Arts Literacy

Grade Level: 6

Duration: One year

Prerequisite: 5th grade

Elective or Required: Required

Language Arts Literacy Mission Statement
The Glen Ridge Language Arts Program establishes a foundation for lifelong learning and effective communication. Through a sequential and challenging curriculum, our students will become proficient readers, effective writers, active listeners and articulate speakers. Students learn to respect various points of view while displaying creative, collaborative, and critical thinking skills. The Language Arts Program enables our students to participate effectively in a technological, complex and ever-changing world.

Course Description:
In Language Arts, students will read through a multitude of short stories, selected novels, essays and poems that will stimulate both structured and creative writing as well as provoke thoughtful insight and class discussions. Through themed units, students will begin to make outside connections in their Language Arts experience. Likewise, students will develop knowledge and practice of various writing styles through writing workshop. This will be accomplished through the employment of writing assignments, projects, collaborative learning and enrichment activities.

Author: Samantha Soney
Date Submitted: Summer 2015
Language Arts
Unit: Facing Fear in Writing

Approximate # of weeks: 5 weeks

Essential Questions:
● How is magical realism similar to fiction?
● What are the pros and cons of an everlasting life?
● Why is it important to compare and contrast mediums?
● How do we draw similarities and differences from stories to our own lives?
● What do we learn from the characters we read about?

Upon completion of this unit students will be able to:

I. Key Ideas and Details:
   A. 6.RI.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
   B. 6.RI.2 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.
   C. 6.RI.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

II. Key Ideas and Details:
   A. 6.RL.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
   B. 6.RL.2 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.
   C. 6.RL.3 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.
   D. 6.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
      1. 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.
      2. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
      3. Use appropriate transitions to clarify the relationships among ideas and concepts.
4. Use precise language and domain-specific vocabulary to inform about or explain the topic.
5. Establish and maintain a formal style.
6. Provide a concluding statement or section that follows from the information or explanation presented.

III. 6.W.3 Write narratives 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.

IV. Conventions of Standard English:
   A. 6.L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
      1. Ensure that pronouns are in the proper case (subjective, objective, possessive).
      2. Use intensive pronouns (e.g., myself, ourselves)
      3. Recognize and correct inappropriate shifts in pronoun number and person.
      4. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents)
      5. Recognize variations from Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
   B. 6.L.2 Demonstrate command of the conventions of Standard English
      1. Use capitalization correctly when writing.
      2. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
      3. Spell correctly.

Interdisciplinary Standards:
- **Standard 6.3 Active Citizenship in the 21st Century**
  - All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
Activities:
● Read as a class: Tuck Everlasting (novel)
● View film: Tuck Everlasting (movie)
● Essay: Compare and Contrast essay on novel and movie
● Public Speaking and Writing Analysis: Book Talk project
● Read and analyze: “The Ravine” by Graham Salisburg (anchor text)
● Groupwork: Analyze the character of Starlene from “The Ravine”
● Read and analyze: “Fine?” by Margaret Peterson Haddix
● Read and analyze: “Life Doesn’t Frighten Me” (poem) by Maya Angelou
● Study supplementary texts and essay response sets from Close Reader
● Practice: Grammar (focus on sentence structure, English variations)
● Vocabulary: Practice within units of workshop and supplemental vocabulary from texts

Writing:
● Writer’s Notebook
● Personal Narrative through Lucy Calkin’s Writing Workshop
● Book Talk Essay – Character Analysis
● Compare and Contrast essay utilizing block by block structure
● Summaries

Enrichment:
● Create a PowerPoint for Book Talk presentation
● Character analysis of Starlene in “The Ravine”
● Create a story board for “Fine?” detailing point of view
● Write a poem modeling after Maya Angelou

Methods of Assessment and Evaluation:
● Vocabulary Unit Tests
● Writing Workshop Rubric
● Reading Journals
● Book Talk Project, Rubric and PowerPoint/Tech Presentation
● Performance Assessments on Short Story Skill
● Self and Peer Assessment

Resources:
● Collections Textbook
● Vocabulary Workshop Book
● Tuck Everlasting by Natalie Babbitt
● Grammar practice
Online Resources:

- Teacher webpage
- *Collections* online textbook, videos, and assessment
- Various online journals
- Google Apps for Education
Language Arts
Unit: Writing about Reading

Approximate # of weeks: 4-5 weeks

Essential Questions:
- How do the characters we read about influence our writing?
- When writing about a story, how do we develop an argument about a character?
- How does theme play a role in writing and reading?

Upon completion of this unit students will be able to:

I. Integration of Knowledge and Ideas:
   A. 6.RL.7 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.
   B. 6.RL.8 (This College and Career Readiness Standard does not have a literature component)
   C. 6.RL.9 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.

II. Craft and Structure:
   A. 6.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
   B. 6.RI.5 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.
   C. 6.RI.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. Integration of Knowledge and Ideas
   D. 6.RI.7 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.
   E. 6.RI.8 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.
   F. 6.RI.9 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).

Interdisciplinary Standards:
- Standard 6.1 U.S. History: America in the World
All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental

Activities:
● Read and discuss as class: “The Three Little Pigs” for example and modeling
● Read and annotate: “Stray” by Cynthia Rylant
● Independent reading: “The Mixer” by P.G. Wodehouse
● Group reading and analysis: “Every Living Thing” by Cynthia Rylant
● Examine literary styles and literary works through essay structure
● Vocabulary: Practice within units of workshop and supplemental vocabulary from texts
● Essay: choosing a character and theme for literary essay completion

Writing Assignments:
● Literary Essay through Lucy Calkins writing workshop
● Character responses
● Short essay on irony using textual evidence
● Writing arguments about character, themes and development

Enrichment Activities:
● Create a poem using examples of irony
● Utilize critical vocabulary words in essay
● Annotate “The Mixer” for other examples of Blackie’s lessons

Methods of Assessment and Evaluation:
● Weekly unit tests for vocabulary workshop
● Grammar focus and practice
● Writing Workshop
● Reader Response Journals
● Literary Essay with paired rubric

Resources:
● Collections Textbook
● “The Three Little Pigs” for example and modeling
● “Stray” by Cynthia Rylant
● “The Mixer” by P.G. Wodehouse
● “Every Living Thing” by Cynthia Rylant
● Models of Literary Essays through Lucy Calkins

Online Resources:
● Teacher webpage and blog
● Google Apps for Education
● Lucy Calkins resources for teaching the Literary Essay
Language Arts
Unit: Science Fiction

Approximate # of weeks: 5-6 weeks

Essential Questions:
● How has technology changed the modern world? What changes are coming?
● What are some ethical questions raised by scientific progress? How do we resolve them?
● In what ways does society shape the individual?

Upon completion of this unit students will be able to:
I. Craft and Structure:
   A. 6.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
   B. 6.RI.5 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.
   C. 6.RI.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. Integration of Knowledge and Ideas
   D. 6.RI.7 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.
   E. 6.RI.8 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.
   F. 6.RI.9 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).

II. Text Types and Purposes:
   A. 6.W.1 Write arguments to support claims with clear reasons and relevant evidence.
      1. Introduce claim(s) and organize the reasons and evidence clearly.
      2. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
      3. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
      4. Establish and maintain a formal style.
      5. Provide a concluding statement or section that follows from the argument presented.

III. Comprehension and Collaboration:
A. 6.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
   1. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
   2. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
   3. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
   4. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. 6.SL.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

B. 6.SL.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

IV. Knowledge of Language:
   A. 6.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
      1. Vary sentence patterns for meaning, reader/listener interest, and style.

Interdisciplinary Standards:

- **Standard 8.2 – Technology Education**
  - All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world as they relate to the individual, society, and the environment.

- **Standard 6.2 World History, Global Studies**
  - All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

- **Standard 6.3 Active Citizenship in the 21st Century**
  - All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working
collaboratively to address the challenges that are inherent in living in an interconnected world.

Activities:
- Reading and in-depth study of *The Giver*. Cross curricular with social studies (different political systems) and science (genetics and engineering).
- Group read and compare: “What Fun They Had” by Isaac Asimov
- Whole class read and compare with Venn Diagram: “All Summer in a Day” by Ray Bradbury
- Create: Personal Utopias (includes physical representation of world, working government/economic system)
- Public Speaking and Writing: Book Talk project and character analysis
- View film and character comparison: *The Truman Show*
- Grammar focus and practice
- Vocabulary: Practice within units of workshop and supplemental vocabulary from texts
- Study and analyze: Animal collection of short stories in *Collections* textbook and consider the role that nature continues to have in our society

Writing Assignments:
- Compare and contrast journal entries
- Short essay responses analyzing themes
- Book club journal responses
- Essay

Enrichment Activities:
- Research current scientific advances and find a controversial discovery or experiment. Write a persuasive essay about whether or not the experiment is ethical.
- Read *Messenger* or *Gathering Blue* and create a PowerPoint compare and contrast presentation
- Read the short story “Harrison Bergeron” by Kurt Vonnegut and create a compare and contrast storyboard between that and *The Giver*.

Methods of Assessment and Evaluation:
- Journal reflections
- Group responses
- Study Island
- Unit Test
- Weekly Vocabulary Tests
- Theme analysis essay

Resources:
- *Collections* textbook
• Vocabulary Workshop book
• The Giver by Lois Lowry

Online Resources:
• Teacher webpage
• Study Island
• Google Apps for Education
• Vocabulary Workshop
Language Arts
Unit: Historical Fiction

Approximate # of weeks: 6 weeks

Essential Questions:
● How is reading non-fiction a different experience than reading fiction?
● In order to best comprehend the material, should one’s “reading approach” change?
● How does historical fiction change our view of history as we know it?
● How can incorporating the “real world” into fiction improve the overall story?

Upon completion of this unit students will be able to:

I. Range of Reading and Level of Text Complexity:
   A. 6.RI.10 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

II. Production and Distribution of Writing:
   A. 6.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
   B. 6.W.5 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.
   C. 6.W.6 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.

III. Research to Build and Present Knowledge:
   A. 6.W.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
   B. 6.W.8 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.
   C. 6.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
      1. 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.

            ).
2. Apply grade 6 Reading standards to literary nonfiction (e.g., "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.").

D. 6.SL.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

Interdisciplinary Standards:

- **Standard 8.1 – Computer and Information Literacy**
  - All students will use computer applications to gather and organize information and to solve problems.

- **Standard 6.1 U.S. History: America in the World**
  - All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

- **Standard 6.2 World History, Global Studies**
  - All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

Activities:

- View and annotate: PowerPoint about yellow fever
- Research: facts about 1700s in Philadelphia, yellow fever epidemic
- View and discuss: Philadelphia documentary film on the fever
- Read as class and in collaborative groups: Fever 1793 by Laurie Halse Anderson
- Read and compare: “A Backwoods Boy” by Russell Freedman
- Read and compare as group: “The Shutout” by Patricia C. McKissack
- Read as class: “Jackie Robinson: Justice at Last” by Geoffrey Ward and Ken Burns
- Grammar: Mechanics
- Writing: workshop for personal essay
- Create: Book jacket for novel
- Vocabulary: Practice within units of workshop and supplemental vocabulary from texts

Writing Assignments:

- Summarizing abstracts
- Journal entries
- Personal Essay writing through Lucy Calkins writing workshop

**Enrichment Activities:**
- Choose a scene from the novel to re-enact as a monologue.
- Write a book review of the novel and turn it into a podcast/video

**Methods of Assessment and Evaluation:**
- Weekly vocabulary tests
- Book jacket summary project
- Journal reflections

**Resources:**
- *Collections* textbook
- Vocabulary Book
- Teacher webpage
- Yellow Fever/Philadelphia Documentary
- [Fever 1793](#)

**Online Resources:**
- Teacher webpage
- Documentary
- Journal posts
- Google Apps for Education
Language Arts
Unit: Poetry

Approximate # of weeks: 4-5 weeks

Essential Questions:
- Why are the works of William Shakespeare still important today?
- How do poets make their voice heard through their writing?
- Why is it important to study various styles of poetry?
- How is poetry writing different than story writing?

Upon completion of this unit students will be able to:

I. Integration of Knowledge and Ideas:
   A. 6.RL.7 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.
   B. 6.RL.8 (This College and Career Readiness Standard does not have a literature component)
   C. 6.RL.9 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.

II. Range of Reading and Level of Text Complexity:
   A. 6.RL.10 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.
   B. 6.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
      1. Interpret figures of speech (e.g., personification) in context.
      2. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
      3. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, thrifty).
   C. 6.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Interdisciplinary Standards (njcccs.org)
- Standard 6.1 U.S. History: America in the World
  - All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills
enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

Activities:
- Read: “My Wonder Horse” by Sabin Ulibarri
- Read and compare to unit theme: “Eleven” by Sandra Cisneros
- Read and compare: “A Voice” poem by Pat Mora
- Read and compare to other works: “Words like Freedom” by Langston Hughes
- Whole class: Read and annotate selections from poetry textbook Reflections on a Watermelon Pickle.
- Study and annotate word choice: “How Birds Should Die” by Paul Zimmer
- Study and annotate textual meaning: “Caged Bird” by Maya Angelou
- Write: Using the poems “Steam Shovel” and “The Garden Hose” as models, each student will write a poem that uses personification.
- Write: Using the poems “The Base Stealer” and “Foul Shot” as models, each student will write a poem that expands a moment in time.
- Group work: Using the poem “April” as an example, students will write a poem in which a month of the year is personified.
- Independent: Using the poem “This is Just to Say” as an example, each student will write a note in the form of a poem.
- Group work: Shakespeare’s Sonnet 18 and Sonnet 130 and modernizations
- Independent writing: Biographical poem
- Whole class: Review of short style: cinquain, diamante, haiku
- Grammar focus and practice
- Vocabulary: Practice within units of workshop and supplemental vocabulary from texts

Writing Assignments:
- Poetry portfolio collection
- Theme comparison for short stories
- Compare and Contrast listed works for common themes
- Book Talk Project and Oral Presentation
- Annotation of poems

Enrichment Activities:
- Create a setting analysis board for “My Wonder Horse”
- Theme comparison presentation on two other Langston Hughes works

Methods of Assessment and Evaluation:
- Figurative Language assessment in poetry
- Weekly Vocabulary Tests

Resources:
- Reflections of a Gift on Watermelon Pickle
- *Collections* textbook (Making Your Voice Heard unit)
- Audio selections of poetry
- Vocabulary Book

**Online Resources:**
- Teacher webpage
- Audio clips
- Google Apps for Education
Language Arts
Unit: Memoir

Approximate # of weeks: 5 weeks

Essential Questions:

- How does a writer pick moments in life that are worth preserving in a memoir?
- What techniques learned in fiction writing are applicable to memoir writing? How are the two forms different?
- How can cultural memoirs help us understand other cultures?
- What lessons can you take from someone else’s memoir?
- Why is it important that life experiences be shared via the written word?

Upon completion of this unit students will be able to:

I. Craft and Structure:
   A. 6.RL.4 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.
   B. 6.RL.5 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.
   C. 6.RL.6 Explain how an author develops the point of view of the narrator or speaker in a text.

II. Range of Writing:
   A. 6.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Interdisciplinary Standards (njcccs.org)

- Standard 6.3 Active Citizenship in the 21st Century
  All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Activities:
- Read and model: “He Remembers” by Paul Auster for chaining structure writing
- Read and model: “Owl Moon” by Jane Yolen for sensory structure writing
- Read and model: “The Relatives Came” and “Grandmama’s Kitchen Table” by Cynthia Rylant
- Read, annotate and model: “My Mama Had a Dancing Heart” by Libba Moore Grey
- Collaborative group work: Using *The House on Mango Street* selections, model a vignette
- Whole class reading of *Brown Girl Dreaming*, memoir by Jaqueline Woodsen

**Writing Assignments:**
- Memoir portfolio collection modeled after structure examples
- Vignette style journal responses modeled after *Brown Girl Dreaming*

**Enrichment Activities:**
- Select three of your written memoirs and turn them into poems using figurative language and poetic license.
- Research another short memoir not read in class and write your own after the model to share.

**Methods of Assessment and Evaluation:**
- Self assessment
- Study Island
- Weekly assessments
- Unit test
- Short Essay
- Pair/Share
- Writing Workshop

**Resources:**
- Various memoirs
- *Brown Girl Dreaming* by Jaqueline Woodsen

**Online Resources:**
- Teacher webpage
- Online journals
- Google Apps for Education
Language Arts
Unit: Drama and Fairy Tale

Approximate # of weeks: 4 weeks

Essential Questions:
- What are the different rules and limitation of writing drama (as opposed to fiction or memoir)?
- How can dialogue be realistic but also interesting?
- What are the elements of a fairy tale?
- How are fairy tale story elements still relevant today?

Upon completion of this unit students will be able to:

I. Vocabulary Acquisition and Use:
   A. 6.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
      1. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
      2. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
      3. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
      4. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

II. All students will use computer applications to gather and organize information and to solve problems:
   A. 6.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
   B. 6.SL.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
Interdisciplinary Standards (njcccs.org)
- Standard 8.1 – Computer and Information Literacy

Activities – include 21st Century Technologies:
- View and discuss: “Little Red Riding Hood” video clip
- View and discuss: “Cinderella” various video clips for comparison
- View: Animated versions of Shakespearean plays
- Group work: Students will write and perform a 5-7 minute play using the elements of a fairy tale. Plays may be traditional or modernized and must follow plot line and traditional script format.
- Grammar: cumulative review
- Vocabulary: cumulative review

Writing Assignments:
- Writer’s Notebook
- Script for play following script format
- Reaction to experience of performing play

Enrichment Activities:
- Students may also choose to modernize a Shakespearean play as opposed to a fairy tale.

Methods of Assessments/Evaluation:
- Unit test
- Project
- Play
- Observation of groups

Resources: Text, Literature (RL), Informational (RI)
- Kid-friendly versions of Shakespearean plays (RL)
- Vocabulary Workshop (RI)

Online Resources:
- Teacher webpage
- Google Apps for Education
- Video Clips
Grammar Topics Reviewed/Introduced by 6th Grade Curriculum:

Capitalization

Proper use of quotation marks

Quote citation

MLA format

Dialogue (quotation marks, dialogue tags)

Eight major parts of speech

Apostrophes

Commas, semicolons, and colons

Subjects and predicates

Simple, compound, and complex sentences

Fragments, run-ons, and comma splices

Direct and indirect objects

Appositives

Objective vs. subjective pronouns

Pronoun/antecedent agreement